



## Planning and Evaluation Tracking

College Year: Results for 2009-2010 Action Plan for 2010-2011

Division of: Behavioral Studies

Person Responsible: Jerry Moller/Deborah Harding

Department of: Social Sciences

Person Responsible: Jerry Moller/Deborah Harding

### Purpose Statement:

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Enhance students' understanding of and appreciation for the nation's founding principles, related to the Constitution, and democratic ideals.	<p>1. For Fall, 2010 and Spring 2011, using an embedded pre-test and post-test format, it is predicted that students enrolled in Government and History courses will show a statistically significant improvement in correctly answering 5 questions demonstrating a knowledge of the nation's founding principles. These principles will include issues such as Republican form of government, separation of powers, separation of church and state, a sense of democratic principles, and understanding of the role of the Constitution in guiding national events.</p> <p>1b. Using an embedded pre-test and post test format, a</p>	<p>1.a. No data was collected this year for these items.</p> <p>1b. There was concern that the items on this outcome assessment needed to be reworked to focus more on skill and attitude outcomes. The outcome assessments items are currently being revised for future use in the Fall of 2010 and Spring of 2011.</p>	<p>1. For 2010-2011, five competency questions and five attitude questions will be used to assess both understanding and appreciation for founding principles and democratic ideals.</p> <p>2. Individual trainings for instructors in social sciences have been conducted to help instructors create more effective outcome assessments. A second group training is scheduled for the entire behavioral science division at the beginning of the fall, 2010 semester, and a third and fourth training will be scheduled at that time.</p> <p>3. Questions will be revised to include attitudes and competencies.</p>

	<p>statistically significant shift will be seen in students enrolled in Government and History courses, demonstrating a change in knowledge and attitudes toward more democratic ideals, and away from autocratic and authoritarian interpretations of the nations founding principles.</p>		
<p>2. Enhance student's basic understanding and appreciation of Cultural Geography</p>	<p>2. Using an embedded pre and post test format in the Fall of 2009 and/or the Spring of 2010, students completing a course in Cultural Geography at Amarillo College will show significant improvements in demonstrating knowledge of basic geographical concepts and locations.</p>	<p>2. No reliable data was collected this semester. This course is online, and there were problems using the Angel system. Due to the instructors large teaching overload, there was not time to fix the problem with the online course. Data will be collected in Fall, 2010 and/or Spring 2011.</p>	<p>2. Action Plan: During the Fall of 2010 and/or Spring of 2011, online Geography students will complete a pre and post test of basic competencies related to geographical concepts and locations, as well as a shift in attitudes related to the importance of learning geography in today's world.</p>
<p>3. To help student's develop and enhance attitudes that are in alignment with democratic principles over autocratic views of governance, and to help move students toward an increased positive value for pluralism and diversity over ethnocentric attitudes</p>	<p>3. For the 2009-2010 Fall and Spring semesters, a minimum of 100 students taking Government and History courses at Amarillo College will be given a pre-test that includes 10 embedded questions from Altemeyers (1996) Democratic Attitude scale within the first few weeks of classes. The scale rates attitudes on a 5 point likert scale. At the end of the course, a post test will be given, using the same 10</p>	<p>3. Data was collected using a 10 question pre and post test format from one government class only, yielding a total of 65 subjects answers. Out of the 10 question pairs, paired sample t tests showed significant changes across 8 of the 10 items related to ALTERMEYERS DEMOCRATIC ATTITUDE scale. Significant shifts at the .01 to .000 level were found for items asking about using force to put</p>	<p>3. Action Plan: Continue teaching democratic principles versus autocratic and authoritarian principles, as currently taught.</p> <p>Due to the fact that only one government class was measured this year, data will be collected using the same 10 questions from a minimum of at least one history class for the fall and/or spring semesters of 2010-2011. Following that, data will be analyzed to see if</p>

questions and will be embedded in the final examination for the same students. The questions examine issues related to trust versus questioning of those in authority, autocratic vs democratic views of leadership, exclusion and/or acceptance of groups who believe or are from different ones own, control vs tolerance, ethnocentrism vs, pluralism and diversity, and censorship vs free speech. It is predicted that students will show a statistically significant shift in attitudes towards a democratic view of governance.

"undesirables out of action", smashing people and movements seen as godless and immoral, using "strong leadership and force to crush evil, silencing voices that do not agree with conservative autocratic values, and enhancing law and order agendas to control the populace. The shift in items were from autocratic attitudes to more democratic ideals, as predicted. The two items that did not show a significant shift were related to item #1, "authorities in our country are smarter, more competent, and better informed than most people", and, item #9 on censorship of pornography. It was predicted that the item on authorities (meaning President Obama and a democratic administration, at this time), being seen as better informed and more competent would not show a significant shift, due to a large percentage of our student body being conservative West Texans who do not favor the current administration in a position of authority.

students have a similar shift in history, as was seen in the government courses.

4.

4.

4.

4.

5.

5.

5.

5.

6.

6.

6.

6.

7.

7.

7.

7.