Department/program: Political Science

Team members: Jolly Emrey, Louis Fucilla, Jonah Ralston, and Ted Gimbel

Goals of the action plan:
Strategic Planning Retreat in early fall
Identify Areas of Focus and Set Achievable Goals for 2017/2018
Formalize Goal Setting and Assessment
Collect Data on specific SLOs & HIP
Staffing and Diversifying Staff

Actions completed:
Strategic Planning Retreat was held 9/1/17
Areas of Focus for Department Were Identified (2017-2022); Faculty and Staff Divided into Small Groups; Measurable Goals for 2017/2018 Set
Formalized goal setting and assessment for 2017/2018
ELOs, SLOs, HIPs, and EEQs were aligned by faculty/staff within courses

Goal 1. Curricular Review – Prerequisites were changed for upper-division courses. Previously, three units of political science or instructor consent was required for students to enroll in our 300/400 level courses. The prerequisites in most, but not all, 300-400 level courses are now sophomore standing or instructor consent. Courses excluded from this prerequisite change include those that are “capstones” or are required courses for political science majors. The department is also working on expanding our course offerings for the online major. A proposed goal for AY 2018-2019 will be to have Public Policy and Legal Studies minors available online.

Goal 2. Community Outreach --- Jonah Ralston included a service learning component in his upper division public policy course; Susan Johnson and Jolly Emrey collaborated on a Local Government Leadership Workshop series with the UWW Graduate Studies and Continuing Education program. Two workshops were held (fall 2017 and spring 2018). Each were attended by over 50 people in local government throughout the state. This is an ongoing initiative. Faculty also invited local elected representatives to class, leaders in fields relevant to future student employment, and the department
continued to build on its internship program with additional partners and placements.

**Goal 3. Faculty and Staff Professional Development.** Faculty and staff continued to participate in campus initiatives and disciplinary conferences. Eric Loepp received the annual (2017) CQ Press Award for Teaching Recognition. This award is given by our national association, the American Political Science Association, and there is only one recipient each year.

**Goal 4. Enhancement of Student Engagement and Professional Development.** The Department has participated in the QA Commons Essential Employability Qualifications (EEQ) project during this academic year. The attached cross-walk was used to align EEQs with ELOs and SLOs in our curriculum. The Department held its annual Alumni/Career Night in spring 2018. Alumni included: State Legislative Aide, Deputy District Attorney (Dane County), Judge (Kenosha), Central Manager for Planned Parenthood Wisconsin, and Village Administrator and Clerk for the Village of Butler, Wisconsin (Milwaukee area). It was our best attended Alumni/Career Night yet --- standing room only (literally). Faculty applied to participate in research across the curriculum and two have been accepted for the 2018-2019 AY. Faculty and staff continue to work with students on undergraduate research including RAP, SURF, and UGR.

**Brief statement of main results:**
Our action plan from the summer institute became modified a bit after we held our strategic planning session. Political Science reviewed its mission statement and identified areas of focus as well as areas of improvement for program delivery for our students. We have formalized a process for goal setting for each academic year with the understanding that goal outcomes must be measurable. We have also reviewed our SLOs for courses in the curriculum and performed a “crosswalk” aligning ELOs, HIPs, EEQs, and SLOs. A copy of this exercise is attached. (Note: This form was originally created by Lana Collet-Klingenberg and adapted by Jonah Ralston for the Political Science Department.)
Please see the goals discussion above for some results. Below we address some additional assessment projects/achievements.

Assessment:
Two teams of faculty participated in College of Letters and Sciences Assessment Projects. Summer 2017 – Louis Fucilla and Jolly Emrey assessed writing of our majors in our required course, Political Science 302 (Writing in Political Science). In general, we found that most of our students were competent, but very few reached the level of accomplished (the tools used for the assessment were the UWW Writing Matters Rubric and the UWW Critical Thinking Rubric). It was difficult to assess improvement over time because this is a one semester course and the assignments varied with respect to expectations and prompts. Eric Loepp and Jonah Ralston (Winter 2018) completed a review of existing assessment plans and tools used by other political science programs/departments. (Please see the attached)

Jane Gottlick implemented a Growth Mindset approach to teaching Gen Ed 140 (Global Perspectives). She found that students improved substantially in her course using this approach to teaching Global Perspectives.

How you have/will/can make use of the results:
This is an iterative process. Now that we have formalized goal setting for each academic year, and we have identified areas of focus for five years (2017-2022), we will continue to review our progress and set new goals each year. The department will determine how to revise its goals for 2018-2019 based on what we achieve in this academic year. Goal setting for 2018-2019 will take place at our Department retreat prior to the new academic year.

