Program: Political Science

Academic Program Assessment Plan (2017-2018)

1. Please review last year's assessment results (2016-2017) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

   Our program underwent a seven-year review last academic year and we used results of our embedded assessments in preparing our self-study document. We continue to assess our traditional learning outcomes, but last year we have also piloted assessment of diversity learning outcome, a new addition to our assessment matrix. The general consensus of our faculty is that the majority of our students are on target as far as our programmatic learning outcomes are concerned and our assessment plan is working.

2. Please review your program's Learning Outcomes. Do any of them need to be updated or clarified?

   a. Please provide brief indications of the kinds of assessment (e.g. course exams, term papers, course projects, senior seminar, senior interview, etc.) that <u>might</u> be used to assess each outcome. (The purpose here is to see that your program has considered ways it might measure each outcome.)

   As a result of our previous curricular discussions, we added diversity as one of the several assessable learning outcome. In Political Science, we teach diversity as diversity of ideological positions, institutional settings, not only in terms of gender and race/ethnicity and other demographic aspects of diversity (but we do have these discussions in our courses as well). We added a 6th learning outcome to our assessment of core classes (please see new Learning Outcome # 4 in the tables below). Due to curtailed curricular offerings in the wake of continued budget cuts, we cannot add our diversity-heavy offerings to our core required courses at this point, as we had to cancel *Urban Politics* and *Politics of Developing Areas* this year, and *Gender and the Law* is only offered every other Fall. After our curriculum stabilizes, we will think about curricular modifications to promote diversity as programmatic learning outcomes.

   b. Please compare your Learning Outcomes to the University's main learning objectives: interdisciplinary, problem-focused education; critical thinking; diversity; environmental sustainability; and engaged citizenship. (These objectives were identified in the MLLO Project, which may be found here: http://www.uwgb.edu/MLLO/.) Which programmatic outcomes match university mission outcomes?

   Our learning outcomes align very well with several of the University's main learning outcomes, including problem-focused education, critical thinking, and engaged citizenship. Now, with the

inclusion of appreciation for diversity as our main learning outcome, we are even more in line with our institutional learning goals, a fact that we happily embrace. But we still need to decide if we want to continue measuring diversity learning outcome in our core required courses or include diversity-centered electives to our required course sequences and then measure diversity learning outcome in the most direct fashion (please see our new Learning Outcome # 4 in the tables below which were pilot assessed last academic year).

3. Which outcome will you assess this year (2017-2018)?

We will assess the following learning outcomes.

For American politics content courses:

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
1. Students will demonstrate knowledge of and ability to analyze U.S. government institutions, political processes, and behavior.			
2. 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.			
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.			
4. Students will be able to demonstrate familiarity with the demographic diversity of the US and the problems faced by different demographic groups in the American democracy.			

	Learning Outcome		
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.			
6.	Students will demonstrate ability to write clearly and effectively.			

For international politics content courses:

Learning Outcome	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
1. Students will exhibit knowledge of and ability to analyze government institutions, political processes, and behavior in select Western and non-Western countries.			
2. 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.			
3. 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.			
4. Students will be able to describe different democratic institutional arrangements, changes in traditional national identities (due to migration, growing ethnic and racial diversity			

	Learning outcome is not met (Level One)	Learning outcome is met (Level Two)	Learning outcome is exceeded (Level Three)
and gender equality), and existing ideological diversity in a variety of global settings.			
5. Students will be able to qualify for entry level employment requiring competence in governmental and political processes.			
6. Students will demonstrate ability to write clearly and effectively.			

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)
1. Students will exhibit knowledge of and ability to analyze and critique the history of political theory, including ancient, modern and contemporary thinkers			
2. Students will demonstrate an ability to approach political questions from a theoretical and historical perspective, including discussing questions of method, form and context			
3. 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. Students will show an understanding of how different contemporary and historical political issues are assessed by different philosophical and ideological traditions.			
5. Students will be able to qualify for entry level employment requiring competence in governmental and political processes.			

	6. Students will demonstrate ability to write clearly and effectively.			

4. Which technique will you use to assess this outcome?

We routinely perform embedded assessments of all written work students produce in our required UL courses for the major (research papers, debate papers, reaction papers, policy memoranda, legal briefs, etc.). It is based on the rubric (see above) that is applied to all core courses during a given semester. Each political science faculty member is well versed in our assessment procedures by now and the process is well established as part of our program.

5. Which course or group of students will you assess on the outcome chosen above and when?

Every semester we collect data (see above) from all political science students (majors only) taking required UL political science classes taught by full time faculty (we had to omit Political Theory and Comparative Politics in spring 2018 this academic cycle due to relying on ad hoc to teach these required courses).

In the Fall, our assessed classes include:

   a. Constitutional Law
   b. Political Behavior
   c. Comparative Politics

In the Spring, our assessed classes include:

   a. American Political Thought
   b. Congress
   c. Foreign and Defense Policies

These classes, collectively, represent all required political science classes, so we are assessing most our students in any given academic year.

	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4	Learning outcome 5	Learning outcome 6
Comparative Politics Fall 17	✓	✓	✓	✓	✓	✓
Political Behavior Fall 17	✓	✓	✓	✓	✓	✓
Constitutional Law Fall 17	✓	✓	✓	✓	✓	✓

Foreign and Defense Policies Spring 18	✓	✓	✓	✓	✓	✓
Congress Spring 18	✓	✓	✓	✓	✓	✓
American Political Thought Spring 18	✓	✓	✓	✓	✓	✓