



Course Assessment Report - 4 Column

Great Basin College

Courses (SS) - Political Science

Course Outcomes 1 and ctu.unitid = 656	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>PSC 210 - American Public Policy - Vocabulary of public policy - Define key vocabulary of public policy and the relationship between public law and administration.</p> <p>GE Objective 1: Communication Skills Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #1 Exam #1 and Exam #4</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: After reading Chapters 1 and 2 and reviewing the related online resources, the student will be introduced to the multiple approaches to studying public policy and assess the strengths and weaknesses of the various approaches.</p>	<p>10/12/2015 - Chapter 1: Public Policy: An Introduction Chapter 2: Contexts of Public Policy Chapter 13: Private Morality & Public Policy: Moral Values, the Constitution, & the Open Society</p> <p>Exam #4: Average score 27.71 – 69%; Range 0-40</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion not achieved by 1%. Spend more time on foundation concepts and review BBD and exam questions. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p> <p>*With the adoption of the new text for this class, the same action plan will be implemented for each class outcome until all BBD and exam questions have been validated.</p>
<p>PSC 210 - American Public Policy - Elitism and pluralism as public policy process theories - Articulate the understanding of elitism and pluralism as public policy process theories using contemporary examples and policy analyses.</p> <p>GE Objective 2: Critical Thinking Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #1 Exam#1</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: Utilizing examples from current public policy areas and problems, the student will apply the elitist and pluralist approaches and see first-hand how different research institutes influence the development and implementation of public policy nationally and internationally.</p>	<p>10/12/2015 - Chapter 1: Public Policy: An Introduction Chapter 2: Contexts of Public Policy</p> <p>Exam #1 Average score 21.12 – 70%; Range 0-30</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion achieved. Lectures and class materials will be evaluated to ensure that the major policy concepts, models, and aspects of policy evaluation are adequately covered. Evaluate and validate BBD and exam questions to determine if changes are required. Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>PSC 210 - American Public Policy - Stages/cycle of the policymaking process - Compare and contrast stages/cycle of the policymaking process.</p> <p>GE Objective 1: Communication Skills Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p>	<p>Assessment Measure: Bulletin Board Discussion #1 Exam#1</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: Students will identify the issues before Congress and President and map out how these policies are being addressed and why specific interests have greater influence over the public's agenda than others.</p>	<p>10/12/2015 - Chapter 2: Contexts of Public Policy</p> <p>BBD#1: Average score 12.48 – 62%; Range 0-20</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion not achieved by 8%. Evaluate and validate BBD and exam questions to determine if changes are required. Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>

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Course Outcome Status: Active			
<p>PSC 210 - American Public Policy - The role of the Executive Office and White House staff - Illustrate the role of the Executive Office and White House staff and their significance in the policymaking process with an emphasis on changing government-business relationships and economic issues related to taxing, spending, and budgeting.</p> <p>GE Objective 1: Communication Skills Communicate clearly and effectively in written and oral form, embracing discussion, reading, listening, and accessing information.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #2 Exam #2</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: The student will visit the www.whitehouse.gov and select a federal agency or commission and then discuss the role of the entity as well as their relationship to the Congress, President, and citizenry.</p>	<p>10/12/2015 - Chapter 3: The Economy: Changing Government-Business Relationship Chapter 4: Economic Issues: Taxing, Spending, & Budgeting</p> <p>BBD#2: Average score 12.39 - 62%; Range 0-20</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion not achieved by 8%. After a cursory review of the materials covered in Chapter 3 and 4 regarding the economy and economic issues such as taxing, spending, and budgeting, the amount of information may be too much for the students to analyze. Evaluate and validate BBD and exam questions to determine if changes are required. Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>PSC 210 - American Public Policy - The role of formal and informal advisors to policymakers - Classify the role of formal and informal advisors to policymakers.</p> <p>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.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #1 and #2 Exam #2</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: After reviewing Chapters 5-7, the student will acknowledge the importance of institutional sources of power for presidents such as the White House staff and Executive Office of the President.</p>	<p>10/12/2015 - Chapter 5: Energy & Environmental Policies: Policy Instability Chapter 6: Crime & Criminal Justice: Dilemmas of Social Control Chapter 7: Poverty & Social Welfare Policy</p> <p>Exam #2: Average score 22.64 – 75%; Range 0-30.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion achieved. At the point of the semester where environmental, crime, and social welfare are examined, the students are becoming more comfortable applying the policy frameworks to specific policy problems. Evaluate and validate BBD and exam questions to determine if changes are required. Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>PSC 210 - American Public Policy - Itemize the public policy process - Itemize the public policy process in terms of adaptive, multifaceted system of processes, inputs, outputs, and feedback loops using specific public policy areas as examples.</p> <p>GE Objective 4: Personal Wellness, Growth, & Responsibility Develop knowledge, skills, and behaviors which promote personal well being.</p> <p>Next Assessment: 2018-2019</p>	<p>Assessment Measure: Bulletin Board Discussion #2 Exam #3</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: After reviewing Chapter 8-10 and using contemporary articles from the college databases, the student will determine that all policymaking processes are systems, systems that</p>	<p>10/12/2015 - Chapter 8: Health Care: Historic Change? Chapter 9: Education: Conflict in Policy Direction Chapter 10: Legal & Social Equality: The Struggle Against Oppression & Bigotry</p> <p>Exam #3: Average score 29 – 73%; Range 0-30</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion achieved. Identify and introduce contemporary articles in GBC Facts on File: Issues & Controversies database. Evaluate and validate BBD and exam questions to Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>

