



UNIVERSITY of WISCONSIN  
GREEN BAY

## Democracy & Justice Studies | 2014-2015 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 second learning outcome of the five originally submitted, “Demonstrate information literacy using materials, theories and methods used to explore democracy and justice,” for the 2014-2015 academic year. Similar to the previous year’s experience, this report has been expanded to report findings on 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
Essay Testing	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
Internship Performance	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
Capstone Course	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
Alumni and Graduating Seniors Survey	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

## 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. For program review, additional data were collected and the following reports reflects evaluation of all program outcomes.

### DJS 101: Introduction to Democracy and Justice Studies (Fall 2014)

This course was team-taught in fall 2013 by all DJS faculty. The instructor of record was Jon Shelton, and the course enrolled 43 students. Introduction to DJS examines some of the many and different methods in which people in America and the United States have sought to either change or sustain cultural, economic, political, and social orders, and whether or not these actions made their societies more democratic and equitable. DJS 101 not only serves to introduce students to many different ways to consider the problems of democracy, equality, and social justice, but with lectures from and in-class discussions that include each of the members of the unit faculty, it serves to introduce students to the variety of disciplinary and interdisciplinary perspectives. Above all, the course uses critical historical and social science thinking to enable students to make rigorous analytical arguments and to become engaged citizens and professionals. Key assessments in this iteration of the course included two in-class essay exams and one "issue" essay, in which students had to apply their knowledge regarding the constitution of democracy and social justice to analyze an issue of contemporary political interest and to write as an engaged citizen on the topic. Students also engage in both on-line and in class discussions.

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>				
Defines and analyzes different forms of democracy and justice	1	9	5	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	1	10	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		13	2	
Conducts rigorous research on an important current even, using proper documentation and appropriate methods.		13	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>				
Exam answers demonstrate how political actors influence the practice of democracy and social justice	2	7	6	
Student links historical and theoretical ideas to current political and social events.	2	10	3	
<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 Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	2	9	4	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	1	7	7	
<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).		9	6	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	9	3	

### DJS 101: Introduction to Democracy and Justice Studies (Spring 2015)

This course was team-taught in Spring 2015 by all eight DJS faculty. The instructor of record was Jon Shelton, and the course enrolled 52 students. Key assessments in this iteration of the course included one in-class essay exams and one “issue” essay, in which students had to apply their knowledge regarding the constitution of democracy and social justice to analyze an issue of contemporary political interest and to write as an engaged citizen on the topic. The final project incorporated the issue essay into a creative group presentation.

<b>EVALUATION AREA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
<b>DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.</b>				
Defines and analyzes different forms of democracy and justice		12	3	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	1	11	3	
<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	4	
Conducts rigorous research on an important current even, using proper documentation and appropriate methods.		12	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>				

Exam answers demonstrate how political actors influence the practice of democracy and social justice		11	4	
Student links historical and theoretical ideas to current political and social events.	2	11	2	
<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 Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	10	4	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.		12	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).		11	4	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	8	4	

#### DJS 349: American Political Thought

This course, taught in spring 2015 by Alison Staudinger, enrolled 20 students. Dr. Staudinger elaborated the fifth objective to read: “Use the blog format to link ideas to political life and develop digital literacy.” This course was diverse, both in terms of demographics and the ideological makeup of participants. Most students 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. Discussions saw sophisticated application to historical ideas to contemporary events, without de-historicizing them. While their formal writing was still a work in progress, their blog writing was impressive and engaging.

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>				
Defines and analyzes different forms of democracy and justice	1	14	5	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	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 current even, 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>				
Exam answers demonstrate how political actors influence the practice of democracy and social justice	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 Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	2	13	5	
Student can communicate 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	

### Senior Seminar: DJS 470: The Politics of Work and Love

This course, taught in fall 2014 by Alison Staudinger, and enrolling 19 students, explored the policies, ideals and politics of social and economic policy relating to family, gender and the workplace. Student groups led discussions on topics from labor unions in Wisconsin to sex work to two-income household economics. The class developed into a close cohort that became very comfortable discussing issues independently. Student led presentations were generally good and occasionally outstanding, with creative assignments and engaging questions. Student papers were strong, and the paper workshop was a pleasure. The evaluation below is based on in-class performance including leading a seminar, a mid-term argumentative paper, and a final scholarly book review that was work-shopped in the course and, in some cases, submitted for publication.

