

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Political Science Majors and Minors, 2021-2022**

Date: 3/11/2022

Time: 3:00-4:00

Place: LT4120

Attendance: Provost John Chenoweth; Dean Frank Goza (L&S); Department Chair/Program Coordinator Jolly Emrey; Political Science Department members Louis Fucilla and Xia Li Lollar; Audit & Review Team Chair Tom Klubertanz; Audit & Review team member Leda Kanellakou.

- 1) Call to order by Klubertanz at 3 PM
- 2) Introductions
- 3) Klubertanz shared general comments from the review team:
 - a) Department has strong faculty commitment to student engagement and success, as demonstrated by strong record of undergraduate research and efforts to place students in internships.
 - b) Review team was impressed by projects related to curriculum and program advancement, such as the Research Methods course assessment and analysis.
 - c) The Department's curriculum serves students well. Minor reaches students from across the University. This speaks to the smart planning of a flexible curriculum. Also, program makes great contributions to general education curriculum and cross-listed courses.
- 4) Discussion of Review Team's evaluation:
 - a) *Please provide an overview of the various tracks offered to students within the Political Science major. Are the various emphasis offerings clear to students?*
Emrey shared that the department is updating their website so that it will be easier for students to learn about Political Science and Legal Studies. They also will share the value of the majors/minors with students in introductory courses, hoping to gain recruits. Alumni who are either recently graduated or who have excelled in their field may be recruited to help current and perspective students better understand career options. The department is considering a name change to better reflect curriculum and majors. Finally, Emrey expressed appreciation for the return of learning communities as a curricular option.
 - b) *It is clear from the self-study that assessment work is happening in the program. The review team discussed the challenges the program may be facing related to assessing student learning. Does the program have a clear plan to assess student learning in both majors?*
There was praise for assessment activities done so far and a discussion of a more integrated assessment plan and schedule. Chenoweth emphasized that assessment activities are most embraced when meaningful and constructive, not just done to fulfil a requirement. Goza asked about assessment data being collected from Writing in Political Science (POLISCI 302), leading to a brief discussion about getting assessment data from later in students' progression through the curriculum.
 - c) *There is a lot of work associated with managing these programs (Political Science and Legal Studies). Do faculty and staff in the program share common goals related to advancing the program? How is this work distributed among faculty, staff in the program?*

Emrey expressed gratitude for efforts by departmental colleagues to advance the program. There was a brief discussion about how the self-study was assembled. There was a separate discussion of variation in enrollments and workload among department members--issues common to all departments.

- 5) **Recommended Actions:** The evaluation report lists two recommended action (see page 13, point 4) related to assessment and long-term planning.
- 6) **Recommended Result:** *Continuation with minor concerns*
- Please make use of the detailed comments in the evaluation report (below).
 - Please select all applicable boxes and fill in the appropriate year:
 - Next FULL self-study will be due to the Dean on October 1, 2026 to the Assessment Office on November 1, 2026.
- 7) Adjourned at 3:50 PM.

Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).

**University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2021-2022
Majors/Minors and Standalone Minors**

Date of Evaluation 2/2/2022 Short Self Study (SS*) _____
 Program: Political Science Major Minor

Evaluations submitted by: SA Welch, Janine Tobeck, Leda Kanellakou, Tom Klubertanz, and Katy Casey

Review meeting attended by: SA Welch, Janine Tobeck, Leda Kanellakou, Tom Klubertanz, and Katy Casey

I. General Program Information

1. The program's mission statement reflects the nature and scope

	Sufficient Evidence	5
	Some/Partial Evidence	0
	No/Limited Evidence	0

2. The program is aware and reflective of changes affecting improvement since the last review.

	Sufficient Evidence	5
	Some/Partial Evidence	0
	No/Limited Evidence	0
	First self-study for the program	0

3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.

	Sufficient Evidence	5
	Some/Partial Evidence	0
	No/Limited Evidence	0

4. The program has been responsive to actions recommended from the previous Audit and Review Reports; Progress Reports have been submitted, if relevant.

	Sufficient Evidence	4
	Some/Partial Evidence	1
	No/Limited Evidence	0
	First self-study for the program	0

5. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate (only select N/A if there is no accreditation available).

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
N/A	5

General Comments related to Section I

2. The awareness of changes that have occurred is demonstrated in sections on staffing (retirements and cuts), changes in curriculum (new degree and loss of learning communities), enrollment (effects of pandemic), and other major areas.

