



Outcomes Assessment Timeline

Contact Person: Jeff Arnold		Date Submitted: 1/22/2018	
Division: Liberal Arts	Discipline/Program/Department: Geography		Program Review Year: 2021

Program Review Year of 2021

Goal	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020
<p>Goal 1</p> <p>1. Employ maps as tools to characterize and analyze distributions of environmental phenomena and patterns of human activities. Beyond empowering students with a geographic perspective (per the disciplinary mission statement), learning to use maps as data visualization and analysis tools supports Southwestern Illinois College's broader mission of promoting student competency in the following core areas: CRITICAL THINKING, COMPUTER LITERACY.</p>		<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> R						<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> R	
<p>Goal 2</p> <p>2. Compare and contrast environmental phenomena across regions, evaluating the opportunities and challenges that environmental conditions present for human activities. Beyond broadening students' horizons (per the disciplinary mission statement), practicing comparative analysis supports Southwestern Illinois College's broader mission of promoting student competency in the following core areas: CRITICAL THINKING, WRITING.</p>				<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> R						<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I	

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Goal	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020
<p>Goal 3</p> <p>3. Compare and contrast human activities across regions, evaluating the impact of human activities on the natural environment. Beyond broadening students' horizons (per the disciplinary mission statement), practicing comparative analysis supports Southwestern Illinois College's broader mission of promoting student competency in the following core areas: CRITICAL THINKING, WRITING.</p>					<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> R					<input checked="" type="checkbox"/> P		
<p>Goal 4</p> <p>4. Visualize current events in location, using internal mental maps to identify their absolute and relative positions on the earth's surface. A sound mental map is at the least an aid – if not a prerequisite – to student achievement of the other disciplinary educational goals.</p>	<input checked="" type="checkbox"/> R						<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> R					
<p>Goal 5</p> <p>5. Contextualize current events in place, using a geographic perspective to organize complexity. Beyond empowering students with a geographic perspective (per the disciplinary mission statement), exercising 'big picture' thinking supports Southwestern Illinois College's broader mission of promoting student competency in the following core areas: CRITICAL THINKING, CIVIC & SOCIAL AWARENESS.</p>	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> R					<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> R					
<p>Goal 6</p> <p>6. Interpret and scrutinize rhetoric that conjectures an imminent "end of geography". Beyond contributing to a strong conceptual foundation for further study in the discipline (per the disciplinary mission statement), such critical discourse analysis supports Southwestern Illinois College's broader mission of promoting student competency in the following core areas: CRITICAL THINKING, WRITING.</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> R					<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> R			

Comments:

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