



Course Assessment Report - 4 Column

Great Basin College

Courses (SS) - Integrative Studies

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (SS) - Integrative Studies - INT 349 - SEM: Intgrt Soc Sci Sem - Major chronological events 1875 until the present - Demonstrates knowledge of the major chronological sequence, themes, and issues in African History from 1875 until the present. (Created By Courses (SS) - Integrative Studies)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Class Discussions</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: 67% or more of students achieved a grade of 70% or higher.</p>	<p>10/17/2014 - Overall, the Discussions met the achievement levels, with 373 out of a possible 420 student discussions receiving a grade of 70% or higher.</p> <p>Four students failed to participate in four or more discussions, representing a low level of engagement with the course. Two of the four students later failed to complete the course.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - The use of the class discussions changed late in the design period of the course. These changes resulted in some inconsistencies in the use of class discussions as an assessment tool.</p> <p>Initially, the goal had been to use the Class Discussions to address a range of content and skill issues, which is why Class Discussions were listed separately in the Learning Outcomes.</p> <p>As the effort to integrate the course with MediaSite Lecture Capture progressed, however, a consensus of Social Science faculty using the system emphasized the needed for a low-impact means to insure that online students were watching the lectures regularly. The Class Discussions were modified to serve this function rather than the intended more specialized goal.</p> <p>While the two purposes of the Class Discussions are not mutually exclusive, more consideration into the use of discussions both to maintain student engagement and as a means of assessing student understanding of content and skills will be undertaken in future courses.</p>
	<p>Assessment Measure: Modern Africa Map Test</p> <p>Assessment Measure Category: Assignment - Project</p> <p>Criterion: 67% or more of students achieved a grade of 70% or higher.</p>	<p>10/17/2014 - 100% of students (43 of 43) passed the Map Test, with a range of 82% to 100%.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - Given the online nature of the Map Test, the results reflect more the ability of students to rapidly look up information rather than mastery of the material.</p> <p>A more rigorous testing assessment is being sought.</p>

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	<p>Assessment Measure: Midterm Exam paper</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>10/17/2014 - Of submitted papers, 90% (36 of 40) achieved a grade of 70% or higher. The average was 82.2%, and the range was 45% to 99%.</p> <p>Two students did not submit papers, making the achievement level for all enrolled students 86%.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - The assignment asked students to consider from various perspectives the impact of European imperialism on African societies. In terms of students engaging with the various themes and issues of the encounter, the students did very well. Most of the problems lay with other aspects of the assignment; see discussion in Learning Outcomes # 3 and # 5, below.</p>
	<p>Assessment Measure: Final Exam paper</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>10/17/2014 - Of submitted papers, 97% (37 of 38) achieved a grade of 70% or higher. The average was 90.2%, and the range was 55% to 97%.</p> <p>Four students did not submit papers, making the achievement level for all enrolled students 88%.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - The Final Exam assignment, asking students to discuss the problems facing contemporary Africa based on analyzing at least three of the readings assigned during the semester, was remarkably successful. A number of students were able to integrate more than three sources into compelling and well-structured arguments that drew on class themes and discussions. As a conclusion to the course, the assignment worked exceedingly well.</p>
<p>Courses (SS) - Integrative Studies - INT 349 - SEM: Intgrt Soc Sci Sem - American and European perceptions continue to impact relations with African societies - Recognizes the ways in which American and European perceptions continue to impact relations with African societies.</p> <p>(Created By Courses (SS) - Integrative Studies)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Class Discussions</p> <p>Assessment Measure Category: Discussion</p> <p>Criterion: 67% or more of students achieved a grade of 70% or higher.</p>	<p>10/17/2014 - Overall, the Discussions met the achievement levels, with 373 out of a possible 420 student discussions receiving a grade of 70% or higher.</p> <p>See discussion of results of these questions in Learning Objective # 1, above, for the overall viewpoint.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - See analysis of class discussions in Learning Outcome # 1, above.</p> <p>Students readily used the discussion forums each week to discuss perceptions issues, particularly on the question of racism.</p> <p>Targeted discussion prompts might lead to more thorough engagement in future classes.</p>
	<p>Assessment Measure: News Report Assignment: Presentation</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67% or more of students receiving a grade of C-minus (70%) or more.</p>	<p>10/17/2014 - Of submitted News Reports, 95% received a grade of 70% or higher (38 out of 40). The average was 85.4%; the range was 58% to 99%.</p> <p>Two students did not submit the assignment, giving an enrollment-based achievement score of 90%.</p>	<p>10/17/2014 - Although the assignment went well, students often focused more on the details of the specific stories rather than the perceptions of different media.</p>

