

**I. Cover Sheet**

Name of Program: Political Science

Name of Program Chair: Katia Levintova

Date of Last Program Review: Spring-Summer 2010

Date the Current Self-Study Report approved by Program Executive Committee: December 02, 2016

## **Section A. Mission Statement and Program Description**

### **Political Science's mission and overall description:**

Political Science is a disciplinary program that studies government, politics, exercise of power, and public policy both within the United States and in other settings around the world. In addition to the workings of government and the exercise of power, in all courses we try to develop important skills of critical thinking, empirical analysis, and communication of ideas. The core mission of the program is to build student understanding of these phenomena and to enhance their capacities for critical thinking, analysis, communication of ideas, and, most importantly, effective participation--both in their roles as citizens and in their future careers. Political Science mission is most directly related to the guiding principles of UW-Green Bay's select mission preparing students to "think critically and address complex issues in a multicultural and evolving world," "embrace the educational value of diversity," "promote civic engagement," and "encourage engaged citizenship," especially in the areas involving government and public affairs, domestically and internationally.

Political Science is a small program, but it offers the nearly full array of foundational courses in American government and politics, public policy and administration, political theory, comparative politics, and international relations. The program is committed to excellence in teaching and scholarship and meeting the needs of students through effective instruction and advising. It is part of liberal arts curriculum, but it also provides preparation for graduate work, particularly in law, international studies, and public affairs. Faculty members also contribute to community outreach through their extensive service, especially as experts sought out by the local and national media. The program is well integrated with several interdisciplinary programs, most notably those in Democracy and Justice Studies, Public and Environmental Affairs (including all three majors offered through that unit -- Environmental Policy and Planning, Public Administration, and Urban and Regional Studies), and Global Studies. Political Science plays a particularly critical role within both DJS and PEA. Political Science strongly supports the university's select mission to cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields through problem-focused approach that includes an emphasis on local, national, and global public and environmental issues, and uses innovative teaching in support of that approach.

Political Science also contributes significantly to General Education requirements, including Social Sciences, Global Culture, Quantitative Literacy, and Sustainability perspectives. Three of the faculty members reside in Public and Environmental Affairs and three -- in Democracy and Justice Studies, with one faculty position (International Relations subfield) unfilled as of the writing of this review. Most faculty members teach disciplinary and interdisciplinary courses. Taken together, these qualities of the program also indicate that it is operated in a way that is fully consistent with the University's guiding principles, such as those related to building critical thinking, problem solving, communication, citizenship, and being run in a way that is flexible and responsive to student, community, and regional needs.

### **Curriculum Requirements and Recent Changes:**

The curriculum has a lower- and upper-level core that requires students to take introductory courses in global politics, American government, and public policy/public administration as well as a political theory course, a course in American government, a course in international relations, and a course in comparative politics (four required upper-level courses). This core helps students to understand the world outside of Green Bay, Wisconsin, or the United States. With this curriculum, we attempt to prepare students in all four sub-fields of the discipline and to ensure that they have a solid working knowledge of government, politics, and public

policy that well equips graduates for citizenship, graduate study, and a diversity of future careers. Please see the attached Political Science Catalog copy, which was updated in Spring 2016 (Attachment 2, Appendix B) that gives a good sense of the program and curriculum. It is worth noting that many political science courses serve to meet university needs in general education. Political Science also plays a key role in helping various budgetary units meet their curricular needs. These are described below:

*General Education:* eight of the program's courses, including Global Politics (POL SCI 100), American Government and Politics (POL SCI 101), First Year Seminar (POL SCI 198), Introduction to Public Policy (POL SCI 202), Political Behavior (POL SCI 318), Politics of Developing Areas (POL SCI 353), Comparative Politics (POL SCI 351) and Global Environmental Politics and Policy (POL SCI 380) count toward specific General Education credits. Many of our upper-level courses are writing intensive, contributing to another general education requirement. The program is in the process of making Urban Politics (POL SCI 305) a part of Ethnic Studies general education options. American Government, Introduction to Public Policy, and Global Politics are in especially high demand. These courses serve not only the general education requirements of the university; they also meet the curricular requirements of Arts Management, Democracy and Justice Studies, Public Administration, Environmental Policy and Planning, Human Development, Global Studies and Social Work majors and minors.

*Interdisciplinary Programs:* The political science curriculum complements and augments the programs of Democracy and Justice, Public and Environmental Affairs, and Global Studies. Several of the lower-level courses (such as Global Politics, American Government and Politics, and Introduction to Public Policy) are required for majors within these units, and a diversity of upper-level courses are either cross-listed with the other units or are included in their curricula. Urban and Regional Studies major, for example, uses Community Politics and Urban Politics (POL SCI 312 and POL SCI 305) as one of their core upper-level courses. Majors in Public Administration and Environmental Policy and Planning draw from an array of political science courses, such as Public Policy Analysis, Global Environmental Politics and Policy, Congress: Politics and Policy, Political Behavior, Regulatory Policy (POL SCI 306), State and Local Government (POL SCI 406), and Administrative Law (POL SCI 314). Newly developed course on Global Environmental Politics and Policy, along with more established courses on Global Politics, Foreign and Defense Policies (POL SCI 370), Politics of Developing Areas, and Comparative Politics contribute to the goal of providing students exposure to international political systems and analytical techniques; they are also included in both Global Studies minor and US and the World emphasis in DJS. In other words, these courses offer valuable learning opportunities to political science majors as well as students who seek a greater understanding of international affairs. Finally, Democracy and Justice Studies relies on several political science courses for their various emphases, including such courses as American Government and Politics, Global Politics, Community Politics, Constitutional Law (POL SCI 320), Political Theory (POL SCI 340), American Political Thought (POL SCI 349), and Political Behavior.

*Graduate Program:* Faculty members contribute to a graduate program in Environmental Science and Policy. A number of courses within political science are cross-listed with this graduate program, including Congress: Politics and Policy (POL SCI 516), Public Policy Analysis (POL SCI 608), State and Local Government (POL SCI 606), Administrative Law (POL SCI 514), Global Environmental Politics and Policy (POL SCI 580), Urban Politics (POL SCI 505) and Regulatory Policy and Administration (POL SCI 506). Additionally, all three political science faculty members in the PEA unit regularly chair or sit on thesis committees for graduate students in ES&P.

*Recent Changes:* Since the 2010 program review, Political Science added four new courses, in keeping with the new general education requirements and our University's focus on sustainability and civic engagement – First Year Seminar: Politics in Sports (POL SCI 198), Senior Seminar/Capstone Experience in Political Science (POL SCI 480), American Political Thought (POL SCI 349) and Global Environmental Politics and Policy (POL SCI 380). The program also started to require BOTH Global Politics and American Government as its lower level requirements, but dropped Foundations for Social Research (COMM SCI 301), as it incorporated more rigorous methods components into its upper-level core curriculum.

### **Areas of Strengths and Weaknesses:**

Among the definite *strengths* of Political Science program is the breadth of its curriculum, ability to cover all areas of our discipline and the infusion of various methods specific to each of our sub-fields in our core offerings. For example, students taking Comparative Politics are introduced to and required to practice comparative method; likewise, students in Public Policy Analysis partake in policy analysis, essential in future graduate training and public sector careers. Courses in Political Behavior, Foreign and Defense Policy, Congress, and Constitutional Law expose students to statistical analysis, document analysis, content analysis, and legal analysis. We proudly stand by our students methodological training, a fact validated by their success in law schools, MA, MPA, and PhD programs, and post-graduation professional careers.

Another area of *strength* is our faculty focus on student success, manifesting itself in high numbers of independent studies, honor projects, internships, teaching and research assistantships and professional conference presentations that our faculty supervise. Students benefit tremendously from a tailored instruction and individual opportunities afforded by these formats. Many are rewarded by departmental, university and regional honors, including a large share of our majors being selected as outstanding graduating students at the time of commencements.

The above mentioned *strengths* are made possible by our faculty commitment to the excellence in teaching, active engagement in SoTL, and continuous involvement in the professional teaching development. Almost all Political Science faculty members participated in UW-Green Teaching Scholars program; three have been selected and went through WI Teaching Fellows and Scholars Program; many participated in Online Teaching Scholars program, CATL sponsored workshops and faculty development conferences, buttressing our school's efforts to foster greater diversity and equity. Four out of six faculty teach First Year Seminars, including GPS sections, a testament to their commitment to pedagogical innovations and mentorship.

Finally, following years of personnel instability and many searches to replace departing and retiring colleagues, political science faculty roster has finally stabilized. After filling of the last political science position (international relations subfield), we should be able to offer more consistent and predictable curriculum, develop deeper academic relationships with our students, and devote most of our energy to improving our curriculum, pedagogy, and advising.

Our *weaknesses* are related to the small number of faculty who teach exclusively in political science. While we offer a breadth of course offerings across all subfields of political science, only political theory and American government and politics subfields can boast any appreciative depth of coverage. We are able to consistently offer only one comparative politics class and one international relations class.

Currently, we have one full professor (Scott Furlong), one associate professor (Katia Levintova) and 5 assistant professors (Kristine Coulter, David Helpap, Alison Staudinger, Aaron Weinschenk and Elizabeth Wheat). It might appear that our staffing is sufficient, given the number of students we have (see Enrolment

Trends section below). However, although it might appear that we have 7 FTEs, the real FTE number for Political Science is considerably less than what a list of faculty members alone would suggest. The numbers in the table below represent the number of dedicated Political Science courses taught by each member of the PS faculty. Levintova's teaching load is 5 per year because she serves as Political Science chair and a lead advisor for other programs. Nearly everyone else had some administrative re-assignment that resulted in a six-course per year teaching load. Many of the courses we counted as Political Science courses are also

Faculty Name	# of courses/load inside the pc curriculum per academic year	# of courses/load outside of pc curriculum per academic	Fulltime or Adjunct	Faculty from other areas who teach for the pc curriculum per year
Katia Levintova	5	0	fulltime	None except for ad hoc faculty for which we have no continuing funding
Aaron Weinschenk	6	0	fulltime	
Alison Staudinger	3	3	fulltime	
Kris Coulter	3	3	fulltime	
Elizabeth Wheat	3	4	fulltime	
David Helpap	3	3	fulltime	
Scott Furlong	0	0	fulltime, but not as a faculty member	

cross-listed as PEA or DJS courses, so the table data is a very liberal estimate. If we counted purely Political Science courses (not cross-listed) as part of our load, the numbers would be even lower. In essence, we have equivalent of 4 FTEs, at best. To deal with the faculty shortages, we do rely on ad hoc faculty in PEA to offer some courses that we accept as Political Science credit for majors, such as Administrative Law 314 (offered once a year). And we do count a number of DJS (3) and History (1) courses as acceptable UL electives for the major (but not the minor) because it is a way to increase the diversity of our curriculum.

Related to the first *weakness* (the small number of purely Political Science faculty) is the fact that during the period under review, political science program underwent an unusually high rotation of personnel. Between 2010 and 2015, political science lost 6 full members, including two most senior ones. Many core classes were affected, especially in international relations, a subfield where we lost two colleagues and which is still not filled. Our curriculum was in flux; we were mostly trying to survive. It was likewise challenging to create a team atmosphere and convey a sense of continuity and camaraderie to our students.

Our somewhat shrinking numbers of students (see the section on enrollment trends below in this narrative), partly attributable to the overall declining enrolments on the university level, partly, a result of faculty attrition, necessitated greater emphasis on student recruitment and retention on our part, a positive development in itself. We have updated our webpage, added news blog and alumni testimonial pages to it, created a new Facebook page, and just published a new political science promotional brochure. Our faculty routinely participate in all-University recruitment initiatives, including Campus Preview Days, Admitted Students Days, FOCUS Orientations, and presentations at local middle and high schools, trying to promote not only our university, but our program as well.

Finally, despite developing a capstone class, political science is still unable to offer it, due to other commitments that our faculty have. We believe (and annual assessments of learning outcomes support this belief) that our students lack an integrative learning experience that would summarize their political science training, provide a holistic overview of our discipline, and prepare them for transition to graduate school or professional careers. With a more predictable teaching schedule, we are, nonetheless, hopeful that we will be able to teach the capstone course in a very near future.

## **Section B. Student Learning Outcomes Assessment**

### **Program's Intended Student Learning Outcomes and the Methods Used to Assess Them**

Political Science Program has five specific learning outcomes:

1. Knowledge of and ability to analyze U.S government institutions, political processes, and behavior as well as politics in select Western and non-Western countries.
2. An ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.
3. An ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.
4. To qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.
5. An ability to write clearly and effectively.

Political Science uses regular embedded assessments to gauge the success of its teaching and learning components. We use an array of required upper-level core courses to accomplish this goal: Congress (316), Political Behavior (318), Constitutional Law (320), Political Theory (340), American Political Thought (349), International Relations (360) and Foreign and Defense Policies (370). At the end of each semester, instructors teaching each of the upper-level required classes assess written work of students to determine if their written output exceeds, meets, or does not meet the expectations in all five areas listed above. Beginning in 2013-2014, Political Science communicates its Assessment Plan and reports Annual Assessment Results to the Office of the Provost. Prior to uniform reporting and accountability, Political Science chair maintains the records of our annual embedded assessments.

Specific data for the last 5 academic years are enclosed in **Attachment 4 (Appendix D)**.

### **Analysis of the Assessment Results and Conclusions Drawn from Analysis.**

For the first 2 learning outcomes, we separate assessment by the three types of courses, reflecting internal structure of our discipline – American Politics sequence courses, International/Comparative sequence courses and Theory sequence courses. The Table below discusses and analyzes assessment results in all three subfields.

## Learning Outcomes, Data<sup>1</sup>, Analysis and Conclusions

Learning Outcome 1a: Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior (for American Politics courses)

Data: Embedded assessment is being used in Congress, Political Behavior and Constitutional Law courses. There is a slight variation when assessing this learning outcome in the Constitutional Law class, i.e., “Knowledge of and ability to analyze U.S. Constitutional legal processes, judicial opinions and political science explanations of constitutional law.” For this program review we have 5 semesters of data from Political Behavior and 3 semesters worth of data from Congress and Constitutional Law each.

Learning Outcome 1b: Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries (for international politics classes).

Data: Embedded assessment is being conducted in Comparative Politics, International Relations and Foreign and Defense Policies. For this program review we have 8 semesters worth of data from Comparative Politics, 4 semesters from Foreign and Defense Policies, and 3 semesters from International Relations.

Learning Outcome 1c: Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers (for theory classes).

Data: Embedded assessment is being used in Political Theory and American Political Thought. By the time of this review, we possess data from 3 semesters of Political Theory and American Political Thought.

Analysis and Conclusions: As per the material in Attachment 4/Appendix D, the vast majority of students taking the seven courses in question are meeting the program’s expectations in regard to Learning Outcome #1. Students seem to be performing uniformly well in all our required courses. It is also apparent that only a very small minority of students are failing to meet the program’s expectations with regard to Learning Outcome #1.

Learning Outcome 2a: “Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.” A slight variation exists for Constitutional Law course: “An ability to write and reason clearly on the above topics, following the model of Supreme Court cases.” (for American politics courses)

Data: For this program review we have 5 semesters of data from Political Behavior and 3 semesters worth of data from Congress and Constitutional Law.

<sup>1</sup> The certain variability in data reflects both the difference in periodicity (Comparative Politics is the only course that is offered both Fall and Spring semester) and the constant rotation of faculty during our transitional phase documented elsewhere in this review.

Learning Outcome 2b: Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization. (for international politics courses)

Data: Embedded assessment is being conducted in Comparative Politics, International Relations and Foreign and Defense Policies. For this program review we have 8 semesters worth of data from Comparative Politics, 4 semesters from Foreign and Defense Policies, and 3 semesters from International Relations.

Learning Outcome 2c: Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context. (for political theory courses).

Data: Embedded assessment is being used in Political Theory and American Political Thought. By the time of this review, we collected data from 3 semesters of Political Theory and American Political Thought each.

Analysis and Conclusions: The current embedded assessment results suggest that the vast majority of students taking the three courses listed above are doing an excellent job of meeting the program's expectations with regard to Learning Outcome #2.

Learning Outcome 3: Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents (outcome common to all seven core required upper level courses).

Data: Assessment data is available from 8 semesters of data from Comparative Politics, 5 semesters of data – from Political Behavior, 4 – from Foreign & Defense Policies, 3 semesters worth of data from Constitutional Law, Political Theory, American Political Thought, and Congress and International Relations.

Analysis and Conclusions: Again, the current results of embedded assessment for Learning Outcome #3 suggest that the Political Science program is doing a solid job of imparting to students key academic skills.

Learning Outcome 4: Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government. If entering teaching, to qualify to teach political science, American government or contemporary issues in secondary schools (provided other requirements for teacher certification are also met) (outcome common to all seven core required upper level courses)

Data: Assessment data is available from 8 semesters of data from Comparative Politics, 5 semesters of data – from Political Behavior, 4 – from Foreign & Defense Policies, 3 semesters worth of data from Constitutional Law, Political Theory, American Political Thought, and Congress and International Relations.

Analysis and Conclusions: We do see a slight decline in quality of student work in the last two categories of our learning outcomes. There may be some difficulty in assessing what are really



two parts to Learning Outcome #4—the first part, which deals with qualifying for graduate study, and the second part, which deals with the ability to perform with competence in an entry-level job or to teach government issues to secondary school students. In other words, while some students might not have demonstrated the ability and preparation necessary to qualify for graduate work in political philosophy or comparative politics, they might have still qualified for the entry-level jobs, rare as they are. So, it is likely that if they were being evaluated with regard to the second part of Learning Outcome #4, far fewer would have failed to meet the program's expectations. In general, even in this category of assessment, we stand by the quality of work the majority of our students produce.

Learning Outcome 5: Students will demonstrate ability to write clearly and effectively (outcome common to all seven core required upper level courses)

Data: Assessment data is available from 8 semesters of data from Comparative Politics, 5 semesters of data – from Political Behavior, 4 – from Foreign & Defense Policies, 3 semesters worth of data from Constitutional Law, Political Theory, American Political Thought, and Congress and International Relations.

Analysis and Conclusions: As with learning outcome 4, we do see a small drop in numbers of students able to meet or exceed this learning outcome. Most likely explanation might lie in the fact that the types of writing and analysis required, for instance, for Political Theory or Constitutional Law might differ markedly from more conventional writing in other assessed classes. Students might be poorly prepared for philosophical or legal analysis and writing, thus driving the numbers down. However, as a discipline, concerned with developing writing skills as essential for any learning, we are pleased that our majors consistently produce high quality written work.

When looking at the results of alumni and graduating seniors surveys provided by the Office of Institutional Research, the program also feels positive regarding the self-reported skills of Political Science graduates (see Attachment 1, Appendix A, table 6 in graduating senior survey, tables 1 and 2 in alumni survey). Our graduates and alumni report substantially higher rates of preparedness in critical analysis (92% and 67% respectively), understanding the impact of social institutions and values (92% and 82%), understanding of political, economic, and geographic structures (88% and 73%), understanding of global issues (80% and 67%), problem solving skills (88% and 67%), and written communication skills (80% and 83%). These findings further reinforce the strength of our curriculum.

In general, graduating seniors and alumni rate their experiences in our program on par with other majors at the university. However, we note the lower scores for ability to interact with people from different countries or cultural backgrounds than students own (36%), feeling connected to UWGB (39%), and feeling that our university cares (39%) recorded by our alumni (See Attachment 1, Appendix A, table 3 in alumni survey). It is a cause for concern. Yet, our graduating seniors report higher than campus-wide scores in these areas (67% for interaction with people from different countries and cultural backgrounds and 89% for caring about students as individuals) (see Attachment 1, Appendix A, table 7 in graduating senior survey). Results in table 7 therefore suggest that we have turned the page in these areas and, as a program, are more diverse, inclusive, and caring, compared to the past.

