**UW-Green Bay Curricular Assessment Plan and Report Template**

**Basic Information**

Program Name: Democracy and Justice Studies

My Name: Eric J. Morgan

College: College of Arts, Humanities, and Social Sciences

**Learning Outcomes:**

* State your Learning Outcomes (outcomes should be measurable):

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.

* Indicate if your curricular outcomes cohere with a National Standard (NCTE, etc.), and, if so, which ones. If no, simply leave this question blank.
* Please review your program’s Learning Outcomes. Do any of them need to be updated or clarified?

No.

**Curriculum Mapping**

* Please include a recent curriculum map that includes all courses and demonstrates how your Programmatic Learning Outcomes map with the General Education and Institutional Learning Outcomes.

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| --- | --- | --- | --- |
| **General Education Requirement**  |   |   |   |
| **Social Sciences**  | **Global Culture**  | **Ethnic Studies**  | **Capstone**  |
| DJS 101; Pol Sci 100; Pol Sci 101; DJS/WOST 241; DJS 200; DJS 204; DJS 221  | Pol Sci 100; Pol Sci 351  | DJS 200  | DJS 470: Senior Seminar |
| **Writing Emphasis**  | **Quantitative Literacy**  | **Humanities**  |
| DJS 198; DJS 241; DJS 348; DJS 353; DJS 361; DJS 361; DJS 362; DJS 461; DJS 470; Pol Sci 318; HIST 370; HIST 353; POL SCI 340;  | Pol Sci 318  | Hist 205; Hist 206  |

**General Education Learning Outcomes** (https://catalog.uwgb.edu/undergraduate/planning/general-education/)

Biological Sciences

· BS1. Explain central principles and theories of biological sciences.

· BS2. Describe the inquiry process through which the sciences approach the development of understanding of the natural/biological world.

Ethnic Studies Perspective

· ES1. Identify and describe ethnic, racial, and cultural contrasts from multiple perspectives.

· ES2. Articulate causes and effects of stereotyping and racism.

Fine Arts

· FA1. Demonstrate technical skills and knowledge necessary to create or perform artistic functions.

· FA2. Develop historical, stylistic, cultural or aesthetic knowledge necessary to create or evaluate quality of an art form.

First-Year Seminar

* *L.O.1 Students will gain Information Literacy.*
* Select information sources
* Search queries and analyze results
* Attend library sessions, implement library guides, and utilize embedded librarian.
* *L.O.2 Students will experience Interdisciplinary Learning.*
* Implement integrated learning
* Synthesize information across contexts
* *L.O.3 Students will learn Communication Skills.*
* Communicate orally and in writing
* Provide writing emphasis, rigor, and support
* *L.O.4 Students will on-ramp to the University.*
* Transition students from high school to college
* Mentor and coach students
* Decrease barriers via interventions

Global Cultures

· GC1. Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States.

· GC2.Explore issues that cross geographic, political, economic and/or socio-cultural boundaries outside the United States.

Humanities

· H1. Describe the Humanities’ unique ways of understanding major events and movements in Western and world civilizations by critically examining a range of literary, philosophical, and other cultural texts produced by those movements.

· H2. Articulate individual and social values within cultures and the implications of decisions made on the basis of those values.

Natural Sciences

· NS1. Explain central principles and theories of physical sciences.

· NS2. Describe the inquiry process through which the sciences approach the development of understanding of the physical world.

Quantitative Literacy

· QL1. Demonstrate competence in performing quantitative operations.

· QL2. Apply analytical concepts and operations to interpret models and aid in problem-solving, decision-making, and other real-world problems.

Social Sciences

· SS1. Explain how social scientists practice critical thinking.

· SS2. Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences.

Sustainability Perspective

· SP1. Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial.

· SP2. Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.

Writing Emphasis

· WE1. Students will state important points and support them with illuminating details and examples.

· WE2. Students will demonstrate an ability to write in clear and lucid academic prose and to properly employ academic conventions (writing style, transitions, source integration, etc.).

· WE3. Students will demonstrate an advanced understanding of academic citation (if required by assignment).

· WE4. Students will demonstrate the ability to analyze logically and consistently and to draw meaningful implications.

