



UNIVERSITY of WISCONSIN  
GREEN BAY

## Democracy & Justice Studies | 2015-2016 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

Our assessment plan states that graduates of Democracy and Justice Studies will be prepared for successful professional careers and will be able to demonstrate the following at various points in their time at our institution:

*Learning Outcome #1:* Students will demonstrate knowledge about and describe diverse ideals and practices of democracy and justice in the United States and the world.

*Learning Outcome #2:* Students will demonstrate information literacy using materials, theories and methods used to explore democracy and justice.

*Learning Outcome #3:* Students will be able to analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, social orders.

*Learning Outcome #4:* Students will be able to speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.

*Learning Outcome #5:* Students will understand and recognize the value of the diverse cultures that have shaped the United States and the World.

DJS initially selected the first learning outcome for assessment for the 2015-2016 academic year: “Demonstrate knowledge about and describe diverse ideals and practices of democracy and justice in the United States and the world.” In keeping with established practice, this document reports findings all five outcomes.

### Assessment Methods

**Essay testing** in DJS 101 and DJS 349 uses assigned essays to gauge student abilities to meet program learning outcomes. Essay testing occurs in DJS 101 in both fall and spring semesters and in DJS 349 in the fall and spring (when appropriate) semester. This component was evaluated and results are presented in this report. Instructors of record and site supervisors who are part of the **Internship Program** evaluate students’ ability to meet DJS student learning outcomes. This occurs in both fall and spring semesters. This component was evaluated for this report. In the unit’s **capstone course** component, DJS 470 (Senior Seminar), the instructor uses essays, discussions, and classroom activities to gauge how well DJS majors have accomplished the student learning outcomes. This course occurs in the fall and spring semesters. This component was evaluated for this report. Finally, the university alumni and graduating senior surveys

will ask students about their experiences in the program and their perceptions of how well the program prepared them for their careers and life-long learning.

### Inventory of Targets and Relevant Courses

Method	Description/Target	Timeline	Person Responsible	Objectives Assessed
<b>Essay Testing</b>	In DJS 101 and DJS 349 instructors will use assigned essays to gauge how students have improved their abilities to meet all program learning outcomes, particularly number 4.	Fall and Spring Semesters in DJS 101; and Fall Semester in DJS 349 (and Spring when appropriate)	Instructor of Record	1, 2, 3, 4, 5
<b>Internship Performance</b>	Instructors of record and site supervisors will evaluate students' ability to meet DJS student learning outcomes.	Fall and Spring Semesters	Internship Coordinator	1, 2, 3, 4, 5
<b>Capstone Course</b>	In DJS 470, the instructor will use essays, discussions, and classroom activities to gauge how well DJS majors have accomplished the student learning outcomes.	Fall and Spring Semesters in DJS 470	Instructor of Record	1, 2, 3, 4, 5
<b>Alumni and Graduating Seniors Survey</b>	The University Alumni and Graduating Senior Surveys asks students about their experiences in the program and their perceptions of how well the program prepared them for their careers and life-long learning.	Spring, One, Five, and Ten years after Graduation	Program Chair	1, 2, 3, 4, 5

### Outcomes-by-Methods

	Essay Testing	Internship	Capstone Course	Alumni Survey
1. Describe diverse ideals and practices of democracy and justice in the United States and the world.	X	X	X	X
2. Demonstrate information literacy using materials, theories and methods used to explore democracy and justice.	X	X	X	X
3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.	X	X	X	X
4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.	X	X	X	X

5. Understand and recognize the value of the diverse cultures that have shaped the United States and the World.	X	X	X	X
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### Results of Assessment

Program assessment primarily followed the protocol set out by the Office of Assessment, which required that each unit annually select a learning outcome and evaluate it. DJS's approach was approved by the assessment office. For program review, which was completed in spring 2016, additional data were collected and the following reports reflects evaluation of all program outcomes.

#### DJS 101: Introduction to Democracy and Justice Studies

Taught in Fall 2015 by Eric Morgan, and enrolling 50 students, this course examined some of the many different methods in which activists, thinkers, and other actors in the United States and the larger world have sought to either change or sustain cultural, economic, political, and social orders, and whether or not these actions have made their societies more democratic and equitable. This course not only served to introduce students to many different ways to consider the problems of democracy, equality, and social justice, but with lectures from each of the members of the department faculty, it served to introduce students to the variety of intellectual perspectives in DJS. Above all, this course used critical historical and social science thinking to enable students to make rigorous analytical arguments and to become engaged citizens and professionals.