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<p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>are contextual and shaped by leaders, institutions, social actors, custom, law, and history.</p>		
<p>PSC 210 - American Public Policy - Differentiate the relationship between political ideology, doctrine, and public policy. - Differentiate the relationship between political ideology, doctrine, and public policy.</p> <p>GE Objective 2: Critical Thinking Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion # 2 and #4</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: The student will critically analyze the Bush and Obama Doctrines and compare and contrast, examining the political ideologies, public policies stemming from the doctrines, and ethical and moral questions raised.</p>	<p>10/12/2015 - Chapter 11: Immigration Policy: The Barely Open Door Chapter 12: Foreign & Defense Policy: Security & Interests in a Dangerous World</p> <p>BBD#4: Average score 14.36 – 72%; Range 0-20</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion achieved. Introduce current examples and models of international conflicts that provide solutions and approaches to resolve. Evaluate and validate BBD and exam questions to Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>PSC 210 - American Public Policy - The primary characteristics of the Republican Party and Democratic Party - Assess the primary characteristics of the Republican Party and Democratic Party in terms of doctrine and policy platforms.</p> <p>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.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #2 Exam #4</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: After visiting the major party websites at www.democrats.org and www.gop.com and selecting a policy platform, the student will discuss the differences between the two political parties as well as their policy preferences.</p>	<p>10/12/2015 - Chapter 2: Contexts of Public Policy</p> <p>BBD#2: Average score 12.39 - 62%; Range 0-20</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion not achieved by 8%. Like the PSC 101 classes, devote more comparing and contrasting the differences between the major political parties. Evaluate and validate BBD and exam questions to determine if changes are required. Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>PSC 210 - American Public Policy - The examination of substantive public policy areas - Apply theoretical frameworks to the examination of substantive public policy areas to critically analyze the governing process and participants.</p> <p>GE Objective 2: Critical Thinking Integrate creativity, logic, quantitative reasoning, and the hierarchy of inquiry and knowing in social scientific understanding.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 11/12/2015 6:55 PM</p>	<p>Assessment Measure: Bulletin Board Discussions #2, #3, and #4 Exams #2, #3, and #4</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: Drawing from the public policy models introduced in the first half of the semester, the student will apply these models to identify and assess the current problems that government is addressing.</p>	<p>10/12/2015 - Chapters 3 through 12.</p> <p>BBD#3: Average score 12.71 – 64%; Range 0-20</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - 70% criterion not achieved by 6%. Identify current events and practical examples where students can make the relevant connections. Evaluate and validate BBD and exam questions to determine if changes are required. Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>

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10/12/2015 Course Outcome Status: Active			
<p>PSC 210 - American Public Policy - Introduce and identify college databases, online resources, and audio/video clips - Introduce and identify college databases, online resources, and audio/video clips to complement the ongoing discussions and identify political agendas, platforms, and biases associated with interest groups, media, political parties, and elections.</p> <p>GE Objective 5: Technological Understanding Function effectively in modern society through the use of technology.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/12/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussions #1 through #4 Exams #1 through #4</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: Online resources such as C-SPAN, YouTube, and Politico as well as government websites, think tanks, research institutes, and video documentaries will be introduced throughout the semester to complement the readings. Students will make connections between the readings to these supplementary resources.</p> <p>Example: Students will be required to research the two major political parties, state and federal agencies and minor third parties to determine their policy preferences and platforms.</p>	<p>10/12/2015 - Addressed in every week of class and included chapter materials. BBD Total: Average score 72% Exam Total: Average score 65%</p> <p>Criterion Met: Yes and No</p> <p>Reporting Period: 2014-2015</p>	<p>10/27/2015 - Continue to introduce popular culture examples that appeal to the different student learning styles. Evaluate and validate BBD and exam questions to determine if changes are required. Since a new text book was adopted last fall, strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p> <hr/> <p>10/20/2015 - Examined two PSC 210 sections from fall 2014 semester; 8 week format. The adoption of the new text book required for the class to be overhauled. Exam questions and BBD questions continue to be validated and is an ongoing process. The individual assessment results in each these areas reflected mixed findings in terms of the criterion for student achievement. If a student did not complete an assignment, their score was included in the average score reflecting that the 70% criterion was not met. For next year, the incomplete assignment scores will not be included in the analysis. n = 51 Final Grade Distribution: A 6 12% B 16 31% C 16 31% D 3 6% F 10 20% 70% criterion for achievement met for assessment results in majority of areas.</p>