

**Program Level Learning Outcome Assessment
MA Geography**

PLO1: Students will be able to state how a research project contributes to an existing body of geographic literature. The MA program emphasizes the geographic approach, where students apply concepts of space, place, location, scale, borders and regions, for example, to examine and test hypotheses regarding natural and human systems and explain association and causation in human-environment interactions.

Learning Outcome	Does Not Meet Expectations	Approaches	Reinforces	Masters
Be able to explain and discuss multiple theories in geography.	Unable to explain and discuss multiple theories in geography.	Students could identify at least two theories in geography.	Students were able to explain and discuss a wide variety of geographic theories.	Students were able to explain and discuss a wide variety of geographic theories. Students could compare and contrast theories and discuss applicability to different geographic research areas.
Be able to read and interpret journal articles written from particular theoretical perspectives	Unable to interpret journal articles written from different theoretical perspectives.	Students could interpret journal articles from at least two theoretical perspectives.	Students were able to read and interpret multiple research articles from a wide variety of theoretical perspectives.	Students could analyze journal articles, link them to the broader field, develop ideas for “next questions” and make connections among the assigned articles. Student could explain how a research project connects to the broader field.
Be able to lead discussions of journal articles.	Unable to lead class discussions or write critically about research and review articles.	Students were able to lead a very basic discussion of journal articles.	Students were able to lead insightful discussions about research and review articles.	Students were able to lead discussions, incorporating a description of methodology, results, interpretations and conclusions in a way that the entire class could understand. Student could lead class to a follow up research question.
Be able to critically examine and present research of scholars working in selected theoretical frameworks.	Unable to critically examine and present research of scholars working in selected theoretical frameworks.	Students were able to present research from selected theoretical framework with very basic critical examination.	Students were able to present (or write about) research incorporating a critical examination of methodology, assumptions and interpretations.	Students could analyze scholarship from a particular framework. Students could pose questions about methodology, suggest improvements, question assumptions and conclusions. Students could develop research project to address outcome of analysis.