

Assessment: Course Four Column



Courses (SS) - Integrative Studies

INT 349 Sagebrush and Sin: Integrative Social Science Seminar

Course Outcomes	Assessment Measures	Results	Actions
<p>Various popular perceptions of the state of Nevada - Identify, analyze, and evaluate various popular perceptions of the state of Nevada over the course of its history</p> <p>Applicable Gen. Ed outcomes:</p> <ul style="list-style-type: none"> Critical Thinking (reasoning and independent thought) Personal and Cultural Awareness <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/17/2016</p>	<p>Assignment - Written - Seminar Paper Discussions and Reading Response Discussions Criterion: 67 percent of students scoring 75 percent or greater on the seminar paper discussions and reading response discussions.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 68.8 percent of participating students scored 75 percent or greater on the reading response discussions (10/17/2016)</p>	<p>Action: I plan to retain both the seminar paper and reading response discussions. I noticed that participation in both discussions diminished as the semester progressed. In the future, I may make later discussions worth more points than earlier discussions (particularly the seminar paper discussions, as later discussions require more progress to have been made on the paper than do earlier discussions). (10/17/2016)</p>
<p>Popular perceptions of Nevada on the state and its people over the course of the state's history - Identify and analyze the influence of popular perceptions of Nevada on the state and its people over the course of the state's history</p> <p>Applicable Gen. Ed outcomes:</p> <ul style="list-style-type: none"> Critical Thinking (reasoning and independent thought) Personal and Cultural Awareness <p>Course Outcome Status: Active</p>	<p>Exam - Exam (essay question 2) Criterion: 67 percent of students scoring 75 percent or greater on the exams essay question 2.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 81 percent of participating students scored 75 percent or better on essay question 1. (10/17/2016)</p>	<p>Action: I am satisfied with the results of this measure. I will retain current instructional practices and continue to use essay questions (albeit different questions) as the measure of student performance on this outcome. (10/17/2016)</p>

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<p>Next Assessment: 2020-2021 Start Date: 10/17/2016</p> <p>Popular perceptions of the state have been set - Analyze the processes through which popular perceptions of the state have been set</p> <p>Applicable Gen. Ed outcomes:</p> <ul style="list-style-type: none"> Critical Thinking (reasoning and independent thought) Personal and Cultural Awareness <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/17/2016</p>	<p>Exam - Exam (essay question 1) Criterion: 67 percent of students scoring 75 percent or greater on the exams essay question 1.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 74 percent of participating students scored 75 percent or better on essay question 2. (10/17/2016)</p>	<p>Action: Students struggled a bit more with this essay question. The primary difficulty was in identifying and discussing theoretical aspects of stigmatization and stereotyping of place. Although this assessment measure's criterion for achievement was met, I feel that I could have done a better job preparing students for this question. If I offer this course again, I will devote more emphasis to the theoretical underpinnings of stigmatization and stereotyping. (10/17/2016)</p>
<p>Evaluate arguments presented by others - Evaluate arguments presented by others</p> <p>Applicable Gen. Ed outcomes:</p> <ul style="list-style-type: none"> Critical Thinking <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/17/2016</p>	<p>Assignment - Project - Book review Criterion: 67 percent of participating students scoring 75 percent or better on the book review.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 80 percent of participating students scored 75 percent or greater on the book review. (10/17/2016)</p>	<p>Action: Students who submitted this assignment performed very well on it. I am, however, troubled by the assignment's low submission rate. Twenty-five percent of students enrolled in the class did not submit the assignment. A common complaint was that the book was too long (252 pages of text). This indicates that some of the students were not prepared for the workload expectations of upper division coursework. I will continue to use the book if I offer this course again. I will consider increasing the point value of the assignment and will stress the importance of completing all assignments. (10/17/2016)</p>
<p>Develop and support arguments clearly in written format with evidence gained through research - Develop and support arguments</p>	<p>Assignment - Written - Seminar paper Criterion: 67 percent of participating students scoring 75 percent or</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 68 percent of participating students scored 75 or greater on the seminar paper. (10/17/2016)</p>	<p>Action: With this assignment, students struggled with writing skills, research skills, and attention to detail. While the criterion for success</p>

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<p>clearly in written format with evidence gained through research</p> <p>Applicable Gen. Ed outcomes:</p> <ul style="list-style-type: none"> Communication Skills <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/17/2016</p>	<p>greater on the seminar paper.</p>		<p>was achieved, low submission rate (22 percent of the class did not submit the seminar paper, even though it was worth 25 percent of the overall course grade) and quality of work (in some cases) indicate insufficient preparation for upper division course work. While I will retain this measure, I will also incorporate more stepped assignments that feed into the completion of the paper. These will allow me to provide more oversight and instruction as students work through the research and writing process. (10/17/2016)</p>
<p>Present research clearly in oral format - Present research clearly in oral format</p> <p>Applicable Gen. Ed outcomes:</p> <ul style="list-style-type: none"> Communication Skills <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/17/2016</p>	<p>Assignment - Written - Seminar paper presentation Criterion: 67 percent of participating students scoring 75 percent or greater on the seminar paper presentation.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 77 percent of participating students scored 75 or greater on the seminar paper. (10/17/2016)</p>	<p>Action: Again, students who submitted the assignment performed well. However, approximately ¼ of students enrolled in the course failed to submit the assignment. The most common problem submitted assignments was a failure to discuss adequately the research process. In the future, I will stress this requirement and the importance of submitting all assignments. (10/17/2016)</p>