

Assessment: Course Four Column



Courses (SS) - Political Science

PSC 401F:Public Opn/Politic Behave

Course Outcomes	Assessment Measures	Results	Actions
<p>Impact of personality and politics on voting behavior - Define attributes of political psychology and utilize key theories and approaches to determine when personality, traits, motives, and individual characteristics make a difference in politics.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 09/14/2016</p>	<p>Discussion - BBD#1</p> <p>Criterion: 70% or better</p> <p>Notes: Example: The first week introduces students to the “The Political Being” model and the political documentary entitled Secrets of Body Language. Students assess how personality affects political behavior and what personality characteristics are most politically relevant.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>Chapter 1 - Political Psychology: Introduction & Overview</p> <p>BBD#1: Average score 89%; Range 0-100% (09/14/2016)</p>	<p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#1 - PART I: SECRETS OF BODY LANGUAGE</p> <p>Watch the following History Channel video Secrets of Body Language: Relating the topics in the video and materials (especially the text book!) introduced in class this week, discuss in sufficient detail THREE aspects of the video that you believe are significant. Consider your own personality, style, motives, mannerisms, gestures, and traits. Which political leader can you relate to the most? (09/14/2016)</p>
<p>Dynamics associated with the political psychology of groups - List and explain the key aspects of the nature, influence, decision-making process, and causes of conflict of</p>	<p>Discussion - BBD#3</p> <p>Criterion: 70% or better</p> <p>Notes: Example: In BBD#3, students examine the political psychology of groups by relating to the</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>Chapter 3 - The Study of Political Leaders</p> <p>Chapter 4 - The Political Psychology of Mass Politics: How Do People Decide Whom to Vote</p>	<p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better</p>

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<p>groups. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/14/2016</p>	<p>characteristics of “The Political Being,” reviewing the role of interest groups in American politics, and watching the video entitled Power of Persuasion.</p>	<p>BBD#2: Average score 93%; Range 0-100% (09/14/2016)</p>	<p>student performance.</p> <p>BBD#3 - PART II: POWER OF PERSUASION Watch the video entitled Power of Persuasion under Modules. The video is approximately 55 (fiddy-five) minutes long. In your response, make references and connections to this video as well as the assigned readings. Referencing Chapter 4: The Political Psychology of Groups and under Modules Chapter 15: Social Psychology. Describe in sufficient detail THREE significant aspects of the video related to the political and psychological aspects of persuasion. (09/14/2016)</p>
<p>Application of political psychology approaches to study political leaders - Apply political psychology approaches taken by leaders to address political, economical, sociological, and technological issues and conflicts. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/14/2016</p>	<p>Exam - Midterm Criterion: 70% or better Notes: Example: Students select two presidents and watch 15 minute video clips from the PBS series entitled The American President and compare and contrast the different leadership styles using the political psychology models introduced.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Chapter 5 - The Study of Political Leaders Chapter 6 - The Political Psychology of Mass Politics: How Do People Decide Whom to Vote BBD#3: Average score 94%; Range 0-100% (09/14/2016)</p>	<p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to better understand student performance. MIDTERM - QUESTION 1: POLITICAL LEADERS Using Introduction to Political Psychology Chapter 5: The Study of Political Leaders and the PBS clips from The American President under Web Links, select two presidents of your choice. Directly referencing the assigned readings and PBS clips, compare and contrast the political leaders’ management and leadership style. In other words, describe their “Political Being” by applying the political psychology approaches to leaders in Chapter 5. Also detail the Political, Economical, Sociological,</p>