### **Specific Actions Taken as a Result of the Assessment:**

During the period under review, the program has made one important change to the curriculum by examining the assessment data, especially in learning outcomes 4 and 5, where our students show slightly lower

achievement levels. In the Fall 2014, we created a Senior Seminar in Political Science, whose explicit learning outcomes were professional preparations of our students for both graduate school and entry level jobs. Specifically, the course, designed to be taken during the last year of one's UWGB education, was to "cap off" students' training in political science and related fields. In this course, students complete either a 1) research paper that approaches the standards of graduate school and thus inculcates professional norms of research and publishing or a 2) significant service learning project designed to put theoretical knowledge into practice. In other words, the course has two major objectives that are organized around important disciplinary research objectives: 1) to practice standard political science research methods and 2) to conduct applied research and activities in political science. The purpose of this course is to foster an integrative understanding of the political science major. This is accomplished through the utilization of skills common to political scientists while also through the exploration of a key question in political science.

After looking at the results of assessment and seeing definitive patterns emerging, we are beginning to wonder if our assessment is too crude and we need to establish more nuanced categories to capture truly exceptional student achievement (instead of essentially dividing our students into 1/3 of students who exceed expectations, 2/3 who meet them and 5% who fail). Perhaps, we need to establish a more sensitive scale of assessment. Another idea is to track the progress of our students as they progress through our program and possibly assess students in our newly developed senior seminar to gauge improvement (or lack thereof). We also should have a better outreach program to connect with our alumni, not only to stay in touch, but to get better assessment data.

As a faculty, we meet regularly and during these meetings we discuss, at some length, how we can best improve our ability to offer a quality academic program to our students. While the Political Science faculty does not feel the need to make any drastic changes in the program with regard to Learning Outcomes, as we believe that the current results demonstrate the program's success in promoting the skills laid out above, we are engaged in a continuous process of fine-tuning and updating the teaching of the courses within the program. Department members are also committed to updating how these courses are taught on a regular basis.

## Section C. Program Accomplishments and Student Success

### **Program Major Accomplishments and Student Successes**

*Student Awards:* Political Science Program prides itself in our student success. Since 2010 review, we celebrated multiple winners of UW-GB's Alumni Association's Outstanding Student Award (Dave Depeau, Jeff Cook, Pam Parish, Jared Spude, all of whom were political science majors as well as double or triple majors in other, interdisciplinary programs), numerous recipients of the University Leadership Award and Chancellor's Medallions. In 2012, our student Heba Mohammed received UW Outstanding Woman of Color Award. Finally, a number of political science students served as presidents, vice presidents of UW-Green Bay SGA and Student Senate (Dave Depeau, Becca Ellenbecker, Samantha Braaten, Ben Royer, Andy Teale, Heba Mohammed, Chloe Hanson, Vanya Koepke, and Nik Austin). In fact, our students are much more likely to join student organizations on campus and contribute to community service than other majors on campus (72% and 62% respectively) (see Attachment 1, Appendix A, table 8 in graduating seniors survey).

*Student Professional Activities and Presentations:* Several Political Science students presented at state and regional conferences, including Posters in the Rotunda (Kristine Alvarez, Alex Wilson, and Danny Mueller), Mid-West Political Science Association (Evan Miller, Anthony Sirianni, and Jessica Murphy), Consortium for Undergraduate Research Student Conference (Gina Vlach) and OPID Teaching Conferences (Alex Wilson and Mariah Pursley). A group of political science majors (Pam Parish, Heather Heuer, Vanya Koepke, Anthony Sirianni, Alex Girard and Jared Spude) also presented at the UW-Green Bay's Faculty Development conference in January of 2015, sharing insights from student-faculty collaboration on developing capstone course in political science. Many of our students are also routinely selected to present their research and internship findings at the UW-Green Bay's Academic Excellence Symposium.

This stellar record is clearly the result of our faculty working with students individually. Almost 60% of our graduating seniors participated in independent study or honors projects with faculty, and 31% worked with individual faculty as teaching or research assistants, numbers substantially higher than university averages (see Attachment 1, Appendix A, table 8 in graduating seniors survey).

*Internships:* We have a great success in placing our students with the Mayor's Office and its various departments as well as Brown County District Attorney and other legal, political and civic organizations in Green Bay and the State. Three of our alums interned in Washington DC or even abroad (State Department, US Embassy in Madrid, and US Coastal Guard). More than half of our graduating seniors (55%, a number consistent with the university average) had an internship experience (see Attachment 1, Appendix A, table 8 in graduating seniors survey).

*Graduate School Placements:* Our alumni have a great record of graduate school admission in a variety of fields. For example, Anthony Sirianni (2015) is completing the second year of MS in Environmental Science at one of China's premier universities, Beijing Normal University, with full financial support from Chinese Government. Danny Mueller (2013) is at the ABD stage at the Washington State University (dept. of Political Science), also with full funding. Tom Brown graduated with MA in International Relations from Northern Arizona University. Brianna Salzsieder and Dylan Rimmel have completed their MAs in Library and Information Science from Madison and Milwaukee, respectively. Ryan McConnel graduated with MS degree in Student Affairs from Iowa State University. Numerous alumni are either graduates or are currently pursuing

JDs at various in-state and out-state law schools (Nebraska, Iowa, Wisconsin, Indiana, Minnesota, to name just a few). Many former alums took and passed WI or IL bar exams and are already practicing attorneys and public defenders. Hilary Zaroni, Ryan Dunk and several others got admitted to and completed MA and MPA programs at Loyola University (Chicago), Madison, Milwaukee, Florida Gulf Coastal University, UI-Springfield, IU-Chicago, and UNC-Charlotte. Tess Schweitweller completed her MS in Social Work at the University of Montana. Randy Tranowski has been admitted to Clark University's Masters in International Community Development for Fall 2016 (see our alumni webpage -- <http://www.uwgb.edu/political-science/alumni/> -- for some examples).

Student survey data provided by the Office of Institutional Research, too, indicate that Political Science students tend to have higher than all-university levels of graduate school plans, especially for professional and doctoral degrees. 28%/14% and 17%/7% of our graduating seniors/alumni respectively, plan on getting professional and doctoral degrees; 57% of alumni plan on getting Master's degrees (see Attachment 1, Appendix A, table 5 in graduating seniors survey and table 5 in alumni survey). These plans often come to fruition, as 54% of our alumni either already completed or are currently enrolled in graduate or professional programs and another 9% have been accepted into these programs. In other words, more than half of our alumni (63%) are placed in graduate programs, much higher number than the university average (about 50%) (see Attachment 1, Appendix A, table 6 in alumni survey).

*Study Abroad:* Likewise, many of our students participate in UW-Green Bay and other UW school's study abroad and travel courses. Our students studied in the UK, Jordan, Israel, the Netherlands, Germany, Poland, New Zealand, South Africa, Ecuador, Argentina, Columbia, and Canada. Data provided by the Office of Institutional Research also support this conclusion – 21% of our majors (as opposed to 14% university-wide) participate in study abroad experiences offered by UW-Green Bay (see Attachment 1, Appendix A, table 8 in graduating seniors survey).

*Student job placements:* Our students find employment in both public (Madison and Green Bay's offices dealing with economic development and veterans affairs, Oneida Tribal Government, Department of Defense, Manitowoc County Clerk of Court office, PeaceCorps for example), private businesses (Breakthrough Fuel, private legal practices, Uber, United Healthcare), and non-profit sectors (American Red Cross, Epilepsy Foundation of MN, Boys and Girls Club) as well as educational settings (Pioneer Preparatory Academy in Phoenix, AZ, Howe Elementary Resource Center in Green Bay, WI, Carroll College, West Virginia University, International School in Hanoi, Vietnam) (please see examples on our alumni webpage -- <http://www.uwgb.edu/political-science/alumni/>). In general, we feel that our students perform well after graduation.

However, the most recent survey data about our alumni placement rates, ranks them slightly below university averages, in both employment rates, satisfaction with job, income, and major's relevance to job (see Attachment 1, Appendix A, tables 7, 8, 9, 10 and 11 in alumni survey). It appears that the income mode for our students is \$40,000-49,000, while the mode for UW-Green Bay is above \$50,000; more political science majors are unemployed (21% as opposed to 10% for UW-Green Bay average); over a third of majors got jobs not related to major (compared to only about one fifth for the entire university); and only 64% are satisfied with current job, as opposed to 75% of all university alumni. As our qualitative data indicate, we are not surprised by the jobs not related to major; it is one of the selling points of our program (to be able to be competitive in a variety of professions), in our opinion. Moreover, our graduates apply and get jobs that do

require college training (i.e., bachelor and postgraduate and professional training), more so than the rest of the university students, meaning that their education is still valuable and instrumental in being employed. The lower salaries might be related to the types of jobs open to political science graduates as opposed to engineering or computer science graduates, for example.

*Program-Wide Initiatives and Points of Pride:* Despite the personnel instability and significant time and energy devoted not only to covering all our courses, but to constantly serving on screen and search committees during the last 7 years, Political Science did contribute to the intellectual and civic life of the university by organizing and participating in a number of campus-wide initiatives, especially related to elections and politics. Political Science co-sponsored three of the last Common Themes, including Global Citizenship and Getting Involved in Public Life (twice). Aaron Weinschenk spearheaded Phoenix Talks on Getting Involved in Public Life. Kris Coulter and Alison Staudinger organized and led annual campus discussions on Constitution Day (every September). Katia Levintova organized series of Roundtable Discussions, including Elections Around the World and panel discussions of security and terrorism-related issues. David Helpap moderated Common Cause Election Forum on Campus in 2012.

As a department, we pride ourselves in our commitment to teaching and learning. David Helpap, Alison Staudinger, Katia Levintova, Aaron Weinschenk, and Elizabeth Wheat were selected as UW-Green Bay Teaching Scholars; Alison Staudinger, Elizabeth Wheat and Katia Levintova also were selected and served as WI Teaching Fellows. David Helpap and Katia Levintova were recognized with UW-Green Bay Student Nominated Teaching Awards (2014 and 2012 respectively). Elizabeth Wheat was selected as UW-Green Bay Diversity Scholar (2016). Alison Staudinger serves as campus OPID representative, among her other teaching improvement commitments. Katia Levintova has been appointed a co-editor of Syllabus Journal, a national peer review journal devoted to syllabi development, course mechanics, and assessment of learning (2014).

Likewise, we are committed to the scholarship, a fact reflected in our faculty receiving prestigious national and institutional grants. Alison Staudinger was awarded National Endowment for the Humanities research grant (2014), while Katia Levintova received multi-year research funding from Elon University's Center for Engaged Learning (2015-2017) and Aaron Weinschenk was selected as UW-Green Bay Research Scholar (2015).

Since our last review, political science became more diversified in regards to gender representation. Currently, 2/3 of our faculty are female (4 out of 6 faculty members). We also have more diversity in our ethnic composition. And, of course, the department is much younger, after more senior colleagues retired.

*Faculty Individual Achievements:* The next generation of political science faculty has hit the ground running, winning national, state-wide and institutional grants, publishing books and peer-reviewed articles and being very active both in the discipline and in the SoTL area. The faculty achievements definitely relate to our student learning, not only because we investigate classroom techniques and pedagogical issues via SoTL, but because we share results of our own research in the classroom and even involve students as co-investigators and co-authors of our research projects.

Dr. Kristine Coulter, the most recent addition to the political science faculty (Fall 2014), has defended her dissertation (2015); she conducts research on American politics, public law, and issues surrounding gender

and race. Her work has appeared in the *Journal of Public Policy* and the *Ralph Bunche Journal of Public Affairs*. She also presents her work regularly at various professional conferences.

Dr. David Helpap's scholarship has examined the management practices of local governments, with a particular emphasis on budgeting and the provision of public goods. Other research interests include public policy making at the state and local levels, intergovernmental relations, and urban politics. He has published articles in the *International Journal of Public Administration*, *Public Administration Quarterly*, and *State and Local Government Review*. Related work includes various community policy reports and a book review for *State and Local Government Review*. Dr. Helpap also presents his work regularly at professional conferences, including the annual conferences of the Midwest Political Science Association and the American Society for Public Administration.

Dr. Katia Levintova, who have been promoted to Associate Professor since last program review, has published 8 articles that appeared in *Europe-Asian Studies*, *Journal of Communist and Post-Communist Studies* (for which she was also a guest section editor), *Party Politics*, *Journal of Political Science Education*, *Canadian Journal for Scholarship of Teaching and Learning*, and *Nationalities Papers* (in production), and contributed chapters to two edited volumes, one on continuities and discontinuities in Russian political discourse (Lexington Books), another – on the interdisciplinary approaches to Problem-Based Learning (with Joan Groessel and Chris Vandenhouten) (Jossey-Bass). Levintova is a frequent reviewer of manuscripts for *Europe-Asia Studies*, *Nationalities Papers*, *Communist and Post-Communist Studies*, *International Studies Perspectives*, and *Teaching and Learning Inquiry*. She presented at national and international conferences, including annual meetings of Mid-West Political Science Association, International Studies Association and International Society for Scholarship of Teaching and Learning.

Dr. Alison Staudinger's scholarship focuses on democratic theory, gender and teaching. Her publications have appeared in *The Good Society*, *The Law and Politics Book Review*, *PS: Political Science and Politics* and *The Global Encyclopedia of Public Administration* and her most recent SoTL Article has been accepted for publication in *Teaching and Learning Inquiry*. Dr. Staudinger regularly reviews for peer-reviewed journals *PS: Political Science & Politics*, *Teaching and Learning Inquiry*, and *Perspectives on Politics* and also presents at national, international and regional conferences, including American Political Science Association, International Society for Scholarship of Teaching and Learning, Frontiers of Democracy, National Women's Studies Association and the American Literature Association. She has given invited talks around Wisconsin, including at the University of Wisconsin-Oshkosh and public libraries around the state, and is a featured speaker for the Wisconsin Humanities Council "Shoptalk" series.

Dr. Aaron Weinschenk's scholarship focuses on American political behavior. He studies political participation, campaign effects, political attitudes, and voting behavior. He has published 16 articles in outlets such as *Political Research Quarterly*, *American Politics Research*, *Electoral Studies*, and *Presidential Studies Quarterly*. In January 2016, he published a book on elections with Routledge Press. Dr. Weinschenk regularly reviews for peer-reviewed journals and book presses and also presents at political science conferences, including MPSA and SPSA. He also regularly answers media requests for local, state, and national outlets.

Dr. Elizabeth Wheat's scholarship centers on environmental law and policy. Her article on legal issues related to groundwater in the Lower Rio Grande appeared in the *Resources* journal, book chapters on green energy subsidies and energy subsidies appeared in *Today's Economic Issues: Democrats and*

*Republicans* (ABC-Clio Press), a book chapter on closed circuit television appeared in *Privacy in the Digital Age: 21st-Century Challenges to the Fourth Amendment* (ABC-Clio Press), and forthcoming chapters on wetlands, hydraulic fracturing, and mining will be published in *Today's Environmental Issues: Democrats and Republicans* (ABC-Clio Press, 2017). Additional manuscripts will be submitted to *Policy Studies Journal*, the *Journal of Environmental Law*, and the *Journal of Political Science Education*. Dr. Wheat regularly reviews for peer-reviewed journals including *Justice System Journal* and presents at national and regional conferences including the Midwest Political Science Association's Annual Meeting, Southern Political Science Association's Annual Meetings, and the University of Wisconsin's Spring Conference on Teaching and Learning (OPID).

We also take special pride in our emeriti colleagues and their accomplishments. Since last review, Professor Emerita Denise Scheberle received national American Political Science Association teaching award and authored *Case Studies in Environmental Law and Policy: Environmental Heroes, Villains and the Rest of Us* (Westview Press, forthcoming in 2018).

Dr. Michael Kraft has served as co-editor for the MIT Press Series, *American and Comparative Environmental Policy* for nearly 20 years. He published the 6th edition of his text *Environmental Policy and Politics* (Routledge) in 2015 and is at work on a 7th edition, and the 9th edition of his co-edited book *Environmental Policy* in 2016, and is at work on the 10th edition. Along with Dean Scott Furlong, he published the 5th edition of the widely used *Public Policy: Politics, Analysis, and Alternatives* in 2015, and is at work on a 6th edition. He is the co-author of *Coming Clean: Information Disclosure and Environmental Performance* (MIT Press 2011, winner of the 2012 Lynton K. Caldwell Award from the American Political Science Association, and the co-editor of *The Oxford Handbook of U.S. Environmental Policy* (2013). Dr. Kraft is widely recognized both nationally and internationally as a political science scholar, and regularly serves as a reviewer for many journals in the field, for university presses, and for the National Science Foundation grant programs. He has published in major public policy and political science journals, including *Publius*, *Western Political Quarterly* (now *Political Research Quarterly*), *Policy Studies Review*, *Policy Studies Journal*, *Polity*, *Journal of Policy History*, and *The Environmental Professional*, and he is a frequent contributor to edited volumes on environmental policy and politics.

As a disciplinary program rather than a budgetary unit, we rely on Democracy and Justice Studies and Public and Environmental Affairs for most of our professional development, including funding for presentations and departmental support when applying for UW-Green Bay and UW System professional development opportunities. However, we can say that the Political Science faculty at present is highly trained, professionally active, and very productive as measured by the usual standards for both scholarship and teaching. As a faculty within two interdisciplinary units, we intend to continue our efforts in research and scholarship to the extent departmental resources permit by defraying the cost of attending professional conferences and by encouraging faculty members to keep current in their fields through participation in pertinent workshops and teaching development opportunities offered by UW-Green Bay and the UW System.

#### **Section D. Program Enrollment Trends and Analysis**

Since Fall 2010 (first semester after the last review), the numbers of our majors have steadily declined from 84 to 65 (Fall 2015), while the number of minors had more fluctuations, but ultimately, remained in the 30s. Counting both majors and minors, we do have about 100 students any given semester. As a result, the

number of majors we graduate decreased from the high of 36 (2012) to the current low of 22 (2015), although the number of graduating minors remained fairly stable at about 25 students a year. Enrolments in our lower- and upper-level classes declined from 941 (2010) to 630 (2015) and from 650 (2010) to 339 (2015), reflecting both the decline in majors/minors and the overall decline in enrolment at UWGB, since all of our lower-level and some upper-level courses are also part of general education program. In all, during the review period we have seen the headcount decline from 1,638 to 980 in our classes. This trend is replicated in student credit hours, where lower-level courses saw a decline from 2,823 (2010) to 1,890 (2015) and upper-level courses -- from 1,950 (2010) to 1,012 (2015). Correspondingly, the section sizes of our courses declined from 75 (2010) to 45 (2015) in lower level sections, but proved more stable in upper-level courses -- only a slight decline from 27 (2010) to 23 (2015). To deal with decreasing enrolments both at the program and the university levels, departing faculty and personnel instability, we reduced the number of upper level lecture sessions from 24 (2010) to 15 (2015), while offering more sections of lower level, general education sections (increased from 12 to 14 sections). Overall, however, we dropped the number of our courses offered during academic year from 36 (2010) to 29 (2015) (see tables in Attachment 1, Appendix A).

However, not everything was gloomy in regards to enrolment trends. We are elated by the growing percentage of our female students (from 36% in 2010 to 55% in 2015), given that politics and the discipline of political science have historically been male-dominated. We would like to attribute it to the changing gender distribution of our faculty. Even though percentage of female students in our program is below the university average of 67%, we take pride in making our program much more gender equitable, since it has not been the case historically. Percentage of minority students remained steady at about 15-17% (higher than university average of 13% in 2015). We have seen a decline in older, non-traditional students, most likely attributable to the growing popularity of the Adult Degree for that demographic group. Most of our students continue to hail from WI (90-95%), are full time (95-97%), with the stable ACT scores (the highest ACT scores of our students are in the Reading portion of the test). We have also done better retaining our students, as percentage of our students who started as freshmen at UWGB increased from 53% to 60% during the period under review. It is perhaps a function of developing and offering first year seminar with its built-in mentoring component. GPA of our graduates have slightly rose since 2010 (from 3.10 to 3.28).

All our lower classes classify as gen eds (100%), while the percentage of our upper-level courses that are counted in general education program actually increased from 12% (2010) to 19% (2015), as the new gen ed requirements took effect (see tables in Attachment 1, Appendix A). Encouragingly, even though the numbers of our majors have declined, enrolments in our courses, both lower- and upper-level, have not decreased quite as dramatically, thanks to students from other disciplines taking cross-listed courses and general education designations. In the Fall 2016, all lower level classes had high enrolment numbers (70-100, depending on caps) and several upper level classes had high enrolments of 30-35 students, with just a few electives having enrolment numbers below 20 students

(<http://sis.uwgb.edu/courseenrollment/results.asp?TERM=1169&SUBJECT=POL+SCI&ViewHistory=View>).

