

200

Program Start Term	Other <a href="#">Click or tap here to enter term.</a> Summer <a href="#">Click or tap here to enter year.</a> Spring <a href="#">Click or tap here to enter year.</a> Fall 2022
of Study: Program Title/Area	Geoinformatics and Geospatial Analytics Examples: English, Biology, Public Health
Associated Degree:	Other – please specify <a href="#">Click or tap here to enter text.</a> Doctor of Philosophy (Ph.D.) Master of Science (M.S.) Master of Arts (M.A.)
Post-Baccalaureate (includes all graduate and professional programs)	



	development in the context of this outcome, and will particularly focus on how the program has impacted professional competen	
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<p>5. Demonstrating cross-functional competencies including critical thinking, reporting, synthesis, and collaboration</p>	<p>Direct Measures:</p> <ol style="list-style-type: none"> <li>In GIS 5120 and 5130 final papers will be evaluated using a rubric designed by the program assessment committee.</li> <li>Class projects, presentations, and peer-reviewed publications</li> </ol> <p>Indirect Measures:</p> <ol style="list-style-type: none"> <li>Exit surveys and student self-assessments collected through annual evaluation in year 1 and year 3 will provide an indirect measure of this outcome</li> </ol>	<p>review.</p> <p>Assessments of curriculum and student performance will occur annually by instructors. Assessments will focus on student development and rely on capstone projects, assignments, and group projects to measure student performance as spatial thinkers, analysts, and cartographers. Program level assessment will be conducted in a 3-year cycle under the supervision of the Assessment Committee. Any recommendations for curriculum changes will be made to the faculty annually and revisions are documented and maintained by the program coordinator. Review of program change impacts will also be conducted every 5 years, pre/post-change metrics will be compared, and new changes may be implemented during review.</p>
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#### 4.2 Curriculum Mapping

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each outcome is intentionally addressed and at particular levels of intellectual complexity and, using the level indicators\* provided below. Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.

Level I	Level II	Level III
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f Knowledge & Comprehension Recall data or

