



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 403C - Environmental Policy - Environmental actors and interests - Identify key participants in the environmental policy arena and understand the interests represented by mining, ranching, agriculture, and other land use interests.</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, #3, #5, and #10 Midterm Examination Research Proposal & Paper</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: In the process of reviewing the Environmental Impact Statement (EIS) for Southern Nevada Water Authority (SNWA) Pipeline Project, the students will select three key participants and special interests and evaluate their level of influence.</p>	<p>10/12/2015 - BBD#10: Average score 18.75; Range 0-20</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - BBD#10 resulted in the highest student scores. Incorporate elements of BBD#10 into other class materials and assignments.</p>
<p>PSC 403C - Environmental Policy - Public policy models - Apply public policy frameworks to assess environmental policies and stakeholder influences in substantive areas.</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 #5, #6, and #7 Midterm Examination Research Proposal & Paper</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: In the research paper prospectus, research paper itself, and select BBDs, the students utilize the public policy models from the Kraft and Kingdon text books.</p>	<p>10/12/2015 - Research paper proposal: Average score 18.5; Range 0-20</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - As part of the assignment and earning points, require the students to meet with the reference librarian prior to topic approval. Contact reference librarian to ensure each student has met with them.</p>
<p>PSC 403C - Environmental Policy - Stages of the policy process - Compare and contrast policy cycle stages and environmental policy subsystems such as iron triangles, subgovernments, and advocacy coalition frameworks.</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 #5, #6, and #9 Midterm Examination Research Proposal & Paper</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: In BBD#9, the students watch the political documentary Cowboys, Indians, and Lawyers and learn firsthand the dynamics level of political influence exerted by the iron triangle participants at the various policy process. For example, the bureaucracy has the most influence during the implementation stage.</p>	<p>10/12/2015 - BBD#9: Average score 18.0; Range 0-20</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - In the PowerPoint presentation, use current events in different public policy areas to examine each corner of the iron triangle. In the BBD, students will be required as part of the assignment to distinguish the differences among the different triangles that exist.</p>

Course Outcomes 1 and ctu.unitid = 656	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>PSC 403C - Environmental Policy - Major provisions of NEPA - Itemize and explain the procedures, environmental assessments, and impact statements in the National Environmental Policy Act.</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 #8 and #10 Midterm Examination</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: The students are introduced to the NEPA process in BBD#8 where they identify and apply the procedures in a video response as U.S. Secretary of Interior. Students apply the process to an environmental problem such as high way construction, logging, oil exploration, mining, sage grouse, and feral horses.</p>	<p>10/12/2015 - BBD#8: Average Grade 17.25; Range 0-20</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - Incorporate materials earlier in the semester to address students' awareness of biases associated with environmental policies and politics (interest group rhetoric, government reports, media influences, social media sources). In other words, the students should not accept political arguments at face value and not swallow hook, line, and sinker.</p>
<p>PSC 403C - Environmental Policy - Elements of federalism - Evaluate the dynamics of federalism in American government at the local, state, and federal level.</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 #9</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: 70% or better</p> <p>Example: For BBD#1, the students are reintroduced to the basic tenets of federalism and the relationship between the federal and state government and fundamental principles of raw political power and influence.</p>	<p>10/12/2015 - BBD#1: Average score 17.44; Range 0-20.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/12/2015 - There's an assumption that during the few weeks of the semester, students are still in the process of familiarizing themselves with basic environmental principles and policy models (e.g. federalism, stages of policy process). Review additional introductory materials to assist student in first 2 weeks of class.</p>
<p>PSC 403C - Environmental Policy - Sustainable communities - Compare and contrast case studies to examine environmental policies planning methods and strategies toward establishing policies associated with successful sustainable communities.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/14/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussion #9, #10, and #11 Concentrated on regional issues during second half of class.</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: 70% or better</p> <p>Example: For BBD#11, the students were introduced to the political documentary Arid Lands about the Columbian Basin and Hanford nuclear site as well as mining sustainability reports. Students were required to explain the political and economic adaptations to address environmental problems and development of feasible policy solutions.</p>	<p>10/14/2015 - BBD#11: Average score 17.69; Range 0-20</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/14/2015 - Action Plan: Instead of having students select model to assess sustainability, the instructors will provide to add consistency for the responses. Consider inviting environmental directors from industry to react and critique the student responses assessing the sustainability reports.</p>
<p>PSC 403C - Environmental Policy - Evaluation models and policy impacts - Apply evaluation models in student research papers to assess</p>	<p>Assessment Measure: Bulletin Board Discussion #4 and #9, Research Proposal & Paper</p>	<p>10/14/2015 - BBD#6: Average score 18.69; Range 0-20</p> <p>Criterion Met: Yes</p>	

