

# Geography CSLO mapping to PSLO Sample

## West Hills College Coalinga Program Level Student Learning Outcome Planning Guide and Results

Save the file and email the document to me. For example, if it is the Math department then save as PSLO-MATH.

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**Date:** 1/11/17

### Program Level Student Learning Outcome

	<i>State your Program Level Student Learning Outcome below. You are required to write at least 2 SLOs per degree/certificate/program. If there are degrees or certificates within your program, you are not required to write PSLOs for Program Review. More rows may be added. For the "PROGRAM" line, state either "Program Review" or name the degree or certificate that is being assessed.</i>
P1	PROGRAM: AA-T Geography SLO: Students will use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
P2	PROGRAM: AA-T Geography SLO: Students will demonstrate an understanding of how physical processes shape the Earth's surface and determine the character and spatial distribution of global climates and ecosystems.
P3	PROGRAM: AA-T Geography SLO:
P4	PROGRAM: AA-T Geography SLO: SLO: Students will demonstrate an understanding of the characteristics, distribution, and complexity of Earth's cultural mosaic.
P5	PROGRAM: AA-T Geography SLO:
P6	PROGRAM: AA-T Geography SLO: Students will demonstrate an understanding of how physical systems affect human systems and of how human actions affect physical systems.

## Program Level Mapping Worksheet

*This is a worksheet in order to determine the correct placing and emphases of course level outcomes. We will use this in two separate ways. First, fill in all the classes in your program. Next put a “X” next to each class that corresponds to the PSLO.*

*Second, change the “X” to an “I” if the concept is “Introduced.” Change the “X” to a “R” if the concept is reinforced in that class. Change the “X” to “M” if the concept is mastered in the class.*

*Question: Now, look and think about the sequence of your courses. Do that match up to how the PSLOs are integrated in the classes. Now, you are ready to write Course Level SLOs.*

<b>Program Learning Outcomes</b>	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6
<b>GEOG 1</b>	I	I			I	I,R
<b>GEOG 2</b>	I,R	I,R	I,R	I,R	I,R	
<b>GEOG 3</b>	I,R		I	I,R		I,R
<b>GEOG 16</b>	R	R	R	R	R	R
<b>GEOG 18</b>	R,M		R,M	R,M		
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## Course Level Student Learning Outcomes and Mapping

<p><b>Courses</b> List all courses in your program. More rows may be added.</p>	<p><b>Course Level SLOs</b> For classes that are 3-5 units, list 3-6 course level SLOs for each of the courses. For classes below 3 units, list at least the number SLOs as the number of units.</p> <p>SLO: A knowledge, skill, or value that a student is to learn in the course. Example: 1. MATH63-SLO-1: Students will simplify an irrational expression. Example: 2. ENG51A-SLO-3: Students will write a summary in paragraph form.</p> <p>State which PSLO and ISLO the CSLO maps to. Additionally, indicate if it leads to a degree in the program.</p> <p>I = Communication Competency, II = Analytical Inquiry, III = Quantitative Reasoning, IV = Information Competency V = Ethical Reasoning, VI = Ability to Engage Diverse Perspectives, and VII = Personal, Academic, and Career Development</p> <p>If it is part of a GE program, select which type of learning is assessed with the SLO.</p> <p>CG = Civic and Global Learning; LSA = Lifelong Learning Skills and Application of Learning; BI = Broad and Integrative Knowledge.</p>				
Course	Course Level SLO	PSLO	ISLO	Degree	GE
GEOG 1	GEOG-001-CSLO-01: Given a blank world map, the student will locate one global address and in a formal essay analyze its locational situation.	1	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 1	GEOG-001-CSLO-02: Given a blank world map, the student will identify the major mountainous and desert regions of the world along with the world's major regions of seismic and volcanic activity.	2	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 1	GEOG-001-CSLO-03: Given any major climatic type or class, the student will describe its pivotal characteristics in a formal essay.	2	2.1	<input checked="" type="checkbox"/>	3.2
GEOG 1	GEOG-001-CSLO-04: Given the San Joaquin Valley of California region as an example, the student will identify three (3) aspects of the natural environment that are affected by culture and three (3) aspects of the cultural environment that are affected by nature.	6	3.1	<input checked="" type="checkbox"/>	2.3
GEOG 2	GEOG-002-SLO-01: Given a blank world map, the student will locate and name the world's major geographic realms and regions.	2	2.1	<input checked="" type="checkbox"/>	3.3

