

**CENTRAL NEW MEXICO COMMUNITY COLLEGE**  
**ASSESSMENT REPORT-Part I**  
**Assessment Data Results**

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

2012-2013  
 (Assessment Period Covered)

June 9, 2013  
 (Date Report Submitted)

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 (Contact Person/email/phone)

**Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:**

**See definitions for each category in Assessment Process document**

<b>Gen Ed Area</b> (see definitions)		or	<b>Program</b>	Political Science
AA/AS	<input type="checkbox"/>		Certificate	<input type="checkbox"/>
AAS	<input type="checkbox"/>		AA/AS	<input checked="" type="checkbox"/>
			AAS	<input type="checkbox"/>
<b>Or Discipline Area</b> (see definitions)	Political Science			
Outcome(s) assessed:				
1. Demonstrate critical thinking about political issues				
2. Apply knowledge of political science theories and concepts to real-world cases				
3. Explain the duties of citizenship commensurate to an effective civil society				
Classes/Cohort Assessed:				
PSCI 1110-Introduction to Political worlds-all sections				
Measurement tool(s):				
Written Assignment				
Type of tool (for each tool listed above, indicate type of tool):				
Analysis of case studies				

Achievement Target (if more than one measurement tool, list target for each tool separately):  
The achievement target for this assignment was to establish a baseline for degree assessment.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

Total number of students assessed: 37

90-100%= 59% (22 total)

80-89%= 21.6% (8 total)

70-79%= 8% (3 total)

60-69%= 5.4% (2 total)

50% and below= 5.4% (2 total)

## Assessment:

In the article "Theorizing the Role of Sport in State-Politics," Lin et al. provide numerous theories for how sports are connected to state-politics (state as in nations, not U.S. states). Use the CLUES model to evaluate the arguments presented in this academic article. Format should be standard 12 point font (calibri or times new roman), double-spaced, with no more than 1 inch margins.

You will be graded on how thoroughly you apply the CLUES model to the article (i.e. did you identify key arguments, assumptions, underlying meanings, political implications, etc.?). I'm more concerned with *content* than the length, but you may lose points for excessive spelling, grammar or formatting mistakes.

**CENTRAL NEW MEXICO COMMUNITY COLLEGE  
ASSESSMENT REPORT – Part II  
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

Fall 2012-Spring 2013

October 15, 2013

(Report Period)

(Date Report Submitted)

Katrina Taylor/ktaylor46@cnm.edu/5-2317

(Contact Person/email/phone)

**Indicate ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:**

See definitions for each category in Assessment Process document

<p><b>Gen Ed Area</b> (see definitions) _____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p><b>Program</b> _____ Political Science</p> <p>Certificate <input type="checkbox"/></p> <p>AA/AS <input checked="" type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>
<p><b>Or Discipline Area</b> (see definitions) _____</p>		
<p>Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): 08/20/2013-06/30/14</p>		
<p>Action Plan (close the loop): We will administer the universal assessment tool developed in committee for all sections of PSCI 1110-Introduction to the Political World in Fall 2013 and select sections in Spring 2014. Faculty will use the pre-test results to improve/tailor instruction so that post test results will meet achievement targets of degree program outcomes.</p> <p>A more consistent and refined assessment tool will be developed and administered to PSCI 2200 students that aligns better with the program</p>		

outcomes.

A new assessment tool will be launched in PSCI 2260 to assess program and liberal arts degree outcomes in Spring 2014.

#### ASSESEMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

#### 1 Plan Description

We will administer the new assessment tool developed by the Political Science Curriculum Committee in PSCI 1110, Introduction to the Political World. We will extend the assessment of degree program outcomes to two more courses in the department (PSCI 2200 and PSCI 2260).

- 2 **Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):**

1	Demonstrate ability to think critically about politics and political systems
2	Describe and analyze the exercise of power in the political system
3	Explain the duties of citizenship commensurate to an effective civil society.
5	Demonstrate an appreciation and tolerance for diversity and compromise
6	Demonstrate academic preparedness for transfer to a 4-year institution.
7	
8	
9	
10	



**3 Assessment Cycle timeline for the above student learning outcomes for the next five years.**

<b>Outcome #</b>	<b>When Measured</b>	<b>Where measured (i.e. what course(s))</b>	<b>Measurement tool(s) &amp; Type of tool</b>
1, 2, 3, 4, 5	Fall 2013	PSCI 1110	Multiple choice exam/Direct-Internal
1, 2, 3, 4, 5	Spring 2014	PSCI 1110, 2200, 2260	Multiple choice exam/Direct-Internal, Critical Analyses/Direct-Internal, Written Research Essay/Direct-Internal,
1, 2, 3, 4, 5	Fall 2014	PSCI 2200 , PSCI 2280	Critical Analyses/Direct-Internal, Written Research Essay/Direct-Internal
1, 2, 3, 4, 5	Spring 2015	PSCI 2200 , PSCI 2270	Critical analyses/Direct-Internal, Written Research Essay/Direct-Internal
1, 2, 3, 4, 5	Fall 2015	PSCI 2220 , PSCI 2240	Essay Exam/Direct-Internal, Written Essay/Direct-Internal
1, 2, 3, 4, 5	Spring 2016	PSCI 2220 , PSCI 2240	Essay Exam/Direct-Internal, Written Essay/Direct-Internal
1, 2, 3, 4, 5	Fall 2016	PSCI 1110, 2200, 2220, 2240, 2260, 2270, 2280	Multiple Choice exam/Direct-Internal, Critical Analyses/Direct-Internal, Essay Exam/Direct-Internal, Written Essay/Direct-internal, Written Research essay/direct-internal, Written Research essay/direct-internal, Written Research essay/direct-internal.
1, 2, 3, 4, 5	Spring 2017	PSCI 1110	Multiple choice exam/Direct-Internal
1, 2, 3, 4, 5	Fall 2018	PSCI 1110, 2200, 2260	Multiple choice exam/Direct-Internal, Critical Analyses/Direct-Internal, Written Research Essay/Direct-Internal,
1, 2, 3, 4, 5	Spring 2019	PSCI 2200 , PSCI 2280	Critical Analyses/Direct-Internal, Written Research Essay/Direct-Internal

Assessment for Gen Ed outcomes in PSCI 1110.

