

Political Science Curriculum Map

Procedural Manual & Codebook

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Introduction to the Curriculum Map

This document provides directions and information need to complete a curriculum for the Political Science Department at the University of North Texas. Other subject librarians may use this document to guide their own curriculum mapping projects.

Timeline

Every spring semester, course syllabi should downloaded from FIS to ensure the maximum number for syllabi will be available for the map updates. The Curriculum Map should be updated every three years to include these additional courses and sections by following the documentation provided. After each decade a report indicating the progress of the department should be created. After each report, the librarian may decide no further mapping needs to be completed.

Schedule

- FY 2020: Initial Map of FA2017-SP2020 PSCI Courses
- FY 2023: Update of FA2020-SP2023 (as new workbook)
- FY 2026: Update of FA2023-SP2026 (as new workbook)
- FY 2029: Update of FA2026-SP2029 (as new workbook)
- FY 2030: Decade report (combine pervious workbook in new workbook)

Preparation

At the beginning of the new mapping cycle, the librarian should contact the Office of the Registrar (registrar@unt.edu) to obtain course schedules for the semesters that need to added to the project. Ask the registrar for an excel file. Locate PSCI course and delate all other disciplines. Divide ungraduated and graduate courses into different spreadsheets. Save using naming conventions Semester Year_PSCI Class Listing.

Ex: Spring 2020_PSCI CLASS LISTING

Formatting

A new excel file needs to be created for each scheduled iteration of the project. Each file should have an assessment summary page, registrar check list, PSCI Y####-#### matrix, Total Code Representation, and Individual SLO Representation sheets. Additional sheets will be added during the data process. These individual files will provide snapshots of the progress of PSCI courses to meet information literacy expectations. The files can then be combined to create a decade report.

Matrix

Copy semester, name, number, section, and instructor name for each class provide in the Semester Year_PSCI Class Listing. Sort rows so the top rows are the most recent courses.

Updating the Codebook

At times, librarian may choose add additional objectives from syllabi that have not been already included in the sample list. When coding additional objectives, copy and paste the objective under its appropriate threshold code.

Coding with the Codebook

Librarian should review the sample of PSCI syllabi to complete coding matrix. Librarian or student employee will match syllabi to threshold samples from the codebook and then add the appropriate numerical Bin Codes into the matrix spreadsheet. A student employee may assist with the coding process. Additional comments are provided in the Codebook for PSCI Curriculum Map section.

Generating Data

The data used in the analysis will most be frequency, percentage, and average data. In addition to the Matrix, there will be 13 data sheets. Eleven of these sheets will be frequency and percentage of each Literacy Code. One sheet will have three **summative frequencies and percentages titled "Total Frequencies & Percentages."** Another sheet will have a summative Literacy Code titled "SLO Representation."

After matrix is complete, frequency and percentages tables of each code and threshold will be created. Frequencies are generated using the Data Analysis-Histogram function in Excel. Percentages are calculated manually using $((\text{Frequency \#}) / (\text{Total Code \#})) \times 100$. Edit the Histogram Chart to add percentages to the table and chart. Additional comments and instructions are provided in the Data for PSCI Curriculum Map section.

Assessment Summary

In the assessment summary, provide a narrative of data sample including number of classes, mode of sections offered per courses reviewed, totals of code and percentages of 0, 1, and 3. The narrative should also capture the percentage of faculty that provide their syllabus in FIS and the percentage of faculty that provide SLOs on their syllabus. Further, using 6¹ as the average number of SLOs provide on the syllabi estimate the percentage of language representing and not representing threshold language.

¹ The Core Curriculum Mapping Project used 6 as the average number of objectives per class.

Codebook for PSCI Curriculum Map

The codebook is designed to be used to code the curriculum of the Political Science department at the University of North Texas using the threshold concepts of the [ACRL Framework](#) and [AAC&U Information Literacy Value Rubric](#).

Each threshold, definition, and criteria are provided in this document as well as direct language from PSCI syllabi² that correlates to each threshold. The sample of syllabi language is not exhaustive as syllabi with distinct, bullet-pointed course or learning objectives were only selected.

How to Use the Codebook

Librarian should review this document along with the sample of PSCI syllabi to complete coding matrix. Librarian will match syllabi to threshold samples from the codebook and then add the appropriate numerical Bins | Codes into the matrix spreadsheet. At times, librarian may choose to provide codes to additional objectives on syllabi that have not been already included in the sample list. When coding additional objectives, copy and paste the objective into the codebook.

Bins | Codes are list below for reference. In most cases, syllabi without bulleted learning objectives will be marked 3 (*SLOs not on Syllabi as Learning Outcomes*).

| Bins Codes | Meaning |
|--------------|--|
| 0 | Standard or Frame is not indicated |
| 1 | Standard or Frame is indicated |
| 2 | Syllabi not available of FIS at Time of Analysis |
| 3 | SLOs not on Syllabi as <i>Learning Outcomes</i> |
| 4 | Download Error |

After the matrix is complete, the coding process stops, and the next steps are taken.

