Graduate Program Review Report, 2008
Department of Geography
Kansas State University

I. Introduction

A. College, Department, and Date

College of Arts and Sciences
Department of Geography,
31 December 2008

B. Person Responsible for Preparing the Report

Dr. Richard A. Marston, University Distinguished Professor and Head

C. Description of the Department

Discovery and dissemination of new knowledge are the cornerstones of the Department of Geography missions. Drawing upon the research interests and experience of the faculty, the department's **core areas of geographic inquiry** are illustrated in the figure below. Much of the research conducted by faculty and graduate students incorporates more than one of these themes and we accomplish these research activities in an atmosphere of open inquiry and academic freedom.

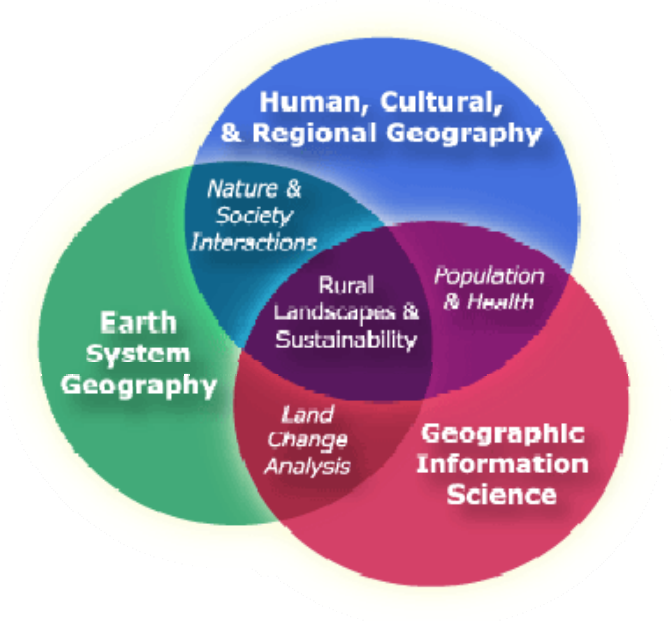

Figure 1. KSU Geography Core Areas

The department's research mission incorporates:

- Research into human spatial behavior, regional and place identity, and the relationship between humans and the environment, such as societal adjustments to floods, population redistribution in the Great Plains, cultural, social, and ethnic change in the landscape, and assessments of migration decisions associated with residential satisfaction;
- Studies that reinforce the land-grant mandate of the institution, including agricultural water management and rural community development, examination of the role on climatic variability on Great Plains ecosystems, and assessment of changes in stream systems and reservoirs related to human activity;
- Examination of the applicability of new geographic knowledge and the emerging technologies associated with computer cartography, geographic information systems, and remote sensing; and
- A symbiotic relationship among discovery of new knowledge, graduate and undergraduate education, and improvement in the quality of life through research application to societal issues.

In accomplishing the University's instructional mission, we stress quality teaching and advising and strive to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. Our contributions include:

- Providing undergraduate and graduate students with a thorough grounding in the discipline of geography from a liberal arts perspective;
- Teaching service courses that provide students with an opportunity to meet a number of either general education or college distribution requirements with classes and seminars that deal with international awareness, social and cultural diversity, and human interactions with the physical environment;
- Assisting in the training of elementary and secondary teachers so that geographical education programs can be strengthened;
- Preparing students to better appreciate local, regional, and global affairs by promoting attainment of knowledge and modes of thought that will help individuals make meaningful lifetime decisions;
- Educating students so that they are successful in either further academic study or professional employment;
- Offering extracurricular learning experiences, including geographically oriented internships and seminars by internationally renowned geographic scholars, that promote academic excellence and cultural diversity; and

- Using educational approaches that permit the communication and application of basic geographic concepts and techniques that have broad implications for other disciplines.

D. Brief History of the Department

Kansas State University in Manhattan, Kansas, chartered as the Kansas State Agricultural College in 1863 under the federal government's Morrill Land Grant Act, offered its first courses in geography - Geography, Ancient Geography, and Physical Geography - in 1863, all taught by Jennie Platt. After a twenty-five year hiatus, geography reemerged in 1918 with Economic Geography being offered in the Department of Economics and Sociology. In 1943, Karl Stacey became the university's first professor trained as a geographer, when he joined the Department of Zoology to teach Principles of Geography and Political Geography. Geography instruction transferred to the newly created Department of Geology in 1946, which changed its name to the Department of Geology and Geography, under the headship of Arthur B. Sperry, in 1951. The B.S. degree in geography was approved in 1955, and the first geography bachelor's degree was awarded to Nadine Burns in 1957. The local chapter of Gamma Theta Upsilon (GTU), the international honor society in geography, was established in 1959. The M.S. degree in geography, approved in 1959, was first awarded to Jack E. Harding and Han Sik Lee in 1961.

A separate Geography Division, with William R. Siddall as chair, was created within the Department of Geology and Geography in 1966. The M.A. degree in geography replaced the M.S. degree at that time. An independent Department of Geography was established with William R. Siddall as head in 1970. The department, which was first housed in Thompson Hall, relocated to Dickens Hall in 1982. The Ph.D. in geography was approved in 1995; the first doctoral degrees were awarded to J.M. Shawn Hutchinson, Bradley C. Rundquist, and Thomas C. Schafer in 2000. The Department of Geography moved to its present location in Seaton Hall in 2001.

E. Listing of all Degrees Offered by the Department by CIP code

CIP (450701) B.A. in Geography, B.S. in Geography, M.A. in Geography, Ph.D. in Geography

II. Departmental Purpose

A. Mission Statement

The department strives to have leading undergraduate and graduate geography programs in the State of Kansas, in the region, and nationwide among land grant universities, with an emphasis on rural geography and sustainability. The Geography program at Kansas State University is one of outstanding faculty and student accomplishments. Kansas State University geographers are committed to excellence in teaching, research and service. The geography program builds from a strong base in three traditional areas of geographic scholarship: People, Place, & Regional Geography, Earth System Geography, and Geographic Information Science (Figure 1). Examples of areas of collaborative overlap include our research and teaching in Nature & Society Interactions, Population & Health, and Land Change Analysis. Rural Geography & Sustainability remain as a thematic, integrative core for the program and is consistent with the land grant tradition of KSU.