We realized that we have declining enrolment numbers, and, to date, the actions we have taken to deal with decreased enrolments were not as pro-active as they should have been. We did establish social media presence and started to better promote our major via alumni testimonials webpage and new brochure. However, so far, we mostly just reacted to the declining numbers, without actively trying to reverse them. In fact, the biggest strategy that we took was to reduce the number of our upper level offerings. We should do better in the future and having stable faculty membership should help! As of fall 2016, our overall numbers have already picked up -- to 72 majors and 36 minors from the lows of 65 and 31 students respectively in 2015 (as reported in Attachment 1, Appendix



A) (<http://www.uwgb.edu/oira/factbook/majorsminors/declared/majorsminors.htm>). We are now at the 2012 levels, rather than continuing to decline.

### **Section E. Program's Vision for Future Development**

At the writing of the last program self-study, we noted the strained resources, that especially affected Political Science, when the number of our majors hit its peak. The problem has largely abetted since then and after filling our last faculty position, we will be in good position to continue to offer relevant, high-quality, pedagogically sound courses that are consistent with both best practices in SoTL and with national trends in our discipline. We are also proud of our initial success in gender diversification of both student body and faculty membership, but we want to continue to be the department that values equity, evidence-based teaching, and student success.

As the previous report noted, Political Science, as a disciplinary, rather than interdisciplinary, program is constrained by parameters of two budgetary units – DJS and PEA – who share oversight over our teaching loads, research expectations, and professional development finding. Therefore, we are not and have never been in a position to be really inventive, think big, have a “vision,” or be proactive. More often than not, we are reacting to the trends in our budgetary units, both positive and negative. Therefore, all we can champion is to have the best program we can maintain, have stability and then, eventually, growth, both in number of students and in offering a long-awaited capstone, be even more available and accessible to students, and develop a leadership in scholarship, including SoTL, not only at the university, but state and national level.

We are eager to contribute to a graduate program, especially in Social Studies (proposed by other budgetary units, especially DJS and HUS) or Public Administration/Public Affairs (proposed by PEA), provided the new programs do not compete with our strong undergraduate curriculum, our utmost concern.

Even though our enrollment numbers have declined, they have been staying steady for the last couple of years, and we believe we still need to rectify the area of relative curricular weakness: international relations. Coupled with losing other, international and global studies positions, the freezing of this particular faculty line would be inconsistent with a campus-wide goal of internationalizing UWGB education. We are hopeful that the replacement International Relations position request will be submitted through PEA. It will be defined to supplement existing interdisciplinary programs, as well, contributing, most directly, to the need to cover global environmental politics and policy content in PEA.

Related to the previous goal, is our objective to grow the number of majors and minors to about 120 total (about 100 currently). Despite declining numbers, the quality of our curriculum is strong and we remain one of the more successful disciplinary programs on our interdisciplinary campus. We cannot boast the same numbers as psychology, but we are doing as well as our sister programs in History, for example. In the absence of sociology and anthropology majors, we continue to offer critical insight on social and political structures and encourage our students to get involved, both politically and civically.

Among our immediate plans is exploration of the interdisciplinary certificate in Applied Politics, a program that would give students both practical experience and would potentially combine courses in political science, communication, public administration and business. We are in the beginning stages of discussing this idea

with our campus colleagues in other disciplinary and interdisciplinary units.

On a more micro-level curriculum planning, we need to consider more travel courses offered through our program (one co-taught course on media and politics in Romania and the EU is being proposed at the writing of this review). Another suggestion we discussed is an addition of innovative introduction to political science, a course that should both attract more majors and introduce already interested students to the history and current state of our discipline. And we would love to offer more Model UN or Mock Trial types classes for our seniors, too. We also need more service-learning and community engagement curricular offerings.

Finally, since the last review period, we lost our departmental student organization. But we need to see more student engagement with our program, not only with the campus community. All our faculty members are extremely student-oriented and we should capitalize on that to create a cohort effect and better camaraderie. More social interactions with our students is also on our agenda as a program.

### **Section F. Summary and Concluding Statement**

Our last program review (Spring-Summer 2010) received very positive recommendations from the dean, the AAC, and the Provost who praised our commitment to teaching and research, growing numbers of majors, but all noted our strained resources. All reviewing bodies also concurred that our program is lacking in the Comparative and International Relations areas. These memos and discussions of our program are attached (Attachment 3, Appendix C).

Since the last review, the situation changed somewhat, in that we no longer feel quite as strained as far as faculty-to-student ratio. But we still are unable to grow in the area identified in past reviews as our weakness. To date, International Relations position is unfilled, although we did have coverage for 3 out of last seven years.

Another persistent concern (not rectified due to being disciplinary program with little control of our teaching loads) is the lack of depth in many of our sub-field areas. We are still strong in American Government and Policy curriculum, but the international offerings actually de-facto contracted, since we no longer consistently offer International Relations (POL SCI 360), a required course, or Politics of Developing Areas (POL SCI 353). Replacing a departed faculty member next academic year will go a long way in at least keeping steady in this area.

Last time we made a convincing argument that we had much fewer FTEs than our on-the-books numbers would suggest. In essence, we only have 4 FTEs and having an IR faculty would help in being able to offer additional section of Global Politics, required UL International Relations course and a critical elective (also general education option) on Politics of Developing Areas, without needing too much justification. We would also welcome assistance from two of our supervising units (DJS and PEA) in offering a capstone course, which would enable us to better prepare our students for employment and graduate work, and having an additional faculty member will likewise go a long way in ensuring coverage of this critical curricular offering.

Finally, faculty in our program offer a VERY large number of independent studies, internships and honors projects, for which the AAC and the dean recommended granting course release during the last program

review, a situation that might be rectified as UW-Green Bay moves into new teaching load and new ways to count ALL types of teaching. From this perspective, Political Science is finally well positioned to be rewarded for our faculty dedication to individualized student instruction and student success.

### **Section G. Required Attachments**

Four attachments (and only these four) should be included with the Self-Study Report:

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1. A series of tables, prepared by the Office of Institutional Research and Assessment. A list of these tables is included in Appendix C.
2. The program's current official description and requirements as published in the most recent Undergraduate Catalog;
3. The Academic Affairs Council and Dean's conclusions and recommendations from the program's last review; and
4. The program's Assessment Plan and Annual Updates on Student Outcomes Assessment (see the descriptions below). These processes will be coordinated by the University Assessment Council, the UAC's Academic Program Assessment Subcommittee and are described in the University Assessment Plan.

## Attachment 1 (Appendix A)

Tables, Prepared by the Office of Institutional Research and Assessment

Graduating Senior Survey: 2011, 2012, 2013, 2014 & 2015

	Graduation Year	Political Science	UWGB Overall
<b>Graduates:</b>	2011	20	1185
	2012	26	1293
	2013	21	1229
	2014	17	1233
	2015	18	1250
<b>Response Rate*</b>	2011-2015	29/102 (28%)	2805/6190 (45%)

\* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Clarity of major requirements	POL SC	29	4.0	97%	3%	0%	0%	0%
	UWGB	2800	3.5	59%	33%	6%	1%	1%
Reasonableness of major requirements	POL SCI	29	3.9	86%	14%	0%	0%	0%
	UWGB	2793	3.5	58%	34%	6%	1%	1%
Variety of courses available in your major	POL SCI	29	3.6	55%	45%	0%	0%	0%
	UWGB	2786	3.1	36%	41%	17%	5%	1%
Frequency of course offerings in your major	POL SCI	27	3.2	33%	59%	4%	4%	0%
	UWGB	2782	2.8	23%	42%	24%	8%	3%

**Table 1: Rating the MAJOR**

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Times courses were offered	POL SCI	28	3.1	32%	50%	14%	4%	0%
	UWGB	2730	2.9	30%	41%	21%	6%	2%
Quality of internship, practicum, or field experience	POL SCI	18	3.6	67%	22%	11%	0%	0%
	UWGB	1595	3.4	58%	27%	9%	3%	2%
Quality of teaching by faculty in your major	POL SCI	28	3.8	82%	18%	0%	0%	0%
	UWGB	2785	3.4	52%	37%	9%	1%	<1%
Knowledge and expertise of the faculty in your major	POL SCI	29	3.8	83%	14%	3%	0%	0%
	UWGB	2800	3.6	69%	26%	4%	1%	<1%
Faculty encouragement of your educational goals	POL SCI	29	3.6	69%	24%	7%	0%	0%
	UWGB	2768	3.4	57%	29%	10%	3%	1%
Overall quality of advising received from the faculty in your major	POL SCI	28	3.8	79%	21%	0%	0%	0%
	UWGB	2680	3.2	55%	24%	12%	5%	4%
Availability of your major advisor for advising	POL SCI	26	3.9	92%	8%	0%	0%	0%
	UWGB	2660	3.4	61%	23%	9%	4%	3%
Ability of your advisor to answer university questions	POL SCI	24	4.0	96%	4%	0%	0%	0%
	UWGB	2626	3.4	65%	20%	9%	4%	2%
Ability of your advisor to answer career questions	POL SCI	23	3.7	74%	22%	4%	0%	0%
	UWGB	2333	3.2	54%	26%	13%	4%	3%
In-class faculty-student interaction	POL SCI	29	3.1	55%	21%	7%	17%	0%
	UWGB	2590	3.1	45%	29%	13%	13%	<1%
Overall grade for your major ( <u>not</u> an average of the above)	POL SCI	29	3.8	76%	24%	0%	0%	0%
	UWGB	2771	3.4	50%	41%	7%	1%	<1%

**Table 2. Job related to major while completing degree?**

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2011-2015 percent	POL SC	29	14%	0%	21%	10%	55%
	UWGB	2789	16%	1%	33%	5%	45%

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2011-2015 percent	POL SC	29	72%	14%	10%	3%	0%
	UWGB	2790	68%	13%	13%	5%	1%

**Table 4. Plans regarding graduate/professional study**

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2011-2015 percent	POL SC	25	20%	20%	48%	12%
	UWGB	2128	8%	12%	61%	19%

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2011-2015 percent	POL SC	29	17%	38%	0%	28%	17%
	UWGB	2790	33%	48%	2%	5%	12%

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	POL SC	25	92%	2.9	26	54%	2.5
	UWGB	2655	63%	2.6	2579	37%	2.2
Problem-solving skills.	POL SC	25	88%	2.9	26	46%	2.4
	UWGB	2653	70%	2.7	2570	39%	2.2
Understanding biology and the physical sciences.	POL SC	25	8%	1.7	25	16%	1.9
	UWGB	2545	28%	2.0	2442	26%	2.0
Understanding the impact of science and technology.	POL SC	25	28%	2.2	27	19%	2.1
	UWGB	2569	37%	2.2	2467	28%	2.1
Understanding social, political, geographic, and economic structures.	POL SC	25	88%	2.9	27	63%	2.5
	UWGB	2596	34%	2.2	2528	31%	2.1
Understanding the impact of social institutions and values.	POL SC	25	92%	2.9	27	67%	2.6
	UWGB	2605	49%	2.4	2530	40%	2.3
Understanding the significance of major events in Western civilization.	POL SC	25	60%	2.6	27	56%	2.5
	UWGB	2576	33%	2.1	2496	33%	2.1
Understanding the role of the humanities in identifying and clarifying values.	POL SC	25	64%	2.6	27	48%	2.4
	UWGB	2599	39%	2.3	2523	36%	2.2
Understanding at least one Fine Art.	POL SC	24	42%	2.2	27	33%	2.0
	UWGB	2565	39%	2.2	2476	35%	2.1
Understanding contemporary global issues.	POL SC	25	80%	2.8	27	63%	2.6
	UWGB	2587	34%	2.2	2493	29%	2.1
	POL SC	25	84%	2.8	26	54%	2.4



Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the causes and effects of stereotyping and racism.	UWGB	2611	61%	2.6	2522	44%	2.3
Written communication skills	POL SC	25	80%	2.8	27	48%	2.3
	UWGB	2629	66%	2.6	2550	46%	2.3
Public speaking and presentation skills	POL SC	25	72%	2.7	27	41%	2.3
	UWGB	2594	45%	2.3	2478	33%	2.1
Computer skills	POL SC	25	60%	2.6	27	26%	2.0
	UWGB	2611	54%	2.5	2476	33%	2.1

**Table 7. Educational experiences**

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2011-2015		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	POL SC	28	93%	4.5
	UWGB	2712	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	POL SC	28	67%	3.9
	UWGB	2594	47%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	POL SC	28	64%	3.8
	UWGB	2594	60%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	POL SC	28	82%	4.2
	UWGB	2705	82%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	POL SC	28	71%	4.0
	UWGB	2592	66%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	POL SC	27	89%	4.3
	UWGB	2664	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	POL SC	28	82%	4.2
	UWGB	2686	73%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	POL SC	27	89%	4.4
	UWGB	2699	82%	4.2
There is a strong commitment to racial harmony on this campus.	POL SC	26	62%	3.8
	UWGB	2396	60%	3.7
The faculty and staff of UWGB are committed to gender equity.	POL SC	26	77%	4.2
	UWGB	2491	78%	4.1
This institution shows concern for students as individuals.	POL SC	27	89%	4.4
	UWGB	2644	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	POL SC	27	56%	3.6
	UWGB	2565	52%	3.4

**Table 8. Activities while at UW-Green Bay**

	Unit of Analysis	n	Independent	Student org	Internship	Professional	Community	Worked with a faculty member	Study group	Study abroad
2011-2015 percent	POL SC	29	59%	72%	55%	17%	62%	31%	62%	21%
	UWGB	2795	25%	47%	56%	23%	59%	24%	58%	14%

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Library services (hours, staff, facilities)	POL SC	25	100%	3.7
	UWGB	2327	90%	3.4
Library collection (books, online databases)	POL SC	26	96%	3.7
	UWGB	2221	92%	3.5
Admission Office	POL SC	26	96%	3.5
	UWGB	2139	91%	3.4
Financial Aid Office	POL SC	24	92%	3.4
	UWGB	2033	87%	3.3
Bursar's Office	POL SC	27	89%	3.4
	UWGB	2513	86%	3.3
Career Services	POL SC	14	86%	3.3
	UWGB	1521	85%	3.3
Academic Advising Office	POL SC	20	85%	3.3
	UWGB	2233	77%	3.1
Student Health Services	POL SC	15	93%	3.6

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	1278	87%	3.4
Registrar's Office	POL SC	22	100%	3.6
	UWGB	2155	91%	3.4
Writing Center	POL SC	9	67%	2.9
	UWGB	935	85%	3.3
University Union	POL SC	28	93%	3.5
	UWGB	2204	88%	3.3
Student Life	POL SC	19	90%	3.5
	UWGB	1329	83%	3.2
Counseling Center	POL SC	8	63%	2.8
	UWGB	514	82%	3.3
Computer Facilities (labs, hardware, software)	POL SC	25	96%	3.6
	UWGB	2275	95%	3.6
Computer Services (hours, staff, training)	POL SC	24	96%	3.5
	UWGB	2028	92%	3.5
Kress Events Center	POL SC	20	95%	3.8
	UWGB	1846	97%	3.7
Dining Services	POL SC	22	73%	2.8
	UWGB	1883	56%	2.5
American Intercultural Center	POL SC	9	89%	3.4
	UWGB	358	87%	3.4
International Office	POL SC	10	70%	2.9
	UWGB	351	82%	3.2
Residence Life	POL SC	15	60%	2.7

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	1137	76%	3.0
Bookstore	POL SC	28	75%	2.9
	UWGB	2657	80%	3.1

**Alumni Survey: 2011, 2012, 2013, 2014 & 2015**

	<b>Survey year</b>	<b>Graduation Year</b>	<b>Pol Science</b>	<b>UWGB Overall</b>
<b>Graduates:</b>	2011	2007-2008	32	1162
	2012	2008-2009	27	1133
	2013	2009-2010	29	1295
	2014	2010-2011	36	1309
	2015	2011-2012	34	1458
<b>Response Rate*</b>	2011-2015		14/158 (9%)	867/6357 (14%)

\* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation &amp; Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	POL SCI	12	67%	3.8	11	82%	4.2
	UWGB	654	58%	3.6	635	74%	4.1
Problem-solving skills.	POL SCI	12	67%	3.8	11	82%	4.4
	UWGB	651	60%	3.7	634	77%	4.2
Understanding biology and the physical sciences.	POL SCI	11	46%	3.4	9	22%	2.2
	UWGB	628	45%	3.4	598	32%	2.7
Understanding the impact of science and technology.	POL SCI	11	64%	3.5	10	60%	3.3
	UWGB	633	47%	3.4	617	43%	3.2
Understanding social, political, geographic, and economic structures.	POL SCI	11	73%	4.1	11	73%	4.2
	UWGB	637	54%	3.6	626	52%	3.4
Understanding the impact of social institutions and values.	POL SCI	11	82%	4.3	10	70%	3.9
	UWGB	641	60%	3.7	623	56%	3.5
Understanding the significance of major events in Western civilization.	POL SCI	11	55%	3.6	10	30%	2.4
	UWGB	631	49%	3.4	594	30%	2.7
Understanding a range of literature.	POL SCI	10	40%	3.5	10	50%	3.1
	UWGB	623	48%	3.4	603	31%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	POL SCI	11	55%	3.6	10	80%	3.8
	UWGB	631	52%	3.5	609	40%	3.1
Understanding at least one Fine Art, including its nature and function(s).	POL SCI	10	60%	3.7	9	22%	2.2
	UWGB	631	53%	3.5	598	30%	2.7
Understanding contemporary global	POL SCI	9	67%	3.8	10	60%	3.3

Table 1. Preparation &amp; Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
issues.	UWGB	637	49%	3.4	617	47%	3.3
Understanding the causes and effects of stereotyping and racism.	POL SCI	11	55%	3.9	10	50%	3.4
	UWGB	635	56%	3.6	616	50%	3.4
Written communication skills.	POL SCI	12	83%	4.2	11	82%	4.6
	UWGB	651	67%	3.9	630	77%	4.2
Public speaking and presentation skills.	POL SCI	12	58%	3.8	11	73%	4.4
	UWGB	646	56%	3.6	630	71%	4.0
Reading skills.	POL SCI	11	55%	3.7	11	82%	4.5
	UWGB	646	61%	3.7	627	75%	4.1
Listening skills.	POL SCI	12	50%	3.8	10	80%	4.3
	UWGB	644	63%	3.7	628	78%	4.2
Leadership and management skills.	POL SCI	12	58%	3.8	11	82%	4.3
	UWGB	648	59%	3.6	628	77%	4.2

Table 2. Educational experiences

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	POL SCI	14	86%	4.1
	UWGB	861	90%	4.3
	POL SCI	14	36%	2.9



**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	UWGB	849	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	POL SCI	14	64%	3.5
	UWGB	845	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	POL SCI	14	79%	4.2
	UWGB	857	87%	4.1
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	POL SCI	14	72%	3.9
	UWGB	851	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	POL SCI	14	79%	4.1
	UWGB	861	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	POL SCI	14	64%	3.7
	UWGB	853	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	POL SCI	14	79%	4.1
	UWGB	861	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	POL SCI	13	54%	3.5
	UWGB	813	57%	3.5
UWGB cares about its graduates.	POL SCI	13	39%	3.1
	UWGB	827	63%	3.7
I feel connected to UWGB.	POL SCI	13	39%	2.9
	UWGB	849	46%	3.3

	n	UW-Green Bay	Another college
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**Table 3. "If you could start college over"**

	Unit of Analysis		2011-2015		2016-2020		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2011-2015 percent	POL SCI	14	29%	43%	21%	7%	0
	UWGB	858	65%	22%	6%	6%	1%

**Table 4. Rating the MAJOR**

(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015			
		n	A or B	C or D	mean
Quality of teaching.	POL SCI	14	100%	0	3.8
	UWGB	864	95%	5%	3.6
Knowledge and expertise of the faculty.	POL SCI	14	100%	0	3.8
	UWGB	862	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	POL SCI	14	100%	0	3.8
	UWGB	860	92%	8%	3.6
Importance and relevance of courses to professional and academic goals.	POL SCI	14	93%	7%	3.4
	UWGB	856	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	POL SCI	13	85%	15%	3.2
	UWGB	840	87%	12%	3.4
Availability of faculty (e.g., during office hours).	POL SCI	13	85%	15%	3.5
	UWGB	842	93%	8%	3.5
Overall grade for the major (not a sum of the above).	POL SCI	14	100%	0	3.6
	UWGB	855	95%	5%	3.5