² All syllabi available in FIS were downloaded in January 2020; thus, syllabi represent a wide range of semesters up until Spring 2020 semester.

Example

1. Review Syllabi from PSCI 2300 and compare to Codebook. If objectives are listed, course will receive a 0 or 1 in the matrix.
2. *Formulate research questions and hypotheses* is a listed course or learning objective.
3. In the Codebook, *Formulate research questions and hypotheses* is listed under Authority is Constructed and Contextual – Code: AC. The codes match. A 1 will be marked in the matrix.
4. In the matrix, find the course syllabi you are reviewing and the threshold code. Place a 1 in the cell as shown below.

| Course Information | | | | | | | |
|--------------------|--------------|--------|---------|------------|-----------|----|----|
| Semester | Name | Number | Section | Instructor | Status | AC | IP |
| Spring 2020 | Introduction | 2300 | 002 | McKay | TF | 3 | 3 |
| Spring 2020 | Introduction | 2300 | 001 | Maeda | Professor | 1 | 1 |
| Spring 2020 | Introduction | 2300 | 003 | Paolino | Professor | 3 | 3 |

5. Continue process until the matrix is completed

ACRL Framework for Information Literacy for Higher Education

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Authority is Constructed and Contextual – Literacy Code: AC

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

*Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some **sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations.** An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.*

- Formulate research questions and hypotheses
- Design a research project involving data analysis
- Use statistical programs like SPSS to conduct research
- Compose theories that generate hypotheses
- Design empirical research projects
- Understand the necessary components of a research paper
- articulate policy arguments for or against governmental infringement into individual right

- Shepardize and cite cases
- format a law review article
- Engage in analogical reasoning and employ other tools of legal analysis
- All goals mentioned for 3100: Free Expression on the American University Campus
- **Explain the theoretical basis of women’s political interests and consider how the intersections of gender, race, ethnicity, class, sexuality, and ideological and partisan identifications shape and create multiple perspectives on those interests;**
- **learning what Socrates meant by “Know Thyself,” that is, by liberating your heart and mind from the compelling pressure of authoritative conventions**
- Understand the basic logic of the methods of comparative political analysis
- Understand the importance of political institutions, social relations, social movements, and diversity in Latin American context.
- Understand the relationships between authoritarianism, democracy, democratic transition and democratic consolidation in Latin America.
- To assess and critique theories of economic development ...;
- To assess and critique theories of economic policy choice under military rule;
- To assess and critique theories about the breakdown of democratic rule;
- To assess the history of US relations with our southern neighbors and their possible impact on current and future events;
- To assess and critique theories to explain important issues (e.g., immigration, trade, sanctions, etc.) that affects Latin America and the US.
- Employ a theoretical framework for analyzing contemporary global problems
- Students will be able to identify the major theoretical schools of international relations and describe their central theoretical arguments and assumptions.
- Students will be able to discuss the role of power in explaining actor behavior in the international system.
- understand and discuss the past and current socio-political climate of the Supreme Court's decisional process;
- understand and discuss legal concepts utilized by the courts in criminal cases;
- understand and discuss recent trends in decision-making regarding criminal procedural rights;
- understand and discuss the legal underpinnings and parameters of jurisprudence in criminal cases;
- understand and discuss current standards and legal tests utilized by the federal courts in deciding cases;
- Describe the evolution of feminist political theory over the history of political thought
- Describe the relationship between feminist political theory and more general theories of philosophy
- Understand behavioral and institutional theories of ethnic conflict and conflict management
- Demonstrate an understanding of the main theoretical approaches to studying post-conflict transitional justice and human rights;
- Recognize the interdisciplinary dimension as well as the application of these topics to other disciplines.

- To assess and critique theories about privatization.
- To assess and critique theories of globalization.
- To assess and critique the history of US relations with developing countries and their possible impact on current and future events.
- To assess and critique theories linked to important issues (e.g., immigration, trade, sanctions, multinational corporations, and urbanization) that affect developing countries.
- To demonstrate awareness and knowledge of cultural differences within one of more global societies (Outside the U.S.).
- Identify and explain the secularization thesis
- Explain theoretical approaches to comparative politics.
- Explain how these various theoretical approaches have been applied to the study of developing countries.
- Explain how political culture and economic development patterns have affected political development.
- Explain the role of ethnic plurality in political and social development.
- Explain the role that the military has played in the political and social development.
- Explain the how the Third Wave of democracy has affected developing counties.
- Explain the role of political institutions in developing countries.

Information Creation as a Process – Literacy Code: IP

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

The information creation process could result in a range of information formats and modes of delivery, so experts look beyond format when selecting resources to use. The unique capabilities and constraints of each creation process as well as the specific information need determine how the product is used. Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the creation, such as a pre- or post-publication editing or reviewing process, may be indicators of quality. The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes. Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs.