To better understand the underlying issues surrounding democracy and social justice, student groups created imagined ideal societies as their final projects. In the early stages of this project students conducted research on different types of government (democracy, monarchy, anarchy, totalitarian state, etc.) and what kinds of issues their countries and societies faced. Some questions students considered throughout their projects included: What kind of government does your society have? What is the role of citizens in your society? Who gets to vote (if they do get to vote)? Are there basic rights given to all citizens (if so, what are they)? What are your society's basic policies on various issues such as taxes, education, civil rights, the environment, labor, corporations, welfare, national security and defense, foreign relations, immigration, the arts, and religion? Students did not have to explore every possible aspect of their ideal society through this project, but were expected to provide a substantive overview of their societies' basic principles and policies. As they worked to create their societies, students were urged to keep in mind what they learned from our semester's various historical actors. At the end of the semester student groups presented their societies to the larger class, which included PowerPoint presentations and promotional videos. Each member of the group also completed a reflection paper on the group's society and what they learned through this exercise and the course overall. The ultimate purpose of this assignment was for all students in DJS 101 to think deeply about what they valued as a citizen within our society and also to illustrate the complexities of political and civil society, as they had to work with various group members to create a workable community

Method of selection: Each student was assigned a number and subjected to random selection to obtain an N = 15 (this selection method was applied in all freshmen seminar classes). Performance is represented by the following designations: below expectations for student's level of training and

experience = “1”; consistent with student's level of training and experience = “2”; exceeds expectations for the student's level of training and experience = “3.” Where the outcome does not apply or no determination could be made will be represented by “N/A.”

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>	14	16	20	
Describes and analyzes the historical context of U.S. political development	14	16	20	
Demonstrates an understanding of democracy and justice as they pertain to history, ideas and policy.	14	16	20	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>	14	16	20	
Develops appropriate oral and written argumentative skills	14	16	20	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.				N/A
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>	14	16	20	
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	14	16	20	
Student links historical and theoretical ideas to current political and social events.	14	16	20	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>	14	16	20	
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	14	16	20	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics, including leading class discussion.	14	16	20	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>	14	16	20	
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	14	16	20	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	14	16	20	

### DJS 101: Introduction to Democracy and Justice Studies

Taught in Spring 2016 by Alison Staudinger, evaluation is based on in-class performance including bi-weekly discussion sessions, the mid-term exam, and the final group writing/presentation assignment.

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development	2	8	2	

Demonstrates an understanding of democracy and justice as they pertain to history, ideas and policy.	2	5	5	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills	2	10		
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	4	5	3	
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	2	8	2	
Student links historical and theoretical ideas to current political and social events.	2	4	6	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	2	10		
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics, including leading class discussion.	2	10		
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	2	6	4	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	2	4	6	

### DJS 349: American Political Thought

This course, taught by Alison Staudinger in Fall 2015, was diverse, both in terms of demographics and the ideological makeup of participants. Most seem to enjoy in-class debate and discussion, and improved markedly in their use of textual evidence during the course. Strong linkages between historical events and the contemporary experiences of racial and class inequality were central to the course. This class in general excelled in discussing current events with a mix of civility and intensity. We had many discussions where they sophisticatedly applied historical ideas to contemporary events, without de-historicizing them. While their formal writing is still a work in progress, their blog writing was impressive and engaging. Instructor rates students individually using the scale below, through an embedded evaluation of the main paper for the course. This paper requires that students use primary sources in American Political Thought to refute or support a secondary argument about what constitutes “America.”

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development	1	14	5	
Demonstrates an understanding of democracy and justice as they pertain to American political thought	2	14	4	

<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills	4	11	5	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	8	10	2	
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	3	10	7	
Student links historical and theoretical ideas to current political and social events.		9	11	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	2	13	5	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	6	8	6	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	4	7	8	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	5	10	5	

### DJS 349: American Political Thought

This class, taught by Alison Staudinger in Spring 2016 class was lively and argumentative, to the point that occasionally we had to slow down and discuss “values” and their origin, to keep class civil and connected. This divisiveness, politically, infused some conversations with passion, but sometimes distracted from engagement with the course texts. The best papers and blogs were excellent, particularly in engaging contemporary political questions through historical speakers and ideals.