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2011-2015 percent	POL SCI	14	21%	57%	0	14%	7%
	UWGB	861	38%	44%	1%	4%	11%

**Table 6. Graduate/professional study plans**

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2011-2015 percent	POL SCI	11	36%	18%	9%	0	36%
	UWGB	543	24%	22%	4%	2%	47%

**Table 7. Current employment status**

	POL SCI (n = 14)	UWGB (n = 861)
Employed full-time (33 or more hours/week)	64%	79%
Employed part-time	14%	11%
Unemployed, seeking work	7%	4%
Unemployed, not seeking work	0	2%
Student, not seeking work	14%	4%

**Table 8. Satisfaction with current job (5-pt. scale; 5 = very satisfied)**

	Unit of Analysis	n	Very satisfied or satisfied	mean
2011-2015 percentage	POL SCI	11	64%	3.6

	UWGB	768	74%	3.9
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**Table 9. Minimum educational requirements for current job**

	POL SCI (n = 11)	UWGB (n = 748)
High school or less	0	19%
Certificate	0	3%
Associate's degree	18%	12%
Bachelor's degree	64%	58%
Graduate degree	18%	8%

**Table 10. Extent to which job relates to major**

	POL SCI (n = 11)	UWGB (n = 765)
Very related	27%	48%
Somewhat related	36%	33%
Not at all related	36%	19%

**Table 11. Current income**

	POL SCI (n = 12)	UWGB (n = 745)
Under \$20,000	25%	12%
\$20,000 to \$25,999	0	10%
\$26,000 to \$29,999	8%	9%
\$30,000 to \$35,999	0	18%
\$36,000 to \$39,999	17%	12%
\$40,000 to \$49,999	33%	17%
\$50,000 or more	16%	22%

**Employers, Locations, and Job Titles**

State of Wisconsin - Government Accountability Board	Madison	Wisconsin	Elections Specialist
Unemployed	Green Bay	Wisconsin	
		Wisconsin	
University of Wisconsin-Madison Police Department	Madison	Wisconsin	Emergency Services Coordinator
Associated Bank, N.A.		Wisconsin	Branch Manager
		Wisconsin	Substitute Teacher
Hoff Law Offices, LLC	Appleton	Wisconsin	Attorney
Enservio	Sheboygan	Wisconsin	Senior Pricing Analyst
Seymour Community School District	Seymour	Wisconsin	Substitute teacher
Reasoning Mind	Dallas	Texas	Enrollment Specialist/Sales
United States House of Representatives - Congresswoman Kirkpatrick	Phoenix	AZ	Deputy Finance Director
WST Fab Inc	Manitowoc	Wisconsin	Production Control Assistant
American Red Cross	Milwaukee	WI	Account Manager, Blood Services

# Academic Plan: Political Science

Institutional Research - Run date: 23FEB2016

	Fall Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Declared Majors, end of term</b>	92	84	84	72	68	66	65
<b>Declared Minors, end of term</b>	39	56	60	39	36	35	31

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Female</b>	3 3	36 %	3 3	39 %	3 6	43 %	3 0	42 %	3 6	53 %	3 8	58 %	3 6	55 %
<b>Minority</b>	1 3	14 %	1 3	15 %	1 3	15 %	8	11 %	1 1	16 %	1 2	18 %	1 1	17 %
<b>Age 26 or older</b>	1 3	14 %	1 5	18 %	1 3	15 %	1 0	14 %	9	13 %	5	8%	2	3%
<b>Location of HS: Brown County</b>	2 4	26 %	1 9	23 %	1 3	15 %	1 2	17 %	1 1	16 %	1 2	18 %	1 6	25 %
<b>Location of HS: Wisconsin</b>	8 5	92 %	7 6	90 %	7 4	88 %	6 3	88 %	6 4	94 %	6 2	94 %	6 1	94 %
<b>Attending Full Time</b>	8 9	97 %	7 5	89 %	7 8	93 %	6 6	92 %	6 2	91 %	6 2	94 %	6 2	95 %
<b>Freshmen</b>	0	0%	3	4%	2	2%	4	6%	2	3%	1	2%	2	3%
<b>Sophomores</b>	1 4	15 %	8	10 %	1 2	14 %	8	11 %	1 0	15 %	1 4	21 %	1 6	25 %
<b>Juniors</b>	3 6	39 %	2 7	32 %	2 3	27 %	1 9	26 %	2 6	38 %	1 6	24 %	2 4	37 %

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Seniors</b>	4 2	46 %	4 6	55 %	4 7	56 %	4 1	57 %	3 0	44 %	3 5	53 %	2 3	35 %

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Average HS Cumulative G.P.A.</b>	3.21	3.24	3.21	3.11	3.12	3.18	3.07
<b>Average ACT Composite Score</b>	23.7	23.4	23.3	23.1	22.8	22.8	23.5
<b>Average ACT Reading Score</b>	24.9	24.5	24.3	24.2	24.0	24.3	25.0
<b>Average ACT English Score</b>	22.9	22.9	22.5	22.5	22.4	22.4	23.2
<b>Average ACT Math Score</b>	22.6	22.3	22.6	22.1	21.8	21.7	22.2
<b>Average ACT Science Score</b>	24.2	23.6	23.6	23.0	22.5	22.5	23.4

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Percent started as Freshmen</b>	53%	55%	60%	57%	50%	55%	60%
<b>Percent started as Transfers</b>	47%	45%	40%	43%	50%	45%	40%
<b>Percent with prior AA degree</b>	8%	7%	13%	13%	16%	15%	9%
<b>Percent with prior BA degree</b>	8%	10%	4%	11%	1%	0%	2%

	Calendar Year Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Graduated Majors (May, Aug. &amp; Dec.)</b>	26	35	31	36	30	28	22
<b>Graduated Minors (May, Aug. &amp; Dec.)</b>	22	15	25	26	20	17	25



	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
<b>Graduates who are... Women</b>	14	54%	13	37%	13	42%	20	56%	10	33%	17	61%	9	41%
<b>... Students of Color</b>	2	8%	4	11%	8	26%	5	14%	0	0%	8	29%	3	14%
<b>... Over 26 Years Old</b>	6	23%	5	14%	9	29%	10	28%	9	30%	10	36%	9	41%
<b>Graduates earning Degree Honors</b>	7	27%	7	20%	9	29%	10	28%	9	30%	13	46%	6	27%

	Characteristics of Graduated Majors						
	2009	2010	2011	2012	2013	2014	2015
<b>Average Credits Completed Anywhere</b>	140	127	134	132	138	134	129
<b>Average Credits Completed at UWGB</b>	119	110	113	118	108	114	104
<b>Average Cum GPA for Graduates</b>	3.16	3.10	3.17	3.20	3.28	3.24	3.22

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
<b>Lectures</b>	<b>1-Lower</b>	<b>1-Spring</b>	564	439	462	383	375	211	231
		<b>2-Summer</b>	35	63	50	46	70	57	45
		<b>3-Fall</b>	687	439	562	457	363	348	354
		<b>All</b>	1286	941	1074	886	808	616	630
	<b>2-Upper</b>	<b>1-Spring</b>	195	327	260	277	246	236	152
		<b>2-Summer</b>	11	36	26	38	15	33	24

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
		3-Fall	299	287	295	211	179	204	163
		All	505	650	581	526	440	473	339
	All		1791	1591	1655	1412	1248	1089	969
IST/FEX	1-Lower	1-Spring	.	.	.	.	1	1	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	1	.	1	.	.	.
		All	.	1	.	1	1	1	.
	2-Upper	1-Spring	4	22	26	20	31	6	5
		2-Summer	.	1	.	.	1	2	1
		3-Fall	11	23	25	16	6	18	5
		All	15	46	51	36	38	26	11
	All		15	47	51	37	39	27	11
	All		1806	1638	1706	1449	1287	1116	980

			Student Credit Hours, Credit-bearing Activities							
			2009	2010	2011	2012	2013	2014	2015	
Lectures	1-Lower	1-Spring	1692	1317	1386	1149	1125	611	693	
		2-Summer	105	189	150	138	210	171	135	
		3-Fall	2061	1317	1686	1371	1089	1044	1062	
		All	3858	2823	3222	2658	2424	1826	1890	
	2-Upper	1-Spring	585	981	780	831	738	708	456	
		2-Summer	33	108	78	114	45	99	72	
		3-Fall	897	861	885	633	537	612	489	
		All	1515	1950	1743	1578	1320	1419	1017	
	All		5373	4773	4965	4236	3744	3245	2907	
	IST/FEX	1-Lower	1-Spring	.	.	.	.	3	3	.
			2-Summer	.	.	.	.	.	.	.
			3-Fall	.	1	.	1	.	.	.
All			.	1	.	1	3	3	.	
2-Upper		1-Spring	12	67	77	60	93	21	14	
		2-Summer	.	6	.	.	3	6	3	
		3-Fall	37	75	74	46	18	36	16	
		All	49	148	151	106	114	63	33	
All		49	149	151	107	117	66	33		

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	6	5	7	6	8	4	4
		2-Summer	1	2	2	3	3	3	2
		3-Fall	8	5	9	9	7	7	8
		All	15	12	18	18	18	14	14
	2-Upper	1-Spring	6	10	9	11	11	10	6
		2-Summer	1	2	2	2	1	2	1
		3-Fall	10	12	12	12	10	11	8
		All	17	24	23	25	22	23	15
	All		32	36	41	43	40	37	29
	Lab/Disc	1-Lower	1-Spring	.	4	.	.	.	.
2-Summer			.	.	.	.	.	.	.
3-Fall			.	.	.	.	.	.	.
All			.	4	.	.	.	.	.
2-Upper		1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
All		.	4	.	.	.	.	.	
All			32	40	41	43	40	37	29

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	94.0	87.8	66.0	63.8	46.9	52.8	57.8

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
		<b>2-Summer</b>	35.0	31.5	25.0	15.3	23.3	19.0	22.5
		<b>3-Fall</b>	85.9	87.8	62.4	50.8	51.9	49.7	44.3
		<b>All</b>	85.7	78.4	59.7	49.2	44.9	44.0	45.0
	<b>2-Upper</b>	<b>1-Spring</b>	32.5	32.7	28.9	25.2	22.4	23.6	25.3
		<b>2-Summer</b>	11.0	18.0	13.0	19.0	15.0	16.5	24.0
		<b>3-Fall</b>	29.9	23.9	24.6	17.6	17.9	18.5	20.4
		<b>All</b>	29.7	27.1	25.3	21.0	20.0	20.6	22.6
	<b>All</b>		56.0	44.2	40.4	32.8	31.2	29.4	33.4

	Unique Lecture Courses Delivered in Past Four Years						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	4	4	4	4	5	5	5
<b>2-Upper</b>	15	16	16	17	17	17	17

	General Education as a Percent of all Credits in Lectures						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	100%	100%	100%	100%	100%	99%	100%
<b>2-Upper</b>	13%	12%	14%	10%	12%	19%	19%

# Budgetary Unit: PEA

Institutional Research - Run date: 23FEB2016

	Instructional Staff Headcounts and FTEs						
	2009	2010	2011	2012	2013	2014	2015
Full Professors (FT)	4	3	2	1	1	1	1
Associate Professors (FT)	1	1	1	2	2	3	3
Assistant Professors (FT)	3	3	3	4	6	5	3
Instructors and Lecturers (FT)	0	1	2	1	0	.	.
<b>Total Full-time Instructional Staff</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>7</b>
Part-time Instructional Staff	3	6	7	.	.	.	.
FTE of Part-time Faculty	0.3	1.1	1.0	.	.	.	.
<b>Total Instructional FTE</b>	<b>8.3</b>	<b>9.1</b>	<b>9.0</b>	<b>.</b>	<b>.</b>	<b>.</b>	<b>.</b>

	Student Credit Hours per Faculty FTE						
	2009	2010	2011	2012	2013	2014	2015
SCH per Full-time Faculty FTE	423	456	369	.	.	.	.
SCH per Part-time Faculty FTE	1250	483	729	.	.	.	.
SCH per Faculty FTE	457	459	404	.	.	.	.

## Attachment 2 (Appendix B)

### Political Science Current Official Description and Requirements as Published in the Most Recent Undergraduate Catalog

# Political Science

Disciplinary Major or Minor (<http://catalog.uwgb.edu/undergraduate/planning/disciplinary-majors-minors>)

(Bachelor of Arts)

Political Science is concerned with the systematic study of political behavior, governmental institutions and policy-making processes, public policies and their implementation, and political values in local, state, national, cross-national and international settings.

The program acquaints students with the structure and operation of political systems; the cultural, social, economic, and ideological context of these systems; the major philosophical questions and relevance to understanding modern political phenomena; and the major methods of inquiry and analysis used in the contemporary study of politics, government and public policy.

Political Science is a major often chosen by students who plan to attend law school. It is useful as well for students anticipating careers in journalism, planning, education, business, foreign service, politics, and public service positions with private and public agencies at the local, state, regional, federal, and international levels.

Political Science majors have entered graduate study in political science, public administration, education, and related fields.

Majors in Political Science must choose an interdisciplinary minor. Because Political Science is a discipline that can be useful in many endeavors, there are a number of appropriate choices, depending upon a student's individual interests. The most commonly chosen minors are Public Administration, Urban and Regional Studies, Environmental Policy and Planning, Communication, Democracy and Justice Studies, and Business Administration. Students seeking information on teacher certification should contact the Education Office.

## Political Science Major

### This disciplinary major also requires:

- Completion of an interdisciplinary major or minor (<http://catalog.uwgb.edu/undergraduate/planning/interdisciplinary-majors-minors>)

### Supporting Courses 13

POL SCI 100 Global Politics and Society

POL SCI 101 American Government and Politics

POL SCI 202/PU EN AF 202 Introduction to Public Policy

or PU EN AF 215 Introduction to Public Administration

### Choose one of the following:

BUS ADM 216 Business Statistics  
 COMM SCI 205 Social Science Statistics (strongly recommended)  
 MATH 260 Introductory Statistics

**Upper-Level Courses 24**

**Core Courses**

POL SCI 351 Comparative Politics  
 POL SCI 340 Political Theory  
 or POL SCI 349 American Political Thought

**Choose one of the following:**

POL SCI 360 International Relations  
 or POL SCI 370 Foreign and Defense Policies

**Choose one of the following:**

POL SCI 316 Congress: Politics and Policy  
 POL SCI 318 Political Behavior  
 POL SCI/DJS 320 Constitutional Law

**Choose 12 additional credits from the following list, not taken above:**

DJS 325 Law and Society  
 HISTORY 358 Political History of Modern Latin America  
 POL SCI 301/PU EN AF 301 Environmental Politics and Policy  
 POL SCI 305/UR RE ST 305 Urban Politics and Policy  
 POL SCI 306/PU EN AF 306 Regulatory Policy and Administration  
 POL SCI 310 The American Presidency  
 POL SCI 312/UR RE ST 312 Community Politics  
 POL SCI 314/PU EN AF 314 Administrative Law  
 POL SCI 316 Congress: Politics and Policy  
 POL SCI 318 Political Behavior  
 POL SCI/DJS 320 Constitutional Law  
 POL SCI/DJS 349 American Political Thought  
 POL SCI 353 Politics of Developing Areas  
 POL SCI 360 International Relations  
 POL SCI 370 Foreign and Defense Policies  
 POL SCI 380/PU EN AF 380 Global Environmental Politics and Policy  
 POL SCI 406/PU EN AF 406 State and Local Government  
 POL SCI 408/PU EN AF 408 Public Policy Analysis  
 POL SCI 480 Senior Seminar/Capstone in Political Science  
 POL SCI 497 Internship  
 POL SCI 498 Independent Study  
 POL SCI 499 Travel Course  
 PU EN AF 378 Environmental Law

**Total Credits 37**

## Political Science Minor

This disciplinary minor also requires:



- Completion of an interdisciplinary major (<http://catalog.uwgb.edu/undergraduate/planning/interdisciplinary-majors-minors>)

### **Supporting Courses 6**

#### **Choose two of the following:**

POL SCI 100 Global Politics and Society  
 POL SCI 101 American Government and Politics  
 POL SCI 202/PU EN AF 202 Introduction to Public Policy  
 PU EN AF 215 Introduction to Public Administration

### **Upper-Level Courses 12**

#### **Choose four of the following:**

POL SCI 301/PU EN AF 301 Environmental Politics and Policy  
 POL SCI 305/UR RE ST 305 Urban Politics and Policy  
 POL SCI 306/PU EN AF 306 Regulatory Policy and Administration  
 POL SCI 310 The American Presidency  
 POL SCI 312/UR RE ST 312 Community Politics  
 POL SCI 314/PU EN AF 314 Administrative Law  
 POL SCI 316 Congress: Politics and Policy  
 POL SCI 318 Political Behavior  
 POL SCI/DJS 320 Constitutional Law  
 POL SCI 340 Political Theory  
 POL SCI/DJS 349 American Political Thought  
 POL SCI 351 Comparative Politics  
 POL SCI 353 Politics of Developing Areas  
 POL SCI 360 International Relations  
 POL SCI 370 Foreign and Defense Policies  
 POL SCI 380/PU EN AF 380 Global Environmental Politics and Policy  
 POL SCI 406/PU EN AF 406 State and Local Government  
 POL SCI 408/PU EN AF 408 Public Policy Analysis  
 POL SCI 497 Internship  
 POL SCI 498 Independent Study  
 POL SCI 499 Travel Course

**Total Credits 18**

## **Faculty**

Scott Furlong; Professor; Ph.D., American

Ekaterina M Levintova; Associate Professor; Ph.D., Western Michigan, chair

Kristine Coulter; Assistant Professor; Ph.D., California - Irvine

David J Helpap; Assistant Professor; Ph.D., UW-Milwaukee\*

Alison K Staudinger; Assistant Professor; Ph.D., Maryland

Aaron C Weinschenk; Assistant Professor; Ph.D., UW-Milwaukee\*

Elizabeth E Wheat; Assistant Professor; Ph.D., Western Michigan\*

## Courses

### **POL SCI 100. Global Politics and Society. 3 Credits.**

The course explores political power and human connections on a global scale. The course covers concepts and ideas on the interaction of governments, organizations, and peoples across regions, cultures, and communities. The course helps students develop a global outlook on their future prospects as citizens and professionals in a globalized world.

Fall and Spring.

### **POL SCI 101. American Government and Politics. 3 Credits.**

The institutions and political processes of American National government and the nature of political analysis; the Constitution, ideological and cultural bases of American politics; the role of political parties, elections and interest groups; policy-making processes in the Congress, the presidency and courts.

Fall and Spring.

### **POL SCI 198. First Year Seminar. 3 Credits.**

Reserved for New Incoming Freshman.

### **POL SCI 202. Introduction to Public Policy. 3 Credits.**

Contemporary issues in American public policy. Substantive public policies such as those dealing with the American economy, energy, crime, environmental quality, the welfare state and social programs. Models of the policy process are also considered.

Fall and Spring.

### **POL SCI 299. Travel Course. 1-4 Credits.**

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.

### **POL SCI 301. Environmental Politics and Policy. 3 Credits.**

U.S. and global environmental problems and their political implications. Emphasizes U.S. environmental politics, issues and controversies in environmental protection policy, the performance of governmental institution in response to environmental challenges, and strategies for environmental improvement.

P: Pol Sci 101 or 202 or Pu En Af 202.

Fall and Spring.

### **POL SCI 305. Urban Politics and Policy. 3 Credits.**

Structures and operations of city governments and their responses to policy issues such as education, employment, social welfare, housing, transportation, migration, racial discrimination, urban sprawl and social inequality.

P: jr st; and Pol Sci 101 or Ur Re St 100.

Fall Only.

**POL SCI 306. Regulatory Policy and Administration. 3 Credits.**

The origins, purposes and operation of regulatory agencies and the programs in the U.S.: theories of regulation, issues and controversies in regulatory policy, and decision-making in such areas as economic regulation, public health, consumer protection workplace safety and environmental quality.

P: Pol Sci 101 or 202 or Pu En Af 202.