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		<p>Criterion Met: Yes Reporting Period: 2013-2014</p> <hr/> <p>Assessment Measure: News Report Reviews Assessment Measure Category: Assignment - Written Criterion: 67% or more of students receiving a grade of C-minus (70%) or more.</p>	<p>See the discussion under Learning Outcome # 4, below, for a broader analysis.</p> <hr/> <p>10/17/2014 - Students were asked to compare two other student presentations. The larger goal was to see commonalities in reporting about Africa in various media sources. Students tended to write two separate reviews of the news reports of peers, rather than using the two peer reports as sources to examine the larger issue of media perceptions of Africa.</p> <p>While the goal is worthwhile, more consideration will be given whether such an assignment is advisable at this course level in the future.</p>
<p>Courses (SS) - Integrative Studies - INT 349 - SEM: Intgrt Soc Sci Sem - Interaction with the global world has impacted African societies. - Elucidates the ways that interaction with the global world has impacted African societies. (Created By Courses (SS) - Integrative Studies) Next Assessment: 2018-2019 Start Date: 06/19/2014 Course Outcome Status: Active</p>	<p>Assessment Measure: Class Discussions Assessment Measure Category: Discussion Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p> <hr/> <p>Assessment Measure: News Reports Assessment Measure Category: Assignment - Written Criterion: 67% or more of students who participated in discussions receiving a grade of 10.5 (70%) or higher</p>	<p>10/17/2014 - See analysis of Class Discussions in Learning Outcome # 1, above.</p> <p>Criterion Met: Yes Reporting Period: 2013-2014</p> <hr/> <p>10/17/2014 - Of submitted News Reports, 95% received a grade of 70% or higher (38 out of 40). The average was 85.4%; the range was 58% to 99%.</p> <p>Two students did not submit the assignment, giving an enrollment-based achievement score of 90%.</p> <p>Criterion Met: Yes</p>	<p>10/17/2014 - See analysis of Class Discussions in Learning Outcome # 1, above, for broader details.</p> <p>One aspect of the class discussions that worked well was the ability of students to relate certain aspects of modern Africa to similar experiences globally (and here in Nevada!), particularly the importance of mining and other extractive industries or rural development issues. Encouraging similar insights will be incorporated in future courses.</p> <hr/> <p>10/17/2014 - The ability of students to integrate larger global issues into the News Reports depended largely on the specific topics. For example, students found it easier to make comparisons globally with issues such as the War on Terrorism than issues such as the banning of homosexuality in African countries (which happened to be a</p>

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		<p>Reporting Period: 2013-2014</p> <hr/> <p>Assessment Measure: Midterm Exam paper Assessment Measure Category: Assignment - Written Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>common topic when the assignment was undertaken). While this phenomenon is not unexpected, more care to emphasize the importance of such connections will be taken in the future.</p> <hr/> <p>10/17/2014 - While overall successful, one issue students struggled with was the question as to how European concerns such as industrialization and growing populations resulted in increased interest in Africa after 1875. The tendency of papers was to emphasize a simpler “because they could” explanation on why Europeans became interested in Africa. The issue here is more lack of historical background of European events, which will need to be addressed more thoroughly in the lectures in the future.</p> <hr/>
<p>Courses (SS) - Integrative Studies - INT 349 - SEM: Intgrt Soc Sci Sem - Media reporting on Africa - Examines the impact of media reporting on the understanding of Africa, its civilizations, and its histories. (Created By Courses (SS) - Integrative Studies)</p> <p>Next Assessment: 2018-2019</p>	<p>Assessment Measure: Class Discussions Assessment Measure Category: Discussion Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>10/17/2014 - See analysis of Class Discussions in Learning Outcome # 1, above. Criterion Met: Yes Reporting Period: 2013-2014</p>	<p>10/17/2014 - See analysis of Class Discussions in Learning Outcome # 1, above, for broader details.</p> <hr/>
<p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: News Reports Assessment Measure Category: Assignment - Written Criterion: 67% or more of students who participated in discussions receiving a grade of 10.5 (70%) or higher</p>	<p>10/17/2014 - Of submitted News Reports, 95% received a grade of 70% or higher (38 out of 40). The average was 85.4%; the range was 58% to 99%. Criterion Met: Yes Reporting Period: 2013-2014</p>	<p>10/17/2014 - Although a similar assignment had worked well in a previous course (HIST-478B, Spring 2013), students had difficulty with looking at news reports as examples of media reporting rather than as discrete news events. For example, comparisons between various media sources (American, European, and Africa) tended to focus on details such as the number killed in an attack of violence versus how the various media sources characterized the attack (terrorist, political violence, etc.).</p> <p>While an argument can be made that such analysis is beyond the capability of students, the ability to recognize perceptual biases is central to critical thinking and the analysis of the</p>