We are also able to use the crosswalk exercise to examine our SLOs in our courses and consider possible revisions to these or to our program and the curriculum. The chair is working on a crosswalk for the program using this information from the individual courses.
This exercise will be helpful as we go through general education recertification as well.

Goals for 2018-2019 year (if you’ve thought about these yet):
We have identified goals based on the areas of focus. Our plan is to work on the goals through spring 2018. In addition, we plan to improve how we measure the effectiveness of a HIP (internship) by administering an internship/employer feedback survey as well as student reflection on the experience. *The survey was not constructed in spring 2018 but will be constructed this summer (2018) and implemented for our summer interns.* We will also be conducting a critical thinking assessment project in a required political science course in spring 2018. *This was not completed but will be completed in fall 2018.*

We will continue to make our case for staffing needs. The recent merger with UW-Rock County has made this a bit more challenging, but we will make every effort that we can. *Update: A staffing proposal was submitted May 2018. We are seeking a faculty member who can add to our growing Legal Studies Emphasis major and who can contribute to other programs (e.g., Women’s and Gender Studies and the Online Political Science major) and we will be working diligently to increase department diversity.*
**APPENDIX A**

**Course:**

<table>
<thead>
<tr>
<th>ELO Essential Learning Outcomes LEAP</th>
<th>HIP High Impact Practices LEAP</th>
<th>EEQ Quality Assurance Commons</th>
<th>SLO Student Learning Outcomes (Course-Specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Knowledge of Human Cultures &amp; the Physical and Natural World</td>
<td>☐ First Year Seminars &amp; Experiences</td>
<td>☐ Communicators</td>
<td></td>
</tr>
<tr>
<td>Intellectual &amp; Practical Skills:</td>
<td>☐ Common Intellectual Experiences</td>
<td>☐ Thinkers / Problem Solvers</td>
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<tr>
<td>☐ Inquiry &amp; Analysis</td>
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<tr>
<td>☐ Critical &amp; Creative Thinking</td>
<td>☐ Learning Communities</td>
<td>☐ Inquirers</td>
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<tr>
<td>☐ Written &amp; Oral Communication</td>
<td>☐ Writing-Intensive Courses</td>
<td>☐ Collaborators</td>
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<tr>
<td>☐ Quantitative Literacy</td>
<td>☐ Collaborative Assignments &amp; Projects</td>
<td>☐ Adaptable</td>
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<tr>
<td>☐ Information Literacy</td>
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<tr>
<td>☐ Teamwork &amp; Problem Solving</td>
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<tr>
<td>Personal &amp; Social Responsibility:</td>
<td>☐ Undergraduate Research</td>
<td>☐ Principled &amp; Ethical</td>
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<tr>
<td>☐ Civic Knowledge &amp; Engagement (Local &amp; Global)</td>
<td>☐ Diversity / Global Learning</td>
<td>☐ Responsible &amp; Professional</td>
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<tr>
<td>☐ Intercultural Knowledge &amp; Competence</td>
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<tr>
<td>☐ Ethical Reasoning &amp; Action</td>
<td>☐ Service Learning / Community Based Learning</td>
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<tr>
<td>☐ Foundations &amp; Skills for Lifelong Learning</td>
<td>☐ Internships</td>
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<tr>
<td>☐ Integrative Learning</td>
<td>☐ Capstone Courses / Projects</td>
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APPENDIX B
L&S Assessment Winterim 2016 Project Proposal

Proposers: Eric Loepp, Ph.D., and Jonah Ralston, Ph.D.
Department: Political Science

I. Description:

Our project concerns our department’s desire to revisit the tools and methods used to assess student achievement and content retention at the time of program completion. Various instruments have been used over the years, and the faculty have discussed the strengths and drawbacks of these methods. We believe these conversations would benefit from a more extensive understanding of what other programs both inside and outside the university are doing to gauge student success. We propose to undertake a comprehensive analysis of how political science departments, as well as other programs in the social sciences, may accurately and effectively assess student achievement. This, in turn, can help us identify means by which we can improve upon instruments the department has relied on in the past.

The project consists of five stages:

1) Initiate contact with the following:
   a. Other departments on campus
   b. Other political science departments at peer institutions
   c. Political Science group on Facebook
   d. Institutes on learning and teaching, such as the Center for Research on Learning and Teaching at the University of Michigan

2) Review relevant scholarly literature

3) Using the literature review and any existing instruments received from contacts as a guide, prepare an assessment instrument that could be utilized by the department

4) Write a draft report with recommendations for revision or additions to current assessment methods and provide an explanation of the proposed assessment instrument

5) Circulate the report among department faculty to solicit their feedback

6) Incorporate feedback into the assessment instrument and prepare a final report that could eventually be presented at a department meeting

Objectives:
The immediate objective of this project is to help the department develop an effective instrument for assessing student achievement, knowledge, and competence at the end of their undergraduate careers. More broadly, we have identified two long-term benefits. First, we anticipate using the data and corresponding report generated by this
project to inform teaching and administrative methods. For instance, we might uncover systematic patterns of content retention (or failure thereof) that will help the department identify areas for pedagogical improvement. Second, the data will contribute to a distinct but related department goal of improving – if and as necessary – lateral consistency across sections of the same course taught by different faculty (e.g., similar course objectives for any section of a particular course offering). Undertaking this project can help the department refine and clarify essential learning objectives at the department level, which may in turn inform learning objectives at the individual course level.

