Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell 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?
The goal of the Geology Program is to give students the skills they need to obtain employment in the field of the geosciences after they graduate with their B.S. degree, or to continue onto a graduate program in the geosciences.	Outcome-1 Solving geologic problems using basic geologic principles in the laboratory and elsewhere. Undergraduate Geology students will develop proficiency in critical thinking as demonstrated by the use of geologic principles while solving geologic problems using various techniques such as microscopy, mathematics, graphical					

and solve geologic problems.

to determine the total percentage scores for each skill and quality category.

rigorous and most of the students are learning the skills that are expected of them. If the score for any of the categorized skills falls below the target, then the faculty know that more effort or different teaching methods need to be employed in the failed category to bring the score above the targeted expectation. If the score for any of the categorized skills is at or near100%, then more rigorous course content or grading may need to be employed in that skill area.

cycle showed that for every skill assessed in every class

they graduate with
their B.S. degree, or

category to bring
the scor

		outcome will come from faculty assessments of their student researchers.	each category to determine the total percentage scores for each skill and quality category. The student researchers often write abstracts for professional meetings, co-author other publications, and present their research orally or as posters at national and local meetings. Faculty mentors will therefore be asked to complete the attached rubric for their students at the end of each semester. Each skill from these individual student rubrics will then be summarized like it was a single course, then averaged with the skills	Exemplary. The rationale behind this is that if 75% of the students are considered Fair to Exemplary in the given skills we are assessing in this outcome, then the course content and grading is sufficiently rigorous and most of the students are learning the skills that are expected of them. If the score for any of the categorized skills fall below the target, then the faculty know that more effort or different teaching methods need to be employed in the failed category to bring the score above the targeted expectation. If the score for any of the categorized skills is at or near100%, then	Note that GEOL 4420 Paleontology was not assessed this cycle because the course was not taught. Also note that there were no Undergraduate Research Assistants in this cycle so these rubrics were not included in the assessment. GEOL 4410 Stratigraphy and Sedimentology was not used in this cycle's assessment because there were no written, oral, or graphical products that could be used in the assessment in this course this cycle.	The reason the target was not met was due to two students in these classes scoring in the Poor to Very Poor category for Oral Communication. Both students showed social anxiety in class and out of class which made oral communication difficult for them. This was particularly the case for the volume of their speech. It was very difficult for them to increase their volume, even when asked if they could speak louder. This was particularly a problem when students were asked to participate in class discussions and when they made PowerPoint presentations. We suspect that this was a unique occurrence but if it occurs again in the next cycle, we will recommend a speech class for an elective or determine if we can recommend to the students that present a potential speech problem to contact someone for possible testing.

			of the individual courses mentioned previously to assess Outcome 3.	more rigorous course content or grading may need to be employed in that skill area. The same rationale is used for the second measure of undergraduate researchers, but the implications are for the faculty and their mentoring of the students.		

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 the effects those*