

Course Assessment Report - 4 Column

Great Basin College Courses (SS) - Political Science

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Politics - Define politics and civic engagement by explaining importance in American society. (Created By Courses (SS) - Political Science)</p> <p>Next Assessment: 2012-2013</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #1 Example: After watching the documentary "Street Fight" and reading Chapter 7 on political participation, the student will write a response describing how they are involved in the community and discuss whether or not their participation makes a difference in the public policymaking process.</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Chapter 1: Citizenship in Our Changing Democracy Chapter 7: Political Participation: Equal Opportunities & Unequal Voices Chapter 15: Public Policy: Responding to Citizens</p> <p>BBD#1: Average score 7.86; Range 0-10</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - For BBD#1, I'm going to consider rewriting the instructions and provide additional guidance, using service-learning examples from the National Service-Learning Clearinghouse (www.servicelearning.org) for the students to relate more closely with civic engagement.</p>
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Major Constitutional Principles - List and explain significance of the major constitutional principles. (Created By Courses (SS) - Political Science)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Exam #1 Example: The exam will measure the students' knowledge related to the origin and powers of Congress in Article I, resources required to get elected, incumbent advantages, responsibilities and benefits, keys to political power, and committee structure.</p> <p>Assessment Measure Category: Written Test/Exam</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Chapter 2: The Constitution: The Foundation of Citizen's Rights</p> <p>BBD#2: Average score 7.14; Range 0-10</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - Of the seven BBD writing assignments, BBD#2 ranked as the second to the lowest average score. I'm going to consider using primary source documents and including more in-depth lectures that focus on the major philosophers during the Enlightenment. In my estimation this approach will provide a stronger foundation for the students and their knowledge of major constitutional principles.</p>
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Presidential Influence - Explain president's influence over public opinion and government's policy agenda. (Created By Courses (SS) - Political Science)</p>	<p>Assessment Measure: Bulletin Board Discussion #3 Exam#1 Example: The class will be introduced to a variety of PBS video clips that demonstrate presidential powers, roles, and styles. Based</p>	<p>05/18/2012 - Chapter 3: The Presidency: Power & Paradox</p> <p>BBD#3: Average score 8.73; Range 0-10</p>	<p>09/01/2012 - I'm going to consider using the White House (http://www.whitehouse.gov/about/presidents) Presidents website to compare and contrast the U.S.</p>

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<p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>on these clips and class discussions, students will write a response that outlines the strengths and weaknesses of the Executive Office, provides a definition of "presidential greatness", and discusses the economic and political conditions that impacts decisions.</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: N/A</p>	<p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>examining the political, economical, sociological, and technological factors that influenced their decisions. This approach very well with the upper-division PSC classes and INT seminars.</p>
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Making of Public Policy - Explain role of Congress, committee structure, and role in making public policy. (Created By Courses (SS) - Political Science)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Exam #1</p> <p>Example: The exam will measure the students' knowledge related to the origin and powers of Congress in Article I, resources required to get elected, incumbent advantages, responsibilities and benefits, keys to political power, and committee structure.</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>	<p>05/18/2012 - Chapter 11: Congress: Doing the People's Business</p> <p>Exam 1: Average Grade 83.79; Range 0-120</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - I'm going to consider examine more closely the PowerPoint presentations and illustrations related to how a bill becomes a law and distribution of workload in the U.S. Senate and House of Representatives.</p>
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Supreme Court and Civil Rights - Understand evolution of the Supreme Court as a policymaker and the civil rights and liberties of individuals. (Created By Courses (SS) - Political Science)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p>	<p>Assessment Measure: Bulletin Board Discussion #4 Exam #2</p> <p>Example: Students will be able to diagram the U.S. Court System and understand the nature of decisions made by the courts. The www.oyez.org website, U.S. Supreme Court website, and "The History and Functions of the U.S. Supreme Court" documentary will assist in demonstrating judicial activism and</p>	<p>05/18/2012 - Chapter 14: The Courts: Judicial Power in a Democratic Setting Chapter 4: Civil Liberties</p> <p>BBD#4: Average score 6.26; Range 0-10.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - The average for BBD#4 is the lowest of all seven writing assignments. I am strongly considering two approaches. The first is to totally revamp the questions and focus exclusively on the Courts. The second is to cover civil liberties exclusively in Exam 2. The BBD covers two chapters, and the reading may be too overwhelming.</p>

