| Discipline | Course Number | Title |
|---|---|---|
| Political Science | 241 | PLS 241 08/17/2021-Guns, God and Ganja: U.S. Federalism |
| College | Division | Department |
| Humanities, Social and Behavioral Sciences | Humanities, Social and Behavioral Sciences | Social Sciences |
| Faculty Preparer | | Lynn Rivers |
| Date of Last Filed Assessment Report | | |

**I. Review previous assessment reports submitted for this course and provide the following information.**

1.  Was this course previously assessed and if so, when?

    Yes

    2019

2.  Briefly describe the results of previous assessment report(s).

    The objectives were met.

3.  Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

    Additional materials on Supreme Court decisions and effects on precedent were added to the curriculum.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Recognize constitutional elements of current public policy issues.

-   Assessment Plan

    o   Assessment Tool: Departmentally-developed exam

    o   Assessment Date: Winter 2020

    o   Course section(s)/other population: All

    o   Number students to be assessed: All

- o How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 70% of students will score 70% or higher

- o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2021 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 15 | 10 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Students dropped the class over the course of the term; the online format was difficult for many.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Quizzes and exams were used to assess this outcome.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Quizzes, the midterm exam, and the final exam were used to assess this outcome. Specific questions or groups of questions were used to assess competency. Students were presented with contemporary issues and fictional scenarios to which they applied Supreme Court decisions and statutory analysis.

Coercion and Commandeering questions were on the final exam and represented this outcome relative to those two aspects of federalilsm.

The scenarios quiz gave public policy issues with federalism disputes and asked students to work out solutions based on the basic rules of federalism and the Commerce clause of the US Constitution.

The Electoral College quiz tested students' ability to apply basic principles of federalism to the disputed 2020 Presidential election, the divided power in federal election and state power when the electoral college fails to select a president.

All were scored using answer keys.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>

***Coercion and Commandeering scenarios from Final Exam – Objective 1***

10 students      40pts

90% (9 students) at 70%+

10% (1 student) at 42%

Students met the standard of success. They were able to apply constitutional law and federal statutes to the division of power between state and federal government.

***Additional Objective 1 data***

***Scenario Quiz – Objective 1***

11 Students     70 pts

65% (7 students) at 70%+

36% (4 students) below 70%

Students did not meet the standard of success. Most were able to apply Constitutional law and federal statutes to the division of power between state and federal government, but some failed at the effort.

***Electoral College/Contingent Election/Jan. 6 Quiz – Objective 1***

13 Students   160 pts

85% (11 students) at 70%+

15% (2 students) below 70%

Students met the standard of success. They were able to apply constitutional law and federal statutes to the division of power between state and federal government.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

In general students did well - and liked - working through specific scenarios. Some scenarios came from current events and some were fictional. Performance seemed to be tied to opportunities to practice this skill. Students benefited from repeated exercises.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students would benefit from more quizzes/worksheets on practicing actually applying rules, laws and case outcomes to events and scenarios.

Outcome 2: Apply protections of the Bill of Rights, federal law, and legal case law to major public policy issues.

- Assessment Plan

    o Assessment Tool: Departmentally-developed essay exam

    o Assessment Date: Winter 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of students will score 70% or higher

    o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2021 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 15                     | 10                     |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> Students dropped the class over the course of the term; the online format was difficult for many.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> Quizzes and exams were used to assess this outcome.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> Quizzes, the midterm exam, and the final exam were used to assess this outcome. Specific questions or groups of questions were used to assess competency. Students were presented with multiple-choice, true/false and essay questions on the application of Bill of Rights, federal law and case law relative to fundamental rights.
>
> All were scored with an answer key or a rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: <u>Yes</u>
>
> 10 students      25pts
>
> 90% (9 students) at 70%+
>
> 10% (1 student) at 36%
>
> Students met the standard of success. They were able to apply constitutional law and federal statutes to fundamental rights questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students benefit from - and enjoy - specific "real life" Supreme Court decisions. The "story" associated with each case give students a better understanding of the material than teaching them in an abstract form.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Use current/recent Supreme Court cases to illustrate the application of these constitutional principles.