B. Centrality of the Department and its Academic Degrees to the College, University, and State

The Department of Geography at Kansas State University fulfills its mission to the College, University, and State by offering high quality instruction, conducting cutting-edge research using the latest tools and techniques, and providing valuable service. In the National 2000 Education Plan approved by the U.S. Congress, geography is identified as one of the five required disciplines. The broad, integrative nature of geographic research and instruction fosters both a local understanding as well as an appreciation for the significance of increased globalization. An essential element of geography is an ability to synthesize ideas at the interface of the natural sciences, social sciences, and humanities. As a result, Kansas State University geographers have played an important role in fostering strong, active, and ongoing interdisciplinary connections with faculty across the College and University. The faculty are involved in projects that include biologists, biological and agricultural engineers, demographers, architects, planners, American ethnic studies scholars, and historians. Geography is a core discipline at Kansas State University for understanding the spatial nature of human and physical processes, as well as applying geospatial techniques in solving real world problems. The department is home to geospatial technology education on campus and houses the Geographic Information Systems and Spatial Analysis Laboratory (GISSAL) (a key university geospatial techniques resource) and the Remote Sensing Research Lab. We are in the process of constructing a Paleoenvironmental Research Lab.

For the State of Kansas, the Department of Geography at KSU advances understanding of the spatial patterns and processes of water resources; land use; natural, biological, and man-made hazards; fluvial systems; cultural resources; as

well as ways to improve quality of life within the State. The department, through activities in GISSAL, plays a vital role in helping the State achieve the status of having one of the best GIS coverage systems in the country. Kansas State University geographers have also been helping the State of Kansas to augment and advance the efforts of the U.S. Department of Homeland Security to prevent and mitigate acts of terror on U.S. and foreign soil.

The graduates of the Department of Geography at Kansas State University are working to improve the quality of life in Kansas communities through their work in local governments, regional planning offices, and the private sector. The theoretical and empirical research of faculty, shared through publications and in the classroom, are enhancing the quality of life for present and future generations of Kansans.

C. Uniqueness of the Department's Academic Degrees to the College, University, Regents System, State, Region, and Nation

By stressing research in rural areas and small town settings, the department's doctoral program is unique in the State of Kansas and one of only a few programs with such an emphasis in the U.S. To date, graduates of the doctoral program have secured tenure-line positions in geography departments across the country. The department's M.A. program continues to attract students from the State of Kansas, elsewhere in the nation, and the world because of its substance and rigor. M.A. graduates are well prepared to enter doctoral programs or assume jobs in the public and private sectors. The bachelor's degree in geography at Kansas State University provides a thorough grounding in the discipline from a liberal arts perspective. Undergraduate majors are exposed to the breadth of geography in introductory courses, then specialize in their junior and senior years in a particular area or areas of geography. All geography faculty are involved with the undergraduate degree as teachers and advisors, an emphasis that is rare among Ph.D. granting geography departments in the U.S.

D. Department's goals for academic degrees for the next 7 years

Summarized from our July 2007 Priority Setting Document:

1: Maintain academic excellence in our undergraduate programs in Geography

1.1: Provide undergraduate students with a thorough grounding in the discipline of geography from a liberal arts perspective

1.2: Teach service courses that provide students with an opportunity to meet University General Education (UGE) or college distribution requirements with classes and seminars that deal with international awareness, social and cultural diversity, and human interactions with the physical environment

1.3: Assist in the training of elementary and secondary teachers so that geographical education programs can be strengthened

1.4: Prepare students to better appreciate local, regional, and global affairs by promoting attainment of knowledge and modes of thought that will help individuals make meaningful lifetime decisions

1.5: Educate students so that they are prepared for success in either further academic study or professional employment

1.6: Offer extracurricular learning experiences, including geographically oriented internships and seminars by internationally renowned geographic scholars, which promote academic excellence, cultural diversity, and foster a sense of community among faculty and students

1.7: Use educational approaches that permit the communication and application of basic geographic concepts and techniques that have broad implications for other disciplines.

2: Maintain academic excellence in our M.A. and Ph.D. programs in Geography

2.1: Maintain or increase graduate level credit hour production

2.2: Increase recruiting efforts and recruit higher quality students

2.3: Give doctoral students the opportunity to teach undergraduate courses

2.4: Help position our doctoral students for employment in academia

2.5: Offer extracurricular learning experiences, including geographically oriented internships and seminars by internationally renowned geographic scholars, which promote academic excellence, cultural diversity, and foster a sense of community among faculty and students

3. Maintain our high research productivity

3.1: Continue to publish our scholarship in top-ranked refereed journals

3.2: Maintain efforts to seek extramural funding and resources from KSU

3.3: Maintain cooperation, coordination and collaboration in research endeavors with other departments, programs and institutes at KSU and elsewhere

3.4: Maintain and/or enhance the infrastructure available to geography faculty, our collaborating partners, and our geography students to carry out research of the highest quality.

4. Improve the infrastructure in both physical and human terms

4.1: Make effective use of doctoral-level GTAs and temporary instructors

4.2: Increase the number of staff

4.3: Improve the teaching and research labs

4.4: Increase and improve faculty office space

5. Maintain High Visibility of KSU Geography

5.1: Maintain faculty leadership on campus and professionally

5.2: Increase alumni relations, including development activities

5.3: Tell the KSU Geography Story

III. Program Descriptions

A. Identify the major instructional, scholarship, and service responsibilities of the Department. Include interdisciplinary programs where appropriate

Undergraduate

Students may pursue a traditional major in geography, a geography minor, or choose the geography major with the pre-planning option. The Department of Geography offers both B.A. and B.S. degrees. Although the geography requirements for the B.A. and the B.S. degrees are the same, college requirements differ. Students, working with their advisor, can tailor the major requirements to meet individual needs. All students are introduced to regional, human, physical, and human-environment themes within geography and receive training in cartography and geographic information systems. A new capstone seminar helps graduating seniors synthesize their knowledge of geography. Using the 12 available elective hours within the major, students may pursue a general program in geography, or may choose to develop a concentration in environmental studies, cultural and historical themes, or geospatial techniques. Other concentrations also may be developed to reflect the particular interests of a student. For example, a student may earn a teaching certificate while working toward a degree in geography. Graduates from the program find a variety of options available, many of which involve a need for individuals who understand the importance of the spatial arrangements of phenomena and the related causal processes.

Graduate

The Department of Geography at Kansas State University offers degrees at both the master's and doctoral levels. For the M.A. degree, students receive training in geographic thought, methods, and research design. The 30 credit hour program is designed so that students can identify a research topic and write their thesis within two years. M.A. requirements include 24 hours of classes and seminars and 6 hours of thesis research; 15 class/seminar hours must be from geography. A non-thesis or report option also is available. The 32 credit hour report option, with 30 hours of course work and a 2 hour report, is designed for students who have a specific professional goal in mind and who do not intend to continue for a doctorate. The M.A. program prepares students for either an applied professional career or more advanced study and research.

At the Ph.D. level, students are encouraged to pursue research that fits one of the core areas of the department and complements the rural and land grant tradition of Kansas State University. The department's core areas of geographic inquiry are: human-environment interaction, population and health, culture and landscape, and regional systems. Doctoral students undertake original independent research and make scholarly contributions in their selected field(s) of specialization.

The department proposed and now administers the Graduate Certificate in Geographic Information Science. The certificate program allows interested graduate students from a number of colleges/academic disciplines to advance their education and training in geospatial technologies.