Instructions: Read each question and answer set completely. Choose the best answer to the question. Please write the letter for the corresponding answer on the line in front of the question number.

\_\_\_\_\_1. The process by which individuals develop their political values and beliefs, often guided by families and schools, is known as:

- a. political socialization
- b. value formation
- c. agenda setting
- d. socialism

\_\_\_\_\_2. A multi-party system is facilitated by which electoral system

- a. presidential system
- b. proportional representation system
- c. plurality voting system
- d. bicameral system

\_\_\_\_\_3. Which of the following is considered to be a *problem* of the presidential arrangement of executive-legislative relations?

- a. the electorate has no say (direct or indirect) in the selection of the chief executive
- b. the president's ability to dissolve the legislature leads to instability
- c. the separation of powers between the executive and the legislature creates gridlock and governmental paralysis.
- d. the president has a popular mandate to govern because he/she is selected with input from the electorate.

\_\_\_\_\_4. Which of the following is *not* consistent with the ideology of conservatism?

- a. individuals are not consistently rational or able to reason clearly
- b. government's role is to maintain order, preserve traditional values and protect property



- c. equality is dangerous to social order
- d. the most important goal is the good of society as a whole.

\_\_\_\_5. The major difference between an interest group and political party is that:

- a. interest groups are pursuing a political objective based on shared interests
- b. political parties seek to place its members in government offices by winning elections
- c. interest groups seek to influence political decisions
- d. political parties give individuals a higher sense of political efficacy

\_\_\_\_6. A nation is different than a state because

- a. it is always a set of people who are connected by a deeply shared fundamental identification like ethnicity, religion or language
- b. it is a territorially bound sovereign entity
- c. it is more recognized by international organizations like the United Nations
- d. it is concerned with promoting the goal of survival

\_\_\_\_7. Which of the following is a counter-argument against the theory that economic development is a necessary pre-requisite for democracy?

- a. many poor countries, like Costa Rica for example, have successfully implemented democracy.
- b. economic development leads to greater urbanization of the population
- c. economic development leads to less tolerance.
- d. economic development results in less access to information.

\_\_\_\_8. A *liberal* democracy is a democracy in which

- a. citizens enjoy civil liberties and substantial political rights
- b. social justice is promoted through forceful actions.
- c. citizens have political rights but not civil liberties.
- d. the political system's decisions control and penetrate all aspects of each citizen's lives.

\_\_\_\_\_9. The U.S. political economy is best characterized as a:

- a. Command economy
- b. Free Market economy
- c. Mixed-economy
- d. Laissez Faire economy

\_\_\_\_\_10. According to the pluralist model, government's role in the policy making process is:

- a. to serve the interests of the elites.
- b. controlled by the upper classes.
- c. to find a public policy that balances the positions of competing groups.
- d. to perpetuate social and economic class dominance.

\_\_\_\_\_11. An application of the theory of realism to the case of Iran's nuclear development may lead us to the conclusion that:

- a. Iran is not trying to build nuclear weapons, but is developing nuclear technology for medical use and it hopes to share its discoveries with the rest of the world to improve worldwide health.
- b. Iran is not trying to build nuclear weapons, but is trying to develop nuclear power to improve the standard of living for its citizens.
- c. Iran is acting in its own self-interest to balance the power of the international system by developing nuclear weapons capabilities.
- d. The assumption that Iran is developing nuclear weapons is a simple misunderstanding between our leaders that can be worked out by international organizations like the United Nations.

\_\_\_\_\_12. Which of the following is *not* an explanation for the causes of war?

- a. Scarcity of natural resources.
- b. human nature.
- c. social engineering
- d. inadequacy of institutions to handle conflict.

\_\_\_\_\_13. Which of the following is a typical characteristic of a developing state?

- a. high level of GDP and wealth.
- b. advanced technological infrastructure.
- c. lower levels of urbanization.
- d. democratic political system.

\_\_\_\_\_14. An obstacle to achieving development in the global south is:

- a. globalization of terrorism.
- b. illegal immigration.
- c. overpopulation.
- d. weapons proliferation.

\_\_\_\_\_15. Newly industrialized countries (NICs) can be found predominantly in which region of the world:

- a. Asia
- b. Africa
- c. Latin America
- d. Both a and c.

#### Assessment of Gen Ed outcomes in PSCI 2200

For this discussion, you need to read the "Countdown with Keith Olbermann" for Friday, May 15, 2009, which addresses the issue of federalism and, more specifically, the threats by Texans to secede from the union. Start a thread and post an analysis of the piece using the CLUES model. Do this by the end of the week (Friday). Then be sure to comment on at least 3 of your classmates' analyses before our next meeting on Tuesday. You should also respond to anyone who comments on your analysis by noon on Tuesday. Ultimately, this discussion should be focused on the application of the CLUES model to the piece.

#### Assessment of Gen Ed outcomes in PSCI 2260

Each student will write a 6-8 page double-spaced paper in standard font in which they identify, explain and analyze a minimum of 3 ideological elements for 4 separate ideologies within the context of a controversial political issue affecting New Mexico politics.