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>				
Defines and analyzes different forms of democracy and justice		10	9	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	1	5	13	
<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	0	18	1	

Conducts rigorous research on an important current even, using proper documentation and appropriate methods.	3	15	1	
<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>				
Exam answers demonstrate how political actors influence the practice of democracy and social justice	2	10	7	
Student links historical and theoretical ideas to current political and social events.	0	4	15	
<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 Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	4	12	3	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	0	15	4	
<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	18	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	0	4	15	

### Senior Seminar: DJS 470: Gender, Labor and Migration

This course, taught in spring 2015 by Yunsun Huh, and enrolling 16 students, was designed to understand interdisciplinary perspectives on gender, labor and migration in contemporary feminist approaches. Students explored a gendered examination in understanding of economic systems and analyzed the history of international migration and current policy issues related to labor and migration in the U.S. and the world. Each student led two seminar presentations for the theoretical backgrounds and a topic proposal for his/her own research. All students chose their own topic related to current issues in either gender or immigrations and submitted a final written paper reflecting class discussion on their topic presentation. Everyone actively participated in discussions on seminar and topic proposals presented to the class, sharing their knowledge, idea and own experiences. Students' papers were sharp and strong, and their skills for oral and PowerPoint presentations improved over the semester.

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>				
Defines and analyzes different forms of democracy and justice		11	5	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	1	7	8	

<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		5	11	
Conducts rigorous research on an important current even, using proper documentation and appropriate methods.	3	11	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>				
Exam answers demonstrate how political actors influence the practice of democracy and social justice	0	9	7	
Student links historical and theoretical ideas to current political and social events.	0	12	4	
<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 Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	0	13	3	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	0	11	5	
<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).	0	0	16	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	0	4	12	

### 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.

### Internship: DJS 497 (2014-2015)

In Fall of 2014, Interns learned off campus through Green Bay Community Internship Programs and in a neighboring county. In Spring 2015, they worked in diverse settings, from on-campus in the Pride Center and building a resource center for parents to in Milwaukee with the District Attorney and with the local police. One student wrote: "I was able to link many discussions from my DJS

classes to the current events impacting students who frequent the Pride Center. I was able to challenge what was being said in a supportive way, similar to how professors challenge us to think critically in my classes, in order to pull more depth out of certain conversations.” The Internship director rates interns individually using the scale below, by evaluating internship portfolios. Portfolios include the following items: field supervisor evaluation, issue oriented-research paper, reflection paper, and journal of daily activities.

The basic requirements for doing an internship in Democracy and Justice Studies are as follows: Students must be majors in Democracy and Justice Studies to potentially secure an internship. Internships must be compelling and relevant to the major. Internships are negotiated in advance and organized through the office of the internship coordinator. Qualified students must have a minimum of 45 credit hours prior to doing an internship. Students must perform 45 hours of service for each hour of academic credit, up to a maximum of six credit hours. Internships may be undertaken during either the Fall or Spring semesters and must be arranged prior to the semester in which they occur. Students and field Supervisors will negotiate and complete an "Internship Learning Contract" which will state the learning objects, hours, and goals of the internship, with the assistance of the Internship Coordinator. Students are expected to create an online photo-essay using medium that documents their experience, including both a research and a reflective component. Students will be required to post 5 times per semester to a D2L discussion board; 2 times on research, and 3 times on their ongoing experiences and challenges as interns. There will be 3 "meet ups" per semester that can substitute for these posts. The field supervisor will submit a written evaluation of the student's performance in the internship, per the learning contract.

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		4	5	
Demonstrates an understanding of democracy and justice as they pertain to the internship.		5	4	
<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	1	4	4	
Conducts rigorous research on an important question, through a research paper tied to the internship.	1	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>				
Internship Portfolio considers the agency of relevant actors and the structural nature of oppression.	1	5	3	
Student links internship experience to current political and social events.	1		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.	1	3	5	
Student can speak clearly and deeply on the issues he chosen, linking them to policy and politics.	2	5	2	
<b>DJS Learning Objective 5. Understand diversity &amp; 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, religion)		2	7	
Demonstrates an awareness of own values/beliefs and how they could influence work with colleagues or service recipients	1	5	3	

2. Endnotes:

\*There are two items from the original inventory of assessment methods that do not appear here: essential knowledge testing and authentic assessment. Initially, for the **essential knowledge testing** component, the instructor of DJS 101 would administer a test to evaluate students' overall abilities to meet student learning objectives 1, 3, and 5. In DJS 470, the instructor would re-administer the test to evaluate growth in student knowledge and understanding among majors. This would occur in fall and spring semesters, however this component has not been developed. In the **authentic assessment** category, under the guidance of the departmental advisor or designated mentor, students evaluate accomplishments in the major, and provide evidence for meeting each of the learning outcomes. This component has been difficult to implement and is therefore not reflected in the present program assessment report. DJS has not, however, abandoned this idea. If developed, it would be aligned with the Internship program to attempt to provide a more comprehensive approach to career development.