Scholarship

All faculty have an active research program in one or more aspects of knowledge associated with the field of geography. The quality and quantity of research production of the faculty is one of the prominent strengths of the program. Faculty in geography have high rates of 1) research presentation at professional meetings, 2) success in obtaining extramural funding for research, and 3) publication in the top professional journals.

Service Responsibilities

Geography faculty provide professional service at departmental, college, university, community, state, national, and international levels. Specific activities include service on college and university committees and involvement in faculty governance, manuscript reviews for professional journals, reviews of grant proposals for federal agencies, and leadership in major geography professional organizations.

B. Provide a brief description of the facilities and equipment for the Department

Departmental instructional facilities include a laboratory classroom for students in environmental geography, a laboratory classroom for geospatial technology instruction, and our seminar classroom. The environmental geography lab classroom, with its 14 computers, is designed to serve 28 students at a time. Scheduled laboratory classes occupy the room for 36 hours each week. In addition, department faculty have written K-State specific laboratory manuals designed to take advantage of available computer resources and knowledge of relevant learning materials available on the internet. The geospatial technology lab classroom has 13 computers and software for instruction in cartography, geographic information systems, remote sensing, quantitative methods, and spatial analysis. The geospatial technology laboratory is formally used for classes about 20 hours per week; for the remainder of the time it is open, it is utilized by students working on class assignments or individual research projects. The seminar room currently accommodates approximately 18 students and includes a multi-media projector. The room also holds the department's collection of academic journals. In addition to use for many of our graduate level seminars, the room frequently is used for departmental presentations and meetings.

The department houses two specialized research laboratories, the Remote Sensing Research Laboratory (RSRL) and the Geographic Information Systems and Spatial Analysis Laboratory (GISSAL). Throughout the last decade, extramural funding has supported innovative research in each of these laboratories. The RSRL has an extensive collection of satellite imagery for Kansas, specialized software products for image analysis and display, and a significant number of ground-based sensors and other field data collection equipment that is used to assist in imagery interpretation. GISSAL is a university resource for research involving geospatial techniques. Both undergraduate and graduate students gain valuable experience using specialized GIS software while working on projects in the lab. Extramural funding supports a post-doctoral Research Associate, who assists the Director in all aspects of lab activities. GISSAL houses approximately a dozen state-of-the-art computers and associated peripherals, such as a large format scanner and plotter that are used to accomplish geospatial analyses for faculty from across campus. Both the RSRL and GISSAL have extensive computer hardware and software that are required in support of their research missions.

C. Special information resources and services (e.g., library collections)

Geography is the home of geographic information systems (GIS) education and training at Kansas State University and the department provides an important service to the campus through available courses and with the availability of the hardware, software, and human resources associated with GISSAL. Housed within the department, GISSAL faculty and students apply the latest geographic information software in helping faculty, from multiple colleges across campus, to

address research problems. The GIScience Graduate Certificate is an example of a special service that exemplifies departmental leadership in GIS.

D. Briefly indicate the Department's contributions to general education

The Department of Geography offers 15 courses that help students meet University General Education (UGE) requirements. Twelve of these classes are at the 300-level or above. The departmental offering of GEOG 100-World Regional Geography) to over 1,000 students per semester helps Arts & Sciences students meet their International Overlay requirement. World Regional Geography addresses the considerable differences among world culture groups and therein contributes in a significant way to greater student awareness of diversity. Over 200 students per semester who need a physical science laboratory class meet this requirement with GEOG 221, Environmental Geography I. Over 300 students per year enroll in GEOG 300-Geography of Tourism. Geopgraphy faculty teach introductory-level courses for the KSU Honors Program and for the University First-Year Seminar Pilot program.

E. Briefly indicate the Department's role in providing instructional services to students outside the Department

The Department of Geography provides instructional services to students outside the department in many ways. First, we are strong participants in the University General Education (UGE) program, with 15 courses currently qualifying for UGE credit. Second, some of our courses are electives for students in other majors, including but not limited to GEOG 300-Geography of Tourism and GEOG 508-GIS1. Third, we offer an undergraduate certificate in GIS and a graduate certificate in GIScience. Fourth, we offer a minor in Geography for undergraduate students. Fifth, we are developing distance education courses in GEOG 400-Earth System Geography and GEOG 508-GIS1. Fifth, Geography also is an appropriate discipline for students who wish to pursue a career in a community or environmental planning-related field or desire to take graduate training in planning. The geography pre-planning option provides a broad interdisciplinary background and a core curriculum in geography. Completion of the pre-planning requirements will also yield a certificate in community planning from the Department of Regional and Community Planning. Sixth, several department faculty members are actively involved with the Natural Resources and Environmental Sciences (NRES) Secondary Major. Currently, the NRES Director is a geography faculty member, and several other geography faculty serve on the Board of Directors. Geography faculty frequently contribute to team-teaching the NRES capstone class.

F. Self Evaluation of Faculty and General Programs

Please refer to Tables III.F.1 through III.F.5

Teaching

Quality undergraduate and graduate teaching is an important goal of the Department of Geography. Annual evaluation of teaching quality and effectiveness is accomplished in a merit review process. Acceptable minimum standards must be met for reappointment. Criteria for evaluation include in-class student evaluations with questions provided by the Center for the Advancement of Teaching and Learning, surveys of all undergraduate majors and graduate students, exit interviews with graduating seniors, and additional written comments. Faculty members routinely take advantage of campus resources for quality teaching, including the use of high-technology classrooms and the use of web-based programs such as K-State Online for disseminating notes and articles and testing of students. Evidence of the quality of teaching in the department includes a steady string of major teaching awards earned by the faculty, including College of Arts and Sciences Stamey Awards. Two KSU Geography faculty members (Blake and Smith) have won the university-wide award for teaching excellence. This has not been duplicated in geography programs at other land grant institutions or Big 12 institutions, as far as could be determined. The department highly values student advising, with all faculty members advising students at both the undergraduate and graduate levels. A new lead undergraduate advisor position was created in 2000 to complement the graduate program director position. The department has a very high retention rate among its declared majors. Evidence of quality advising includes the numerous national scholarship and award competitions won by geography majors, such as those from the National Geographic Society, Department of Homeland Security, and Gamma Theta Upsilon, The International Honorary Society in Geography. One KSU geography major was one of 80 students in a nationwide competition for the prestigious Morris K. Udall Scholarship. Geography faculty generate one of the highest rates of student credit hour production per FTE. Over 4000 students enroll in geography courses during each academic year starting in 2003-04. The comparator land grant institutions award about the same number of bachelors degrees per faculty member per year.