3. The analysis of political science programs across the state and country done for assessment was outstanding. I congratulate those authors for their fine work.

4: while things have changed (new minor, dropping of a previous emphasis), this report did not seem to address the concerns about updating the assessment plan from 2012.

II. Alignment within the University

1. The program contributes to the fulfillment of UW-Whitewater's Mission and Strategic Plan.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program supports general education and/or proficiency programs at the University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. The program is collaborative and supports other academic programs across the College and/or University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section II

This program makes significant contributions throughout the university, including in general education and its many inter-departmental collaborations. Congratulations on the program's efforts to include internships in the various programs of study.

2. Half of each faculty member's load is general education.
3. The programs works with departments in several colleges to offer courses and pathways for students.

III. Program Goals & Accomplishments

1. Goals and objectives were identified and undertaken to improve/advance the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. The program has a process for setting and assessing goals and making decision about changes to the program.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

General Comments related to Section III

The program has a well-established practice of setting and evaluating progress toward program goals. I appreciated the assessment projects undertaken to evaluate program level outcomes. Have there been changes in the program based on the results of those analyses (i.e., results of Political Science methods investigation, writing assessment)? All: The program has worked to formalize planning, while remaining agile and able to respond quickly to both disruptions and opportunities.

2 & 3: Their retreats seem to be serving them well to take the time to focus on the future needs of the various classes/programs.

3. As noted in the past, the program has a fine tradition of establishing short-term goals, then accomplishing them. Its only weakness in my opinion is not demonstration of long-term goals and planning. Even though long-term goals often get re-written during times of turmoil, it still is beneficial to craft them, revisit them regularly, and have that culture of long-term planning.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

3. Appropriate assessment data were used in making curricular revisions.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

4. Students participate in the high impact practices.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section IV

Congratulations on the launch of the Legal Studies major! There are many high impact practices available to students in the PS program- some of which are required.

1: The majors have depth but are easy for students to enter and move through

2: This was only addressed at a more "surface" level when perhaps a more in-depth discussion is called for.

2. I was struck by the great diversity of majors who choose Political Science for a minor. It is a natural and beneficial pairing for so many disciplines. The program's policy of access to upper-level courses makes getting the minor practical and doable.

3: I didn't see a clear use of assessment data (beyond better reflecting the focus of a course) in their course changes.

3, Legal Studies Major created in response to student demand and career/employment data, and has already exceeded enrollment goals.

2 & 4: The program's really outstanding commitments to and successes with multiple opportunities for student engagement and professionalization continue, e.g., in its robust system for internships, building of Community-Based Learning opportunities, etc.

Item 4: They had a terrific description of the various HIP available for students.

V. Assessment of Student Learning

1. The program has clearly articulated learning outcomes for students.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Student learning outcomes are "mapped" to the curriculum.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.

Sufficient Evidence	1
Some/Partial Evidence	2
No/Limited Evidence	2

4. The program collected a variety of appropriate assessment data allowing judgements about the extent to which students are achieving learning outcomes.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

5. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	1

6. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

7. Overall, the program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0

General Comments related to Section V

The PS SLOs are mapped to the curriculum but the LS are not. There is intentionality behind identifying SLOs and aligning those to the curriculum. However, the overall plan is incomplete. There were two examples of assessment projects shared under program goals. The writing project is clearly aligned with the Written Communication SLO, and a summary was provided. It is not clear if the program has plans to implement/consider recommendations.

1: In this section, they did address some assessment work (on classes with lower grades). But, even then this was not fully developed. They did address how their advising efforts have increased and that they are seeing improvement.

5: It wasn't clear to me what specific assessment data was used for making changes to the curriculum, student SLO, etc...

5: The program has been taking measurable steps toward sustainable assessment of student learning, even while critically engaging with important questions about structures and uses of assessment. Assessments grounding recent moves have tended to be more contextual than course-based (e.g., analysis of demand, regional needs, assessment of assessment practices, etc.), partly driven by the creation of the new Legal Studies degree program, but specific plans for course assessments are articulated and underway.