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Course Outcome Status: Active	restraint in landmark decisions. Assessment Measure Category: Exam/Quiz - Standardized Criterion: N/A		
Courses (SS) - Political Science - PSC 101 - Intro American Politics - Political Party and Elections - Itemize primary functions of a political party and role in elections. (Created By Courses (SS) - Political Science) Next Assessment: 2016-2017 Start Date: 05/18/2012 Course Outcome Status: Active	Assessment Measure: Bulletin Board Discussion #5 Exam #3 Example: After discussing Chapter 9: Parties and Political Campaigns and using the www.270towin.com website regarding the electoral college, students will be able to identify voting groups needed to win presidential election from 1789 to 2008. Assessment Measure Category: Discussion Criterion: N/A	05/18/2012 - Chapter 9: Parties and Political Campaigns: Citizens and the Electoral Process BBD#6: Average score 7.0; Range 0-10 Criterion Met: Yes Reporting Period: 2011-2012	09/01/2012 - I am considering changing Part II of the assignment that requires the student to be a political strategist and advise a presidential candidate. This approach is better suited for the upper-division PSC class and INT seminars where the students' political views are more refined and better expressed.
	Assessment Measure: Exam #3 Assessment Measure Category: Exam/Quiz - Standardized Criterion: N/A		
Courses (SS) - Political Science - PSC 101 - Intro American Politics - Interest Groups and Lobbyists - Review roles and influence of interest groups and lobbyists. (Created By Courses (SS) - Political Science) Next Assessment: 2016-2017 Start Date: 05/18/2012 Course Outcome Status: Active	Assessment Measure: Bulletin Board Discussion #5 Exam#3 Example: After watching the documentary "Karl Rove: The Architect" and researching the Center for Responsive Politics website for campaign financing, students will determine the level of influence exerted by interest groups, PACs, and 527s. Students will also research and report on an interest	05/18/2012 - Chapter 8: Interest Groups in America BBD#5: Average score 8.4; Range 0-10 Criterion Met: Yes Reporting Period: 2011-2012	09/01/2012 - Of the seven BBD writing assignments, BBD#5 ranked as the third highest average score. I am considering refocusing the assignment and utilizing the Center for Responsive Politics (www.opensecrets.org) website that tracks money in U.S. politics. The students will be able to better determine the influence of money and interest groups.

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	<p>group.</p> <p>Assessment Measure Category: Written Test/Exam</p> <p>Criterion: N/A</p>		
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Nevada Politics - Define primary characteristics of Nevada's political interests and governmental structure. (Created By Courses (SS) - Political Science)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #1 through #6</p> <p>Example: Using a Nevada Constitution Study Guide, The Sagebrush State, and state websites for the three branches, students will learn about the primary roles and functions of state government.</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: N/A</p>	<p>05/18/2012 - The Sagebrush State (Chapter 3: Civil Rights & Liberties in Nevada, Chapter 6: The Nevada Legislature, Chapter 7: The Nevada Executive, Chapter 8: The Nevada Judiciary)</p> <p>Exam#2: Average score 87.22; Range 0-128</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - Based on the results, I am considering no changes to this assignment.</p>
	<p>Assessment Measure: Exams #1, #2, and #3</p> <p>Assessment Measure Category: Exam/Quiz - Standardized</p> <p>Criterion: N/A</p>		
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Critical Analysis of Governmental Processes - Utilize online resources, popular culture examples, current events, and documentaries to critically analyze the governing process and participants. (Created By Courses (SS) - Political Science)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status:</p>	<p>Assessment Measure: All Bulletin Board Discussions and Exams.</p> <p>Example: Online resources such as C-SPAN, YouTube, and Politico as well as government websites and video documentaries will be introduced throughout the semester to complement the readings. Students will make connections between the readings and these supplementary resources.</p> <p>Assessment Measure Category:</p>	<p>05/18/2012 - AM GOV and The Sagebrush State</p> <p>Due to the fluid nature of current events and politics, the number of resources used for each class is dynamic and a challenge to quantify.</p> <p>BBD#7: Average score 9.17; Range 0-10</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p>	<p>09/01/2012 - One of the changes made this semester was the introduction of an online news IQ quiz offered by the Pew Research Center (http://pewresearch.org/politicalquiz/). With the focus on current events in PSC 101, I am not able to have students take the quiz and report back the results. In the upcoming semester, I plan on collecting and analyzing the scores in more depth.</p>

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Active	<p>Discussion Criterion: N/A</p> <hr/> <p>Assessment Measure: All Bulletin Board Discussions and Exams. Assessment Measure Category: Exam/Quiz - Standardized Criterion: N/A</p>		<p>I am also considering a closer alignment of exam questions with these resources.</p> <hr/>
<p>Courses (SS) - Political Science - PSC 101 - Intro American Politics - Political Agendas, Platforms, and Biases - Understand political agendas, platforms, and biases associated with interest groups, media, political parties, and elections. (Created By Courses (SS) - Political Science)</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Emphasis on BBD# 6 and #7 All Bulletin Board Discussions and Exams.</p> <p>Example: Students take an online test provided by the Pew Research Center, assess their placement on the political spectrum, and plot political linkage institutions on the spectrum.</p> <p>Assessment Measure Category: Discussion Criterion: N/A</p>	<p>05/18/2012 - Chapter 8: Interest Groups in America Chapter 9: Parties and Political Campaigns: Citizens and the Electoral Process Chapter 10: Media: Tuning In or Tuning Out</p> <p>BBD#5: Average score 8.4; Range 0-10</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2011-2012</p> <hr/>	<p>09/01/2012 - Even though the students take the political Pew Research Center Political Typology Quiz (http://www.people-press.org/typology/quiz/), I am considering collecting the scores and displaying all the results on the political spectrum to provide the students with a better conceptualization their political views and alignment with their</p> <hr/>
	<p>Assessment Measure: Emphasis on BBD# 6 and #7 All Bulletin Board Discussions and Exams.</p> <p>Example: Students take an online test provided by the Pew Research Center, assess their placement on the political spectrum, and plot political linkage institutions on the spectrum.</p> <p>Assessment Measure Category: Exam/Quiz - Standardized Criterion:</p>		

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	N/A		