

GBC Class/Course Assessment Report

Course Prefix, Number, and Title: INT 349 Social Science Integrative Seminar:
Sagebrush and Sin

Section Number(s): 1001
Department: Social Science

Instructor:
Academic Year:
Semester: Fall 2019
Is this a GenEd class? Yes No

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
<p>Outcome #1:</p> <p>Accurately discuss and analyze the development and perpetuation of various popular perceptions of the state of Nevada.</p>	<p>Assessment Measure:</p> <p>Final Exam Essay Question 1: Drawing from information presented in the four assigned books and the course lectures, discuss the various popular reputations that Nevada holds and how those images or reputations have developed and have been perpetuated over time. Also, be sure to discuss whether these images or reputations have ever been or remain accurate.</p> <p>Criterion for achievement: Average score of 75 percent or greater on this question.</p>	<p>Results: The average score for students who attempted to answer this question was 86 percent. 100 percent of enrolled students attempted this question.</p> <p>Criterion Met: Yes</p>	<p>1. Results Analysis:</p> <p>100 percent of enrolled students attempted this question (24/24). The average score of 86 percent shows a high level of student understanding of the development and perpetuation of various popular perceptions of the state of Nevada.</p> <p>I am satisfied with the results for this question.</p> <p>2. Action Plan: I plan to continue with current practices.</p>
<p>Outcome #2:</p> <p>Accurately discuss and analyze the influence of various popular perceptions of the state of Nevada.</p>	<p>Assessment Measure:</p> <p>Final Exam Essay Question 2: Drawing from information presented in the four assigned books and course lectures, discuss how the various popular images or reputations of Nevada have influenced the state and its history. Which of these reputations has had the most significant influence and why?</p>	<p>Results: The average score for students who attempted to answer this question was 78 percent. 100 percent of enrolled students attempted this question.</p> <p>Criterion Met: Yes</p>	<p>1. Results Analysis:</p> <p>100 percent of enrolled students attempted this question (24/24).</p> <p>Although the average score was lower on this question than Essay Question 1, I am satisfied with the results. I think the question's placement on the exam could have accounted for some of the difference in average when</p>

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	<p>Criterion for achievement: Average score of 75 percent or greater on this question.</p>		<p>compared to question 1. It appears that a few students spent more time on Essay Question 1 and then rushed to complete Essay Question 2 before their time expired (the exam was proctored with a time limit of 90 minutes).</p> <p>2. Action Plan: I do not plan on changing the question or related content delivery. I will make sure that this question appears before the other essay question on the exam when I teach this course again. I will then compare the scores again and see if the results are the same or if the question that appears first again receives the more thorough responses. If that is the case, I will consider increasing the exam's time limit.</p>
<p>Outcome #3: Analyze and evaluate scholarly arguments.</p>	<p>Assessment Measure: Book Reviews</p> <p>Criterion for achievement: Average score of 75 percent or greater on all book reviews submitted.</p>	<p>Results: The average score for all book reviews submitted was 81.6 percent.</p> <p>Criterion Met: Yes</p>	<p>1. Results Analysis: Students were required to write critical reviews of three assigned books. Book reviews were graded on quality of content, style, and grammar. Students submitted 94.4 percent of all assigned book reviews (68/72).</p> <p>Overall, I am satisfied with the average score of 81.6 percent for the book reviews submitted. Student's displayed a strong ability to critically analyze and evaluate the books' content and arguments. However, I would like to see improvement on student writing skills.</p>

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			<p>2. Action Plan: I plan to retain current practices and include more content that will developing writing skills.</p>
<p>Outcome #4: Express ideas and evidence-based arguments clearly in written format.</p>	<p>Assessment Measure: Seminar Paper Criterion for achievement: Average score of 75 percent or better on the seminar paper.</p>	<p>Results: the average score on the Seminar Paper was 78.75 percent Criterion Met: Yes</p>	<p>1. Results Analysis: Students were required to complete a seminar paper based on assigned course readings and additional research. 91.6 percent of students enrolled in the class completed this assignment (22/24). Overall, students provided did a good job of formulating topics and providing content for their papers. As with the book reviews, students struggled most with writing skills. The average score on the Style and Grammar portion of the grading rubric was 72 percent. 2. Action Plan: I plan to retain the assignment in its current form and to provide more content and exercises to develop writing skills.</p>

Notes:

Although INT 349 is listed as a Gen. Ed. requirement for Bachelor of Applied Science degree (page 81 of the 2019-2020 catalog) there are no specific Gen. Ed. objectives linked to this course, and the course is not listed as satisfying any of the approved Gen. Ed. objectives listed on page 80 of the 2019-2020 GBC catalog. The Gen. Ed. objectives as listed are specified only for Associate of Arts and Associate of Science courses (lower-division courses). Thus, it is impossible to assess the course as a Gen. Ed. requirement.

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I have reviewed this report:

Department Chair

Date_____

Dean

Date_____

Vice President of Academic Affairs and Student Services

Date_____