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			contemporary world. More discussion of this aspect of the assignment will be needed in future classes.
<p>Courses (SS) - Integrative Studies - INT 349 - SEM: Intgrt Soc Sci Sem - Assesses documents to construct an understanding of the past - Assesses primary and secondary documents to construct an understanding of the past. (Created By Courses (SS) - Integrative Studies)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Midterm Exam paper</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>10/17/2014 - Of submitted papers, 90% (36 of 40) achieved a grade of 70% or higher. The average was 82.2%, and the range was 45% to 99%.</p> <p>Two students did not submit papers, making the achievement level for all enrolled students 86%.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - Although the Midterm Exam papers addressed the prompts successfully, students struggled with proper response format. More often than not, students adopted a personal-opinion approach, arguing the viewpoints from a personal perspective (similar to a "blog post") as opposed as an analysis of the two required sources.</p> <p>When discussed during a post-assignment de-briefing, a number of students responded they did not realize that argumentative papers needed to be presented as a formal argument rather than as personal opinion.</p> <p>Future iterations of the course will devote more time to discussing the preparation and approaches of formal analytical papers.</p>
	<p>Assessment Measure: Final Research Paper</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>10/17/2014 - Of submitted papers, 95% (37 of 39) achieved a grade of 70% or higher. The average was 84.8%, and the range was 53% to 97%.</p> <p>Three students did not submit papers, making the achievement level for all enrolled students 88%.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - The overall success of the Final Research paper lay with a programmatic approach that required students to submit a Topic Selection early in the semester and a Prospectus with working bibliography around midterm. Such assignments forced students to work with materials early and provided an opportunity for instructor feedback. This approach will be re-used in future classes.</p> <p>The Topic Selection was a quiz-level assignment, with 100% submittal and 100% of students earning a grade of 70% or higher. The primary purpose of the assignment was merely to get feedback and guidance in helping students set up their research projects.</p>

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			<p>The Prospectus/Working Bibliography assignment was intended as a second point to provide guidance and feedback on the developing project, as well as discuss sources. 36 of 42 students (86%) submitted the Prospectus.</p> <p>One consistent issue that emerged as students developed the Research Projects was confusion over source material. While most students had little difficulty in locating proper source material, there was a tendency to privilege interpretative sources such as journal articles or even news media reports over direct evidence such as participant interviews available through YouTube or other sources. The perception of students seemed to be that since the experience of someone directly experiencing an event was “emotional” and potentially biased, the source was less evidence than journal articles that were “factual.” This practice is opposite of good collegiate-level research.</p> <p>The phenomenon of dismissing primary evidence in favor of “neutral” interpretative evidence is well documented in education literature. Future classes will integrate more intensive discussion of source material earlier into the course.</p>
<p>Courses (SS) - Integrative Studies - INT 349 - SEM: Intgrt Soc Sci Sem - Improves critical thinking, research, written and oral communication skills - Improves critical thinking, research, written and oral communication skills. (Created By Courses (SS) - Integrative Studies)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Final Research Paper</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>10/17/2014 - Of submitted papers, 95% (37 of 39) achieved a grade of 70% or higher. The average was 84.8%, and the range was 53% to 97%.</p> <p>Three students did not submit papers, making the achievement level for all enrolled students 88%.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>10/17/2014 - In terms of overall writing skills, the Final Research Papers were quite good. Students struggled somewhat with the complete integration of source material into the arguments. This issue is to be expected at the 300-course level. Future iterations will incorporate more direct guidance on this issue for students.</p>
	<p>Assessment Measure: Class Research Presentations</p> <p>Assessment Measure Category:</p>	<p>10/17/2014 - Of submitted papers, 100% (39 of 39) achieved a grade of 70% or higher. The average was 91.4%, and the range was 75% to 99%.</p>	<p>10/17/2014 - The student presentations were successful, and fewer technical issues emerged than with the News</p>

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	<p>Performance/Presentation</p> <p>Criterion: 67% or more of students receiving a grade of C-minus (70%) or higher</p>	<p>Three students did not submit presentations, making the achievement level for all enrolled students 93%.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>Report project. However, the assignment parameters were not as rigorous in practice due to the instructor's inexperience with these kinds of projects. Future iterations of the course will provide students with more detailed assignment guidelines geared towards guiding students to more formal presentation formats.</p> <p>Follow-Up: 10/17/2014 - Overall Letter Grade Breakdown: A/A- = 22 (52% of students who completed course) B+/B/B- = 14 (33% of students who completed course) C+/C/C- = 2 (5% of students who completed course) D+/D/D- = 1 (2% of students who completed course) F = 3 (7% of students who completed course) W = 1</p> <p>Note: All three F grades were the result of students failing to complete major assignments, including the Research Project. None of the three completed the Final Exam for the course.</p> <p>The incorporation of the MediaSite Lecture Capture Technology proved remarkably successful, and provided a connection between live and online sections of the course. While MediaSite will be a useful tool going forward, it can create classes that are too large to be efficient given the extensive instructor-student interaction required for the learning objectives of the course.</p> <p>Future iterations of the course will likely reduce the writing load for students, probably through the elimination of the Final Exam paper assignment and potentially the Midterm Exam assignment. Although both of these had proven successful in focusing students on the core source content, they were a distraction from the Research Paper Project and a strain both on the</p>

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			<p>Follow-Up: students and the instructor. Discussions within the Social Sciences Department will continue to refine the goals and purposes of the INT-349 courses in this regard.</p>