Outcome 3: Recognize elements of federalism and the constitutional relationships between the federal and state government.

- Assessment Plan

    o Assessment Tool: Departmentally-developed exam

    o Assessment Date: Winter 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 70% of students will score 70% or higher

    o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
|  | 2021 |  |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 15 | 10 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> Students dropped the class over the course of the term; the online format was difficult for many.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> Federalism questions from the midterm and final exam were used to assess this outcome.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> The midterm and final exams were used to assess this outcome. Specific questions or groups of questions were used to assess competency. Students were presented with multiple-choice, true/false and essay questions which were scored with answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: <u>No</u>
>
> *Federalism from Final Exam  Article IV– Objective 3*
>
> 10 students     4 pts
>
> 60% (6 students) at 70%+
>
> 40% (4 students) at 50%
>
> Students did not meet the standard of success. They were not all able to apply provisions of Article IV of the US Constitution to questions regarding division of power between the federal and state governments.
>
> *Additional Federalism data – from Midterm Exam*
>
> 13 students   62 pts
>
> 85% (11 students) 70%+
>
> 15% (2 students) below 70%
>
> Students met the standard of success for the questions from the midterm.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

| Some students struggle with the constitutional division of power known as federalism. They tend to see "government" as linear - the Feds control everything. Time and many examples are necessary to help students understand this constitutional division of specific powers among the specific levels of government. |
| --- |

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

| More time should be spent on Article IV of the US Constitution. |
| --- |

Outcome 4: Recognize the authority and procedures of Article III courts.

- Assessment Plan

    o Assessment Tool: Departmentally-developed exam

    o Assessment Date: Winter 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 70% of students will score 70% or higher

    o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
| --- | --- | --- |
| | 2021 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
| --- | --- |
| 15 | 10 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

| Students dropped the class over the course of the term; the online format was difficult for many. |
| --- |

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Judiciary questions from the final exam were used to assess this outcome.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Specific questions or groups of questions were used to assess competency. Students were presented with multiple-choice, true/false, and essay questions which were scored with an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
*Federal Courts and SCOTUS procedures from Final Exam – Objective 4*

10 students    34 pts

80% (8 students) at 70%+

20% (2 students) at 67%

Student met the standard of success for this objective.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students tend to do well with this section of the class due to the less abstract nature of the materials. Terms, rules, and procedures are very straight-forward and easily understood and retained.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Add a quiz on the Federal Courts.

**III. Course Summary and Intended Changes Based on Assessment Results**

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Yes, the changes were effective. Specific cases and current events make concepts easier to understand. The "story" helps them.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I believe this class benefits students who are specifically interested in this material and willing to do the extra work associated with it. It takes more reading and covers less familiar material than PLS 112. Students who have taken the class report satisfaction.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

A copy of the report will be sent to the department chair.

4. 
Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| Course Assignments | More time spent on scenario practice. More time and examples for Article IV of the US Constitution. | These were weak spots in student performance and I believe that additional time/coverage will address those difficulties. | 2022 |
| Course Assignments | Students will be given additional quizzes or worksheets to practice applying rules, laws and case outcomes to events and scenarios. | The application of these concepts requires more practice. | 2022 |
| Course Assignments | Add a quiz on the federal courts. | These were weak spots in student performance and I believe that additional | 2022 |

| | | time/coverage will address those difficulties. | |
|---|---|---|---|

5.  Is there anything that you would like to mention that was not already captured?

| |
|---|
| 6. |

## III. Attached Files

[PLS 241 Assessment Data Winter 2021](#)
[PLS 241Assessment](#)