**Rationale:**
A pressing concern for any university department is an ability to gauge its overall effectiveness. We collect a great deal of data about student satisfaction at the individual course level, but we do not have as much information regarding our ability at the department level to consistently and proficiently stimulate the acquisition/retention of critical concepts and knowledge that we may reasonably expect graduates of this department to possess. This project seeks to help address this concern.

**II. Enhancing Assessment in the College of Letters and Sciences**

Need specific impacts and tangible outcomes of the project. The project will help the department – and possibly, we hope, other departments in the College – in two related ways. In the short term (roughly the next two or three semesters), it will allow us to craft and refine assessment instruments that meet the needs of the department and begin collecting data on the department’s effectiveness at delivering content. In the long run, however, we anticipate the project facilitating reflective exercises among the faculty, both individually and as a group, that will allow us to determine how we can improve as instructors. By developing strong and rigorous instruments that can be used for many semesters, we can track patterns and trends in academic achievement that cannot be assessed effectively at the moment.

**III. Assessment of Project**

Success can be measured by the anticipated adoption of assessment measures identified (and likely modified) by our department.

**IV. Timetable**

The project will require two periods of commitment. The larger segment will occur between December 26th and January 16th (during Winterim) while we conduct research/collect data (Stages 1 and 2). Depending on the rate of response from our peer community, we anticipate starting, but not entirely completing, the instrument(s) during the winter break. Thus a second segment of work (Stages 3, 4, and 5) is scheduled for the spring term during which we will (1) finish the instrument(s), (2) present them to faculty, (3) integrate faculty feedback and (4) administer to students graduating in the Spring 2017 term.

**V. Stipend Request and Justification**

Total Request: $600
$200 ($100 per person) for the equivalent of one day’s work to contact others and to review existing literature
$200 ($100 per person) for the equivalent of one day’s work to prepare a draft report and assessment instrument
$200 ($100 per person) for the equivalent of one day’s work to circulate the draft report to faculty, review comments, update the assessment, and prepare a final report and plan for administration
## Local Government Leadership Workshop:

### Leading Your Team 101

The theme of this workshop is "Leading Your Team 101". It will feature interactive sessions focused on skill building and professional development for local government professionals. Participants will spend the morning exploring leadership topics including emotional intelligence and working with a multigenerational workforce. In the afternoon, attendees will participate in interactive sessions on motivation and design thinking. Registered attendees may purchase one CEU.

### Date: May 4, 2018  
**Time:** 8:30 a.m. - 3:30 p.m.

### Location:
Innovation Center, Training Room 105, 221 Innovation Drive, Whitewater WI 53190. About four miles from UW-Whitewater.

### Cost:
- Price: $70
- Group Discount: $55.
- Three or more from same organization must register.
- The price of registration includes lunch

### Meet your Instructors:
- **Kevin Brunner** - Keynote Presenter  
  *Partner in Public Administration Associates*
- **Carol Brunt**  
  *College of Business and Economics, UW-Whitewater*
- **Megan Matthews** - Management  
  *College of Business and Economics, UW-Whitewater*

### Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>8:30 - 9:00 a.m.</td>
<td>Registration &amp; Continental Breakfast (Innovation Center)</td>
</tr>
<tr>
<td>9:00 - 9:15 a.m.</td>
<td>Welcome</td>
</tr>
</tbody>
</table>
| 9:15 - 10:15 a.m. | **Keynote Address**  
  "Emotional Intelligence- A key to local government leadership"  
  **Kevin Brunner** - Partner, Public Administration Associates |
| 10:30 - Noon   | "Crafting a successful multigenerational work environment"  
  **Carol Brunt** - Management Department, UW-Whitewater               |
| 12:00 - 12:45 p.m. | Lunch (included in registration fee)                                     |
| 12:45 - 2:00 p.m. | "Discovering what motivates the people around you"  
  **Megan Matthews** - Management Department, UW-Whitewater            |
| 2:15 - 3:30 p.m. | "Creating a work culture that motivates and inspires"  
  **Megan Matthews** - Management Department, UW-Whitewater            |

Register Online: [uw.edu/ce/localgovernment](http://uw.edu/ce/localgovernment)