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development	1	9	11	
Demonstrates an understanding of democracy and justice as they pertain to American political thought	1	2	18	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills	11	5	5	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	10	6	5	

<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	6	8	8	
Student links historical and theoretical ideas to current political and social events.		2	19	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	9	8	5	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	9	6	6	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	1	8	12	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	4	14	

#### DJS 470 (Senior Seminar): Equality

Taught in fall 2015 by Alison Staudinger, and enrolling 20 students, this course explored the concept and practices of equality focusing on race, gender and class, while also considering disability, nationality and ability. In its most impressive feat, the class started a campus-wide conversation about free speech, safe spaces, as well as the issues of racial motivated police violence and sexual assault. In this event, students conducted themselves with dignity and passion, including approaching the Chancellor directly and holding a two-hour meeting with him on the topic. Many presenters lead their classes by illustrating the ideas from the reading in how they conducted their classrooms, which found pedagogically exciting. The evaluation below is based on in-class performance, including leading of a seminar class, along with active learning assignments, class discussion, a mid-term argumentative paper on the question “What is Equality?” and a final service-learning project and reflection.

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Describes and analyzes the historical context of U.S. political development	2	15	3	
Demonstrates an understanding of democracy and justice as they pertain to American political thought		3	17	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate oral and written argumentative skills		17	3	

Conducts rigorous research on an important question, using proper documentation and appropriate methods.				X
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.		7	13	
Student links historical and theoretical ideas to current political and social events.		10	10	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	16	3	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	3	14	3	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	2	5	13	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	4	15	1	

## Internship Program

The Democracy and Justice Studies internship program is rooted in the idea that the modern university in a democratic society should play a role in preparing students to participate actively in shaping their communities. Internships encourage students to think seriously about what they have learned in the classroom in the context of everyday activities meant to bring about progressive social change. Through its students, the university increases its presence in community life. Internships provide access to local politics so that students may feel that they can make a difference. Moreover, the internship program helps students prepare to take their place in society upon graduation from UW-Green Bay. Students, by working directly with community organizations, develop ideas about where they want to work in the future, and they can develop further the skills and experiences that will prove useful throughout their careers.

In Fall 2015, DJS interns worked with the Office of International Education and then as a government affairs intern. Both were exceptional interns whose supervisors raved about their performance and thoughtfulness. One, who wrote about the Wisconsin Idea as it applies to adult learners, concluded:

My internship have me the opportunity to think of problems that surround our government employees, such as the strict laws, lack of funding, and absence of community engagement. Leaving this semester, I understand the importance of education and job training, as well as the work that the University of Wisconsin — Green Bay is doing to contribute to improve peoples lives outside of the classroom.

In Spring of 2016, interns worked with the Pride Center, Golden House, Committee on Equity and

Diversity, Green Bay Police, DJS Social Media, and Schneider Foods.

In the summer, they worked with the U.S. attorney’s office, Green Bay Police and in the legal field. Quotes include:

When I started there I did not know whether I was going to be fetching coffee or getting a hands-on experience with federal criminal cases. I was happy to learn the internship would expose me to the inner workings of our federal judicial system, while actually playing a role in the process.

Another wrote, about an on campus experience:

Starting this committee really opened my eyes to the different student perspectives that we have around the university. I was able to work with students who were very different than me, but shared some of the same challenges as me. This was a very great learning experience for me and it helped me become more aware of how diverse our campus was.

EVALUATION AREA	1	2	3	N/A
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Understands the goals and mission of the internship site			8	
Demonstrates an understanding of democracy and justice as they pertain to the internship.		3	5	
<b>DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.</b>				
Develops appropriate workplace and advocacy skills			8	
Conducts rigorous research on an important question, through a research paper tied to the internship.		6	2	
<b>DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.</b>				
Internship Portfolio considers the agency of relevant actors and the structural nature of oppression.		2	6	
Student links internship experience to current political and social events.			8	
<b>DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.</b>				
Research Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.		6	2	
Student can speak clearly and deeply on the issues he chosen, linking them to policy and politics.		1	7	
<b>DJS Learning Objective 5. Understand diversity and develop cultural competencies.</b>				
Demonstrates a sensitivity to multicultural and gender issues relevant to population served (e.g., race/ethnicity, social class, gender, sexual orientation,			8	

religion)				
Demonstrates an awareness of own values/beliefs and how they could influence work with colleagues or service recipients		4	4	