**Faculty/Preparer:**      Lynn Rivers      **Date:** 08/17/2021
**Department Chair:**      Gregg Heidebrink **Date:** 08/18/2021
**Dean:**      Scott Britten      **Date:** 08/19/2021
**Assessment Committee Chair:** Shawn Deron      **Date:** 12/01/2021

| Discipline | Course Number | Title |
|---|---|---|
| Political Science | 241 | PLS 241 06/26/2019-Guns, God and Ganja: U.S. Federalism |
| Division | Department | Faculty Preparer |
| Humanities, Social and Behavioral Sciences | Social Sciences | Lynn Rivers |
| Date of Last Filed Assessment Report | | |

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes

2018

2. Briefly describe the results of previous assessment report(s).

The class was generally successful but results for the various outcomes varied.

Outcome 1: Recognize constitutional elements of current public policy issues. Only 46% achieved 70% threshold requirement. High absenteeism contributed to the performance of students.

Outcome 2: Apply protections of the Bill of Rights, federal law, and legal case law to major public policy issues. This outcome was not assessed.

Outcome 3: Recognize elements of federalism and the constitutional relationships between the federal and state government. Students met the desired outcome.

Outcome 4: Recognize the authority and procedures of Article III courts. Students met the desired outcomes.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Students did well on concrete, specific questions but had some problems with analysis and application of the material. Absenteeism was a big problem, especially at the end of the assessed term, when the class concentrated on just that

type of learning. I decided to institute an attendance policy with disincentives for absenteeism.

## II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize constitutional elements of current public policy issues.

- Assessment Plan

    o Assessment Tool: Departmentally-developed exams

    o Assessment Date: Winter 2017

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

    o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
|  | 2019 |  |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 20 | 17 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Drops/Withdrawals. All students remaining at the end of term were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single population

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

| Three essay questions |
|---|

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

| Met Standard of Success: <u>Yes</u> |
|---|
| Of the three essay questions:<br><br>Question 1 - 76% of students answered correctly (13 of 17 students).<br><br>Question 2 - 82% of students answered correctly (14 of 17 students).<br><br>Question 3 - 76% answered correctly (13 of 17 students). |

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

| Using modern, impactful issues like abortion, marijuana, and sales tax helps students see a connection between their lives and the US Constitution. |
|---|

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

| There were several cases on the US Supreme Court's 2018-19 docket, which will change precedents/analysis. These new items must be integrated into the class. |
|---|

Outcome 2: Apply protections of the Bill of Rights, federal law, and legal case law to major public policy issues.

- Assessment Plan
    - Assessment Tool: Departmentally-developed essay exam
    - Assessment Date: Winter 2017
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
    - Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
|  | 2019 |  |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 20 | 17 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Drops/withdrawals. All students remaining at the end of term were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single population

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Three essay questions were asked.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the three questions:

Question 1 - 88% of students answered correctly.

Question 2 - 82% of students answered correctly.

Question 3 - 82% of students answered correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are naturally curious about their relationship with their government. Helping them understand the rights they have, what constitutional provisions that limit government power, allows to grow into informed consumers in our democracy. To apply that information through current events or realistic scenarios give student the opportunity to have "real-world" understanding of this material.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I will implement practices to encourage students to follow current events, including sending news articles and video clips via email.

Outcome 3: Recognize elements of federalism and the constitutional relationships between the federal and state government.

- Assessment Plan

    o Assessment Tool: Departmentally-developed exam

    o Assessment Date: Winter 2017

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher

    o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 20 | 17 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Absence/withdrawal. Seventeen students completed the term, and seventeen were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single population of 17 students.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Final exam with five questions dealing with federalism.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

An item analysis of each of the five questions dealing with federalism showed:

Question 1 - 876% of students answered it correctly.

Question 2 - 100% of students answered it correctly.

Question 3 - 88% of students answered it correctly.

Question 4 - 100% of students answered it correctly.

