

GBC Class/Course Assessment Report

Course Prefix, Number, and Title: PSC 101: Introduction American Politics
 Academic Year: Spring 2021 (8 week online, 2nd session)
 Department: Social Sciences
 Instructor: Danny A. Gonzales, Ph.D.

Section Number(s): PSC 101 (1001); 52 students
 Is this a GenEd class? Yes XX 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	Any Changes Made as a Result of Assessment
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgment as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, summarize how you plan to use the results to improve student learning.</p>
<p>Outcome #1: Define politics and civic engagement by explaining importance in American society.</p> <p>General Education Objective: Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure: Bulletin Board Discussion #1 Exams #1, #2, and #3</p> <p>Criterion for achievement: 60% or better</p> <p>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.</p> <p>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.</p>	<p>Chapter 1: Citizenship in Our Changing Democracy</p> <p>Chapter 6: Public Opinion: Listening to Citizens</p> <p>Chapter 7: Political Participation: Equal Opportunities & Unequal Voices</p> <p>Chapter 15: Public Policy: Responding to Citizens</p> <p>Results:</p> <p>BBD#1: Average score (12.57); 63% out of 100%. Range 0-20.</p> <p>Criterion Met: Yes/No</p> <p>Yes</p>	<p>Action Plan: Review national civic service and participation in development initiatives.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#1 - PART II: DEFINING POLITICS</p> <p>In the opening dialogue of AM GOV Chapter 1 AND The <i>First Day of Class</i> 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</p>

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			<p>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?</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>Outcome #2: List and explain significance of the major constitutional principles.</p> <p>General Education Objective: Demonstrate an understanding of American constitutions and institutions and their development.</p>	<p>Assessment Measure: Bulletin Board Discussion #2 Exam#1</p> <p>Criterion for achievement: 60% or better</p> <p>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.</p> <p>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.</p>	<p>Chapter 2: The Constitution: The Foundation of Citizen's Rights</p> <p>Chapter 5: Civil Rights: Toward a More Equal Citizenry</p> <p>Results:</p> <p>BBD#2: Average score (13.67); 68% out of 100%. Range 0-20.</p> <p>Criterion Met: Yes/No</p> <p>Yes</p>	<p>Action Plan: Discuss in a lecture potential issues and political events that would lead to convening a Constitutional Convention.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#2 – PART IV: CHAPTER 2 QUESTIONS</p> <p>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.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>

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<p>Outcome #3: Explain president’s influence over public opinion and government’s policy agenda.</p> <p>General Education Objective: Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure: Bulletin Board Discussion #3 Exam#3</p> <p>Criterion for achievement: 60% or better</p> <p>Example: The class will be introduced 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.</p>	<p>Chapter 12: The Presidency: Power & Paradox</p> <p>Results:</p> <p>BBD#3: Average score (14.23); 71% out of 100%. Range 0-20.</p> <p>Criterion Met: Yes/No</p> <p>Yes</p> <p>NOTE: Could use Exam#3 for assessment results.</p> <p>Results:</p> <p>Exam#3: Average score (48.65); 81% out of 100%; Range 0-60.</p> <p>Criterion Met: Yes/No</p> <p>Yes</p>	<p>Action Plan: Compare and contrast the leadership styles of the major and minor party 2016 presidential candidates.</p> <p>Select benchmark exam question(s) to better understand student performance.</p> <p>BBD#3 - PART I: CHAPTER 6 QUESTIONS</p> <p>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.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
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<p>Outcome #4: Explain role of Congress, committee structure, and role in making public policy.</p> <p>General Education Objective: Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure: Exam #3</p> <p>Criterion for achievement: 60% or better</p> <p>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.</p>	<p>Chapter 11: Congress: Doing the People's Business</p> <p>Chapter 13: Bureaucracy: Citizens as Owners and Consumers</p> <p>Results: Exam#1: Average Grade (44.69); 74% out of 100%; Range 0-60.</p> <p>Criterion Met: Yes/No Yes</p>	<p>Action Plan: 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.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>Outcome #5: Relate evolution of the Supreme Court as a policymaker and the civil rights and liberties of individuals.</p> <p>General Education Objective: Demonstrate understanding of processes of social stratification and inequality in American society.</p>	<p>Assessment Measure: Bulletin Board Discussion #4</p> <p>Criterion for achievement: 60% or better</p> <p>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.</p>	<p>Chapter 14: The Courts: Judicial Power in a Democratic Setting</p> <p>Chapter 4: Civil Liberties</p> <p>Results: BBD#4: Average score (13.76); 69% out 100%. Range 0-20.</p> <p>Criterion Met: Yes/No Yes</p>	<p>Action Plan: 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.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>NOTE: Need to update the example, for other resources are being used in class.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>Outcome #6: Itemize primary functions of a political party and role in elections.</p> <p>General Education Objective: Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure: Bulletin Board Discussion #3</p> <p>Criterion for achievement: 60% or better</p> <p>Example: 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</p>	<p>Chapter 9: Parties and Political Campaigns: Citizens and the Electoral Process</p> <p>Results: BBD#3: Average score (14.23); 71% out of 100%. Range 0-20.</p> <p>Criterion Met: Yes/No</p>	<p>Action Plan: Focus on examples and political documentaries from the 2012 and 2016 Presidential elections that clearly demonstrate the multiple roles and functions of political parties.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p>

