Assessment: Course Four Column

Courses (SS) - Political Science

PSC 101 1006:Introduction American Politics

Course Outcomes	Assessment Measures	Results	Actions
American society - Define politics and civic engagement by explaining importance in American society. GE Objective 3: Personal/Cultural Awareness Understand the roles of individuals in society, the development of human societies, and the significance of creativity in the human experience. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Assessment Measure: Bulletin Board Discussion #1 Exams #1, #2, and #3 Example: The text emphasizes the importance of an engaged citizenry in making democracy meaningful. Each chapter concludes with a "National Journal" article that highlights the relationship between an informed citizenry and government. 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. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Chapter 1: Citizenship in Our Changing Democracy Chapter 6: Public Opinion: Listening to Citizens Chapter 7: Political Participation: Equal Opportunities & Unequal Voices Chapter 15: Public Policy: Responding to Citizens Results: BBD#1: Average score (15.34); 77% out of 100%. Range 0-20. (02/13/2019)	**Action:** Review national civic service and participation in development initiatives. Select benchmark exam question(s) to assess and better understand student performance. BBD#1 - PART II: DEFINING POLITICS In the opening dialogue of AM GOV Chapter 1 AND The First Day of Class handout under Modules, we discover politics occurs in private life and civic life. (1) Keeping in mind the concepts of politics, political power, participation, authority, force, and legitimacy introduced, describe some other common situations in which politics occurs. (2) Have any decisions in your life or family been affected by government action(s)? (3) Did you have anything to say about those actions? If you didn't, do you know who did? (4) Describe your expectation(s) of American government and politics and their primary role in society?

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			Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
Major constitutional principles - List and explain significance of the major constitutional principles. GE Objective 3: Personal/Cultural Awareness Understand the roles of individuals in society, the development of human societies, and the significance of creativity in the human experience. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Bulletin Board Discussion #2 Exam#1 Example: After reading and discussing the foundations of American democracy, determining the influence of the philosophers during The Enlightenment on the Founding Fathers, assessing the strengths and weaknesses of the Articles of Confederation, and examining the factors associated with constitutional change, students will highlight the importance of the separation of powers and checks and balances. Example: Based on the discussion regarding the foundations of American democracy and events leading up to the Constitutional Convention, students will write a response that explores similar factors and contemporary conditions that would justify the need to convene a Constitutional Convention in the modern era. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Chapter 2: The Constitution: The Foundation of Citizen's Rights Chapter 5: Civil Rights: Toward a More Equal Citizenry Results: BBD#2: Average score (15.93); 80% out of 100%. Range 0-20. (02/13/2019)	**Action:** Discuss in a lecture potential issues and political events that would lead to convening a Constitutional Convention. Select benchmark exam question(s) to assess and better understand student performance. BBD#2 – PART IV: CHAPTER 2 QUESTIONS Question 4: Are there similar factors and conditions that you can identify that would justify the need to convene a Constitutional Convention in the modern era? What problems, issues, and conflicts would be addressed? Discuss in sufficient detail. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
President's influence over public opinion - Explain president's influence over public opinion and government's policy agenda.	**Exam -** Bulletin Board Discussion #3 Exam#3 **Criterion:** 70% or better **Notes:** The class will be introduced	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Chapter 12: The Presidency: Power & Paradox Results:	**Action:** Compare and contrast the leadership styles of the major and minor party 2016 presidential candidates.