- *Understand how to use statistical programs like SPSS to conduct such research*
- *Formulate research questions and hypotheses*
- *Design a research project involving data analysis*

- Formulate puzzles, research questions, and review current literature
- Design empirical research projects
- Understand the necessary components of a research paper
- Refine grammar, syntax, diction, and clarity in your writing.
- Work collaboratively to both give and receive criticism in the process of improving the quality of your work
- Decompose a large project into smaller more manageable components
- Devise your own solutions to address these problems
- Identify and describe new puzzles or questions in feminist political thought

Information has Value – Literacy Code: IV

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

The value of information is manifested in various contexts, including publishing practices, access to information, the commodification of personal information, and intellectual property laws. The novice learner may struggle to understand the diverse values of information in an environment where “free” information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law. As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship. Experts understand that value may be wielded by powerful interests in ways that marginalize certain voices. However, value may also be leveraged by individuals and organizations to effect change and for civic, economic, social, or personal gains. Experts also understand that the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information.

- Identify good sources of information
- Demonstrate creative thinking, innovation, analysis, evaluation, and synthesis of information

Research as Inquiry – Literacy Code: RI

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Experts see inquiry as a process that focuses on problems or questions in a discipline or between disciplines that are open or unresolved. Experts recognize the collaborative effort within a discipline to extend the knowledge in that field. Many times, this process includes points of disagreement where debate and dialogue work to deepen the conversations around knowledge. This process of inquiry

extends beyond the academic world to the community at large, and the process of inquiry may focus upon personal, professional, or societal needs. The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives. Novice learners acquire strategic perspectives on inquiry and a greater repertoire of investigative methods.

- Identify good sources of information
- Formulate research questions and hypotheses
- Design a research project involving data analysis
- Employ basic statistical methods to test hypotheses about politics
- Understand the necessary components of a research paper
- Conduct appellate court research
- Engage in basic legal research using Lexis and other online research databases
- Develop reading, writing and research capacities and to think critically and creatively
- Execute a research paper that demonstrates critical thinking, the ability to apply course concepts, and the sound judgement on the between reliable and unreliable information
- Complete a written, critical analyses of how one female member of Congress effectively represented women and campaigned for re-election.
- Provide a written, critical analysis of an interest group or advocacy **organization's, lobbying strategy.**
- articulate a cogent legal argument and that you conduct research on
- Write a coherent and concise term paper on a topic of interest as it relate to some aspect of Latin American Politics
- Understand political science theories relating to civil war and conflict resolution
- Present thoughtful and well-written statements about current international political issues by conducting comparative analysis and in-depth research of key topics
- Utilize political science theories and approaches to research contemporary anti-Semitism
- Devise and assess research designs and projects for understanding the role and impact of transitional justice, and in particular legal mechanisms.
- Conduct independent research on the institutions and behaviors associated with transitional justice experiences in a variety of contexts;
- Develop analytical and statistical skills by using computer packages including, introductions to STATA and Excel;
- Write a coherent and concise term paper on a topic of interest as it relate to the judiciary, democratic development, and the rule of law.
- Write a coherent and concise term paper on a topic of interest as it relate to political development.
- write interpretive essays that present complex and subtle arguments in clear and persuasive fashion

Scholarship as Conversation – Literacy Code: SC

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over extended periods of time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate meaning. Experts understand that, while some topics have established answers through this process, a query may not have a single uncontested answer. Experts are therefore inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. While novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation. New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation. Providing attribution to relevant previous research is also an obligation of participation in the conversation. It enables the conversation to move forward and strengthens one's voice in the conversation.

- Explain quantitative results
- Explain quantitative results to a person who did not take this class
- Explain the difference between causation and correlation
- Effectively communicate research findings

- brief court decisions.
- argue principles involved in Constitutional cases.
- articulate policy arguments for or against governmental infringement into individual rights
- present appellate court arguments
- Communicate using proper grammar and diction, with a more elegant style
- write interpretive essays that present complex and subtle arguments in clear and persuasive fashion
- Provide future employers or graduate/professional schools with a writing sample published in **UNT's constitutional journal, the Emerald Amicus.**
- students will effectively develop, interpret, and express ideas through written, oral, and visual communication
- Formulate an original opinion about international relations in today's globalized world

- Present thoughtful and well-written statements about current international political issues by conducting comparative analysis and in-depth research of key topics
- discuss some findings of the scholarly community and apply our understanding to current events
- Enhance critical writing capacity by preparing independent research on critical questions in post-conflict studies regarding the effectiveness and impact of transitional justice mechanisms following war;

Searching as Strategic Exploration – Literacy Code: SE

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

The act of searching often begins with a question that directs the act of finding needed information. Encompassing inquiry, discovery, and serendipity, searching identifies both possible relevant sources as well as the means to access those sources. Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive, affective, and social dimensions of the searcher. Novice learners may search a limited set of resources, while experts may search more broadly and deeply to determine the most appropriate information within the project scope. Likewise, novice learners tend to use few search strategies, while experts select from various search strategies, depending on the sources, scope, and context of the information need.

- Identify good sources of information
- Find legal documents
- Investigate the intersections of sovereignty and human rights within the context of post-conflict mechanisms, and devise methods for studying these questions;

AAC&U Information Literacy Value Rubric

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. -Adopted from the National Forum on Information Literacy

Determine the Extent of Information Needed – Literacy Code: DE

Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.