Research/Scholarship

The Department of Geography faculty members are internationally recognized for their research and scholarship. Faculty members contribute to our core areas of geographic inquiry primarily through peer-reviewed articles in top geography journals and chapters in books at the cutting-edge of the field, edited books, extra-mural funding, and professional meeting presentations. Starting with FY05, geography faculty have garnered over $2.1 million in extramural funding from such agencies as the National Science Foundation, National Aeronautics and Space Administration, National Park Service, Department of Defense, and U.S. Environmental Protection Agency. Geography faculty also serve as co-PIs on

several millions of dollars in grants and contracts that are housed in other departments. The figure of $2.1 million places geography at the top of social science departments in the College of Arts and Sciences. Faculty members also have won national research awards from their respective specialty groups within the Association of American Geographers.

The Department of Geography compares very favorably against geography programs at other land grant institutions without medical schools, and against other Big 12 geography programs. Using the productivity criteria in this report measured per faculty member, it is safe to say…

- KSU Geography ranks third among land grant institutions without medical schools who have PhD programs in geography.
- KSU Geography ranks fourth among Big 12 Geography programs that offer the PhD degree in geography.

Please see the attached tables that have been compiled in support of the following conclusions.

1. Of the 26 land grant institutions (without medical schools) evaluated by the University of Florida ranking system, 15 offer degree programs in geography. Several of the institutions have departments where geography is combined in a department with geology (Oregon State University, University of Massachusetts, and Montana State University), so those departments are not easily compared with KSU. Some of the departments do not offer the PhD in geography (Mississippi State University, Auburn University, University of Wyoming, New Mexico State University, University of New Hampshire, and University of Alaska-Fairbanks). Thus, K-State Geography is best compared against stand-alone geography programs in those institutions that offer the Ph.D. in geography:

- University of Georgia
- Rutgers University
- University of Delaware
- Oklahoma State University
- University of Idaho

2. It is also possible to compare KSU Geography against other PhD granting programs in the Big 12:

- University of Colorado
- University of Oklahoma
- University of Kansas
- Oklahoma State University
- University of Texas
- Texas A&M University

Baylor University and Iowa State University do not offer geography degrees. At the University of Nebraska, Geography is combined in a single department with Anthropology. At Texas Tech University, Geography is combined with Economics.

3. In comparing KSU Geography with the other land grant institutions listed in point #1 above, we have more faculty than two programs (Idaho and Delaware), and fewer faculty than the other three. In comparing KSU Geography with the other Big 12 PhD Programs in Geography, we are the smallest in terms of number of faculty. Therefore, Tables 2 and 3 have been constructed to normalize the data *per faculty member* to more easily compare productivity.

4. Some superlatives about research in K-State Geography:

a. Among the land grant institutions, KSU Geography *ranks third* (behind Georgia and Idaho) in NSF funding per faculty member for the 2000-2007 period (Table 2) This should increase in the future with the addition of new top-notch research scholars to our new faculty. One of our KSU Geography professors (Goodin) is a co-PI on a $1.74 million grant from the National institutes of Health (NIH) to study the impact of land cover change on Hanta Virus ecology in Paraguay. Although I have not conducted a search of NIH funding acquired by comparator geography programs, the funding acquired by KSU Geography from NIH is certainly extraordinary.

b. Among the land grant institutions, KSU Geography also *ranks third* in the number of published articles per faculty member for 2000-2007 (Table 2). We rank fourth (behind Georgia, Idaho and Delaware) in the number of times articles are cited per person per year.

c. Among the Big 12 institutions with PhD programs in Geography, KSU Geography *ranks fifth* in dollars awarded by the National Science Foundation for 2000-2007, behind CU, KU, OU, and Texas A&M) (Table 3). If total dollars of funding from all sources could be obtained, KSU would probably rank fairly high on that list.

d. Among the Big 12 institutions with PhD programs in Geography, KSU Geography *ranks fifth* in the number of articles published per person over the 2000-2007 period (Table 3). We *rank fourth* (behind CU, KU and OU) in the number of times articles are cited per person per year.

e. Among the land grant institutions, KSU Geography is the only geography program that has two AAAS Fellows in the AAAS Geology and Geography Section (Table 1). In fact, only the Rutgers Geography program has even one AAAS Fellow. Among the Big 12 Geography programs, only the University of Texas matches KSU Geography on that score.

Service

Each faculty member contributes to the service mission of the Department. All faculty members have departmental service responsibilities. In addition, most have served at the college and university level in such areas as Faculty Senate Committee on Planning, Faculty Senate Academic Calendar Committee, Course and Curriculum Committee, Dean's Advisory Council, Search and Reappointment Committees for Associate and Assistant Deans, and directing the interdisciplinary secondary major in Natural Resources and Environmental Sciences. All faculty members are also active in areas of professional service that include serving on editorial boards and as book review editor for major geography journals, organizing regional and international conferences, reviewing proposals for granting agencies, publishing book reviews, and serving on regional and national committees or advisory boards for such organizations as the Association of American Geographers (AAG), National Science Foundation, National Academies of Science, National Council for Learned Societies, and the National Council for Geographic Education. Some specific evidence of the level of recognition for service by KSU geographers:

a. One faculty member was elected President of the AAG, the largest professional organization for geographers with over 10,500 members.

b. Among the land grant universities and the Big 12 universities, KSU Geography is the only geography program that has two faculty who have been awarded the highest "Honors" from the Association of American Geographers since 2000.

c. KSU Geography is the only program in the country that has two former presidents of the Association of American Geographers on the faculty.

d. The international journal, *Geomorphology*, is edited by a KSU Faculty member. The *Proceedings of the Applied Geography Conference* are edited by KSU Geography faculty.

e. Among the land grant institutions, only KSU and Oklahoma State University sponsor local chapters of Gamma Theta Upsilon, The International Honor Society in Geography. The KSU Chapter has won the GTU International Chapter of the Year Award three times, most recently in 2005.

TABLE III.F.1. LAND GRANT INSTITUTIONS WITHOUT MEDICAL SCHOOLS

	A	B	C	D	E	F	G
Institution	**Overall UF 2007 Rank**	**Terminal Degree**	**# Faculty**	**GTA Stipend**	**Degrees Granted 2005-06 BA/BS**	**MA/MS**	**PhD**
University of Georgia Department of Geography	2	PhD	23	$12,820	25	11	6
Rutgers University Department of Geography	4	PhD	26	$18,178	25	6	9
University of Delaware Department of Geography	7	PhD(a)	12	na	26	4	1
Oregon State University Department of Geosciences	8	PhD	27	na	10	10	2
Kansas State University Department of Geography	**10**	**PhD**	**13(d)**	**$10,383**	**15**	**7**	**0**
Mississippi State University Department of Geography	12	MS	25	na	46	112	x
Auburn University Department of Geography	13	BA	5	na	10	x	x
University of Massachusetts Department of Geosciences	14	PhD	9	na	6	7	5
Oklahoma State University Department of Geography	16	PhD	16	$13,000	8	4	2