Fall Even.

**POL SCI 310. The American Presidency. 3 Credits.**

The president's role in public policy-making. Topics include the history of the presidency, presidential elections, the nature and use of presidential power, the organization and operation of the executive office, the presidential relationship with Congress and the bureaucracy, and presidential leadership.

P: Pol Sci 101.

Fall Even.

**POL SCI 312. Community Politics. 3 Credits.**

This course emphasizes the historical dimensions of community politics in the U.S. It also explores the role of grass roots social movements in shaping local politics.

P: none; REC: Pol Sci 101.

Spring.

**POL SCI 314. Administrative Law. 3 Credits.**

Administrative law in the American federal (intergovernmental) system: connections between administrative law issues and issues of public policy; and legal dimensions of administrative problems.

P: Pol Sci 101 or Pu En Af 215.

Fall Only.

**POL SCI 316. Congress: Politics and Policy. 3 Credits.**

The role of Congress in American politics and policymaking, including the history of Congress, elections, representation, committees, political parties and leadership, rules and procedures, interest groups and lobbying, presidential-congressional relations, and the role of Congress in both domestic and foreign policy decisions.

P: Pol Sci 101.

Spring.

**POL SCI 318. Political Behavior. 3 Credits.**

An introduction to political behavior that approaches the topics of elections, public opinion, voting behavior, mass media, and political socialization through the application of quantitative methods of analysis.

P: Pol Sci 100 or 101.

Fall Only.

**POL SCI 320. Constitutional Law. 3 Credits.**

The course emphasizes the history of constitutional law in the United States through an analysis of leading Supreme Court cases that deal with government authority as well as citizen rights and civil liberties. Special attention is given to the political and historical context of major cases and the implications for public policy.

P: Pol Sci 101.

Fall Only.

**POL SCI 340. Political Theory. 3 Credits.**

The foundations of Western political theory from the Greek polis to the 20th century. Discusses and analyzes leading political theorists in their historical contexts and in terms of their basic ideas and concepts. Attaches the study of politics to the history of Western political thought and practice.

P: Pol Sci 100 or 101.

Fall Only.

**POL SCI 349. American Political Thought. 3 Credits.**

The history and development of American political thought, with attention to the thinkers and themes influential to controversies, ideologies, and institutions in American politics.

P: Pol Sci 101

Spring.

**POL SCI 351. Comparative Politics. 3 Credits.**

The course examines fundamental concepts in the study of the processes and outcomes of politics in a variety of country settings. It illustrates the rich diversity of political life, shows available institutional alternatives, explains differences in political regimes and outcomes, and communicates the importance of global political and economic changes.

P: Pol Sci 100 or 101.

Fall and Spring.

**POL SCI 353. Politics of Developing Areas. 3 Credits.**

This course examines contemporary problems of comparative political development and changing patterns of political economy in developing areas. The main focus is on the prospects for democracy and economic prosperity after the Cold War.

P: Pol Sci 100 or 101.

Spring Odd.

**POL SCI 360. International Relations. 3 Credits.**

The course focuses on competing explanations for interaction between state and non-state actors, and analyzes recent changes in international organizations and the international political economy.

P: Pol Sci 100 or 101.

Fall Only.

**POL SCI 370. Foreign and Defense Policies. 3 Credits.**

Explores the institutions and political processes related to U.S. foreign and defense policies, including the international challenges facing the United States, the nation's policy goals and their evolution over time, the strategies used to achieve those goals, and conflicts over policy implementation and its success.

Spring.

**POL SCI 380. Global Environmental Politics and Policy. 3 Credits.**

This course explores the transnational and international context of environmental politics and policy. Particular focus areas include the causes of environmental harm, the meaning of sustainability, and the relevance of new environmental actors on the global stage.

P: jr st. REC: Pol Sci 100

Spring.

**POL SCI 406. State and Local Government. 3 Credits.**

Policy and institutional comparisons across states and local governments through hands-on research, placing a special focus on Wisconsin's local governments.

P: Pol Sci 101 or Pu En Af 215.

Spring.

**POL SCI 408. Public Policy Analysis. 3 Credits.**

An introduction to public policy analysis and to the policy-making process, primarily in American government. The course emphasizes the political aspects of policy analysis, models and methods for rational design of public policies, and applications of policy studies to particular public problems.

P: Pol Sci 101 or 202 or Pu En Af 202.

Fall and Spring.

**POL SCI 478. Honors in the Major. 3 Credits.**

Honors in the Major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs.

P: min 3.50 all cses req for major and min gpa 3.75 all UL cses req for major.

Fall and Spring.

**POL SCI 480. Senior Seminar/Capstone in Political Science. 3 Credits.**

This course is designed to be taken during the last semester of one's UW-Green Bay education to "cap off" training in political science and related fields. In this course, students will complete either a research paper that approaches the standards of graduate school, and thus professional norms of research and publishing, or a significant service learning project designed to put theoretical knowledge into practice. As a result, the course has two major objectives that are organized around important disciplinary research objectives: 1) to practice standard political science research methods and 2) to conduct applied research and activities in political science.

P: Completion of three UL courses required for the major.

Fall and Spring.

**POL SCI 497. Internship. 1-12 Credits.**

Supervised practical experience in an organization or activity appropriate to a student's career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings.

P: jr st.

Fall and Spring.

**POL SCI 498. Independent Study. 1-4 Credits.**

Independent study is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript.

P: fr or so st with cum gpa  $\geq$  2.50; or jr or sr st with cum gpa  $\geq$  2.00.

Fall and Spring.

**POL SCI 499. Travel Course. 1-6 Credits.**

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.

### Attachment 3 (Appendix C)

## Academic Affairs Council and Dean's Conclusions and Recommendations from the Program's Last Review (Spring-Summer 2010)

### MEMO

**To:** Scott Furlong, Dean of Liberal Arts and Sciences  
**From:** Christine Style, chair of Academic Affairs Council  
**Date:** 27 May 2010  
**RE:** AAC Political Science Program Self-Study Report

1 JUN 01 2010

Office of the  
 Dean of Liberal Arts and Sciences

The Academic Affairs Council met on 12 May 2010 to discuss the Political Science Program self-study report written by Michael Kraft and dated 2 February 2010. Political Science faculty present at this meeting were Prof. Katia Levintova and Denise Scheberle. AAC members present were: Woo Jeon, Kaoime Malloy, and Christine Style.

#### *Overview*

Political Science is a disciplinary program that studies government, public problems and political processes and policies. The Political Science program has a strong core mission related to its guiding principles involved with preparing "engaged and contributing citizens." Political Science is the study of political behavior, government institutions, policy making processes, public policies and their implementation, political values in local, state, national and cross-national and international settings.

The Political Science program offers a major and a minor. The Political Science major has 9-10 credits of supporting course requirements and 24 credits of upper level course requirements. This prepares the student broadly for continued work in one of the sub-fields. The Political Science minor has 6 credits required at the lower level and 12 credits required at the upper level, all from a pick-from list. The number of declared majors has stayed consistent between 2004 (98) and 2008 (102) as has the number of minors (34). The average class size has grown from 46.5 in 2004 to 54.1 in 2008. There was an increase in the number of students who graduated with a major in PS from 12 in 2004 to 28 in 2008 and the number of minors from 7 in 2004 to 19 in 2008. 2.5 faculty teach for the PS program if interdisciplinary teaching schedules and administrative releases are taken into consideration (a graph is shown later in the review).

The Political Science major needs to select an interdisciplinary minor and most often that minor is Public Administration, Urban & Regional Studies, social Change & Development, or Business Administration.

#### **Program Strengths and Areas in Need of Attention**

The Political Science major curriculum includes four of the traditional subfields: Political Theory, American Government and Public Policy, International Relations and Comparative Politics. The strongest sub area at UW-Green Bay is American Government mostly due to the offerings within Public and Environmental Affairs curriculum. Courses are taught in the traditional manner with some summer courses taught fully on-line. D2L is used by most of the faculty to support traditional learning. The AAC asked if it would be realistic for more courses to be fully online and the PS faculty responded that it would not and that students are generally unenthusiastic about online courses. The one exception is their teaching for Adult Degree, where most work is online.

The graduating seniors speak very highly of the Political Science curriculum and faculty. The self-study notes that the PS curriculum remains deficient in the four sub fields and various reasons are given :



inability to offer key courses in each subfield (i.e. American Presidency 310) due to inadequate staffing to meet student demand. Faculty sabbaticals often mean cancelling courses. If more lower-level courses are offered to meet the demand than the upper level courses would suffer. Political Science has done its best to maintain a quality program with insufficient faculty. Ad Hoc faculty have been used throughout the years successfully only due to finding some high quality teachers who have stayed with the program over a period of time.

Many courses within Political Science meet other university needs within the general education areas of Social Sciences and World Culture as well as the writing emphasis requirements. In fact 100% of the lower-level PS course offerings are also general education courses and about 12% of the upper-level courses

PS complements and augments the programs in Public and Environmental Affairs, Social Change and Development and Social Change and Development and to some degree Urban and Regional Studies. Plus the Global Studies minor. Three faculty members contribute to graduate programs

The AAC spent some time understanding the actual FTE used to offer the Political Science major and minor and asked the PS chair to fill in the following table. The AAC sees a great need for new faculty in PS for the program to do more than "get by." Many faculty offer independent studies and oversee a large number of internships without receiving any course release for this important service. The program is currently heavily dependent upon adjunct teaching and this is not sustainable and has been the case for many years.

Faculty name	# of courses/load inside the pc curriculum per year *	# of courses/load outside of pc curriculum per year*	Fulltime or Adjunct	Faculty from other areas who teach for the pc curriculum per year
Michael Kraft	1	5	fulltime	None except for ad hoc faculty for which we have no continuing funding.
Denise Scheberle	0	4	fulltime	
Scott Furlong	0	0	Fulltime-yes, but not as a faculty member.	
Mark Everingham	5	2	fulltime	
Timothy Dale	5	2	fulltime	
Levintova Ekaterina	6	0	fulltime	
Sara Rinfret	2	4		

*Prof Kraft states that "the real FTE of the Political Science faculty is considerably less than what a list of members alone would suggest. The numbers in the table represent the number of dedicated Political Science courses taught by each member of the PS faculty. Scheberle's teaching load is 4 per year because she serves as chair. Nearly everyone else has some administrative assignment that results in a six-course per year teaching load.*

*The same point applies to faculty from other curricular areas who teach Political Science courses if by this we mean "regular" Political Science courses. There are none. However, we do rely on ad hoc faculty in PEA to offer some courses that we accept as Political Science credit for majors, such as Admin. Law 314. And we do count a small number of SCD, URS, History, and Philosophy courses as acceptable for the major (not the minor) because it is a way to increase the diversity of our curriculum."*

PS has limited their learning outcomes to a modest number and they assess student learning for the core courses each semester via student achievement on a major writing project. PS no longer conducts surveys of graduating seniors since this is done elsewhere. PS finds that this assessment process is

sufficient since they also evaluate students in our individual courses on many other bases.

PS organizes an Open House event in the fall to welcome and offer an overview of the PS program and hosts a Celebration event at the end of the spring semester to talk to students about what they have accomplished. The AAC applauds these events and it represents the care and respect PS faculty have for their students and potential students. PS also provides many opportunities for students to get valuable internship experience working with campaigns, projects and state and national representatives. Due to the high number of declared majors in the PS program an internship can not be required, though program advisors try to place as many as possible in internship as they find that experience to be extremely valuable for the student. Most of the internship management is done in addition to the full teaching load and without some kind of compensation.

**Conclusions and Recommendations:**

PS is a fine and well-thought program that does the best it can given the need for new faculty. The PS program produces engaged global citizens. The faculty offer their best to the students and are excellent role models. The administration needs to acknowledge and offer a course release process for those faculty overseeing a large number of internships.

The AAC wants to effectively communicate that the Political Science resources are split between other disciplinary and interdisciplinary programs and that they are significantly understaffed with a high faculty to student ratio.

CC: Michael Kraft, AAC members, Tim Sewall

UNIVERSITY *of* WISCONSIN  
**GREEN BAY**

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COPY

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Date: June 3, 2010  
To: Michael Kraft, Chair Public and Environmental Affairs  
From: Scott Furlong, Dean of Liberal Arts and Sciences  
Re: Report on the Political Science Program Review

The Political Science program at the University of Wisconsin-Green Bay is a disciplinary program that offers both a major and minor. There are currently seven political science faculty, but one serving as a full time administrator. It is important to note that the remaining six faculty are covering a range of courses outside of the Political Science disciplinary program so that the actual number of faculty "dedicated" to Political Science is closer to 2.5-3 FTE. The program has an extremely talented, productive, and in many cases internationally known faculty. They are extremely active in their scholarship and have also been at the forefront of a variety of activities to improve student learning in the classroom. Political Science supports other majors on campus including Public Administration, Environmental Policy and Planning, Social Change and Development and to a lesser extent Urban and Regional Studies. It is also heavily involved in general education particularly its courses in American Government and Politics and Global Politics and Society. Some of the faculty are also involved in the ES&P graduate program.

**Enrollment Trends/Resource Issues:**

Enrollments in Political Science have remained steady over the past five years averaging a little over one hundred majors (and nearly 40 minors). This was after some tremendous growth in the number of majors prior to this point. Enrollments in their courses are very healthy at both the upper and lower level. Within the upper level, enrollments have averaged over thirty students in recent years and many of their upper level courses close at the maximum. Lower level classes average between approximately 80-100 students depending on the fall or spring semester. For some reason, the lower level political science classes in the fall enroll fewer (but still a healthy number) students.

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Faculty resources within the program have remained somewhat consistent for a number of years. There has been some turnover in faculty since the last review due to resignations and movement into administration. In one case, Public and Environmental Affairs redefined one of their positions from Public Administration toward Political Science with specialties in Comparative Politics/International Relations. This was an important improvement for Political Science in that

it provided more expertise and depth in this subfield. Yet, there continues to be a need in Political Science for additional faculty resources given the number of students and limited curriculum in certain subfields. There is a comment from the AAC regarding a course release for those faculty overseeing a large number of internships. I know that both PEA and SCD provide a release to their internship coordinators, but that other faculty also oversee student interns. It is unclear to me based on the information I have what overlap there may be between the internship coordinators for the budgetary units versus the Political Science program.

**Assessment:**

Political Science primarily uses an embedded assessment to evaluate their four student learning objectives. They do their embedded assessments within their core upper level classes and use these results if warranted to examine the curriculum. They also use the senior and alumni surveys as a source of information.

**Curriculum:**

Political Science is traditionally said to have four subfields: American Government, Comparative Politics, International Relations, and Political Theory. A fifth, Public Policy, is often subsumed under American Government. The addition of some of the newer faculty has improved curriculum choices within the Comparative/IR and Political Theory subfields over the past couple of years, but there are still limited choices for our students here. The Political Science curriculum has traditionally been strongest in American Government/Public Policy and this continues, but there are still gaps here as well. Some of the curriculum strength, particularly in public policy, is attributable to the link with Public and Environmental Affairs where there are courses that are cross-listed with Political Science. The program also allows a few other non-political science courses to count within the major, but these are rarely selected by students and are not political science courses in the true sense of the word.

There have been a few changes to the curriculum since the last review. Within the core, majors must now take Comparative Politics (before it was a choice between this or Politics of Development Areas), select between International Relations or Foreign and Defense Policies, and select between Political Theory and American Political Thought. This was possible due to the hiring of new faculty. The program also no longer requires Foundations of Social Research.

In summary, Political Science is a healthy program that prepares students to be "engaged and contributing citizens." It continues to have a large number of majors and provide an important service to general education as well as a number of interdisciplinary programs on campus. Its students praise the program and its faculty. The faculty are very active in scholarship and are very engaged with improving learning in the classroom. In addition, the faculty are very involved in both institutional and community service activities that are important for the institution.

Cc: Chris Style, Academic Affairs Council  
Tim Sewall, Associate Provost

### Attachment 4 (Appendix D)

#### Assessment Plans and Annual Updates on Student Outcomes Assessment for Political Science

#### Assessment Plan and Annual Update for Political Science 2011-2012

For American politics content courses (in 2011-2012 academic year, these courses included Pol Sci 318: Political Behavior) numbers are as follows:

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	0	6	3
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	0	6	3
Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	0	6	3
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.	2	4	3
Students will demonstrate ability to write clearly and effectively.	2	4	3

For international politics content courses (in 2011-2012 academic year, these courses included Pol Sci 351: Comparative Politics and Pol Sci 370: Foreign and Defense Policies). The numbers are as follows:

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.		29	5
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.		29	5
Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.		29	5
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	1	28	5
Students will demonstrate the ability to write clearly and effectively.	1	28	5

**There were no political theory content courses offered or assessed that academic year:**

We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

These classes, collectively, represent all required Political Science classes taught during 2011-2012 academic year, so we have assessed most of our students this academic year.

**Assessment Plan and Annual Update for Political Science 2012-2013**

For American politics content courses (in 2012-2013 academic year, these courses included Pol Sci 318: Political Behavior and Pol Sci 320: Constitutional Law). The numbers are as follows:

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	1	10	4
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	0	10	5
Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	0	9	6
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.	2	9	4
Students will demonstrate ability to write clearly and effectively.	1	9	5

For international politics content courses (in 2012-2013 academic year, these courses included 2 sections of Pol Sci 351: Comparative Politics, Pol Sci 360: International Relations and Pol Sci 370: Foreign and Defense Policies) the numbers are as follows:



Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.	1	33	11
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.	1	33	11
Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	1	33	11
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	2	32	11
Students will demonstrate the ability to write clearly and effectively.	2	32	11

**For political theory content courses we assess one section of Pol Sci 349: American Political Thought. The results are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers	2	7	4

Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context	2	7	4
Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science	2	7	4
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	2	7	4
Students will demonstrate the ability to write clearly and effectively.	2	7	4

We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

**These classes, collectively, represent all required Political Science classes taught during the 2012-2013 academic year, so we have assessed most of our students this academic year.**

#### Assessment Plan and Annual Update for Political Science 2013-2014

Please see tables below for the annual results of our assessments. The tables demonstrate that the vast majority of our students meet the basic learning outcomes in all three categories of required UL courses with about a third of them exceeding the basic benchmarks and about 5 percent failing to meet our learning outcomes.

This academic year, we assessed the following outcomes (depending on the content of assessed courses)

**For American politics content courses (in 2013-2014 academic year, these courses included Pol Sci 318: Political Behavior and Pol Sci 316: Congress) numbers are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
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Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	0	22	6
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	0	22	6
Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	0	20	8
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.	0	20	8
Students will demonstrate ability to write clearly and effectively.	0	20	8

**For international politics content courses (in 2013-2014 academic year, these courses included 2 sections of Pol Sci 351: Comparative Politics, Pol Sci 360: International Relations and Pol Sci 370: Foreign and Defense Policies) the numbers are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.	2	38	18
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical,	2	40	16

institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.			
Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	2	40	16
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	3	39	16
Students will demonstrate the ability to write clearly and effectively.	3	39	16

**For political theory content courses:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers	0	10	11
Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context	2	11	8
Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science	2	5	14

Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	2	7	12
Students will demonstrate the ability to write clearly and effectively.	2	6	13

We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

**These classes, collectively, represent all required Political Science classes taught during the 2013-2014 academic year, so we have assessed most of our students this academic year.**

#### Assessment Plan and Annual Update for Political Science 2014-2015

This academic year, we assessed the following outcomes (depending on the content of assessed courses).