- Formulate research questions and hypotheses
- Design a research project involving data analysis
- Understand the necessary components of a research paper

Access the Needed Information – Literacy Code: AI

Accesses information using effective, well designed search strategies and most appropriate information sources.

- Identify good sources of information
- Engage in basic legal research using Lexis and other online research databases
- Employ other tools of legal analysis
- Acquire knowledge of the foreign policies of a variety of countries around the world
- *Acquire knowledge and tools to understand crime, violence and justice concepts from theoretical, comparative and empirical perspectives.*
- Identify and explain the secularization thesis

Evaluate Information and its Sources Critically – Literacy Code: EI

Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position

- Explain quantitative results
- Understand how to use statistical programs like SPSS to conduct such research
- good sources of information
- think critically about issues of race and how they are employed in our national politics
- Formulate the questions of ancient and medieval political theory in contrast with early modern political theory concerning the best life, the best regime,

and the overall relationship between the individual and society, with a special focus on the relationship between religion and politics

- Assess the relative impact of these human security problems and their potential for leading to long-term harm in the affected countries.
- Assess the factors that explain why these problems occur and describe in written and oral form the most important findings from social science research on these problems.
- Analyze and synthesize the various approaches that have been taken in conflict nations to sustain the peace, such as democracy development and the use of transitional justice, and determine which solutions work best under various conditions.
- Reflect, analyze, and express beliefs about the ways in which culture influences both perception and behavior.
- Students will demonstrate creative thinking, innovation, analysis, evaluation, and synthesis of information.
- Reflect, analyze, and express theoretically informed judgments about the foreign policy decisions and behaviors of different countries

Use Information Effectively to Accomplish a Specific Purpose – Literacy Code: UI

Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth

- Formulate research questions and hypotheses
- Design a research project involving data analysis
- Understand how to use statistical programs like SPSS to conduct such research
- Employ basic statistical methods to test hypotheses about politics
- conduct appellate court research
- argue principles involved in Constitutional cases.
- articulate policy arguments for or against governmental infringement into individual rights
- brief court decisions.
- present appellate court arguments
- Engage in analogical reasoning
- learning to read challenging, careful, sometimes muted arguments as presented in a variety of forms (drama, treatise, dialogue) from difficult authors and expressing interpretations of them in exegetical essays
- write interpretive essays that present complex and subtle arguments in clear and persuasive fashion
- decipher how it was done by the masters (including Socrates and Plato), and how they enable us to analyze and evaluate our situation, in particular the customary or conventional opinions through which we approach political questions
- Engage in deep reading and regular writing as part of the practice of studying political theory.

- Explain the various factors affecting human security throughout the world and explain why some human security problems are more prevalent in some countries and under some circumstances than others
- Explain the various factors affecting human security throughout the world and explain why some human security problems are more prevalent in some countries and under some circumstances than others
- Ability to apply theories of comparative politics to contemporary issues
- Apply academic learning to real world problems
- Apply theories of conflict in Africa to current events and cases
- To assess and critique theories of economic development in Latin America;
- To assess and critique theories of economic policy choice under military rule;
- To assess and critique theories about the breakdown of democratic rule;
- To assess the history of US relations with our southern neighbors and their possible impact on current and future events;
- To assess and critique theories to explain important issues (e.g., immigration, trade, sanctions, etc.) that affects Latin America and the US.
- Demonstrate awareness and knowledge of cultural differences within one of more global societies (Outside of the U.S.).
- Present thoughtful and well-written statements about current international political issues by conducting comparative analysis and in-depth research of key topics
- Write a coherent and concise term paper on a topic of interest as it relate to political development.
- Ability to apply theories of ethnic politics to contemporary issues
- Construct pragmatic policy designed to counter the effects of anti-Semitic political actors domestically and abroad
- Learn how to examine trends in data, formulate and test hypotheses, read and analyze data using ordinary least squares regression and/or maximum likelihood estimation,
- Develop content for educational assessment and lead group discussions about topic areas developing policy expertise in a substantive issue area of international conflict;
- Offer an original contribution to address global problems
- Write a coherent and concise term paper on a topic of interest as it relate to political development.

Access and Use Information Ethically and Legally – Literacy Code: EL

Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information

- Shepardize and cite cases
- Able to connect choices, actions, and consequences to ethical decision-making

Data for PSCI Curriculum Map

The data used in the analysis will most be frequency, percentage, and average data. In addition to the Matrix, there will be 13 data sheets. Eleven of these sheets will be frequency and percentage of each Literacy Code. One sheet will have three **summative frequencies and percentages titled "Total Frequencies & Percentages."** Another sheet will have a summative tables of the Literacy Codes titled "SLO Representation Sheet." You might want a calculator to assist with the equations.

Literacy Code Data Sheets

Frequency Distribution Table & Chart in Excel

After matrix is complete, frequency and percentages tables of each literacy code will be created. During this process, generate a sheet for the Frequency Distribution Table and Chart. There will be 11 of these in total, each named of the literacy code from the code book.