University of Wyoming Department of Geography	17	MA	9	na	24	16	x
University of Idaho Department of Geography	19	PhD	7	na	8	3	2
New Mexico State University Department of Geography	20	MS(b)	5	na	8	3	x
Montana State University Department of Earth Sciences	21	PhD(c)	15	na	na	na	na
University of New Hampshire Department of Geography	23	BA	5	na	23	x	x
Univ. of Alaska-Fairbanks Department of Geography	24	BA/BS	2	na	8	x	x

(a) in climatology only
(b) Masters in Applied Geography
(c) in Earth Sciences only
(d) will grow to 15 by Fall 2008

na = data not available

TABLE III.F.2. LAND GRANT INSTITUTIONS WITHOUT MEDICAL SCHOOLS WITH PHD GEOGRAPHY PROGRAMS: Data for 2000-2007

	K	L	M	N	O	P	Q
Institution	**$1000 NSF Funding**	**No. of Articles**	**No. of Citations**	**Citations per Item**	**Citations per Year**	**h Index**	**AAG Honors**
University of Georgia Department of Geography	**664**	**216**	**1270**	**5.88**	159	17	0
Rutgers University Department of Geography	24	43	229	5.33	28.6	9	0
University of Delaware Department of Geography	0	98	825	8.42	103	15	0
Kansas State University Department of Geography	**144**	**70**	**375**	**5.36**	**46.9**	**8**	**2**
Oklahoma State University Department of Geography	0	28	59	2.11	7.38	4	1
University of Idaho Department of Geography	104	39	460	11.8	57.5	10	0

TABLE III.F.3. BIG 12 INSTITUTIONS WITH PHD GEOGRAPHY PROGRAMS: Data for 2000-2007

Institution	$1000 NSF Funding	No. of Articles	No. of Citations	Citations per Item	Citations per Year	h Index	AAG Honors	AAAS Fellows
University of Colorado Department of Geography	851	592	5223	8.82	653	34	0	1
University of Oklahoma Department of Geography	378	69	462	6.7	57.8	11	0	0
University of Kansas Department of Geography	462	146	1298	8.89	162	16	0	0
Kansas State University Department of Geography	**144**	**70**	**375**	**5.36**	**46.9**	**8**	**2**	2
Oklahoma State University Department of Geography	0	28	59	2.11	7.38	4	1	0
University of Texas Department of Geography	24	124	485	3.91	60.6	12	1	2

TABLE III.F.4. LAND GRANT INSTITUTIONS WITHOUT MEDICAL SCHOOLS WITH PHD GEOGRAPHY PROGRAMS: Data Per faculty Member for 2000-2007

	R	S	T	U	V	W	X
Institution	**$1000 NSF Funding**	**No. of Articles**	**No. of Citations**	**Citations per Item**	**Citations per Year**	**h Index**	**# Faculty**
University of Georgia Department of Geography	**28.9**	**9.39**	**55.2**	**5.88**	6.91	17	23
University of Idaho Department of Geography	14.9	5.57	65.7	1.69	8.21	10	7
Kansas State University Department of Geography	**11.1**	**5.38**	**28.8**	**5.36**	**3.61**	**8**	**13**
Rutgers University Department of Geography	0.923	1.65	8.81	5.33	1.10	9	26
University of Delaware Department of Geography	0	8.17	68.8	0.702	8.58	15	12
Oklahoma State University Department of Geography	0	1.75	3.69	0.132	0.461	4	16

TABLE III.F.5. BIG 12 INSTITUTIONS WITH PHD GEOGRAPHY PROGRAMS:
Data per Faculty Member, 2000-2007

Institution	$1000 NSF Funding	No. of Articles	No. of Citations	Citations per Item	Citations per Year	h Index	# Faculty
University of Colorado Department of Geography	38.7	26.9	237	0.401	29.7	34	22
University of Kansas Department of Geography	23.1	7.30	64.9	0.444	8.10	16	20
University of Oklahoma Department of Geography	25.2	4.60	30.8	0.447	3.85	11	15
Kansas State University Department of Geography	**11.1**	**5.38**	**28.8**	**5.36**	**3.61**	**8**	**13**
Texas A&M University Department of Geography	22.5	7.41	25.1	0.154	3.14	12	22
University of Texas Department of Geography	1.26	6.53	25.5	0.206	3.19	12	19
Oklahoma State University Department of Geography	0	1.75	3.69	0.132	0.461	4	16

Note: Baylor University and Iowa State University do not offer geography programs
At the University of Nebraska, Geography is combined with Anthropology in one department
At Texas Tech University, Geography is combined with Economics

Sources of Data for Tables III.F.1 through III.F.5

Column

A. Overall ranking in University of Florida system (data from KSU Provost Office)

B. Highest degree offered. Source: *Guide to Geography Programs in the Americas, 2006-2007* (AAG, 2007)

C. Number of full-time faculty. Source: same as column B

D. Average GTA Stipends in 2006. Source: AAG website http://www.aag.org/healthydepartments/Stipend%20data.xls

E-G. Number of degrees granted Fall 2005-Summer 2006. Source: same as column B.

H. Number of living, former Presidents of the Association of American Geographers. Source: same as column B.

I. Does the institution sponsor a local chapter of Gamma theta Upsilon, The International Honor Society in Geography? Source: GTU website http://www.gtuhonors.org/Chapters/index.html

J. Number of Fellows in the American Association for the Advancement of Science (AAAS). Source AAAS website http://www.aaas.org/aboutaaas/fellows/

K. Thousands of dollars of funding from the National Science Foundation, 2000-2007. Source: NSF online search engine for past and current awards. Note KSU geography faculty funds received were from NSF programs other than Geography and Regional Science (G&RS); funding reported for other programs was strictly from G&RS. Funding from other sources (NIH, NASA, etc. not included in these totals)

   http://www.nsf.gov/awardsearch/tab.do?dispatch=4&ProgOrganization=SBE&RestrictActive=on

L. Number of articles published by Geography faculty, 2000-2007, as listed in Web of Science, scanning the Science Citation Index, Social Science Citation Index and Arts and Humanities Citation Index. Source: KSU Libraries link to Web of Science http://apps.newisiknowledge.com/WOS_AdvancedSearch_input.do?product=WOS&SID=4AB5ADmedo49HpH1lGB&search_mode=AdvancedSearch

M. Total number of citations for all articles by geographers from each institution, 2000-2007. Source: same as Column L.

N. Number of citations per article (Column M divided by Column L). Source: same as Column L.

O. Average number of citations per year, 2000-2007. Source: same as Column L.

P. h-index is the number of articles cited h number of times. For example, for KSU, h=8, so 8 articles out of the 144 listed are cited at least 8 times.

Q. Number of “Honors” awarded by the Association of American Geographers, presently about 5-6 per year nationally in various categories of research, teaching, service.

G. Self Evaluation of Academic Degree(s)

Please refer to the tables that follow at the end of this report.