VI. Student Recruitment, Enrollment, Retention, and Graduation:

A. Trend Data

1. [MAJORS ONLY] Five-year enrollment and graduation trends reflect program vitality and sustainability.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

3. [MAJORS ONLY] As a follow up to program enrollment and graduation, describe the strategies used to recruit and retain students.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

4. Composition of students approximates or exceeds the diversity of students at the University.

Sufficient Evidence	4
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Some/Partial Evidence	1
No/Limited Evidence	0

5. Students can enroll in appropriate courses and proceed without delaying graduation.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

6. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section VI.A

The program engaged in activities to address enrollment. The program has a number of HIP and co-curricular offerings that likely attract a diverse student body.

1-6. The analyses of enrollment were very clear and honest. The Legal Studies major has been a great success so far.

3: Faculty and alum engagement in recruitment/retention is impressive. The loss of the program's successful Learning Community is a blow.

6: The program is aware of its staffing challenges in terms of balance in coverage by areas of expertise, balance of workload in terms of high- and low-enrolled courses, etc.

VI. Student Recruitment, Enrollment, Retention, and Graduation:

B. Demand for Graduates

1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Data suggests that employment opportunities for graduates of this program will remain strong.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments for VI.B

Item #1: impressive that 100% find jobs/careers.

Thank you for data on the marketplace.

VII. Resource Availability & Development:

A. Faculty and Staff Resources

1. Information on numbers of full and part-time faculty and staff are provided. Expertise of teaching staff are aligned with the needs and future vision for the program.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

2. Information is provided about changes in the faculty since the last Audit and Review.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. The program has identified staffing changes and anticipated areas of potential future need.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to section VII.A

Current staffing in the program is adequate. However, there is reason to believe, based on projected and actual growth, that there will be instructional needs in the Legal Studies area.

3. The program wisely is watching the balance of expertise among its faculty members, especially with growth in the new degree.

VII. Resource Availability & Development:

B. Student Resources

1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program has adequate facilities equipment, technological, and library resources to effectively serve its students.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

General Comments for VII.B

1. I support the program's hope to retain a part-time administrative program assistant.

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. Recommendations and resources are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments for VIII

For #1, not directly answered, but plenty of strengths noted in the other sections of the report.

VI. Reviewer Conclusions 1. Strengths of the Program

The program seems to "have its finger on the pulse" of its curriculum and enrollment issues. Their retreats/meetings seem to be productive in sorting through what needs to be done next to improve the program.

The program is robust while offering students choices in emphasis. All such choices are supported with HIPs and impressive alumni/professional support systems, and the pride it takes in its students' and alums' successes is palpable. The program has responded to changes in demand, context, etc. with considered agility, and has clear vision of challenges on the horizon.

New Legal Studies Major, lots of HIPs in courses, the Internship program, new faculty member, and a great start in assessment with exit surveys, a new alumni survey, and other assessments within curriculum.

I see the strengths being: 1) effective leadership, 2) excellent, student-centered faculty, 3) a diverse and well-planned curriculum, 4) strong enrollment, and 5) value across the campus in both general education offerings and the Political Science Minor.

2. Areas for Work or Improvement

Perhaps it was just me, but I didn't see a clear discussion/use of assessment data for curricular changes. This is a bit concerning since this was brought up in the 2016 review and doesn't seem to have been addressed with as much effort as might be warranted.

The program has obviously worked consciously on strategic planning since the last review, but given the program's awareness of certain current fault lines that could become problems, it's a commitment worth continuing.

Enrollment challenges (though new major may help), more to do on assessing student learning outcomes.

Just extending program goals beyond one year. If a five-year plan is too difficult to craft, start with two- or three-year plans.

3. Other comments/questions

Very thorough report. Well-written.

I appreciate the effort made by the program to submit a well-written, organized, and clear report.

4. Recommended Actions (please specify):

1. The program provided two assessment plans for Political Science and Legal Studies. These plans included SLOs, but were incomplete, particularly in the areas of documenting student progress towards SLOs, timeline, and how the information is used for program reflection/improvement. Use the University Assessment Plan template as a reference when completing assessment plans. **Please see section V. Assessment of Student Learning for a more detailed evaluation.

2. Please provide a table or outline with long-term goals (over a 3-5-year period) and resources needed to accomplish those goals. **Please see section III. Program Goals and Accomplishments for a more detailed evaluation.

5. Recommended Result

#	Answer	Count
1	Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
2	Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	0
3	Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	5
4	Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	0
5	Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	0
6	Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.	0
7	Non-continuation of the program.	0
8	Report not submitted; refer to Provost for action.	0
	Total	5