Frequency tables and histogram charts are generated using the Data Analysis-Histogram function in Excel. Percentages are calculated manually using $((\text{Frequency \#}) / (\text{Total Code \#})) \times 100$ equation and added to the table.

Troubleshooting: Data Analysis Add-On

To make a frequency table using the histogram function, [download the data analysis tool add-on](#) for Excel. Once the add-on is activated, you can use the tool as shown in the following steps. If you need additional clarification on a step, review [StatisticsHowTo.com](#).

Troubleshooting: Frequency Tables

Frequency tables do not have methods to add data easily to an existing table. As data is added to the project over time, new workbooks should be created to preserve legacy information from each analysis and reduce frustration in attempting to add data to an existing table. Matrix data can be copied and pasted into a master workbook that can be used to complete Decade Report. However, should a method of way to add data and easily update table be found, then use that method.

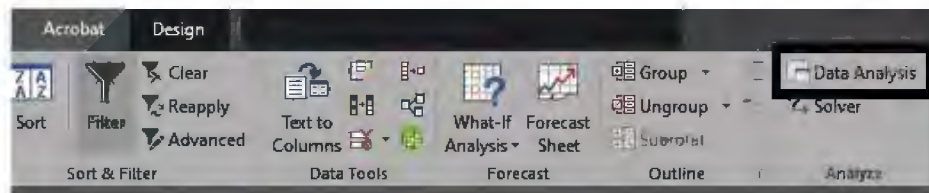
Procedures

1. Highlight code column.

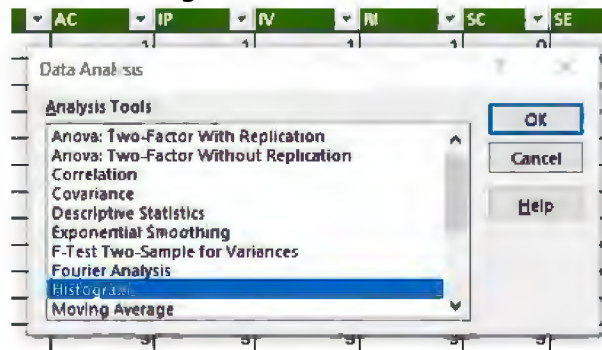


| |
|---|
| 1 |
| 2 |
| 2 |
| 3 |
| 3 |
| 3 |
| 3 |
| 2 |
| 2 |
| 1 |

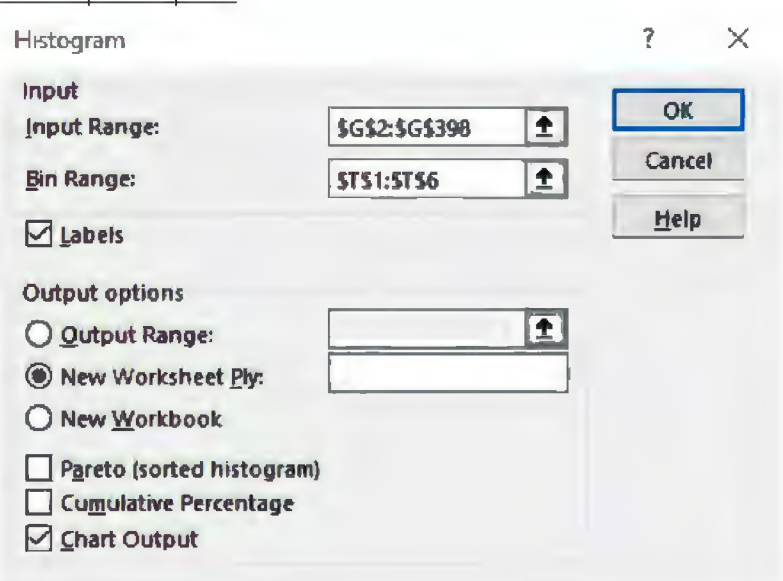
2. Click the "Data" tab. Then click "Data Analysis".



3. Click "Histogram" and then click "OK."

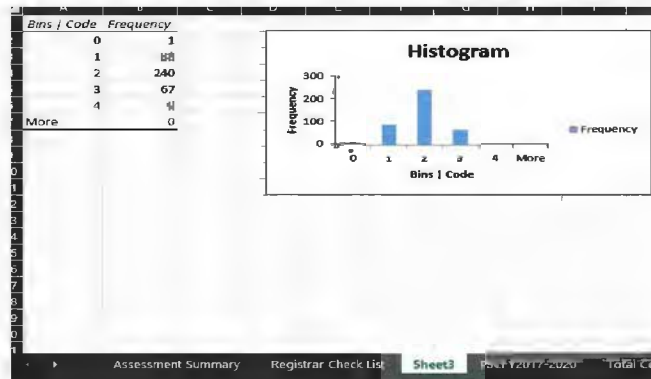


4. Type where your data is into the "Input Range" text box, type where your upper limits are into the "BIN Range" text box, and select "New Worksheet" as the output options. Click "Chart Output," and then click "Ok."