For American politics content courses (in the 2014-2015 academic year, these courses included Pol Sci 318: Political Behavior, Pol Sci 316: Congress, and Pol Sci 320: Constitutional Law) numbers are as follows:

<b>Learning Outcome</b>	<b>Learning outcome is not met (Level One)</b>	<b>Learning outcome is met (Level Two)</b>	<b>Learning outcome is exceeded (Level Three)</b>
<b>Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.</b>	1	18	11
<b>Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.</b>	1	18	11
<b>Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.</b>	1	18	8

<b>Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.</b>	2	17	11
<b>Students will demonstrate ability to write clearly and effectively.</b>	1	18	11

For international politics content courses (in the 2014-2015 academic year, these courses included Pol 351: Comparative Politics) the numbers are as follows:

<b>Learning Outcome</b>	<b>Learning outcome is not met (Level One)</b>	<b>Learning outcome is met (Level Two)</b>	<b>Learning outcome is exceeded (Level Three)</b>
<b>Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.</b>	1	7	4
<b>Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.</b>	1	7	4
<b>Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.</b>	2	6	4
<b>Students will be able to qualify for entry level employment requiring competence in governmental and political processes.</b>	2	6	4

For political theory content courses (in the 2014-2015 academic year, these courses included Pol Sci 349: American Political Thought and Pol Sci 340: Political Theory) the numbers are as follows:

<b>Learning Outcome</b>	<b>Learning outcome is not met (Level One)</b>	<b>Learning outcome is met (Level Two)</b>	<b>Learning outcome is exceeded (Level Three)</b>
<b>Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers.</b>	0	14	16

<b>Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context.</b>	4	21	5
<b>Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science.</b>	1	20	9
<b>Students will be able to qualify for entry level employment requiring competence in governmental and political processes.</b>	1	12	17

### **Assessment Plan and Annual Update for Political Science 2015-2016**

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

Please see tables below for the annual results of our assessments. Once again, the tables demonstrate that the vast majority of our majors meet the basic learning outcomes in all three categories of required UL courses with about a third of them exceeding the basic benchmarks and about 5-10 percent failing to meet our learning outcomes.

This academic year, we assessed the following outcomes (depending on the content of assessed courses)

**For American politics content courses (in 2015-2016 academic year, these courses included Pol Sci 320: Constitutional Law, Pol Sci 318: Political Behavior, and Pol Sci 316: Congress):**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	1	17	15
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	1	18	14



Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	4*	11*	5*
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.	5	17	11
Students will demonstrate ability to write clearly and effectively.	1	20	12

\*Analytical ability was not assessed in Constitutional Law class due to different research methodology employed in that sub-field.

**For international politics content courses (in 2015-2016 academic year, these courses included 2 sections of Pol Sci 351: Comparative Politics and Pol Sci 370: Foreign and Defense Policies):**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.	0	42	16
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.	0	42	16
Students will demonstrate an ability to think critically and a capacity to use political science	0	43	15

research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.			
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	0	39	19
Students will demonstrate the ability to write clearly and effectively.	0	37	21

**For political theory content courses we assessed Pol Sci 340: Political Theory and Pol Sci 349: American Political Thought:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers	1	20	6
Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context	3	17	7
Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science	4	10	13
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	6	18	3

<p>Students will demonstrate the ability to write clearly and effectively.*</p> <p>*Outcome was only assessed in the Spring</p>	6	8	0
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We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

**These classes, collectively, represent all required Political Science classes taught during the 2015-2016 academic year, so we have assessed most of our students this academic year.**



## Attachment 1 (Appendix A)

Tables, Prepared by the Office of Institutional Research and Assessment

Graduating Senior Survey: 2011, 2012, 2013, 2014 & 2015

	Graduation Year	Political Science	UWGB Overall
<b>Graduates:</b>	2011	20	1185
	2012	26	1293
	2013	21	1229
	2014	17	1233
	2015	18	1250
<b>Response Rate*</b>	2011-2015	29/102 (28%)	2805/6190 (45%)

\* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Clarity of major requirements	POL SC	29	4.0	97%	3%	0%	0%	0%
	UWGB	2800	3.5	59%	33%	6%	1%	1%
Reasonableness of major requirements	POL SCI	29	3.9	86%	14%	0%	0%	0%
	UWGB	2793	3.5	58%	34%	6%	1%	1%
Variety of courses available in your major	POL SCI	29	3.6	55%	45%	0%	0%	0%
	UWGB	2786	3.1	36%	41%	17%	5%	1%
Frequency of course offerings in your major	POL SCI	27	3.2	33%	59%	4%	4%	0%
	UWGB	2782	2.8	23%	42%	24%	8%	3%

**Table 1: Rating the MAJOR**

(A = 4, B = 3.0, etc.)

	Unit of Analysis	2011-2015						
		N	mean	A	B	C	D	F
Times courses were offered	POL SCI	28	3.1	32%	50%	14%	4%	0%
	UWGB	2730	2.9	30%	41%	21%	6%	2%
Quality of internship, practicum, or field experience	POL SCI	18	3.6	67%	22%	11%	0%	0%
	UWGB	1595	3.4	58%	27%	9%	3%	2%
Quality of teaching by faculty in your major	POL SCI	28	3.8	82%	18%	0%	0%	0%
	UWGB	2785	3.4	52%	37%	9%	1%	<1%
Knowledge and expertise of the faculty in your major	POL SCI	29	3.8	83%	14%	3%	0%	0%
	UWGB	2800	3.6	69%	26%	4%	1%	<1%
Faculty encouragement of your educational goals	POL SCI	29	3.6	69%	24%	7%	0%	0%
	UWGB	2768	3.4	57%	29%	10%	3%	1%
Overall quality of advising received from the faculty in your major	POL SCI	28	3.8	79%	21%	0%	0%	0%
	UWGB	2680	3.2	55%	24%	12%	5%	4%
Availability of your major advisor for advising	POL SCI	26	3.9	92%	8%	0%	0%	0%
	UWGB	2660	3.4	61%	23%	9%	4%	3%
Ability of your advisor to answer university questions	POL SCI	24	4.0	96%	4%	0%	0%	0%
	UWGB	2626	3.4	65%	20%	9%	4%	2%
Ability of your advisor to answer career questions	POL SCI	23	3.7	74%	22%	4%	0%	0%
	UWGB	2333	3.2	54%	26%	13%	4%	3%
In-class faculty-student interaction	POL SCI	29	3.1	55%	21%	7%	17%	0%
	UWGB	2590	3.1	45%	29%	13%	13%	<1%
Overall grade for your major ( <u>not</u> an average of the above)	POL SCI	29	3.8	76%	24%	0%	0%	0%
	UWGB	2771	3.4	50%	41%	7%	1%	<1%

Table 2. Job related to major while completing degree?

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2011-2015 percent	POL SC	29	14%	0%	21%	10%	55%
	UWGB	2789	16%	1%	33%	5%	45%

Table 3. "If you could start college over"

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2011-2015 percent	POL SC	29	72%	14%	10%	3%	0%
	UWGB	2790	68%	13%	13%	5%	1%

Table 4. Plans regarding graduate/professional study

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2011-2015 percent	POL SC	25	20%	20%	48%	12%
	UWGB	2128	8%	12%	61%	19%

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2011-2015 percent	POL SC	29	17%	38%	0%	28%	17%
	UWGB	2790	33%	48%	2%	5%	12%

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	POL SC	25	92%	2.9	26	54%	2.5
	UWGB	2655	63%	2.6	2579	37%	2.2
Problem-solving skills.	POL SC	25	88%	2.9	26	46%	2.4
	UWGB	2653	70%	2.7	2570	39%	2.2
Understanding biology and the physical sciences.	POL SC	25	8%	1.7	25	16%	1.9
	UWGB	2545	28%	2.0	2442	26%	2.0
Understanding the impact of science and technology.	POL SC	25	28%	2.2	27	19%	2.1
	UWGB	2569	37%	2.2	2467	28%	2.1
Understanding social, political, geographic, and economic structures.	POL SC	25	88%	2.9	27	63%	2.5
	UWGB	2596	34%	2.2	2528	31%	2.1
Understanding the impact of social institutions and values.	POL SC	25	92%	2.9	27	67%	2.6
	UWGB	2605	49%	2.4	2530	40%	2.3
Understanding the significance of major events in Western civilization.	POL SC	25	60%	2.6	27	56%	2.5
	UWGB	2576	33%	2.1	2496	33%	2.1
Understanding the role of the humanities in identifying and clarifying values.	POL SC	25	64%	2.6	27	48%	2.4
	UWGB	2599	39%	2.3	2523	36%	2.2
Understanding at least one Fine Art.	POL SC	24	42%	2.2	27	33%	2.0
	UWGB	2565	39%	2.2	2476	35%	2.1
Understanding contemporary global issues.	POL SC	25	80%	2.8	27	63%	2.6
	UWGB	2587	34%	2.2	2493	29%	2.1
	POL SC	25	84%	2.8	26	54%	2.4



**Table 6. General Education preparation**

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the causes and effects of stereotyping and racism.	UWGB	2611	61%	2.6	2522	44%	2.3
Written communication skills	POL SC	25	80%	2.8	27	48%	2.3
	UWGB	2629	66%	2.6	2550	46%	2.3
Public speaking and presentation skills	POL SC	25	72%	2.7	27	41%	2.3
	UWGB	2594	45%	2.3	2478	33%	2.1
Computer skills	POL SC	25	60%	2.6	27	26%	2.0
	UWGB	2611	54%	2.5	2476	33%	2.1

**Table 7. Educational experiences**

(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2011-2015		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	POL SC	28	93%	4.5
	UWGB	2712	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	POL SC	28	67%	3.9
	UWGB	2594	47%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	POL SC	28	64%	3.8
	UWGB	2594	60%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	POL SC	28	82%	4.2
	UWGB	2705	82%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	POL SC	28	71%	4.0
	UWGB	2592	66%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	POL SC	27	89%	4.3
	UWGB	2664	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	POL SC	28	82%	4.2
	UWGB	2686	73%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	POL SC	27	89%	4.4
	UWGB	2699	82%	4.2
There is a strong commitment to racial harmony on this campus.	POL SC	26	62%	3.8
	UWGB	2396	60%	3.7
The faculty and staff of UWGB are committed to gender equity.	POL SC	26	77%	4.2
	UWGB	2491	78%	4.1
This institution shows concern for students as individuals.	POL SC	27	89%	4.4
	UWGB	2644	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	POL SC	27	56%	3.6
	UWGB	2565	52%	3.4

**Table 8. Activities while at UW-Green Bay**

	Unit of Analysis	n	Independent	Student org	Internship	Professional	Community	Worked with a faculty member	Study group	Study abroad
2011-2015 percent	POL SC	29	59%	72%	55%	17%	62%	31%	62%	21%
	UWGB	2795	25%	47%	56%	23%	59%	24%	58%	14%

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
Library services (hours, staff, facilities)	POL SC	25	100%	3.7
	UWGB	2327	90%	3.4
Library collection (books, online databases)	POL SC	26	96%	3.7
	UWGB	2221	92%	3.5
Admission Office	POL SC	26	96%	3.5
	UWGB	2139	91%	3.4
Financial Aid Office	POL SC	24	92%	3.4
	UWGB	2033	87%	3.3
Bursar ' s Office	POL SC	27	89%	3.4
	UWGB	2513	86%	3.3
Career Services	POL SC	14	86%	3.3
	UWGB	1521	85%	3.3
Academic Advising Office	POL SC	20	85%	3.3

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	2233	77%	3.1
Student Health Services	POL SC	15	93%	3.6
	UWGB	1278	87%	3.4
Registrar ' s Office	POL SC	22	100%	3.6
	UWGB	2155	91%	3.4
Writing Center	POL SC	9	67%	2.9
	UWGB	935	85%	3.3
University Union	POL SC	28	93%	3.5
	UWGB	2204	88%	3.3
Student Life	POL SC	19	90%	3.5
	UWGB	1329	83%	3.2
Counseling Center	POL SC	8	63%	2.8
	UWGB	514	82%	3.3
Computer Facilities (labs, hardware, software)	POL SC	25	96%	3.6
	UWGB	2275	95%	3.6
Computer Services (hours, staff, training)	POL SC	24	96%	3.5
	UWGB	2028	92%	3.5
Kress Events Center	POL SC	20	95%	3.8
	UWGB	1846	97%	3.7
Dining Services	POL SC	22	73%	2.8
	UWGB	1883	56%	2.5
American Intercultural Center	POL SC	9	89%	3.4
	UWGB	358	87%	3.4
International Office	POL SC	10	70%	2.9

**Table 9. Rating services and resources**

(A = 4, B = 3, etc.)

	Unit of Analysis	2011-2015		
		n	A or B	mean
	UWGB	351	82%	3.2
Residence Life	POL SC	15	60%	2.7
	UWGB	1137	76%	3.0
Bookstore	POL SC	28	75%	2.9
	UWGB	2657	80%	3.1

**Alumni Survey: 2011, 2012, 2013, 2014 & 2015**

	Survey year	Graduation Year	Pol Science	UWGB Overall
<b>Graduates:</b>	2011	2007-2008	32	1162
	2012	2008-2009	27	1133
	2013	2009-2010	29	1295
	2014	2010-2011	36	1309
	2015	2011-2012	34	1458
<b>Response Rate*</b>	2011-2015		14/158 (9%)	867/6357 (14%)

\* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation &amp; Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	POL SCI	12	67%	3.8	11	82%	4.2
	UWGB	654	58%	3.6	635	74%	4.1
Problem-solving skills.	POL SCI	12	67%	3.8	11	82%	4.4
	UWGB	651	60%	3.7	634	77%	4.2
Understanding biology and the physical sciences.	POL SCI	11	46%	3.4	9	22%	2.2
	UWGB	628	45%	3.4	598	32%	2.7
Understanding the impact of science and technology.	POL SCI	11	64%	3.5	10	60%	3.3
	UWGB	633	47%	3.4	617	43%	3.2
Understanding social, political, geographic, and economic structures.	POL SCI	11	73%	4.1	11	73%	4.2
	UWGB	637	54%	3.6	626	52%	3.4
Understanding the impact of social institutions and values.	POL SCI	11	82%	4.3	10	70%	3.9
	UWGB	641	60%	3.7	623	56%	3.5
Understanding the significance of major events in Western civilization.	POL SCI	11	55%	3.6	10	30%	2.4
	UWGB	631	49%	3.4	594	30%	2.7
Understanding a range of literature.	POL SCI	10	40%	3.5	10	50%	3.1
	UWGB	623	48%	3.4	603	31%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	POL SCI	11	55%	3.6	10	80%	3.8
	UWGB	631	52%	3.5	609	40%	3.1
Understanding at least one Fine Art, including its nature and function(s).	POL SCI	10	60%	3.7	9	22%	2.2
	UWGB	631	53%	3.5	598	30%	2.7
Understanding contemporary global	POL SCI	9	67%	3.8	10	60%	3.3

**Table 1. Preparation & Importance**

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2011-2015					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
issues.	UWGB	637	49%	3.4	617	47%	3.3
Understanding the causes and effects of stereotyping and racism.	POL SCI	11	55%	3.9	10	50%	3.4
	UWGB	635	56%	3.6	616	50%	3.4
Written communication skills.	POL SCI	12	83%	4.2	11	82%	4.6
	UWGB	651	67%	3.9	630	77%	4.2
Public speaking and presentation skills.	POL SCI	12	58%	3.8	11	73%	4.4
	UWGB	646	56%	3.6	630	71%	4.0
Reading skills.	POL SCI	11	55%	3.7	11	82%	4.5
	UWGB	646	61%	3.7	627	75%	4.1
Listening skills.	POL SCI	12	50%	3.8	10	80%	4.3
	UWGB	644	63%	3.7	628	78%	4.2
Leadership and management skills.	POL SCI	12	58%	3.8	11	82%	4.3
	UWGB	648	59%	3.6	628	77%	4.2

**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	POL SCI	14	86%	4.1
	UWGB	861	90%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	POL SCI	14	36%	2.9
	UWGB	849	52%	3.4



**Table 2. Educational experiences**

(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
Students at UW-Green Bay are encouraged to become involved in community affairs.	POL SCI	14	64%	3.5
	UWGB	845	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	POL SCI	14	79%	4.2
	UWGB	857	87%	4.1
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	POL SCI	14	72%	3.9
	UWGB	851	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	POL SCI	14	79%	4.1
	UWGB	861	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	POL SCI	14	64%	3.7
	UWGB	853	72%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	POL SCI	14	79%	4.1
	UWGB	861	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	POL SCI	13	54%	3.5
	UWGB	813	57%	3.5
UWGB cares about its graduates.	POL SCI	13	39%	3.1
	UWGB	827	63%	3.7
I feel connected to UWGB.	POL SCI	13	39%	2.9
	UWGB	849	46%	3.3

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2011–2015 percent	POL SCI	14	29%	43%	21%	7%	0

	UWGB	858	65%	22%	6%	6%	1%
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**Table 4. Rating the MAJOR**

(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2011–2015			
		n	A or B	C or D	mean
Quality of teaching.	POL SCI	14	100%	0	3.8
	UWGB	864	95%	5%	3.6
Knowledge and expertise of the faculty.	POL SCI	14	100%	0	3.8
	UWGB	862	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	POL SCI	14	100%	0	3.8
	UWGB	860	92%	8%	3.6
Importance and relevance of courses to professional and academic goals.	POL SCI	14	93%	7%	3.4
	UWGB	856	89%	11%	3.4
Advising by faculty (e.g., accuracy of information).	POL SCI	13	85%	15%	3.2
	UWGB	840	87%	12%	3.4
Availability of faculty (e.g., during office hours).	POL SCI	13	85%	15%	3.5
	UWGB	842	93%	8%	3.5
Overall grade for the major (not a sum of the above).	POL SCI	14	100%	0	3.6
	UWGB	855	95%	5%	3.5

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2011-2015 percent	POL SCI	14	21%	57%	0	14%	7%
	UWGB	861	38%	44%	1%	4%	11%

**Table 6. Graduate/professional study plans**

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2011-2015 percent	POL SCI	11	36%	18%	9%	0	36%
	UWGB	543	24%	22%	4%	2%	47%

**Table 7. Current employment status**

	POL SCI (n = 14)	UWGB (n = 861)
Employed full-time (33 or more hours/week)	64%	79%
Employed part-time	14%	11%
Unemployed, seeking work	7%	4%
Unemployed, not seeking work	0	2%
Student, not seeking work	14%	4%

**Table 8. Satisfaction with current job (5-pt. scale; 5 = very satisfied)**

	Unit of Analysis	n	Very satisfied or satisfied	mean
2011-2015 percentage	POL SCI	11	64%	3.6
	UWGB	768	74%	3.9

**Table 9. Minimum educational requirements for current job**

	POL SCI (n = 11)	UWGB (n = 748)
High school or less	0	19%

Certificate	0	3%
Associate's degree	18%	12%
Bachelor's degree	64%	58%
Graduate degree	18%	8%

	<b>POL SCI (n = 11)</b>	<b>UWGB (n = 765)</b>
Very related	27%	48%
Somewhat related	36%	33%
Not at all related	36%	19%

	<b>POL SCI (n = 12)</b>	<b>UWGB (n = 745)</b>
Under \$20,000	25%	12%
\$20,000 to \$25,999	0	10%
\$26,000 to \$29,999	8%	9%
\$30,000 to \$35,999	0	18%
\$36,000 to \$39,999	17%	12%
\$40,000 to \$49,999	33%	17%
\$50,000 or more	16%	22%

### **Employers, Locations, and Job Titles**

State of Wisconsin - Government Accountability Board	Madison	Wisconsin	Elections Specialist
Unemployed	Green Bay	Wisconsin	
		Wisconsin	
University of Wisconsin-Madison Police Department	Madison	Wisconsin	Emergency Services Coordinator
Associated Bank, N.A.		Wisconsin	Branch Manager
		Wisconsin	Substitute Teacher
Hoff Law Offices, LLC	Appleton	Wisconsin	Attorney
Enservio	Sheboygan	Wisconsin	Senior Pricing Analyst
Seymour Community School District	Seymour	Wisconsin	Substitute teacher
Reasoning Mind	Dallas	Texas	Enrollment Specialist/Sales
United States House of Representatives - Congresswoman Kirkpatrick	Phoenix	AZ	Deputy Finance Director
WST Fab Inc	Manitowoc	Wisconsin	Production Control Assistant
American Red Cross	Milwaukee	WI	Account Manager, Blood Services

# Academic Plan: Political Science

Institutional Research - Run date: 23FEB2016

	Fall Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Declared Majors, end of term</b>	92	84	84	72	68	66	65
<b>Declared Minors, end of term</b>	39	56	60	39	36	35	31