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GE Objective 1: Communication Skills Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	to a variety of PBS video clips that demonstrate presidential powers, roles, and styles. Based 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.	BBD#3: Average score (15.13); 76% out of 100%. Range 0-20. Criterion Met: Yes/No YES NOTE: Could use Exam#3 for assessment results. Results: Exam#3: Average score (50.22); 84% out of 100%; Range 0-60. (02/13/2019)	Select benchmark exam question(s) to better understand student performance. BBD#3 - PART I: CHAPTER 6 QUESTIONS Question 1. Public opinion can dramatically shift in the face of major upheaval. Pearl Harbor, the Great Depression, 2001 and terrorist attacks are good examples of this phenomenon. Are there any events that may occur which could have a similar effect? Consider issues such as the federal deficit, declining American economic power, environmental pollution, increasing drug use and criminal violence, a burgeoning elderly population, AIDS, or any other issue that might seem appropriate. Discuss in sufficient detail. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
Congress - Explain role of Congress, committee structure, and role in making public policy. GE Objective 1: Communication Skills Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Exam #3 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. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Chapter 11: Congress: Doing the People's Business Chapter 13: Bureaucracy: Citizens as Owners and Consumers Results: Exam#1: Average Grade (49.22); 82% out of 100%; Range 0-60. (02/13/2019)	**Action:** Identify websites and resources related to Congress in PSC 210 class to utilize in this class. Also, include practical local, state, and national government examples related to the bureaucracy. Select benchmark exam question(s) to assess and better understand student performance. Strengthen correlation between course outcomes to college

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			general education objectives, using specific examples and assessment measurements. (02/13/2019)
Supreme Court - Understand evolution of the Supreme Court as a policymaker and the civil rights and liberties of individuals. GE Objective 3: Personal/Cultural Awareness Understand the roles of individuals in society, the development of human societies, and the significance of creativity in the human experience. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Bulletin Board Discussion #4 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 restraint in landmark decisions. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Chapter 14: The Courts: Judicial Power in a Democratic Setting Chapter 4: Civil Liberties Results: BBD#4: Average score (15.57); 78% out 100%. Range 0-20. (02/13/2019)	**Action:** Identify more contemporary cases and examples in order for students to better understand the roles of the judiciary. CSPAN has already been identified a resource. Select benchmark exam question(s) to assess and better understand student performance. NOTE: Need to update the example, for other resources are being used in class. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
Political party - Itemize primary functions of a political party and role in elections. GE Objective 2: Critical Thinking Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Bulletin Board Discussion #3 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 2016. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Chapter 9: Parties and Political Campaigns: Citizens and the Electoral Process Results: BBD#3: Average score (15.13); 76% out of 100%. Range 0-20. (02/13/2019)	**Action:** Focus on examples and political documentaries from the 2012 and 2016 Presidential elections that clearly demonstrate the multiple roles and functions of political parties. Select benchmark exam question(s) to assess and better understand student performance. BBD#3 - PART IV: POLITICAL PARTIES Check out the Directory of U.S. Political Parties: http://votesmart.org/political-parties#.VChyXPldXW8 (Links to an external site.)

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			Select ONE political party or related link and discuss its purpose. What is the group trying to accomplish in terms of public policies and political platforms? Why did you select this particular party? How does the group use the internet and technology to advocate, lobby, and advance its POLICY and POLITICAL cause(s)? Would you join the party you selected? Discuss in sufficient detail. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
Interest groups and lobbyists - Assess roles and influence of interest groups and lobbyists. GE Objective 2: Critical Thinking Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Bulletin Board Discussion #3 Exam#2 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 group. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Chapter 8: Interest Groups in America Results: Exam#2: Average score (49.00); 82% out of 100%; Range 0-60. (02/13/2019)	**Action:** Revisit and modify lectures and BBD to clarify key terms and concepts associated with interest groups and campaign financing in the 2016 election. Select benchmark exam question(s) to assess and better understand student performance. BBD#3 - PART II: POLITICAL STRATEGIST & HIRED GUNS Watch the Karl Rove: The Architect video. Discuss in sufficient detail THREE aspects of the video that you believe are significant. In your response, include the SPECIFIC political strategies that Rove utilized (e.g. micro targeting, building groups and political support, focusing on political opponents, negative campaigning) to win elections.