Undergraduate

1. Quality of the Bachelor's Degrees in Geography

The Department of Geography takes pride in its solid undergraduate degree program that prepares students well for either the competitive job market and for graduate school. It provides students with a well-balanced background in the discipline of geography and an awareness of pressing social and environmental issues. Through course work, students develop their communication, writing, critical thinking skills as well as competence in applying spatial analysis and geo-spatial techniques. All twelve tenured and tenure-track faculty members have earned a PhD in their field. Their expertise in all major geographic sub-disciplines makes it possible to offer a variety of undergraduate courses, including physical/environmental geography, human geography, and geospatial techniques, and courses on several regions of the world. All faculty members (who are not administrators) teach introductory classes, and their high quality of teaching is evidenced in the teaching awards several of them received in recent years, including the College of Arts and Sciences Stamey Awards and the Presidential Awards for Excellence in Undergraduate Teaching.

The department takes a proactive approach in meeting the changing needs of students and the job market by revising its undergraduate curriculum. The most recent revision was done in 2003.

The department has state-of-the-art computing and instructional facilities for teaching environmental geography, remote sensing and geographic information systems (GIS). Students get valuable hands-on experience in addition to obtaining the essential knowledge in related fields. This approach has received positive feedback from students at senior exit interviews and from alumni.

2. Quality of the Students

Quality of the students may be judged based on academic performance, success in the job market, awards earned in national scholarship competitions, and in advancement to graduate school. In all these regards, geography majors have done well. In recent years, the geography program has had around 60 undergraduate majors. A growing number of them are members of Gamma Theta Upsilon, an international geography honor society. Some undergraduate students have distinguished themselves by being selected as the National Geographical Society summer interns, or by winning various awards. One of our undergraduate majors has received multiple awards or fellowships in last two years, including the Gene Lortz Memorial Scholarship by the Central Region of the American Society for Photogrammetry and Remote Sensing (ASPRS), and a fellowship from the U.S. Department of Homeland Security. Our graduating seniors have enjoyed a good

job market, as a demand exists in both the private and public sectors for people with geographic training, particularly GIS skills.

3. Student Demand for the Degree

As is the case elsewhere, very few freshmen come to K-State with a declared major in geography. Most of our undergraduate majors select geography after they have had one or more geography classes. An increasing awareness of the importance of geography and the high quality of our introductory courses have attracted a growing number of students to a major in geography in recent years.

4. Employment Demand for Students in the Degree

Geography students have been successful in the job market. Recent recipients of undergraduate geography degrees have found employment in both the private and public sectors. Within Kansas, public sector employers include the municipalities of Manhattan, Wichita, Dodge City, Winfield, and Kansas City, along with Riley and Shawnee counties, and the Kansas Department of Transportation. Nationally, federal agencies and contractors, for example the National Imaging and Mapping Agency, the National Park Service, and the United States Geological Survey, employ Department of Geography graduates, as do private enterprises such as Environmental Systems Research, Inc.

Graduate: Master of Arts

Please refer to Tables V.B.1, V.B.2 and V.B.3 at the end of this section.

1. Quality of the M.A. Degree in Geography

The master's degree program provides students with training in the fundamentals of geographic thought and research. An objective of the program is to strive for a balance between breadth of learning within a liberal arts perspective and specialized skills in applying geospatial technologies (remote sensing, GIS, and spatial statistics). It prepares students for either an applied professional career or advanced study and research. After the doctoral program in geography was established in 1996, several 800-level seminars were added, and these graduate student only seminars have benefited the intellectual growth of many Master's students.

The graduate faculty advisors are all active researchers and their research has appeared in a number of premier peer-reviewed journals. Faculty research has been supported by external funding from such prestigious sources as the National Science Foundation, National Aeronautics and Space Administration, Environmental Protection Agency, National Institutes of Health, and the United States Department of Agriculture. Because of the significant extra-mural support, graduate students, including many MA students, have excellent opportunities to be a part of faculty research projects and gain valuable research experience.

Graduate students also enjoy working closely with their advisors and in a number of instances co-authored publications in peer-reviewed journals are produced.

2. Quality of the Students

A rigorous screening process, that matches student quality and interests with faculty availability, is used to admit top quality applicants into the MA program. Students who enter the program, have a high rate of success in completing their degree and a number go on to doctoral programs. Department faculty take pride in the number of MA graduates who publish their thesis research in top-quality peer-reviewed journals. Another indication of the high quality of the Master's students is the number of scholastic awards that our Master's students have received.

3. Student Demand for the Degree

Our master's program remains one of the strongest in the region and demand for the degree has been high. The Kansas Board of Regents expect programs to enroll a minimum of 20 Masters degree students on average over five years. We have enrolled an average of 19 students in the last five years, essentially meeting this standard, which is not calibrated for size of program. In the last five years, 7 students completed their MA in geography; the Kansas Board of Regents minimum expectation is 5. We currently have 18 MA students in the program, with 11 in residence. For a program of our size, we are satisfied with size and graduation rate of our program.

4. Employment Demands for Students in the Degree

The geography MA students have been very successful in competing for jobs in both public and private sectors. Among the recent graduates (over the past five years), 11 are working as GIS specialists at government agencies or private companies. A number of these students leave the department with higher-paying starting salaries than long-term faculty members in the department. Several MA graduates from the KSU Geography Department have moved on to well-recognized doctoral programs to continue their graduate education (e.g., University of Arizona, University of Kansas, University of Utah, and University of Washington).

TABLE V.B.1. INCOMING DEGREE[1] GPA[2] STATISTICS OF US RESIDENT GRADUATE APPLICANT[3] POOL [4]

	All Applicants				Admitted Applicants				Matriculated Applicants			
Year	N	Min	Max	Ave	N	Min	Max	Ave	N	Min	Max	Ave
2001	12	2.00	3.86	3.41	10	2.00	3.86	3.42	3	2.00	3.51	3.19
2002	25	2.75	3.97	3.60	23	2.75	3.97	3.57	13	3.00	3.91	3.76
2003	13	2.90	4.00	3.47	13	2.90	4.00	3.47	3	2.90	4.00	3.63
2004	22	2.72	4.00	3.51	16	2.72	4.00	3.56	14	2.90	4.00	3.55
2005	14	3.17	4.00	3.68	12	3.17	4.00	3.76	8	3.38	4.00	3.70
2006	10	2.45	4.00	3.63	10	2.45	4.00	3.63	9	2.45	4.00	3.71
2007	18	2.87	4.00	3.62	15	3.05	3.73	3.66	9	2.87	4.00	3.66
Ave	114	2.72	3.98	3.56	99	2.00	4.00	3.58	59	2.00	4.00	3.64

[1] Incoming degree is a bachelors degree for students entering a masters degree program and a masters degree for students entering a doctoral program. For students entering a doctoral program without a masters degree, use the GPA from their bachelors degree.
[2] Grade point average standardized to a 4.0 scale.
[3] Use only completed applications to generate tabular data.
[4] N = number of applicants; Min = Minimum GPA; Max = Maximum GPA; Ave = Mean GPA.

