

# Assessment: Course Four Column



## Courses (CT) - Surveying

### SUR 495:Survey/Geomatics Capstone

| <i>Course Outcomes</i>  | <i>Assessment Measures</i>  | <i>Results</i>   | <i>Actions</i>  |
|---|---|--|---|
| <p><b>Capstone Problem Statement -</b><br/>Define Capstone Problem Statement<br/><b>Course Outcome Status:</b> Active<br/><b>Next Assessment:</b> 2023-2024</p> | <p><b>Assignment - Project -</b> Present project proposal in group setting with peer to peer evaluation and instructor feedback.<br/><b>Criterion:</b> 80% of all students will score a 70% or better.</p>  | <p><b>Reporting Period:</b> 2017-2018<br/><b>Criterion Met:</b> No<br/>3/5<br/><br/>60% (10/17/2018)</p> | <p><b>Action:</b> Two students did not attend the project proposal presentation. In the future, I should weight this more so students do not miss.<br/>(10/17/2018)</p> |
| <p><b>Present Project Presentation -</b><br/>Present Project Presentation<br/><b>Course Outcome Status:</b> Active<br/><b>Next Assessment:</b> 2023-2024</p>    | <p><b>Assignment - Project -</b> In the beginning of the semester, I ask students to define what is the basic problem, question, or hypothesis they are investigating. I ask them why it is important. I require them to state the rationale for the study briefly and with great clarity. I also request they explain what their research will accomplish in relation to testing their hypotheses or investigating their problem statement. Students will address the problem by discussing important previous research and publications. I require them to cite and analyze the MAJOR work that has been done on the topic, explaining the prevailing ideas about the subject, and show why the work they will do is necessary and important. The</p> | <p><b>Reporting Period:</b> 2017-2018<br/><b>Criterion Met:</b> Yes<br/>5/5<br/>100% (10/17/2018)</p>    |   |

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|--|---|---|---|
|  | <p>purpose of the literature review is to give the reader the factual and conceptual background to be able to understand the project. I ask the students to describe verbally and visually the study area they will work in. I ask them to justify why that area and why that size. Class members are also required to explain what methods and techniques will be used and why are they the most suitable. All statistical methods need to be specific and justified. A project schedule is also developed to establish a reasonable but brisk timetable for completion of the project. This student schedule Includes all phases of the capstone, i.e. fieldwork, research, data assembly, data analysis, graphics and maps generation, writing, editing, anticipated outcomes and their potential significance, and presenting.</p> <p><b>Criterion:</b> 80% of all students will score a 70% or better.</p> |   |   |
| <p><b>Present Project Poster</b> - Present Project Poster<br/> <b>Course Outcome Status:</b> Active<br/> <b>Next Assessment:</b> 2022-2023</p> | <p><b>Assignment - Project</b> - Poster artifacts must include:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Study Area</li> <li>• Objectives</li> <li>• Methods/Results</li> <li>• Border</li> <li>• Summary/Data Overview</li> <li>• Include your name and date produced</li> </ul> <p><b>Criterion:</b> 80% of all students will score a 70% or better.</p>   | <p><b>Reporting Period:</b> 2017-2018<br/> <b>Criterion Met:</b> Yes<br/> 5/5<br/> 95% (10/17/2018)</p> | <p><b>Action:</b> No action required other than to remind students they need to have a border around their poster. (10/17/2018)</p> <p><b>Follow-Up:</b> The average grade for all students was 95.47%. The average length of each paper was 84 pages. The average length of each presentation was 30 minutes.</p> <p>Topics covered in this years' capstone include, 1) Mapping historic lost sections of Browns</p> |

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|------------------------|----------------------------|----------------|---|
|                        |                            |                | <p>Wagon Road (A Community Service Project). 2) Double Proportion, a computer generated application and theory of the restoration of lost corners within the PLSS. 3) Volumetric mapping comparing sUAV data collection to terrestrial LIDAR data collection. 4) Rights, duties and responsibilities regarding drainage easements on private property in California. 5) A boundary survey for Ellwood Volunteer Fire Company Tonawanda, N.Y. (A Community Service Project).</p> |
|                        |                            |                | <p>Students did excellent on all assignments with 100% of the students scoring above 70% on all measurable outcomes, minus the proposal presentation.</p>   |
|                        |                            |                | <p>I have no actionable assessment recommendations for this course. (10/17/2018)</p>  |