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	<p>needed to win presidential election from 1789 to 2016.</p>	<p>Yes</p>	<p>BBD#3 - PART IV: POLITICAL PARTIES</p> <p>Check out the Directory of U.S. Political Parties:</p> <p>http://votesmart.org/political-parties#.VChyXPldXW8 (Links to an external site.)</p> <p>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.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
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<p>Outcome #7: Assess roles and influence of interest groups and lobbyists.</p> <p>General Education Objective: Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure: Bulletin Board Discussion #3 Exam#2</p> <p>Criterion for achievement: 60% or better</p> <p>Example: After watching the documentary “Karl Rove: The Architect” and researching the Center for Responsive Politics website for campaign financing, students will determine the</p>	<p>Chapter 8: Interest Groups in America</p> <p>Results:</p> <p>Exam#2: Average score (46.42); 77% out of 100%; Range 0-60.</p> <p>Criterion Met: Yes/No</p> <p>Yes</p>	<p>Action Plan: Revisit and modify lectures and BBD to clarify key terms and concepts associated with interest groups and campaign financing in the 2016 election.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#3 - PART II: POLITICAL</p>
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	<p>level of influence exerted by interest groups, PACs, and 527s. Students will also research and report on an interest group.</p>		<p>STRATEGIST & HIRED GUNS Watch the <i>Karl Rove: The Architect</i> 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.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>Outcome #8: Define primary characteristics of Nevada’s political interests and governmental structure.</p> <p>General Education Objective: Demonstrate an understanding of American constitutions and institutions and their development.</p>	<p>Assessment Measure: Nevada Study Guide Exams #4</p> <p>Criterion for achievement: 60% or better</p> <p>Example: 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.</p>	<p>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)</p> <p>Results:</p> <p>Exam#4: Average score (49.79); 78% out of 100%; Range 0-64.</p> <p>Criterion Met: Yes/No</p> <p>Yes</p>	<p>Action Plan: Collaborate with Historians and adjunct faculty to compile and develop Nevada Constitution questions and discussions.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>NOTE: It may be possible to isolate the 26 questions from the study guide and examine the student scores.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>

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<p>Outcome #9: Apply online resources, popular culture examples, current events, and documentaries to critically analyze the governing process and participants.</p> <p>General Education Objective: Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure: All Bulletin Board Discussions and Exams.</p> <p>Criterion for achievement: 60% or better</p> <p>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.</p>	<p>AM GOV and The Sagebrush State</p> <p>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.</p> <p>Results:</p> <p>Final Grade: 88% passed class. See final grade distribution on last page.</p> <p>Criterion Met: Yes/No</p> <p>Yes</p>	<p>Action Plan: 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.</p> <p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#2 - PART II: ELECTION REFORM</p> <p>Watch the following SNL-PBS video <i>Who Counts?: Election Reform in America</i>. 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.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
<p>Outcome #10: Dissect political agendas, platforms, and biases associated with interest groups, media, political parties, and elections.</p> <p>General Education Objective: Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure: Emphasis on BBD#2, BBD#3, BBD#4 All Bulletin Board Discussions and Exams.</p> <p>Criterion for achievement: 60% or better</p> <p>Example: Students will be required to research the two major political parties and minor third parties to determine their</p>	<p>Chapter 8: Interest Groups in America</p> <p>Chapter 9: Parties and Political Campaigns: Citizens and the Electoral Process</p> <p>Chapter 10: Media: Tuning In or Tuning Out</p> <p>Results:</p> <p>BBD Total: Average score (13.56); 68% out</p>	<p>Action Plan: 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 <i>American Public Opinion</i> that will assist me with adding more depth to the content in Chapters 8-10 and other areas.</p>

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	<p>policy preferences and platforms.</p> <p>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.</p>	<p>of 100% Range 0-10 Criterion Met: Yes (borderline)/No</p> <p>Yes</p> <p>Exam Total: Average score (47.39). 78% out of 100%</p> <p>Criterion Met: Yes/No</p> <p>Yes</p>	<p>Select benchmark exam question(s) to assess and better understand student performance.</p> <p>BBD#2 - PART III: ARE YOU LIBERAL OR CONSERVATIVE?</p> <p>Take the following quizzes and share your results:</p> <p>http://www.people-press.org/quiz/political-typology/ (Links to an external site.)</p> <p>http://pewresearch.org/millennials/quiz/ (Links to an external site.)</p> <p>According to the Pew Research Center Typology Test, the political spectrum (going from left-to-right) reflects the following political views:</p> <p>Very Liberal - Liberal - Moderate - Conservative - Very Conservative</p> <p>You can also identify with a political party (going from left-to-right):</p> <p>Strong Democrat - Democrat - Independent (Leaning Democrat) - Independent (No Leaning) - Independent (Leaning Republican) - Republican - Strong Republican</p> <p>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</p>
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			<p>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.</p> <p>Strengthen correlation between course outcomes to college general education objectives, using specific examples and assessment measurements.</p>
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Notes:

Examined the equivalent of three PSC 101 online sections for during spring 2021 semester (8 week, 2nd session).

N = 52

Final Grade Distribution

A	19	37%
B	17	33%
C	8	15%
D	2	3%
F	6	12%

88% of students passed class. The average score for class taking general education quiz was 67%. 11 students did not take quiz which resulted in the low average score for class. Passing criterion for achievement met for assessment results in majority of areas.

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I have reviewed this report:

Department Chair

Date _____

Dean

Date _____

Vice President of Academic Affairs

Date _____