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Female</b>	3 3	36 %	3 3	39 %	3 6	43 %	3 0	42 %	3 6	53 %	3 8	58 %	3 6	55 %
<b>Minority</b>	1 3	14 %	1 3	15 %	1 3	15 %	8	11 %	1 1	16 %	1 2	18 %	1 1	17 %
<b>Age 26 or older</b>	1 3	14 %	1 5	18 %	1 3	15 %	1 0	14 %	9	13 %	5	8%	2	3%
<b>Location of HS: Brown County</b>	2 4	26 %	1 9	23 %	1 3	15 %	1 2	17 %	1 1	16 %	1 2	18 %	1 6	25 %
<b>Location of HS: Wisconsin</b>	8 5	92 %	7 6	90 %	7 4	88 %	6 3	88 %	6 4	94 %	6 2	94 %	6 1	94 %
<b>Attending Full Time</b>	8 9	97 %	7 5	89 %	7 8	93 %	6 6	92 %	6 2	91 %	6 2	94 %	6 2	95 %
<b>Freshmen</b>	0	0%	3	4%	2	2%	4	6%	2	3%	1	2%	2	3%
<b>Sophomores</b>	1 4	15 %	8	10 %	1 2	14 %	8	11 %	1 0	15 %	1 4	21 %	1 6	25 %
<b>Juniors</b>	3 6	39 %	2 7	32 %	2 3	27 %	1 9	26 %	2 6	38 %	1 6	24 %	2 4	37 %

	Fall Declared Majors - Characteristics													
	2009		2010		2011		2012		2013		2014		2015	
<b>Seniors</b>	4 2	46 %	4 6	55 %	4 7	56 %	4 1	57 %	3 0	44 %	3 5	53 %	2 3	35 %

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Average HS Cumulative G.P.A.</b>	3.21	3.24	3.21	3.11	3.12	3.18	3.07
<b>Average ACT Composite Score</b>	23.7	23.4	23.3	23.1	22.8	22.8	23.5
<b>Average ACT Reading Score</b>	24.9	24.5	24.3	24.2	24.0	24.3	25.0
<b>Average ACT English Score</b>	22.9	22.9	22.5	22.5	22.4	22.4	23.2
<b>Average ACT Math Score</b>	22.6	22.3	22.6	22.1	21.8	21.7	22.2
<b>Average ACT Science Score</b>	24.2	23.6	23.6	23.0	22.5	22.5	23.4

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
<b>Percent started as Freshmen</b>	53%	55%	60%	57%	50%	55%	60%
<b>Percent started as Transfers</b>	47%	45%	40%	43%	50%	45%	40%
<b>Percent with prior AA degree</b>	8%	7%	13%	13%	16%	15%	9%
<b>Percent with prior BA degree</b>	8%	10%	4%	11%	1%	0%	2%

	Calendar Year Headcounts						
	2009	2010	2011	2012	2013	2014	2015
<b>Graduated Majors (May, Aug. &amp; Dec.)</b>	26	35	31	36	30	28	22
<b>Graduated Minors (May, Aug. &amp; Dec.)</b>	22	15	25	26	20	17	25



	Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015	
<b>Graduates who are... Women</b>	14	54%	13	37%	13	42%	20	56%	10	33%	17	61%	9	41%
<b>... Students of Color</b>	2	8%	4	11%	8	26%	5	14%	0	0%	8	29%	3	14%
<b>... Over 26 Years Old</b>	6	23%	5	14%	9	29%	10	28%	9	30%	10	36%	9	41%
<b>Graduates earning Degree Honors</b>	7	27%	7	20%	9	29%	10	28%	9	30%	13	46%	6	27%

	Characteristics of Graduated Majors						
	2009	2010	2011	2012	2013	2014	2015
<b>Average Credits Completed Anywhere</b>	140	127	134	132	138	134	129
<b>Average Credits Completed at UWGB</b>	119	110	113	118	108	114	104
<b>Average Cum GPA for Graduates</b>	3.16	3.10	3.17	3.20	3.28	3.24	3.22

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
<b>Lectures</b>	<b>1-Lower</b>	<b>1-Spring</b>	564	439	462	383	375	211	231
		<b>2-Summer</b>	35	63	50	46	70	57	45
		<b>3-Fall</b>	687	439	562	457	363	348	354
		<b>All</b>	1286	941	1074	886	808	616	630

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
	2-Upper	1-Spring	195	327	260	277	246	236	152
		2-Summer	11	36	26	38	15	33	24
		3-Fall	299	287	295	211	179	204	163
		All	505	650	581	526	440	473	339
	All	1791	1591	1655	1412	1248	1089	969	
IST/FEX	1-Lower	1-Spring	.	.	.	.	1	1	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	1	.	1	.	.	.
		All	.	1	.	1	1	1	.
	2-Upper	1-Spring	4	22	26	20	31	6	5
		2-Summer	.	1	.	.	1	2	1
		3-Fall	11	23	25	16	6	18	5
		All	15	46	51	36	38	26	11
	All	15	47	51	37	39	27	11	
	All	1806	1638	1706	1449	1287	1116	980	

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	1692	1317	1386	1149	1125	611	693
		2-Summer	105	189	150	138	210	171	135
		3-Fall	2061	1317	1686	1371	1089	1044	1062
		All	3858	2823	3222	2658	2424	1826	1890
	2-Upper	1-Spring	585	981	780	831	738	708	456
		2-Summer	33	108	78	114	45	99	72
		3-Fall	897	861	885	633	537	612	489
		All	1515	1950	1743	1578	1320	1419	1017
	All		5373	4773	4965	4236	3744	3245	2907
	IST/FEX	1-Lower	1-Spring	.	.	.	.	3	3
2-Summer			.	.	.	.	.	.	.
3-Fall			.	1	.	1	.	.	.
All			.	1	.	1	3	3	.
2-Upper		1-Spring	12	67	77	60	93	21	14
		2-Summer	.	6	.	.	3	6	3
		3-Fall	37	75	74	46	18	36	16
		All	49	148	151	106	114	63	33
All		49	149	151	107	117	66	33	

			Lectures and Lab/Discussion Sections (#)							
			2009	2010	2011	2012	2013	2014	2015	
Lectures	1-Lower	1-Spring	6	5	7	6	8	4	4	
		2-Summer	1	2	2	3	3	3	2	
		3-Fall	8	5	9	9	7	7	8	
		All	15	12	18	18	18	14	14	
	2-Upper	1-Spring	6	10	9	11	11	10	6	
		2-Summer	1	2	2	2	1	2	1	
		3-Fall	10	12	12	12	10	11	8	
		All	17	24	23	25	22	23	15	
	All		32	36	41	43	40	37	29	
	Lab/Disc	1-Lower	1-Spring	.	4	.	.	.	.	.
			2-Summer	.	.	.	.	.	.	.
3-Fall			.	.	.	.	.	.	.	
All			.	4	.	.	.	.	.	
2-Upper		1-Spring	.	.	.	.	.	.	.	
		2-Summer	.	.	.	.	.	.	.	
		3-Fall	.	.	.	.	.	.	.	
		All	.	.	.	.	.	.	.	
All		.	4	.	.	.	.	.		
All			32	40	41	43	40	37	29	

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	94.0	87.8	66.0	63.8	46.9	52.8	57.8

			Average Section Size of Lectures						
			2009	2010	2011	2012	2013	2014	2015
		<b>2-Summer</b>	35.0	31.5	25.0	15.3	23.3	19.0	22.5
		<b>3-Fall</b>	85.9	87.8	62.4	50.8	51.9	49.7	44.3
		<b>All</b>	85.7	78.4	59.7	49.2	44.9	44.0	45.0
	<b>2-Upper</b>	<b>1-Spring</b>	32.5	32.7	28.9	25.2	22.4	23.6	25.3
		<b>2-Summer</b>	11.0	18.0	13.0	19.0	15.0	16.5	24.0
		<b>3-Fall</b>	29.9	23.9	24.6	17.6	17.9	18.5	20.4
		<b>All</b>	29.7	27.1	25.3	21.0	20.0	20.6	22.6
	<b>All</b>		56.0	44.2	40.4	32.8	31.2	29.4	33.4

	Unique Lecture Courses Delivered in Past Four Years						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	4	4	4	4	5	5	5
<b>2-Upper</b>	15	16	16	17	17	17	17

	General Education as a Percent of all Credits in Lectures						
	2009	2010	2011	2012	2013	2014	2015
<b>1-Lower</b>	100%	100%	100%	100%	100%	99%	100%
<b>2-Upper</b>	13%	12%	14%	10%	12%	19%	19%

# Budgetary Unit: PEA

Institutional Research - Run date: 23FEB2016

	Instructional Staff Headcounts and FTEs						
	2009	2010	2011	2012	2013	2014	2015
Full Professors (FT)	4	3	2	1	1	1	1
Associate Professors (FT)	1	1	1	2	2	3	3
Assistant Professors (FT)	3	3	3	4	6	5	3
Instructors and Lecturers (FT)	0	1	2	1	0	.	.
Total Full-time Instructional Staff	8	8	8	8	9	9	7
Part-time Instructional Staff	3	6	7	.	.	.	.
FTE of Part-time Faculty	0.3	1.1	1.0	.	.	.	.
Total Instructional FTE	8.3	9.1	9.0	.	.	.	.

	Student Credit Hours per Faculty FTE						
	2009	2010	2011	2012	2013	2014	2015
SCH per Full-time Faculty FTE	423	456	369	.	.	.	.
SCH per Part-time Faculty FTE	1250	483	729	.	.	.	.
SCH per Faculty FTE	457	459	404	.	.	.	.



## Attachment 2 (Appendix B)

### Political Science Current Official Description and Requirements as Published in the Most Recent Undergraduate Catalog

# Political Science

Disciplinary Major or Minor (<http://catalog.uwgb.edu/undergraduate/planning/disciplinary-majors-minors>)

(Bachelor of Arts)

Political Science is concerned with the systematic study of political behavior, governmental institutions and policy-making processes, public policies and their implementation, and political values in local, state, national, cross-national and international settings.

The program acquaints students with the structure and operation of political systems; the cultural, social, economic, and ideological context of these systems; the major philosophical questions and relevance to understanding modern political phenomena; and the major methods of inquiry and analysis used in the contemporary study of politics, government and public policy.

Political Science is a major often chosen by students who plan to attend law school. It is useful as well for students anticipating careers in journalism, planning, education, business, foreign service, politics, and public service positions with private and public agencies at the local, state, regional, federal, and international levels.

Political Science majors have entered graduate study in political science, public administration, education, and related fields.

Majors in Political Science must choose an interdisciplinary minor. Because Political Science is a discipline that can be useful in many endeavors, there are a number of appropriate choices, depending upon a student's individual interests. The most commonly chosen minors are Public Administration, Urban and Regional Studies, Environmental Policy and Planning, Communication, Democracy and Justice Studies, and Business Administration. Students seeking information on teacher certification should contact the Education Office.

## Political Science Major

### This disciplinary major also requires:

- Completion of an interdisciplinary major or minor (<http://catalog.uwgb.edu/undergraduate/planning/interdisciplinary-majors-minors>)

### Supporting Courses 13

POL SCI 100 Global Politics and Society

POL SCI 101 American Government and Politics

POL SCI 202/PU EN AF 202 Introduction to Public Policy

or PU EN AF 215 Introduction to Public Administration



**Choose one of the following:**

BUS ADM 216 Business Statistics

COMM SCI 205 Social Science Statistics (strongly recommended)

MATH 260 Introductory Statistics

**Upper-Level Courses 24**

**Core Courses**

POL SCI 351 Comparative Politics

POL SCI 340 Political Theory

or POL SCI 349 American Political Thought

**Choose one of the following:**

POL SCI 360 International Relations

or POL SCI 370 Foreign and Defense Policies

**Choose one of the following:**

POL SCI 316 Congress: Politics and Policy

POL SCI 318 Political Behavior

POL SCI/DJS 320 Constitutional Law

**Choose 12 additional credits from the following list, not taken above:**

DJS 325 Law and Society

HISTORY 358 Political History of Modern Latin America

POL SCI 301/PU EN AF 301 Environmental Politics and Policy

POL SCI 305/UR RE ST 305 Urban Politics and Policy

POL SCI 306/PU EN AF 306 Regulatory Policy and Administration

POL SCI 310 The American Presidency

POL SCI 312/UR RE ST 312 Community Politics

POL SCI 314/PU EN AF 314 Administrative Law

POL SCI 316 Congress: Politics and Policy

POL SCI 318 Political Behavior

POL SCI/DJS 320 Constitutional Law

POL SCI/DJS 349 American Political Thought

POL SCI 353 Politics of Developing Areas

POL SCI 360 International Relations

POL SCI 370 Foreign and Defense Policies

POL SCI 380/PU EN AF 380 Global Environmental Politics and Policy

POL SCI 406/PU EN AF 406 State and Local Government

POL SCI 408/PU EN AF 408 Public Policy Analysis

POL SCI 480 Senior Seminar/Capstone in Political Science

POL SCI 497 Internship

POL SCI 498 Independent Study

POL SCI 499 Travel Course

PU EN AF 378 Environmental Law

**Total Credits 37**

## **Political Science Minor**

**This disciplinary minor also requires:**

- Completion of an interdisciplinary major (<http://catalog.uwgb.edu/undergraduate/planning/interdisciplinary-majors-minors>)

### **Supporting Courses 6**

#### **Choose two of the following:**

- POL SCI 100 Global Politics and Society
- POL SCI 101 American Government and Politics
- POL SCI 202/PU EN AF 202 Introduction to Public Policy
- PU EN AF 215 Introduction to Public Administration

### **Upper-Level Courses 12**

#### **Choose four of the following:**

- POL SCI 301/PU EN AF 301 Environmental Politics and Policy
- POL SCI 305/UR RE ST 305 Urban Politics and Policy
- POL SCI 306/PU EN AF 306 Regulatory Policy and Administration
- POL SCI 310 The American Presidency
- POL SCI 312/UR RE ST 312 Community Politics
- POL SCI 314/PU EN AF 314 Administrative Law
- POL SCI 316 Congress: Politics and Policy
- POL SCI 318 Political Behavior
- POL SCI/DJS 320 Constitutional Law
- POL SCI 340 Political Theory
- POL SCI/DJS 349 American Political Thought
- POL SCI 351 Comparative Politics
- POL SCI 353 Politics of Developing Areas
- POL SCI 360 International Relations
- POL SCI 370 Foreign and Defense Policies
- POL SCI 380/PU EN AF 380 Global Environmental Politics and Policy
- POL SCI 406/PU EN AF 406 State and Local Government
- POL SCI 408/PU EN AF 408 Public Policy Analysis
- POL SCI 497 Internship
- POL SCI 498 Independent Study
- POL SCI 499 Travel Course

**Total Credits 18**

## **Faculty**

Scott Furlong; Professor; Ph.D., American

Ekaterina M Levintova; Associate Professor; Ph.D., Western Michigan, chair

Kristine Coulter; Assistant Professor; Ph.D., California - Irvine

David J Helpap; Assistant Professor; Ph.D., UW-Milwaukee\*

Alison K Staudinger; Assistant Professor; Ph.D., Maryland

Aaron C Weinschenk; Assistant Professor; Ph.D., UW-Milwaukee\*

Elizabeth E Wheat; Assistant Professor; Ph.D., Western Michigan\*

# Courses

## **POL SCI 100. Global Politics and Society. 3 Credits.**

The course explores political power and human connections on a global scale. The course covers concepts and ideas on the interaction of governments, organizations, and peoples across regions, cultures, and communities. The course helps students develop a global outlook on their future prospects as citizens and professionals in a globalized world.

Fall and Spring.

## **POL SCI 101. American Government and Politics. 3 Credits.**

The institutions and political processes of American National government and the nature of political analysis; the Constitution, ideological and cultural bases of American politics; the role of political parties, elections and interest groups; policy-making processes in the Congress, the presidency and courts.

Fall and Spring.

## **POL SCI 198. First Year Seminar. 3 Credits.**

Reserved for New Incoming Freshman.

## **POL SCI 202. Introduction to Public Policy. 3 Credits.**

Contemporary issues in American public policy. Substantive public policies such as those dealing with the American economy, energy, crime, environmental quality, the welfare state and social programs. Models of the policy process are also considered.

Fall and Spring.

## **POL SCI 299. Travel Course. 1-4 Credits.**

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.

## **POL SCI 301. Environmental Politics and Policy. 3 Credits.**

U.S. and global environmental problems and their political implications. Emphasizes U.S. environmental politics, issues and controversies in environmental protection policy, the performance of governmental institution in response to environmental challenges, and strategies for environmental improvement.

P: Pol Sci 101 or 202 or Pu En Af 202.

Fall and Spring.

## **POL SCI 305. Urban Politics and Policy. 3 Credits.**

Structures and operations of city governments and their responses to policy issues such as education, employment, social welfare, housing, transportation, migration, racial discrimination, urban sprawl and social inequality.

P: jr st; and Pol Sci 101 or Ur Re St 100.

Fall Only.

**POL SCI 306. Regulatory Policy and Administration. 3 Credits.**

The origins, purposes and operation of regulatory agencies and the programs in the U.S.: theories of regulation, issues and controversies in regulatory policy, and decision-making in such areas as economic regulation, public health, consumer protection workplace safety and environmental quality.

P: Pol Sci 101 or 202 or Pu En Af 202.

Fall Even.

**POL SCI 310. The American Presidency. 3 Credits.**

The president's role in public policy-making. Topics include the history of the presidency, presidential elections, the nature and use of presidential power, the organization and operation of the executive office, the presidential relationship with Congress and the bureaucracy, and presidential leadership.

P: Pol Sci 101.

Fall Even.

**POL SCI 312. Community Politics. 3 Credits.**

This course emphasizes the historical dimensions of community politics in the U.S. It also explores the role of grass roots social movements in shaping local politics.

P: none; REC: Pol Sci 101.

Spring.

**POL SCI 314. Administrative Law. 3 Credits.**

Administrative law in the American federal (intergovernmental) system: connections between administrative law issues and issues of public policy; and legal dimensions of administrative problems.

P: Pol Sci 101 or Pu En Af 215.

Fall Only.

**POL SCI 316. Congress: Politics and Policy. 3 Credits.**

The role of Congress in American politics and policymaking, including the history of Congress, elections, representation, committees, political parties and leadership, rules and procedures, interest groups and lobbying, presidential-congressional relations, and the role of Congress in both domestic and foreign policy decisions.

P: Pol Sci 101.

Spring.

**POL SCI 318. Political Behavior. 3 Credits.**

An introduction to political behavior that approaches the topics of elections, public opinion, voting behavior, mass media, and political socialization through the application of quantitative methods of analysis.

P: Pol Sci 100 or 101.

Fall Only.

**POL SCI 320. Constitutional Law. 3 Credits.**

The course emphasizes the history of constitutional law in the United States through an analysis of leading Supreme Court cases that deal with government authority as well as citizen rights and civil liberties. Special attention is given to the political and historical context of major cases and the implications for public policy.

P: Pol Sci 101.

Fall Only.

**POL SCI 340. Political Theory. 3 Credits.**

The foundations of Western political theory from the Greek polis to the 20th century. Discusses and analyzes leading political theorists in their historical contexts and in terms of their basic ideas and concepts. Attaches the study of politics to the history of Western political thought and practice.

P: Pol Sci 100 or 101.

Fall Only.

**POL SCI 349. American Political Thought. 3 Credits.**

The history and development of American political thought, with attention to the thinkers and themes influential to controversies, ideologies, and institutions in American politics.

P: Pol Sci 101

Spring.

**POL SCI 351. Comparative Politics. 3 Credits.**

The course examines fundamental concepts in the study of the processes and outcomes of politics in a variety of country settings. It illustrates the rich diversity of political life, shows available institutional alternatives, explains differences in political regimes and outcomes, and communicates the importance of global political and economic changes.

P: Pol Sci 100 or 101.

Fall and Spring.

**POL SCI 353. Politics of Developing Areas. 3 Credits.**

This course examines contemporary problems of comparative political development and changing patterns of political economy in developing areas. The main focus is on the prospects for democracy and economic prosperity after the Cold War.

P: Pol Sci 100 or 101.

Spring Odd.

**POL SCI 360. International Relations. 3 Credits.**

The course focuses on competing explanations for interaction between state and non-state actors, and analyzes recent changes in international organizations and the international political economy.

P: Pol Sci 100 or 101.

Fall Only.

**POL SCI 370. Foreign and Defense Policies. 3 Credits.**

Explores the institutions and political processes related to U.S. foreign and defense policies, including the international challenges facing the United States, the nation's policy goals and their evolution over time, the strategies used to achieve those goals, and conflicts over policy implementation and its success.