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<p>Impact of generational influences, socialization process, and media on public opinion - Identify the sources related to political socialization, voting behavior, and political tolerance.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 09/14/2016</p>	<p>Discussion - BBD#4</p> <p>Criterion: 70% or better</p> <p>Notes: Example: Students investigate the cultural and institutional forces (e.g. family, peers, media, education, church) that have shaped their own political values and opinions.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>Chapter 7 - The Political Psychology of Media in Politics</p> <p>Chapter 8 - The Political Psychology of Race</p> <p>BBD#4: Average score 96%; Range 0-100% (09/14/2016)</p>	<p>and Technological issues confronting the President. This is also referred to as a P.E.S.T. analysis. (09/14/2016)</p> <p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#4 - PART I: POLITICAL SOCIALIZATION</p> <p>Related to Chapters 6 and 7, provide an overview of how cultural and institutional forces have shaped your political values and opinions. Focus on the following agents of socialization:</p> <ol style="list-style-type: none"> 1. Family/peers; 2. Educational institutions (K-12 and higher education); 3. Religious institutions; 4. Voluntary institutions; 5. Media; and 6. Other influences. <p>Discuss in sufficient detail and relate back directly to the readings and Political Being. Also identify the agent(s) that are the most influential in your life and explain why. (09/14/2016)</p>
<p>Factors associated with the political psychology of nationalism, political extremists, and international security/conflict - Review the history and causes of nationalistic behavior, extremist groups, perpetrators of genocide, and conflict associated with violence and war.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p>	<p>Exam - BBD#4</p> <p>Midterm</p> <p>Criterion: 70% or better</p> <p>Notes: Example: For BBD#4, students select a peer reviewed journal article that focuses on ethnic conflict and nationalism. Students discuss the political psychology of the conflict, conflict prevention, resolution strategies, and leadership</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>Chapter 9 - The Political Psychology of Genocide</p> <p>Chapter 10 - The Political Psychology of Nationalism</p> <p>Chapter 11 - The Political Psychology of Social Movements</p> <p>Chapter 12 - The Political Psychology of Terrorism</p> <p>Chapter 13 - The Political Psychology of International Security & Conflict</p> <p>Chapter 14 - Conflict Resolution & Reconciliation</p> <p>Midterm: Average score 92%; Range 0-100%. (09/14/2016)</p>	<p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance.</p> <p>MIDTERM - QUESTION 2: "LUNATICS" OR "ORDINARY PEOPLE"</p> <p>The authors make the argument the</p>

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<p>Start Date: 09/14/2016</p>	<p>strategies to implement to avoid the conflict(s) in the first place.</p> <p>Example: The authors contend that brutal forms/actions of political violence are undertaken by “ordinary people” and not “lunatics.” In the midterm, students respond by agreeing or disagreeing with the authors. Students also respond to the following question: Does understanding “The Political Being” provide government with the ability to prevent the worst of human behavior and promote the best?</p>		<p>brutal forms/actions of political violence are “undertaken, not by lunatics, but by ordinary people in extraordinary situations.” Do you agree or disagree with the authors? Drawing from the materials and examples that we have covered to date, describe how American government and the political process is set-up to address societal conflicts. Are the processes adequate? Does understanding “The Political Being” provide government with the ability to prevent the worst of human behavior and promote the best? Discuss in sufficient detail and support your arguments with examples covered in class to date. Consider articles from the GBC Library Databases for additional detail to support your own arguments (09/14/2016)</p>
<p>Role of the public in democratic government and policymaking - Define public opinion and evaluate the democratic dialogue in terms of the level of influence the public’s voice has in government. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/14/2016</p>	<p>Discussion - BBD#6 Criterion: 70% or better</p> <p>Notes: Example: Students evaluate the role of public opinion in democratic societies and review examples where pollsters made mispredictions about the outcomes of past elections.</p> <p>Example: After reading Animal Farm, students discuss how the characters would use and/or manipulate public opinion to their advantage.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Chapter 1 - Public Opinion in Democratic Societies BBD#6: Average score 91%; Range 0-100%. (09/14/2016)</p>	<p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance. BBD#6 - PART II: POLLING: THE SCIENTIFIC ASSESSMENT OF PUBLIC OPINION Question 3: While pollsters have made disastrous mispredictions about the outcome of some past elections, the polls have been quite accurate lately. But what kinds of dangers might lurk that could possibly cause major polling errors again?</p>

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<p>Methods used to measure public opinion - Utilize survey research, quantitative methods, and qualitative methods to measure public opinion</p> <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/14/2016</p>	<p>Discussion - BBD#8 Criterion: 70% or better Notes: Example: Students examine 2012 presidential election exit polls data and discuss what the data reflects about voting preferences among the different demographics. Based on the data, students predict whether or not voting preferences will be different in the 2016 election.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Chapter 2 - Polling: The Scientific Assessment of Public Opinion Chapter 3 - Microlevel Opinion: The Psychology of Opinion-Holding Chapter 4 - Macrolevel Opinion: The Flow of Political Sentiment BBD#8: Average score 96%; Range 0-100%. (09/14/2016)</p>	<p>(09/14/2016)</p> <p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance. BBD#8 - PART III: EXIT POLLS FROM 2012 PRESIDENTIAL ELECTION http://www.cnn.com/election/2012/results/race/president (Links to an external site.) In reference to the text and exit polls from the 2012 presidential election, discuss in detail three significant aspects of what the data reflects about voting preferences in the last presidential election. Based on what we know about this election cycle, do you believe voting preferences will be different in the 2016 presidential election? (09/14/2016)</p>
<p>Relationship between public policy and public opinion - Define the historical development of political issues, types of political engagements and participation, and American government responsiveness to public opinion.</p> <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 09/14/2016</p>	<p>Discussion - BBD#4 Criterion: 70% or better Notes: Example: Students begin to understand the relationship between public policy and public opinion by watching the video entitled Psychology of Power and making connections of how individuals makes sense of others and themselves in the context of political issues, choices, and conflict.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Chapter 5 - Political Socialization & Political Learning Chapter 6 - Public Opinion and Democratic Stability Chapter 7- Group Differences in Political Opinions BBD#4: Average score 96%; Range 0-100%. (09/14/2016)</p>	<p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance. BBD#4 - PART II: PEER REVIEWED JOURNAL ARTICLE Several case illustrations are provided in Chapters 9 and 10 regarding ethnic conflict and nationalism. Select ONE peer reviewed journal articles from the GBC Library databases and discuss in sufficient detail the following:</p>