Course Outcomes	Assessment Measures	Results	Actions
			Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
Nevada's political interests - Define primary characteristics of Nevada's political interests and governmental structure. GE Objective 1: Communication Skills Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Nevada Study Guide Exams #4 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. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 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) Results: Exam#4: Average score (53.52); 84% out of 100%; Range 0-64. (02/13/2019)	**Action:** Collaborate with Historians and adjunct faculty to compile and develop Nevada Constitution questions and discussions. Select benchmark exam question(s) to assess and better understand student performance. NOTE: It may be possible to isolate the 26 questions from the study guide and examine the student scores. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
Online resources - Apply online resources, popular culture examples, current events, and documentaries to critically analyze the governing process and participants. GE Objective 5: Technological Understanding Function effectively in modern society through the use of technology. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** All Bulletin Board Discussions and Exams. 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. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes AM GOV and The Sagebrush State 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. Results: Final Grade: Average score 82.61%; Range 0-100% (02/13/2019)	**Action:** Continue to stay current about the role and influence of social media on forming public opinion and voting. Identify SNL, Funny or Die, late night satire, and YouTube clips that can be integrated into class lecture and discussions. Select benchmark exam question(s) to assess and better understand student performance. BBD#2 - PART II: ELECTION REFORM Watch the following SNL-PBS

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			video Who Counts?: Election Reform in America. First, discuss in sufficient detail THREE aspects of the video that you believe are significant. Second, if you were appointed the "U.S. Voting Czar," how would you increase voter turnout and political participation? Note: The video is approximately 50 minutes long. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)
Political - Dissect political agendas, platforms, and biases associated with interest groups, media, political parties, and elections. GE Objective 2: Critical Thinking Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding. **Course Outcome Status:** Active **Next Assessment:** 2022-2023 **Start Date:** 01/30/2014	**Exam -** Emphasis on BBD#2, BBD#3, BBD#4 All Bulletin Board Discussions and Exams. Example: Students will be required to research the two major political parties and minor third parties to determine their policy preferences and platforms. Example: Students will 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. **Criterion:** 70% or better	**Reporting Period:** 2017-2018 **Criterion Met:** Yes 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 Results: BBD Total: Average score (15.49); 77% out of 100%Range 0-10 Criterion Met: Yes (borderline)/No YES Exam Total: Average score (50.49). 83% out of 100% (02/13/2019)	**Action:** Stay current with the discipline literature regarding the influence linkage institutions have on political socialization and voting behavior. Already used a new text in PSC 401F this semester entitled American Public Opinion that will assist me with adding more depth to the content in Chapters 8-10 and other areas. Select benchmark exam question(s) to assess and better understand student performance. BBD#2 - PART III: ARE YOU LIBERAL OR CONSERVATIVE? Take the following quizzes and share your results: http://www.people-press.org/quiz/political-typology/ (Links to an external site.) http://pewresearch.org/millennials/quiz/ (Links to an external site.) According to the Pew Research Center Typology Test, the political

spectrum (going from left-to-right) reflects the following political views:
Very Liberal - Liberal - Moderate - Conservative - Very Conservative
You can also identify with a political party (going from left-to-right):
Strong Democrat - Democrat - Independent (Leaning Democrat) - Independent (No Leaning) - Independent (Leaning Republican) - Republican - Strong Republican
After visiting these websites and taking the quizzes, are you a Republican or Democrat on the political spectrum? Conservative or Liberal? Do you agree with the results? Where do you fit on the political map/spectrum? How much in common do you have with the Millennial generation? How much in common or how different are your political views compared to your family, friends, and others? In sufficient detail, relate response to your political views and of course the assigned readings.
Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements. (02/13/2019)

Follow-Up: Examined the equivalent of 4 PSC 101 online sections for during spring 2018 (winter break) session; 5 week format.
n = 116

Course Outcomes	Assessment Measures	Results	Actions
			Final Grade Distribution A 45 39% B 35 30% C 22 19% D 10 9% F/I 4 1% 70% criterion for achievement met for assessment results in all areas. (02/13/2019)