Course Outcomes 1 and ctu.unitid = 656	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>environmental policy decisions, progress, intended consequences, and unintended consequences.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/14/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure Category: Discussion, homework, papers</p> <p>Criterion: 70% or better</p> <p>Example: In BBD#4, the students use the GBC Facts on File: Issues & Controversies Database and identify a peer reviewed journal article to critically evaluate an environmental conflict from a political science perspective that focuses on economic incentives and public perceptions.</p>	<p>Reporting Period: 2014-2015</p>	<p>10/14/2015 - Action Plan: Emphasize the importance of this BBD in relation the process of identifying a research paper topic. Instructors will review Part I of the BBD and consider revising the list of 12 questions pertaining to environmental problems and also breaking up the questions into 2 sets or a comparable approach.</p>
<p>PSC 403C - Environmental Policy - Materials complimenting assigned texts - Identify online resources, popular culture examples, current events, and documentaries to critically analyze the governing process and participants.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/14/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussions Midterm Exam Research Proposal & Paper</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: Using for the baseline student knowledge and personal interest of government and politics (e.g. Simpsons, Game of Thrones, general celebrity involvement in environmental causes), popular culture and current events are used to draw connections to relevant regional environmental conflicts.</p>	<p>10/14/2015 - BBD Total (10 BBDs): Average score 17.64</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/14/2015 - The lowest discussion average score was 15.5 for BBD#5. The students were asked to critique a political documentary or movie that focused on an environmental problem. The instructors will meet with the Director of the Theater to obtain a formal movie review framework. More focused expectations should improve the average score for this assignment.</p>
<p>PSC 403C - Environmental Policy - Political agendas and platforms. - Dissect political agendas, platforms, and biases associated with interest groups, media, political parties, and elections.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 10/14/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Bulletin Board Discussions Midterm Exam Research Proposal & Paper</p> <p>Assessment Measure Category: Discussion, midterm and final</p> <p>Criterion: 70% or better</p> <p>Example: Throughout the class students are introduced to online resources such as Pew Research Center, C-SPAN, YouTube, and Politico as well as government websites, think tanks, research institutes, peer reviewed journal articles, sustainability and travel management reports, and political documentaries will be introduced throughout the semester to complement the readings. Students will make connections between the readings to these supplementary resources.</p>	<p>10/14/2015 - Research Paper: Average score 89.25; Range 0-100</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>10/14/2015 - Completion of the research paper is integrated throughout the course semester. This approach will continue. The instructors will modify one of the BBDs to include a graphic representation of the stages of the public policy model introduced in Kraft to make the approach for the research paper clearer to students.</p> <p>10/14/2015 - Examined PSC 403C online section from spring 2015; traditional semester format. Based on student performance when the class was offered 2 years ago, the instructors noted significant improvements in the research paper and overall class grades. Also, one of the text books was eliminated this semester, and the instructors placed more of an emphasis</p>

Course Outcomes 1 and ctu.unitid = 656	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
			<p>on regional issues such as hydraulic fracturing, sage grouse, feral horses, multiple land management approaches, travel management plan, water issues (urban-rural transfers), and mining. The instructors believe that increased focus on these regional issues during the latter part of the semester and application of public policy models introduced in the first half of the class better prepared the students to complete the research paper prospectus and research paper. When the class is taught next time, the instructors will incorporate a Native American emphasis.</p> <p>Final Grade Distribution: A 2 25% B 3 37.5% C 2 25% D 0 10% F 1 12.5% n = 8</p> <p>*1 student stopped attending on week 3 and earned a F and did not drop class. Student's grades were not included in class assessment.</p> <p>70% criterion for achievement met for assessment results in all areas.</p>