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			<p>(1) political psychology of the conflict; (2) conflict prevention and resolution strategies; and 3) leadership strategies that you would implement to avoid the conflict in the first place.</p> <p>Make as many connections to the materials introduced to date with an emphasis on Chapters 9 and 10. Extend the analysis beyond the historical background and nature of the conflict described in the text. Contrast and compare the scholarly contributions to the political science literature and frameworks as it relates to the examples of conflicts you are using. It is expected that the text book AND journal article selected be utilized to compare and contrast the political science/psychology models and methodologies used to analyze the conflicts.</p> <p>(09/14/2016)</p>
<p>Democratic dilemma caused by public opinion - Define the politics of public support by analyzing presidential performance and understanding the importance in contemporary politics.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 09/14/2016</p>	<p>Discussion - BBD#9</p> <p>Criterion: 70% or better</p> <p>Notes: Example: For BBD#9, students research whether or not everyone's opinions counts equally and if nonpartisan elections would enhance democracy or make it less workable.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>Chapter 8 - The News Media & Political Opinions</p> <p>Chapter 9 - Elections as Instruments of Popular Control</p> <p>Chapter 10 - The Public and Its Elected Leaders</p> <p>Chapter 11 - Public Opinion and the Performance of Democracy</p> <p>BBD#9: Average score 94%; Range 0-100%. (09/14/2016)</p>	<p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#9 - PART II: ELECTED LEADERS (Chapter 10)</p> <p>Question 1. Observers are divided on the value of political parties to electoral politics. In some instances at the state and local level, elections are conducted on a nonpartisan basis and people run for office without party labels. Would nonpartisan elections enhance democracy or</p>

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<p>Materials assigned to supplement texts - Utilize online resources, popular culture examples, current events, and documentaries to critically analyze the governing process and participants. Understand political agendas, platforms, and biases associated with interest groups, media, political parties, and elections.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 09/14/2016</p>	<p>Exam - All Bulletin Board Discussions Research paper Final grade</p> <p>Criterion: 70% or better</p> <p>Notes: Example: Students in BBD#8 watch Constructing Public Opinion and assess the relationship between politics, general public, and media. Also for this discussion students determine whether or not we can scientifically identify politically biased media reporting.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>BBD Total: Average score 92%; Range 0-100%</p> <p>Research paper: Average score 91% out of 100%</p> <p>Final grade: Average score 91% out of 100%</p> <p>(09/14/2016)</p>	<p>perhaps make it less workable? Why or why not? (09/14/2016)</p> <p>Action: Criterion met. Collect and update course materials for class when taught next in spring 2018. Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#8 - PART II: IS THERE BIAS IN THE NEWS MEDIA</p> <p>People of various political orientations often claim that there is bias in the news. But what does this mean exactly, and can we scientifically identify politically biased media reporting when it exists? Could you imagine steps to reduce bias? Use the text to support your argument(s) and any relevant websites cited in Chapter 8 to support your response. (10/17/2016)</p> <p>Follow-Up: Examined PSC 401F. Online in traditional 16 week format. n = 7</p> <p>Final Grade Distribution</p> <table border="1"> <tbody> <tr> <td>A</td> <td>5</td> <td>71%</td> </tr> <tr> <td>B</td> <td>1</td> <td>14%</td> </tr> <tr> <td>C</td> <td>1</td> <td>14%</td> </tr> <tr> <td>D</td> <td>0</td> <td>0%</td> </tr> <tr> <td>F</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>70% criterion for achievement met for assessment results in all areas (10/17/2016)</p>	A	5	71%	B	1	14%	C	1	14%	D	0	0%	F	0	0%
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