TABLE V.B.2. INCOMING DEGREE[1] GPA[2] STATISTICS OF INTERNATIONAL GRADUATE APPLICANT[3] POOL [4]

	All Applicants				Admitted Applicants				Matriculated Applicants			
Year	N	Min	Max	Ave	N	Min	Max	Ave	N	Min	Max	Ave
2001	0	x	x	x	0	x	x	x	0	x	x	x
2002	3	3.21	3.79	3.50	2	3.21	3.79	3.64	1	3.79	3.79	3.79
2003	7	3.40	4.00	3.74	1	4.00	4.00	4.00	0	x	x	x
2004	1	3.51	3.51	3.51	0	x	x	x	0	x	x	x
2005	3	3.56	4.00	3.85	3	3.56	4.00	3.85	1	3.56	3.56	3.56
2006	1	3.83	3.83	3.83	1	3.83	3.83	3.83	0	x	x	x
2007	2	3.00	3.46	3.23	2	3.00	3.46	3.23	1	3.00	3.00	3.00
Ave	17	3.21		3.67	9	3.43	3.81	3.68	3	3.00	3.79	3.45

[1] Incoming degree is a bachelors degree for students entering a masters degree program and a masters degree for students entering a doctoral program. For students entering a doctoral program without a masters degree, use the GPA from their bachelors degree.
[2] Go to http://www.k-state.edu/grad/deptinfo/international.html for assistance in calculating GPAs from international transcripts.
[3] Use only completed applications to generate tabular data.
[4] N = number of applicants; Min = Minimum GPA; Max = Maximum GPA; Ave = Mean GPA

TABLE V.B.3. GRE SCORES OF GRADUATE APPLICANT POOL [1]

	All Applicants			Admitted Applicants			Matriculated Applicants		
Year	VERBAL	QUANT-ITATIVE	ANAL-YTICAL[2]	VERBAL	QUANT-ITATIVE	ANAL-YTICAL[2]	VERBAL	QUANT-ITATIVE	ANAL-YTICAL[2]
2001	518	638	639	495	593	609	499	589	603
2002	463	589	601	461	585	595	451	571	568
2003	555	608	656 / 4.0	527	585	643 / 4.2	526	560	633 / 4.3
2004	485	601	588 / 4.5	520	617	574 / 4.7	498	608	580 / 4.8
2005	528	612	615 / 4.5	547	635	615 / 4.7	519	613	615 / 4.8
2006	488	636	4.6	497	601	4.7	508	625	x / 4.5
2007	494	589	4.1	497	623	4.2	483	589	x / 4.2
AVE	505	607	601 / 4.5	507	609	592	494	593	595 / 4.5

[1]Tables for other standardized tests used by graduate programs for section may be substituted as appropriate.

[2]Transition from GRE Analytical score (0-800) to GRE Writing score (0-5) beginning in 2003

C. Graduate: Doctor of Philosophy

Please refer to table V.C. 1 through V.C.5 at the end of this section.

1. Quality of the PhD Degree in Geography

Our doctoral program is the only U.S. geography PhD program with a focus on rural geography. It is designed to develop and enhance a student's knowledge and ability to conduct original independent research that makes a scholarly contribution to the student's areas of specialization. The program fosters 1) an understanding and scientific inquiry; 2) knowledge of the structure of the geographic discipline, its history, issues, methods, and trends; 3) proficiency in appropriate analytical and technical skills; and 4) competency in communicating the results of research.

The department and its PhD program are recognized nationally and increasingly internationally as one of the rising stars of the discipline. Though small for a PhD-granting department, our faculty is composed of top-flight teachers/scholars. The high levels of sponsored research projects and published applied and basic research have resulted in strong, and growing, reputation among our professional colleagues. Beyond the thematic focus on rural geography, the practical training our students receive in remote sensing and spatial analysis, the use of computer technology and geographic information systems makes them in demand both in the public and private sectors. As Dr. Ron Abler, the former Executive Director of the Association of American Geographers, has noted, students who pursue graduate studies in geography at Kansas State, "…should have an advantage in the job market whether they pursue careers in the academy or in practice."

2. Quality of the Students

Applicants to the PhD program are carefully and thoroughly evaluated based on their graduate work at the Master's level, GPA, GRE and (for those from non-English-speaking countries) TOEFL scores, and their stated research interests. Because of this, the quality of the PhD students is high. One indication of their quality is that they have competed well with students in other graduate programs at K-State for the supplemental stipend awards from the graduate school, which are given to out-of-state students with outstanding academic records.

3. Student Demand for the Degree

The geography PhD program is now in its 13th year. 14 students have graduated, and 25 students are currently active in the program. Applicants for the program have come from across the United States and from many other countries (e.g., Canada, China, India, South Korea, and Ghana). The Board of Regents expect a five-year average of 5 doctoral students enrolled in a program: our five-year average is 17. The regents expect 2 doctoral degrees to be awarded over a 5-year period; we have awarded an average of 1. Our relatively new program has 11

students who have achieved ABD status, so we expect the total number graduating to meet the BOR standard in the next few years.

4. Employment Demands for Students in the Degree

The job market for K-State geography PhD recipients has been good. The PhD program in geography was added in 1996, and the first three PhD recipients graduated in 2000. Altogether, 14 students have earned their PhD in geography from K-State. Ten hold a position at four-year universities throughout the United States, including the University of North Dakota (2), Morehead State University in Kentucky (2), Fort Hays State University (1), Eastern Illinois University (1), Auburn University (1), Minot State University (1), University of Wyoming (1), and Kansas State University (1). In addition, two doctoral candidates have temporary teaching jobs while still working on their dissertation.

TABLE V.C.1. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS BY ETHNICITY AND GENDER [1]

	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		
Year	W[2]	M[3]	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	Total
2001	4	6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	4	17
2002	11	14	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	3	31
2003	7	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	9	26
2004	6	20	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	3	34
2005	3	12	0	0	0	0	0	1	0	0	0	0	0	0	1	0	3	3	23
2006	3	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	14
2007	4	14	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	4	24
AVE	5.4	11.4	0	0.14	0.14	0.14	0.14	0.14	0	0	0	0	0	0.14	0.14	0	2.4	3.9	24

[1] Use only completed applications to generate tabular data.
[2] W=numbers of women.
[3] M=numbers of men.

TABLE V.C.2. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS ADMITTED BY ETHNICITY AND GENDER [1]

	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		
Year	W[2]	M[3]	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	Total
2001	4	5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	13
2002	10	13	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	27
2003	7	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	16
2004	4	15	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	0	23
2005	2	10	0	0	0	0	0	1	0	0	0	0	0	0	1	0	2	3	19
2006	3	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	13
2007	3	11	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2	18
AVE	4.7	9.7	0	0.14	0.14	0.14	0.14	0.14	0	0	0	0	0	0.14	0.14	0	1.4	1.6	18.4

[1] Use only completed applications to generate tabular data.
[2] W=numbers of women.
[3] M=numbers of men.