GEOG 2	GEOG-002-SLO-02: In a formal essay, the student will identify and explain the two (2) major contemporary issues facing each the world's major geographic realms and regions.	4	6.1	<input checked="" type="checkbox"/>	1.2
GEOG 2	GEOG-002-SLO-03: In a formal essay, the student will identify and explain the main economic interdependencies and cultural interconnections that link the world's major realms and regions.	5	6.2	<input checked="" type="checkbox"/>	1.4
GEOG 2	GEOG-002-SLO-04: In a formal essay, the student will evaluate how the physical environment influences human landscapes and how various cultural systems and practices influence natural environments in the world's major realms and regions.	6	3.1	<input checked="" type="checkbox"/>	2.3
GEOG 3	GEOG-003-SLO-01: Given a blank world map, the student will locate one global address and in a formal essay evaluate its locational situation.	1	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 3	GEOG-003-SLO-02: Given a blank world map, the student will identify the major culture regions of the world.	4	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 3	GEOG-003-SLO-03: Given a blank world map, the student will identify the major source area of international migration to the United States in 3 historical periods: a) before 1880, b) 1880-WWII, and 3) since WWII.	3	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 3	GEOG-003-SLO-04: The student will list two major societal impacts of each one of the following "revolutions": a) the agricultural revolution, b) the industrial revolution and 3) the digital revolution.	5	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 3	GEOG-003-SLO-05: Given the San Joaquin Valley of California region as an example, the student will identify three (3) aspects of the natural environment that are affected by culture and three (3) aspects of the cultural environment that are affected by nature.	6	3.1	<input checked="" type="checkbox"/>	2.3
GEOG 16	GEOG-16-SLO-1: In the field, the student will demonstrate the ability to plot points, lines and areas using GPS.	1	4.1	<input checked="" type="checkbox"/>	3.3
GEOG 16	GEOG-16-SLO-2: In the field, the student will determine the location, dimension and shape of various natural and cultural features common to Central California.	1	4.1	<input checked="" type="checkbox"/>	3.3
GEOG 16	GEOG-16-SLO-3: In the field, the student will collect, map and spatially analyze temperature and precipitation data from standardized weather stations and/or portable equipment.	1	3.1	<input checked="" type="checkbox"/>	3.3
GEOG 16	GEOG-16-SLO-4: In the field, the student will collect, map and spatially analyze evidence of sequential human occupance.	1	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 16	GEOG-16-SLO-5: In the field, the student will identify primary, secondary and tertiary land uses.	4	2.1	<input checked="" type="checkbox"/>	3.3

GEOG 18	GEOG-18-SLO-1: In a formal essay, the student will evaluate the locational “situation” of the State of California.	1	4.1	<input checked="" type="checkbox"/>	2.4
GEOG 18	GEOG-18-SLO-2: On a blank outline map, the student will identify the major geographic regions of the State of California.	4	2.1	<input checked="" type="checkbox"/>	3.3
GEOG 18	GEOG-18-SLO-3: On a map of California, the student will locate California’s three top-producing agricultural regions.	5	6.1	<input checked="" type="checkbox"/>	1.2
GEOG 18	GEOG-18-SLO-4: In a formal essay, the student will explain why the agricultural sector in California has been able to survive in a global economy.		Choose an item.	<input type="checkbox"/>	Choose an item.
GEOG 18	GEOG-18-SLO-5: Given the San Joaquin Valley of California region as an example, the student will successfully identify three (3) aspects of the cultural environment that are affected by nature and three (3) aspects of the natural environment that are affected by culture.	6	3.1	<input checked="" type="checkbox"/>	2.3
			Choose an item.	<input type="checkbox"/>	Choose an item.
			Choose an item.	<input type="checkbox"/>	Choose an item.
			Choose an item.	<input type="checkbox"/>	Choose an item.
			Choose an item.	<input type="checkbox"/>	Choose an item.
			Choose an item.	<input type="checkbox"/>	Choose an item.
			Choose an item.	<input type="checkbox"/>	Choose an item.
			Choose an item.	<input type="checkbox"/>	Choose an item.

## Assessment Mapping

**All course level assessment mapping**

Place an 'X' when each of the courses will be assessed so that all course and program level SLOs are assessed **before** Program Review. You don't need to put any 'X' after your program review, since your SLOs might change.

COURSES	SPRING 2017	FALL 2017	SPRING 2018	FALL 2018	SPRING 2019	FALL 2019	SPRING 2020	FALL 2020	SPRING 2021	FALL 2021	SPRING 2022
GEOG 1			PR	X				X			
GEOG 2			PR			X				X	
GEOG 3			PR		X				X		
GEOG 16			PR		X				X		
GEOG 18			PR				X				X

For non-vocational programs, place a “PR” in the year that you will do Program Review. During the year, you will go over all the PSLOs in order to include in your program review. For vocational programs, you may continuously assess your SLOs during your program review semester or place a “PR” in that semester.