5. A new sheet will open that resembles the table below. Rename

the sheet after the code analyzed by clicking on the sheet name. The sheets generated in these steps should be moved to after the matrix for organizational purposes.



6. Repeat steps for each code.

Adding Percentages & Editing Histogram Chart

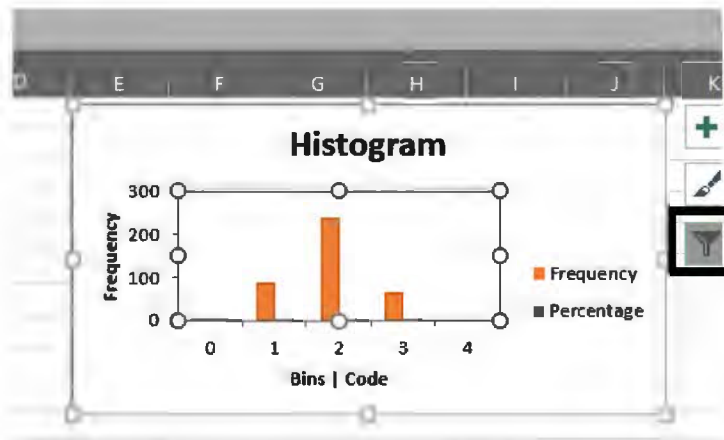
Percentages are calculated manually using $((\text{Frequency \#}) / (\text{Total Code \#})) \times 100$.

Procedures

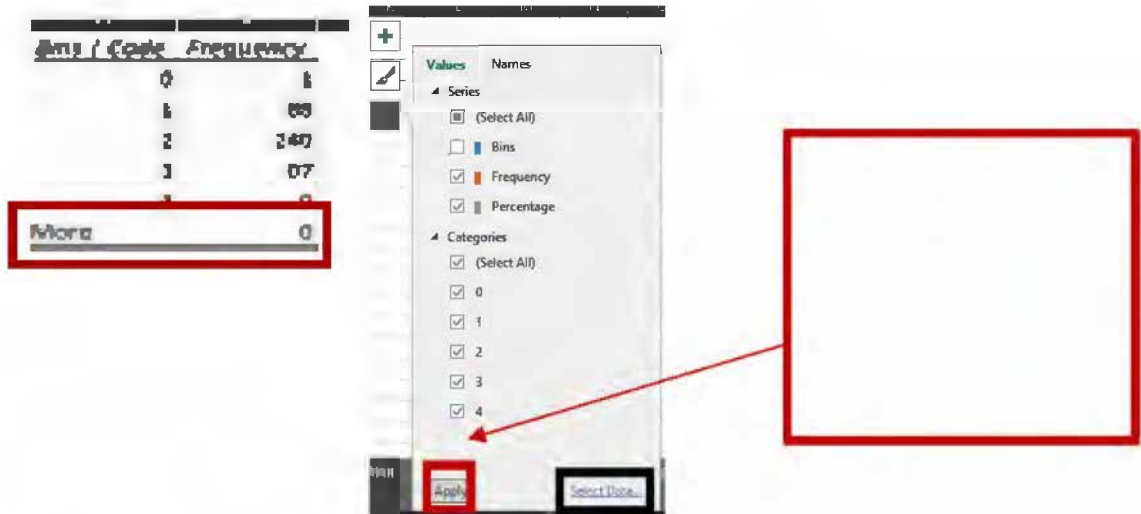
1. Calculate percentages for each Bins | Code. Add them to cells next to the Frequency column. Label the new column *Percentages* and add cell lines.

| Bins Code | Frequency | Percentage |
|-------------|-----------|------------|
| 0 | 1 | 2% |
| 1 | 88 | 22% |
| 2 | 240 | 60% |
| 3 | 67 | 17% |
| 4 | 0 | 0% |

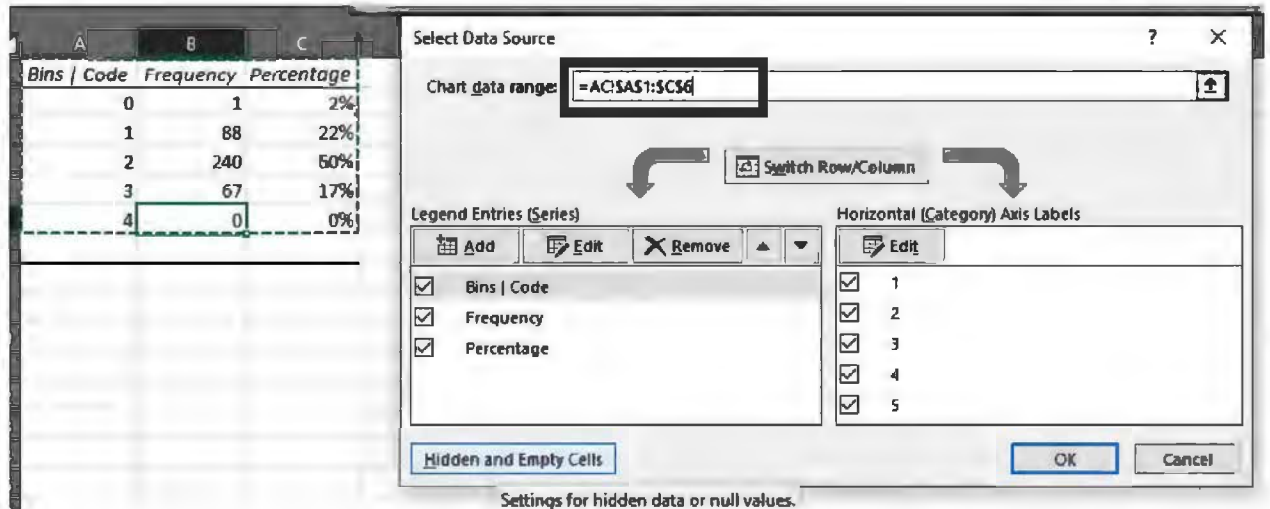
2. Hover over the Histogram chart until the edit icons appear. Click on "Chart Filters."