Question 5 - 82% of students answered it correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Federalism is a constitutional concept with which most students are unfamiliar. Using history (the Constitutional Convention, the Federalist Papers, and the Dredd Scott case), students see the origins of this important protection. By using cases dealing with legalization of marijuana, sales taxes on online purchases, and "sanctuary "cities students learn to see federalism in operation all around them.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> There were several cases on the US Supreme Court's 2018-19 docket, which will change precedents/analysis. These new items must be integrated into the class.

Outcome 4: Recognize the authority and procedures of Article III courts.

- Assessment Plan

    o Assessment Tool: Departmentally-developed exam

    o Assessment Date: Winter 2017

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

    o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 20 | 17 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> Drops/Withdrawals. All class members remaining at the end of term were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> Single population

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Four questions dealing with federal courts were included on the final exam.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Question 1 - 76% of students answered correctly.

Question 2 - 64% of students answered correctly.

Question 3 - 94% of students answered correctly.

Question 4 - 94% of students answered correctly.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are interested in the courts, particularly in civil rights and civil liberties. By using cases that are relatable, students become eager to understand concepts like jurisdiction, standing, and ripeness. Because so many big cases were working their way through the federal system, students could see Circuit and Supreme Court procedures and decision-making.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There were several cases on the US Supreme Court's 2018-19 docket, which will change precedents/analysis. These new items must be integrated into the class. Several issues relative to Donald Trump are unfolding in such a way as to be useful in understanding the courts, jurisdiction, and standing.

## III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Attendance this term was much improved, which resulted in better outcomes.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I think the course is meeting the goals laid out, and students leave with a fuller understanding of the US Constitution and its continuing relevancy. They also learn to be critical observers of government and its relation to current events.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Via assessment materials

4.
Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| Course Materials (e.g. textbooks, handouts, on-line ancillaries) | Intergrate cases on the US Supreme Court's docket which will change precedents/analysis. | These cases will provide additional insight into understanding the courses, jurisdiction and standing. | 2020 |

5. Is there anything that you would like to mention that was not already captured?

Updates to include breakdown by number of students answering each question correctly will be made by August 20, 2019.

**III. Attached Files**

   Final Exam

| | | |
|---|---|---|
| **Faculty/Preparer:** | Lynn Rivers | **Date:** 01/09/2020 |
| **Department Chair:** | Gregg Heidebrink | **Date:** 01/15/2020 |
| **Dean:** | Scott Britten | **Date:** 01/22/2020 |
| **Assessment Committee Chair:** | Shawn Deron | **Date:** 10/26/2020 |

| Discipline | Course Number | Title |
|---|---|---|
| Political Science | 241 | PLS 241 11/17/2016-Guns, God and Ganja: U.S. Federalism |
| Division | Department | Faculty Preparer |
| Humanities, Social and Behavioral Sciences | Social Science | Lynn Rivers |
| Date of Last Filed Assessment Report | | |

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Recognize constitutional elements of current public policy issues.

- Assessment Plan

    o Assessment Tool: Departmentally-developed exams

    o Assessment Date: Winter 2017

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

    o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2017 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 28 | 26 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

2 students dropped, withdrew, or stopped attending; all others assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single class on campus; no other sections/modes offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Mutiple element question (3) on the final exam that required students to determine which constitutional federalism principle would apply to current events.

Exam question:

34. Here is a list of current issues where state law may conflict with federal law. Which of the cases and rules that we have covered this term would apply?

Sanctuary cities and loss of federal benefits.

Marijuana legalization and states' refusal to enforce federal law.

A state's attempt to regulate high capacity ammo magazines.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Only 46% achieved 70% threshold requirement. There were 3 questions (see examples). 46% of students got all three correct. 12% correctly answered 2 of the 3 (66%). 15% of the class correctly answered 1, and 7 students could not apply federalism principles and case law to the current controversy. On this outcome, students did not acheive the 70% competency rate. I believe high absenteeism late in the term contributed to this. These topics were intensely covered in class and were very difficult to master on reading materials alone.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students who attended class regularly showed mastery of the constitutional principles, court precedent and legal arguments associated with various current controversies. Students were also given the opportunity to analyze scenarios through in-class quizzes and group activities.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Promote better attendance and create disincentives for absence.