TABLE V.C.3. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS MATRICULATED BY ETHNICITY AND GENDER [1]

	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		
Year	W[2]	M[3]	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	Total
2001	2	5	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	2	12
2002	6	10	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	18
2003	3	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	11
2004	3	11	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	16
2005	2	7	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	13
2006	2	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	12
2007	1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	14
AVE	2.7	8.1	0	0.14	0	0.14	0	0.14	0.14	0	0	0	0	0.14	0.14	0	0.86	1.1	13.7

[1] Use only completed applications to generate tabular data.
[2] W=numbers of women.
[3] M=numbers of men.

TABLE V.C.4. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL STUDENTS CURRENTLY ENROLLED BY ETHNICITY AND GENDER [1]

	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		
Year	W[2]	M[3]	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	Total
2001	4	11	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3	21
2002	7	13	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	3	27
2003	8	15	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	4	29
2004	7	23	0	1	0	0	0	0	0	0	0	0	0	0	0	1	3	3	38
2005	7	19	0	1	0	0	0	1	0	0	0	0	0	0	1	0	2	3	34
2006	6	22	0	1	0	0	0	1	0	0	0	0	0	0	0	1	2	3	36
2007	6	26	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3	3	40
AVE	6.43	18.43	0	0.43	0	0	0	0.43	0	0	0	0	0	0	0.14	1.14	2	3.14	32.14

[1] Data from Office of Planning and Analysis.
[2] W=numbers of women.
[3] M=numbers of men.

TABLE V.C.5. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL STUDENTS EARNING DEGREES BY ETHNICITY AND GENDER [1]

	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		
Year	W[2]	M[3]	W	M	W	M	W	M	W	M	W	W	W	M	W	M	W	M	Total
2001	3	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	8
2002	4	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	10
2003	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	7
2004	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
2005	2	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	11
2006	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	9
2007	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	7
AVE	2.43	3.71	0	0	0	0.14	0	0	0	0	0	0	0	0	0	0.29	0.43	0.86	7.86

[1] Data from Office of Planning and Analysis.
[2] W=numbers of women.
[3] M=numbers of men

VI. Assessment of Student Learning (ASL)

A. Student learning outcomes that were assessed during the period of the review

1. Student learning outcomes assessed for the MA and PhD programs include the following:

a. demonstrate an ability to develop a research proposal and carry out independent research

b. have an in-depth understanding of, and mastery of the literature in, at least one particular geographic subfield

c. demonstrate an ability to present and defend research work in oral, written, and graphic forms

B. Measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered.

Opportunities for indirect assessment by faculty members occur in a number of settings, including seminars taken from faculty members other than the advisor or committee members, interactions with visiting scholars, and attendance at professional meetings. Indirect assessments were conveyed in the annual faculty discussion of graduate students at a faculty meeting. The discussions were held in January 2006 and February 2007. The 2008 assessment will take place in January 2009. Discussion addressed 39 MA students and 31 PhD students who were enrolled in the Geography MA program during CY 2006 and CY2007. Faculty assessments of students, relevant to the learning outcomes above, were recorded during the meeting for later tallying for this report. The MA learning outcomes are meant to be directly assessed by at least two departmental faculty members 1) at the time of the thesis proposal presentation, and 2) at the time of the thesis defense. The faculty involved include the chair of the student's advisory committee and other geography faculty who are members of the student's advisory committee. Other faculty members present for presentations also may assess student achievement relative to the SLOs.

C. Results of the assessments

The following table includes the results of the 2006 and 2007 student learning outcomes assessment for M.A. and Ph.D. students.

Table V.6.C. Results of Graduate Learning Outcomes Assessment, CY2006-07.

	Number of Faculty Responses							
SLO 1. An ability to develop a research proposal and carry out independent research	**5 Highly Capable**	**4.5**	**4 Capable**	**3.5**	**3 Moderate**	**2 Weak**	**1 Unaccept-able**	**Avg. Rating**
MA proposal presentations	4	2	12	1	3	3	1	3.7
MA Thesis defenses	5	1	17	0	3	0	0	4.1
PhD preliminary exam	2	0	3	1	3	1	1	3.4
PhD proposal presentation	4	0	4	0	2	1	0	4.0
PhD dissertation defense	2	0	3	0	2	0	0	4.0
SLO 2. An in-depth understanding of, and mastery of the literature in at least one geographic subfield	**5 Highly Capable**	**4.5**	**4 Capable**	**3.5**	**3 Moderate**	**2 Weak**	**1 Unaccept-able**	**Avg. Rating**
MA proposal presentations	1	2	7	1	5	5	1	3.3
MA Thesis defenses	0	1	12	0	2	1	0	3.8
PhD preliminary exam	1	0	5	0	3	1	2	3.3
PhD proposal presentation	5	0	4	0	2	0	0	4.3
PhD dissertation defense	2	0	1	0	1	1	0	3.8
SLO 3. An ability to present and defend research work in oral, written, & graphic form	**5 Highly Capable**	**4.5**	**4 Capable**	**3.5**	**3 Moderate**	**2 Weak**	**1 Unaccept-able**	**Avg. Rating**
MA proposal presentations	7	1	7	0	5	2	0	3.9
MA thesis defenses	6	1	5	2	3	0	0	4.4
PhD preliminary exam	2	1	5	0	1	1	2	3.5
PhD proposal presentation	3	1	5	0	2	0	0	4.2
PhD dissertation defense	1	0	2	0	3	0	0	3.7

E. Process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them

Faculty review the results of our graduate student learning outcomes assessment early in the Spring Semester (late January or early February) each year in a faculty meeting. The advisor of each graduate student leads a discussion of their advisees. The faculty discuss each student and whether some action is needed, including taking away GTA support or recommending to the Graduate School that students be dismissed from the program.

In CY2006 and 2007, one M.A. student and three PhD students withdrew from the program (rather than be dismissed). One M.A. student was dismissed. We have several doctoral students who are not active and whose status will be reviewed in early 2009.

F. Actions and/or revisions that were implemented in response to the assessment results.

In CY2006 and 2007, one M.A. student and three PhD students withdrew from the program (rather than be dismissed). One M.A. student was dismissed. We have several doctoral students who are not active and whose status will be reviewed in early 2009.

G. Effects on student learning of the actions and/or revisions

As a group, our MA and PhD students are achieving SLO markers at an acceptable level. Students who have withdrawn or been dismissed from the program suffered from personal problems rather than lack of academic ability. The assessment process has brought to light that faculty vary in their expectations of students. The faculty are currently considering changes to our graduate program to address some of the deficiencies in student achievement of learning outcomes.