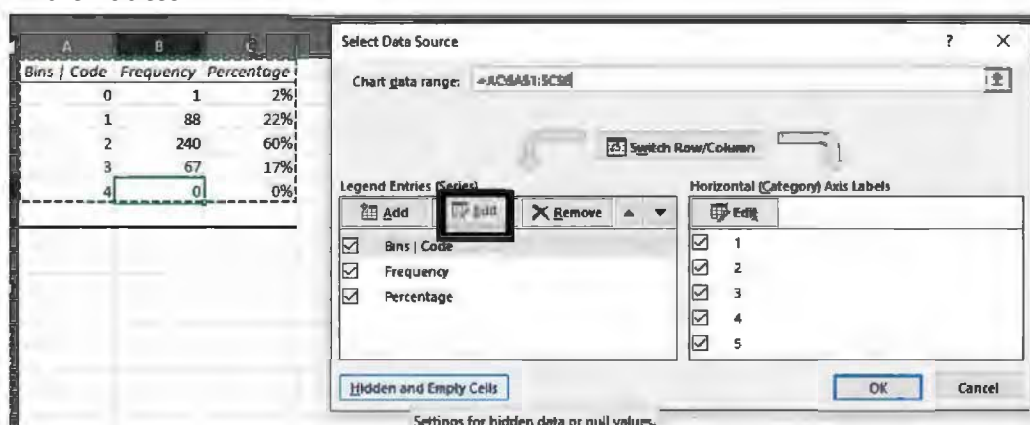
- Remove the "More" category if it was generated. Trouble shooting directions in red below. Then proceed by click on "Select Data" shown in black.



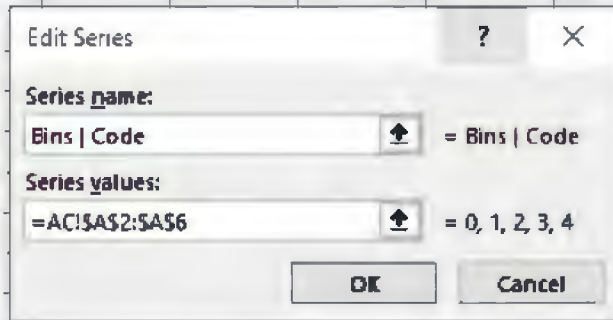
- To edit data range, click in the range box and then highlight cells with label or write the range as shown.



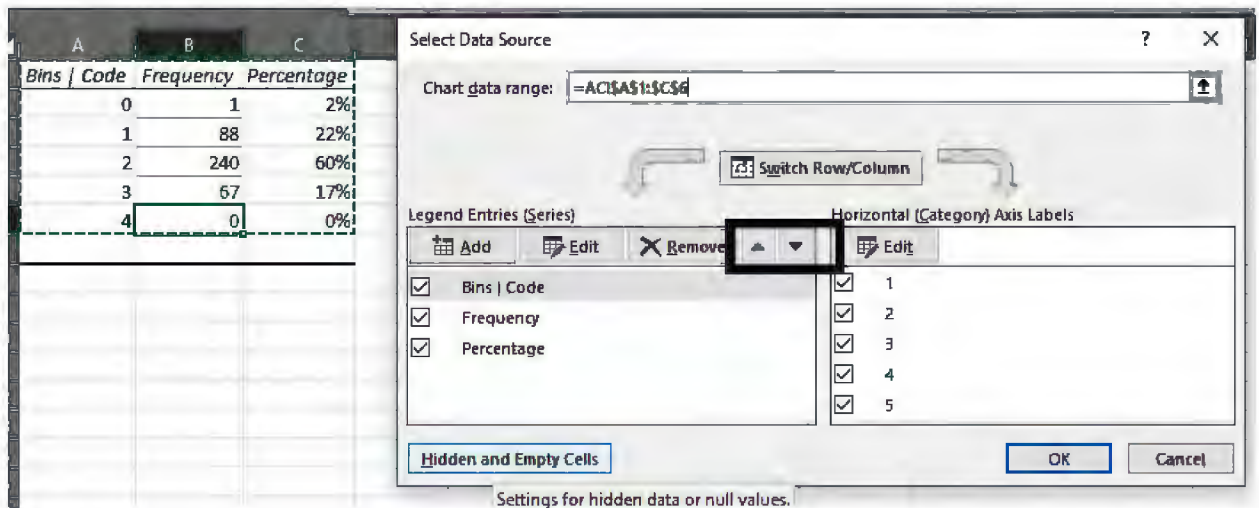
- If "Legend Entries (Series)" does not change automatically, click on the "Edit" button.