Outcome 2: Apply protections of the Bill of Rights, federal law, and legal case law to major public policy issues.

- Assessment Plan

  - Assessment Tool: Departmentally-developed essay exam

  - Assessment Date: Winter 2017

  - Course section(s)/other population: All

  - Number students to be assessed: All

  - How the assessment will be scored: Departmentally-developed rubric

  - Standard of success to be used for this assessment: 70% of students will score 70% or higher.

  - Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2017 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 28 | 0 |

3.  If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This outcome was not assessed.

4.  Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This outcome was not assessed.

5.  Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This outcome was not assessed. I had intended to use quizzes, but in-class discussions and group activities were ultimately used and data was not available.

6.  Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

This outcome was not assessed.

7.  Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This outcome was not assessed.

8.  Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This outcome was not assessed.

Outcome 3: Recognize elements of federalism and the constitutional relationships between the federal and state government.

- Assessment Plan
    - Assessment Tool: Departmentally-developed exam
    - Assessment Date: Winter 2017

- o Course section(s)/other population: All

- o Number students to be assessed: All

- o How the assessment will be scored: Answer Key

- o Standard of success to be used for this assessment: 70% of the students will score 70% or higher

- o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2017 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 28 | 26 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Final exam. Some students had dropped, withdrew, or stopped attending.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Single class; no other sections/modes offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Seven multiple choice questions on Federalism and the Supremacy clause of the U.S. Constitution were included on the Final Exam.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

27% of students were able to correctly answer all seven questions. 38% successfully answered six of the seven questions. 27% answered five questions

correctly. 8% of the class could answer only four of the seven Federalism questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This material was concrete and objective. Students could reinforce class content with readings.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I believe that current methods have produced student success.

Outcome 4: Recognize the authority and procedures of Article III courts.

- Assessment Plan

  - o Assessment Tool: Departmentally-developed exam

  - o Assessment Date: Winter 2017

  - o Course section(s)/other population: All

  - o Number students to be assessed: All

  - o How the assessment will be scored: Answer Key

  - o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

  - o Who will score and analyze the data: Full-time Political Science faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
|  | 2017 |  |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 28 | 25 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> This represents the attendance on the day the quiz was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> Single class; no other sections/modes offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> A test addressing Federal Courts authority, procedures, and case requirements was administered after the material was covered in class.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: <u>Yes</u>
>
> 79% of students achieved the 70% mastery rate. 44% received A grades, 15% earned B's and 20% received C marks. 20% performed at a less than C level.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> This material was concrete and objective. Students could reinforce class content with readings.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> I believe that current methods are producing successful results.


**II. Course Summary and Action Plans Based on Assessment Results**

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

> The last month of class absenteeism was very high. Students who missed class experienced difficulty with analysis and application of constitutional prinicples.
>
> I think, in general the class is successful for most students. The content is relevent to current events and students expressed satisfaction in their ability to recognize

and understand the principles of federalism, individual rights, and the constitutional elements in current events.

2.  Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with departmental faculty during Fall 2017.

3.

Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| Other: Attendance | Promote attendance and create a disincentive for absenteeism. | There was a clear correlation between being in class for lecture and activities and success in the class. | 2017 |

4.  Is there anything that you would like to mention that was not already captured?

5.

## III. Attached Files

**Faculty/Preparer:** Lynn Rivers **Date:** 06/06/2017
**Department Chair:** Gregg Heidebrink **Date:** 06/22/2017
**Dean:** Kristin Good **Date:** 06/26/2017
**Assessment Committee Chair:** Michelle Garey **Date:** 09/27/2017