Spring.

**POL SCI 380. Global Environmental Politics and Policy. 3 Credits.**

This course explores the transnational and international context of environmental politics and policy. Particular focus areas include the causes of environmental harm, the meaning of sustainability, and the relevance of new environmental actors on the global stage.

P: jr st. REC: Pol Sci 100

Spring.

**POL SCI 406. State and Local Government. 3 Credits.**

Policy and institutional comparisons across states and local governments through hands-on research, placing a special focus on Wisconsin's local governments.

P: Pol Sci 101 or Pu En Af 215.

Spring.

**POL SCI 408. Public Policy Analysis. 3 Credits.**

An introduction to public policy analysis and to the policy-making process, primarily in American government. The course emphasizes the political aspects of policy analysis, models and methods for rational design of public policies, and applications of policy studies to particular public problems.

P: Pol Sci 101 or 202 or Pu En Af 202.

Fall and Spring.

**POL SCI 478. Honors in the Major. 3 Credits.**

Honors in the Major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs.

P: min 3.50 all cses req for major and min gpa 3.75 all UL cses req for major.

Fall and Spring.

**POL SCI 480. Senior Seminar/Capstone in Political Science. 3 Credits.**

This course is designed to be taken during the last semester of one's UW-Green Bay education to "cap off" training in political science and related fields. In this course, students will complete either a research paper that approaches the standards of graduate school, and thus professional norms of research and publishing, or a significant service learning project designed to put theoretical knowledge into practice. As a result, the course has two major objectives that are organized around important disciplinary research objectives: 1) to practice standard political science research methods and 2) to conduct applied research and activities in political science.

P: Completion of three UL courses required for the major.

Fall and Spring.

**POL SCI 497. Internship. 1-12 Credits.**

Supervised practical experience in an organization or activity appropriate to a student's career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings.

P: jr st.

Fall and Spring.

**POL SCI 498. Independent Study. 1-4 Credits.**

Independent study is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript.

P: fr or so st with cum gpa > or = 2.50; or jr or sr st with cum gpa > or = 2.00.

Fall and Spring.

**POL SCI 499. Travel Course. 1-6 Credits.**

Travel courses are conducted to various parts of the world and are led by one or more faculty members.  
May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.





### Attachment 3 (Appendix C)

## Academic Affairs Council and Dean's Conclusions and Recommendations from the Program's Last Review (Spring-Summer 2010)

### MEMO

**To:** Scott Furlong, Dean of Liberal Arts and Sciences  
**From:** Christine Style, chair of Academic Affairs Council  
**Date:** 27 May 2010  
**RE:** AAC Political Science Program Self-Study Report

1 JUN 01 2010

Office of the  
 Dean of Liberal Arts and Sciences

The Academic Affairs Council met on 12 May 2010 to discuss the Political Science Program self-study report written by Michael Kraft and dated 2 February 2010. Political Science faculty present at this meeting were Prof. Katia Levintova and Denise Scheberle. AAC members present were: Woo Jeon, Kaoime Malloy, and Christine Style.

#### **Overview**

Political Science is a disciplinary program that studies government, public problems and political processes and policies. The Political Science program has a strong core mission related to its guiding principles involved with preparing "engaged and contributing citizens." Political Science is the study of political behavior, government institutions, policy making processes, public policies and their implementation, political values in local, state, national and cross-national and international settings.

The Political Science program offers a major and a minor. The Political Science major has 9-10 credits of supporting course requirements and 24 credits of upper level course requirements. This prepares the student broadly for continued work in one of the sub-fields. The Political Science minor has 6 credits required at the lower level and 12 credits required at the upper level, all from a pick-from list. The number of declared majors has stayed consistent between 2004 (98) and 2008 (102) as has the number of minors (34). The *average* class size has grown from 46.5 in 2004 to 54.1 in 2008. There was an increase in the number of students who graduated with a major in PS from 12 in 2004 to 28 in 2008 and the number of minors from 7 in 2004 to 19 in 2008. 2.5 faculty teach for the PS program if interdisciplinary teaching schedules and administrative releases are taken into consideration (a graph is shown later in the review).

The Political Science major needs to select an interdisciplinary minor and most often that minor is Public Administration, Urban & Regional Studies, social Change & Development, or Business Administration.

#### **Program Strengths and Areas in Need of Attention**

The Political Science major curriculum includes four of the traditional subfields: Political Theory, American Government and Public Policy, International Relations and Comparative Politics. The strongest sub area at UW-Green Bay is American Government mostly due to the offerings within Public and Environmental Affairs curriculum. Courses are taught in the traditional manner with some summer courses taught fully on-line. D2L is used by most of the faculty to support traditional learning. The AAC asked if it would be realistic for more courses to be fully online and the PS faculty responded that it would not and that students are generally unenthusiastic about online courses. The one exception is their teaching for Adult Degree, where most work is online.

The graduating seniors speak *very* highly of the Political Science curriculum and faculty. The self-study notes that the PS curriculum remains deficient in the four sub fields and various reasons are given :

inability to offer key courses in each subfield (i.e. American Presidency 310) due to inadequate staffing to meet student demand. Faculty sabbaticals often mean cancelling courses. If more lower-level courses are offered to meet the demand than the upper level courses would suffer. Political Science has done its best to maintain a quality program with insufficient faculty. Ad Hoc faculty have been used throughout the years successfully only due to finding some high quality teachers who have stayed with the program over a period of time.

Many courses within Political Science meet other university needs within the general education areas of Social Sciences and World Culture as well as the writing emphasis requirements. In fact 100% of the lower-level PS course offerings are also general education courses and about 12% of the upper-level courses

PS complements and augments the programs in Public and Environmental Affairs, Social Change and Development and Social Change and Development and to some degree Urban and Regional Studies. Plus the Global Studies minor. Three faculty members contribute to graduate programs

The AAC spent some time understanding the actual FTE used to offer the Political Science major and minor and asked the PS chair to fill in the following table. The AAC sees a great need for new faculty in PS for the program to do more than "get by." Many faculty offer independent studies and oversee a large number of internships without receiving any course release for this important service. The program is currently heavily dependent upon adjunct teaching and this is not sustainable and has been the case for many years.

Faculty name	# of courses/load inside the pc curriculum per year *	# of courses/load outside of pc curriculum per year*	Fulltime or Adjunct	Faculty from other areas who teach for the pc curriculum per year
Michael Kraft	1	5	fulltime	None except for ad hoc faculty for which we have no continuing funding.
Denise Scheberle	0	4	fulltime	
Scott Furlong	0	0	Fulltime-yes, but not as a faculty member.	
Mark Everingham	5	2	fulltime	
Timothy Dale	5	2	fulltime	
Levintova Ekaterina	6	0	fulltime	
Sara Rinfret	2	4		

*Prof Kraft states that "the real FTE of the Political Science faculty is considerably less than what a list of members alone would suggest. The numbers in the table represent the number of dedicated Political Science courses taught by each member of the PS faculty. Scheberle's teaching load is 4 per year because she serves as chair. Nearly everyone else has some administrative assignment that results in a six-course per year teaching load.*

*The same point applies to faculty from other curricular areas who teach Political Science courses if by this we mean "regular" Political Science courses. There are none. However, we do rely on ad hoc faculty in PEA to offer some courses that we accept as Political Science credit for majors, such as Admin. Law 314. And we do count a small number of SCD, URS, History, and Philosophy courses as acceptable for the major (not the minor) because it is a way to increase the diversity of our curriculum."*

PS has limited their learning outcomes to a modest number and they assess student learning for the core courses each semester via student achievement on a major writing project. PS no longer conducts surveys of graduating seniors since this is done elsewhere. PS finds that this assessment process is

sufficient since they also evaluate students in our individual courses on many other bases.

PS organizes an Open House event in the fall to welcome and offer an overview of the PS program and hosts a Celebration event at the end of the spring semester to talk to students about what they have accomplished. The AAC applauds these events and it represents the care and respect PS faculty have for their students and potential students. PS also provides many opportunities for students to get valuable internship experience working with campaigns, projects and state and national representatives. Due to the high number of declared majors in the PS program an internship can not be required, though program advisors try to place as many as possible in internship as they find that experience to be extremely valuable for the student. Most of the internship management is done in addition to the full teaching load and without some kind of compensation.

**Conclusions and Recommendations:**

PS is a fine and well-thought program that does the best it can given the need for new faculty. The PS program produces engaged global citizens. The faculty offer their best to the students and are excellent role models. The administration needs to acknowledge and offer a course release process for those faculty overseeing a large number of internships.

The AAC wants to effectively communicate that the Political Science resources are split between other disciplinary and interdisciplinary programs and that they are significantly understaffed with a high faculty to student ratio.

CC: Michael Kraft, AAC members, Tim Sewall

UNIVERSITY *of* WISCONSIN  
**GREEN BAY**

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COPY

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Date: June 3, 2010  
To: Michael Kraft, Chair Public and Environmental Affairs  
From: Scott Furlong, Dean of Liberal Arts and Sciences  
Re: Report on the Political Science Program Review

The Political Science program at the University of Wisconsin-Green Bay is a disciplinary program that offers both a major and minor. There are currently seven political science faculty, but one serving as a full time administrator. It is important to note that the remaining six faculty are covering a range of courses outside of the Political Science disciplinary program so that the actual number of faculty "dedicated" to Political Science is closer to 2.5-3 FTE. The program has an extremely talented, productive, and in many cases internationally known faculty. They are extremely active in their scholarship and have also been at the forefront of a variety of activities to improve student learning in the classroom. Political Science supports other majors on campus including Public Administration, Environmental Policy and Planning, Social Change and Development and to a lesser extent Urban and Regional Studies. It is also heavily involved in general education particularly its courses in American Government and Politics and Global Politics and Society. Some of the faculty are also involved in the ES&P graduate program.

**Enrollment Trends/Resource Issues:**

Enrollments in Political Science have remained steady over the past five years averaging a little over one hundred majors (and nearly 40 minors). This was after some tremendous growth in the number of majors prior to this point. Enrollments in their courses are very healthy at both the upper and lower level. Within the upper level, enrollments have averaged over thirty students in recent years and many of their upper level courses close at the maximum. Lower level classes average between approximately 80-100 students depending on the fall or spring semester. For some reason, the lower level political science classes in the fall enroll fewer (but still a healthy number) students.

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Faculty resources within the program have remained somewhat consistent for a number of years. There has been some turnover in faculty since the last review due to resignations and movement into administration. In one case, Public and Environmental Affairs redefined one of their positions from Public Administration toward Political Science with specialties in Comparative Politics/International Relations. This was an important improvement for Political Science in that

it provided more expertise and depth in this subfield. Yet, there continues to be a need in Political Science for additional faculty resources given the number of students and limited curriculum in certain subfields. There is a comment from the AAC regarding a course release for those faculty overseeing a large number of internships. I know that both PEA and SCD provide a release to their internship coordinators, but that other faculty also oversee student interns. It is unclear to me based on the information I have what overlap there may be between the internship coordinators for the budgetary units versus the Political Science program.

**Assessment:**

Political Science primarily uses an embedded assessment to evaluate their four student learning objectives. They do their embedded assessments within their core upper level classes and use these results if warranted to examine the curriculum. They also use the senior and alumni surveys as a source of information.

**Curriculum:**

Political Science is traditionally said to have four subfields: American Government, Comparative Politics, International Relations, and Political Theory. A fifth, Public Policy, is often subsumed under American Government. The addition of some of the newer faculty has improved curriculum choices within the Comparative/IR and Political Theory subfields over the past couple of years, but there are still limited choices for our students here. The Political Science curriculum has traditionally been strongest in American Government/Public Policy and this continues, but there are still gaps here as well. Some of the curriculum strength, particularly in public policy, is attributable to the link with Public and Environmental Affairs where there are courses that are cross-listed with Political Science. The program also allows a few other non-political science courses to count within the major, but these are rarely selected by students and are not political science courses in the true sense of the word.

There have been a few changes to the curriculum since the last review. Within the core, majors must now take Comparative Politics (before it was a choice between this or Politics of Development Areas), select between International Relations or Foreign and Defense Policies, and select between Political Theory and American Political Thought. This was possible due to the hiring of new faculty. The program also no longer requires Foundations of Social Research.

In summary, Political Science is a healthy program that prepares students to be "engaged and contributing citizens." It continues to have a large number of majors and provide an important service to general education as well as a number of interdisciplinary programs on campus. Its students praise the program and its faculty. The faculty are very active in scholarship and are very engaged with improving learning in the classroom. In addition, the faculty are very involved in both institutional and community service activities that are important for the institution.

Cc: Chris Style, Academic Affairs  
Council Tim Sewall, Associate  
Provost





**Attachment 4 (Appendix D)**

**Assessment Plans and Annual Updates on Student Outcomes Assessment for Political Science**

**Assessment Plan and Annual Update for Political Science 2011-2012**

**For American politics content courses (in 2011-2012 academic year, these courses included Pol Sci 318: Political Behavior) numbers are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	0	6	3
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	0	6	3
Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	0	6	3
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.	2	4	3
Students will demonstrate ability to write clearly and effectively.	2	4	3

**For international politics content courses (in 2011-2012 academic year, these courses included Pol Sci 351: Comparative Politics and Pol Sci 370: Foreign and Defense Policies). The numbers are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.		29	5
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.		29	5
Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.		29	5
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	1	28	5
Students will demonstrate the ability to write clearly and effectively.	1	28	5

**There were no political theory content courses offered or assessed that academic year:**

We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

**These classes, collectively, represent all required Political Science classes taught during 2011-2012 academic year, so we have assessed most of our students this academic year.**

**Assessment Plan and Annual Update for Political Science 2012-2013**

**For American politics content courses (in 2012-2013 academic year, these courses included Pol Sci 318: Political Behavior and Pol Sci 320: Constitutional Law). The numbers are as follows:**

Learning Outcome	Learning outcome is	Learning outcome is	Learning outcome is
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	not met (Level One)	met (Level Two)	exceeded (Level Three)
Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	1	10	4
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	0	10	5
Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	0	9	6
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.	2	9	4
Students will demonstrate ability to write clearly and effectively.	1	9	5

**For international politics content courses (in 2012-2013 academic year, these courses included 2 sections of Pol Sci 351: Comparative Politics, Pol Sci 360: International Relations and Pol Sci 370: Foreign and Defense Policies) the numbers are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.	1	33	11
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral	1	33	11

factors, as well as structural obstacles to democratization.			
Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	1	33	11
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	2	32	11
Students will demonstrate the ability to write clearly and effectively.	2	32	11

**For political theory content courses we assess one section of Pol Sci 349: American Political Thought. The results are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers	2	7	4
Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context	2	7	4
Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science	2	7	4
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	2	7	4
Students will demonstrate the ability to write clearly and effectively.	2	7	4

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We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

**These classes, collectively, represent all required Political Science classes taught during the 2012-2013 academic year, so we have assessed most of our students this academic year.**

**Assessment Plan and Annual Update for Political Science 2013-2014**

Please see tables below for the annual results of our assessments. The tables demonstrate that the vast majority of our students meet the basic learning outcomes in all three categories of required UL courses with about a third of them exceeding the basic benchmarks and about 5 percent failing to meet our learning outcomes.

This academic year, we assessed the following outcomes (depending on the content of assessed courses)

**For American politics content courses (in 2013-2014 academic year, these courses included Pol Sci 318: Political Behavior and Pol Sci 316: Congress) numbers are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	0	22	6
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	0	22	6
Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	0	20	8
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in	0	20	8

governmental and political processes, or for teaching government.			
Students will demonstrate ability to write clearly and effectively.	0	20	8

**For international politics content courses (in 2013-2014 academic year, these courses included 2 sections of Pol Sci 351: Comparative Politics, Pol Sci 360: International Relations and Pol Sci 370: Foreign and Defense Policies) the numbers are as follows:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.	2	38	18
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.	2	40	16
Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	2	40	16
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	3	39	16
Students will demonstrate the ability to write clearly and effectively.	3	39	16

**For political theory content courses:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)

Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers	0	10	11
Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context	2	11	8
Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science	2	5	14
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	2	7	12
Students will demonstrate the ability to write clearly and effectively.	2	6	13

We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

**These classes, collectively, represent all required Political Science classes taught during the 2013-2014 academic year, so we have assessed most of our students this academic year.**

**Assessment Plan and Annual Update for Political Science 2014-2015**

This academic year, we assessed the following outcomes (depending on the content of assessed courses).

For American politics content courses (in the 2014-2015 academic year, these courses included Pol Sci 318: Political Behavior, Pol Sci 316: Congress, and Pol Sci 320: Constitutional Law) numbers are as follows:

<b>Learning Outcome</b>	<b>Learning outcome is not met (Level One)</b>	<b>Learning outcome is met (Level Two)</b>	<b>Learning outcome is exceeded (Level Three)</b>
<b>Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.</b>	1	18	11



<b>Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.</b>	1	18	11
<b>Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional</b>	1	18	8
<b>Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.</b>	2	17	11
<b>Students will demonstrate ability to write clearly and effectively.</b>	1	18	11

For international politics content courses (in the 2014-2015 academic year, these courses included Pol 351: Comparative Politics) the numbers are as follows:

<b>Learning Outcome</b>	<b>Learning outcome is not met (Level One)</b>	<b>Learning outcome is met (Level Two)</b>	<b>Learning outcome is exceeded (Level Three)</b>
<b>Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.</b>	1	7	4
<b>Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.</b>	1	7	4
<b>Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.</b>	2	6	4
<b>Students will be able to qualify for entry level employment requiring competence in governmental and political processes.</b>	2	6	4

For political theory content courses (in the 2014-2015 academic year, these courses included Pol Sci 349: American Political Thought and Pol Sci 340: Political Theory) the numbers are as follows:

<b>Learning Outcome</b>	<b>Learning outcome is not met (Level One)</b>	<b>Learning outcome is met (Level Two)</b>	<b>Learning outcome is exceeded (Level Three)</b>
<b>Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers.</b>	0	14	16
<b>Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context.</b>	4	21	5

<b>Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science.</b>	1	20	9
<b>Students will be able to qualify for entry level employment requiring competence in governmental and political processes.</b>	1	12	17

**Assessment Plan and Annual Update for Political Science 2015-2016**

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

Please see tables below for the annual results of our assessments. Once again, the tables demonstrate that the vast majority of our majors meet the basic learning outcomes in all three categories of required UL courses with about a third of them exceeding the basic benchmarks and about 5-10 percent failing to meet our learning outcomes.

This academic year, we assessed the following outcomes (depending on the content of assessed courses)

**For American politics content courses (in 2015-2016 academic year, these courses included Pol Sci 320: Constitutional Law, Pol Sci 318: Political Behavior, and Pol Sci 316: Congress):**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.	1	17	15
Students will exhibit an ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process.	1	18	14
Students will show an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use	4*	11*	5*

professional resources such as journals, indexes, and government documents.			
Students will be able to qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.	5	17	11
Students will demonstrate ability to write clearly and effectively.	1	20	12

\*Analytical ability was not assessed in Constitutional Law class due to different research methodology employed in that sub-field.

**For international politics content courses (in 2015-2016 academic year, these courses included 2 sections of Pol Sci 351: Comparative Politics and Pol Sci 370: Foreign and Defense Policies):**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.	0	42	16
Students will show an ability to evaluate variables essential for transition to and consolidation of democracy, including historical, institutional, political cultural, and behavioral factors, as well as structural obstacles to democratization.	0	42	16
Students will demonstrate an ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents.	0	43	15

Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	0	39	19
Students will demonstrate the ability to write clearly and effectively.	0	37	21

**For political theory content courses we assessed Pol Sci 340: Political Theory and Pol Sci 349: American Political Thought:**

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers	1	20	6
Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context	3	17	7
Students will show an ability to think critically and a capacity to use political theory research. This includes an understanding of the core questions and approaches, as well as key figures in political theory as a part of political science	4	10	13
Students will be able to qualify for entry level employment requiring competence in governmental and political processes.	6	18	3
Students will demonstrate the ability to write clearly and effectively.*  *Outcome was only assessed in the Spring	6	8	0

We performed embedded assessments of all written work students produced in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). We assessed enrolled political science majors only.

**These classes, collectively, represent all required Political Science classes taught during the 2015-2016 academic year, so we have assessed most of our students this academic year.**