**The Institutional Learning Outcomes**

(https://www.uwgb.edu/provost/mission-strategic-planning/institutional-learning-outcomes/)

In the course of their education at the University of Wisconsin-Green Bay, students will:

1. Demonstrate the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. Demonstrate **broad and integrative knowledge** across a variety of fields of study.
3. Develop a variety of practical and **intellectual skills**, including inquiry and analysis, critical and creative thinking, oral and written communication, quantitative literacy, information literacy, and teamwork and problem-solving
4. Be anchored in **personal and social responsibility skills**, as demonstrated by engaged citizenship with a commitment to equity and inclusion knowledge of environmental and cultural sustainability,
5. intercultural knowledge, global learning, ethical reasoning, interdisciplinary, and foundations for lifelong learning.
6. Engage in **applied, collaborative and integrated learning** in both academic and non-academic settings.

**Previous Data**

Please review the baseline assessment results for General Education Assessment and Institutional Assessment from the Assessment Dashboards (www.uwgb.edu/assessment). Please also consult your most recent Comprehensive Program Review document and Assessment Report. Then, discuss this information with the faculty in your program. Please post the results from the most recent General Education Learning Outcomes assessment, Institutional Learning Outcomes assessment and Programmatic Learning Outcomes assessment here. You may have to refer to PLO assessment from 2017 or 2018, which can be found on the UWGB Assessment Website: [www.uwgb.edu/assessment](http://www.uwgb.edu/assessment).

General Education: I could not find this data on the provided website.

Institutional Learning Outcomes: I could not find this data on the provided website.

Programmatic Learning Outcomes: See attached 2016-2017 Report.

What do you see as strengths of your program, based upon the above assessment results?

Our students are strongly committed to the ideals and practices of Democracy and Justice and are, by graduation, excelling in speaking and writing as engaged citizens on questions of democracy, justice, freedom, and equality and connecting them to issues of the day.

What do you see as challenges, based upon the above assessment results?

Perhaps more real-world opportunities for our students beyond internships.

**Cycle of Assessment:**

* Detail **which** outcomes will be assessed during this cycle. It is acceptable to choose all to be assessed or for some courses to assess a certain amount while others do the rest or for your program to focus on a few this cycle and the rest the next cycle. List all outcomes to be assessed this cycle.

We will assess all programmatic learning outcomes.

* What questions will the assessment of these outcomes address for you about your program, curriculum or student base?

How our program has evolved and will continue to evolve.

* Identify **when** each of these outcomes will be assessed during the cycle. Note that you need not assess all outcomes during a cycle, but all outcomes should be assessed within two cycles.

We will assess these outcomes during the 2024-2025 and 2025-2026 academic years.

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

Course projects.

* If you are not using Qualtrics or Canvas assessment, which technique will you use to assess this/these outcomes? If you are using Qualtrics or Canvas for PLO assessment, indicate that here.

**Note: Year One is a baseline assessment. Please ask your instructors to assess the courses that are most strategic for your program.**

**Outcome Assessment Procedure:**

* Detail **when** the data will be collected for assessment of the learning outcomes that will be assessed this year. If you are using Qualtrics or Canvas, it will be at the end of each term.

Fall 2024, Spring 2025, Fall 2025, Spring 2026

* Detail **how** the data will be collected. Include specific activities if you are not using Qualtrics or Canvas.

Final projects submitted through Canvas.

* Describe the benchmarks/targets for the outcomes assessed. For example, the UWGB Assessment Program finds it acceptable for 70% of our current students to chart in the proficient/high proficiency level, but we aim to increase that to an 80% or higher percentage in proficiency/high proficiency in each skill within the next ten years.

80 percent proficient/high proficiency

* Indicate if you have a signature assignment/s in relation to outcome assessment. If not, write N/A. If so, provide copies as appendices. This is not necessary for a baseline assessment.

N/A

* Which specific artifacts will be collected for the outcomes assessed?

Final projects

* How are the artifacts maintained?

Stored on Canvas

* If you are not engaging in Qualtrics assessment, how and by whom is the data maintained?

**Participation in the Assessment Process**

* Who oversees your assessment process?

Chair

* How do you determine which outcomes are being assessed?

We will assess all programmatic outcomes.

* Which courses are the most strategic for you to assess this year?

DJS 101 or DJS 470

* How does norming for assessment take place in your program?

N/A

* How is information about your assessment results currently disseminated to your faculty? When did you last discuss assessment results with them?

We discuss assessment in our faculty meetings.

* How are you currently sharing your assessment results with the public? How is this helping you to tell the story of your program?

We are not currently sharing assessment results with the public.

This is the end of the Assessment Plan for Year One. Please complete the information above and post in the UWGB Curricular Assessment site under your program’s folder. This is due by October 31st.