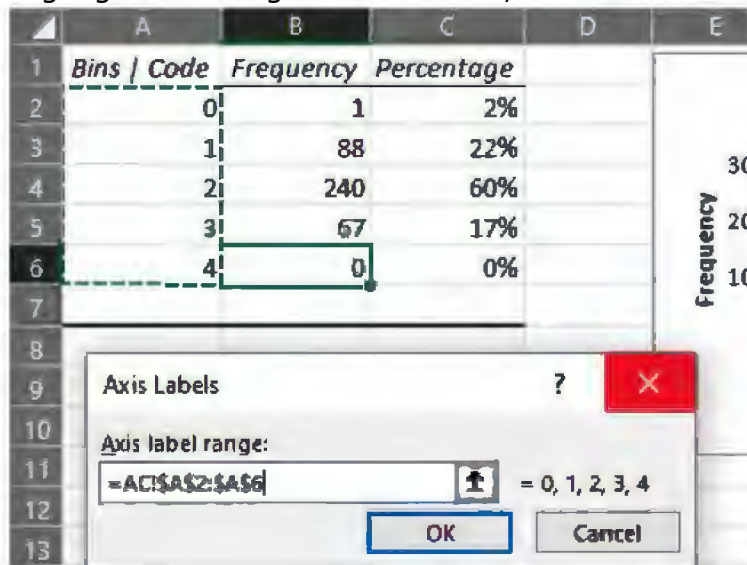
- Type in name of column in the "Series Name" box and click "Ok." Repeat for each Series Labels.



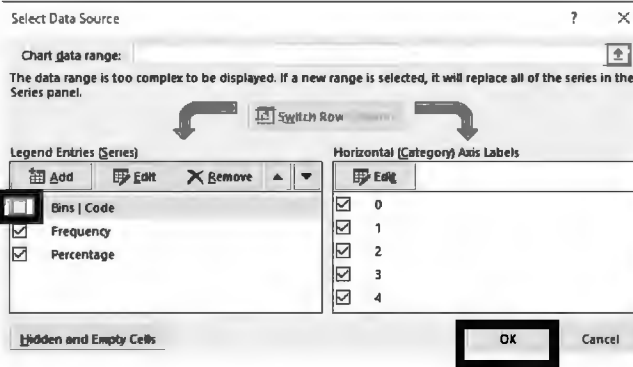
- To edit, "Horizontal (Category) Axis Labels, click the "Edit" button.



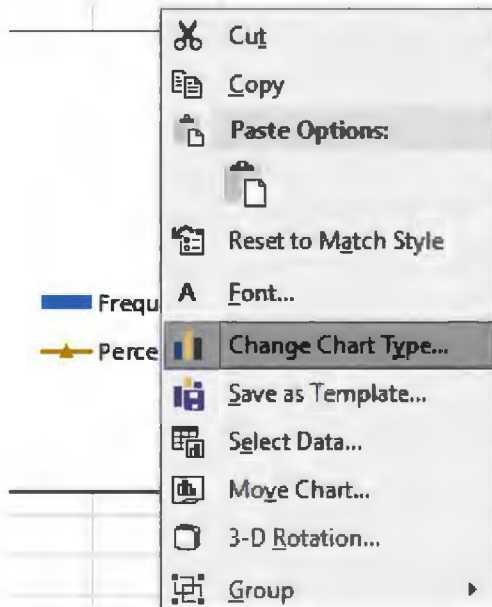
- Highlight Cell range of axis labels, and click "Ok."



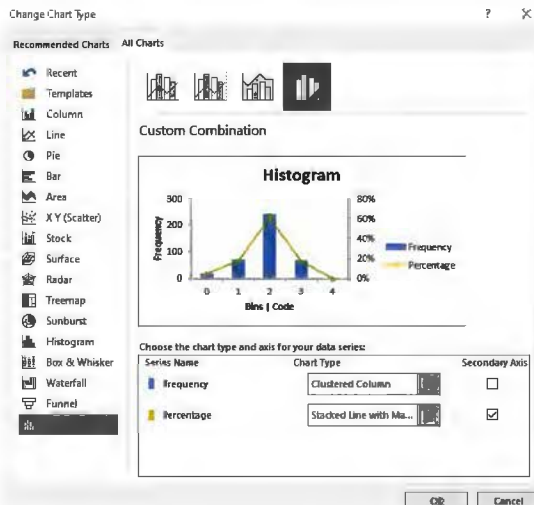
- This will return you to the "Select Data Source" pop up. De-select "Bins | Code" and finalize changes by clicking "Ok".



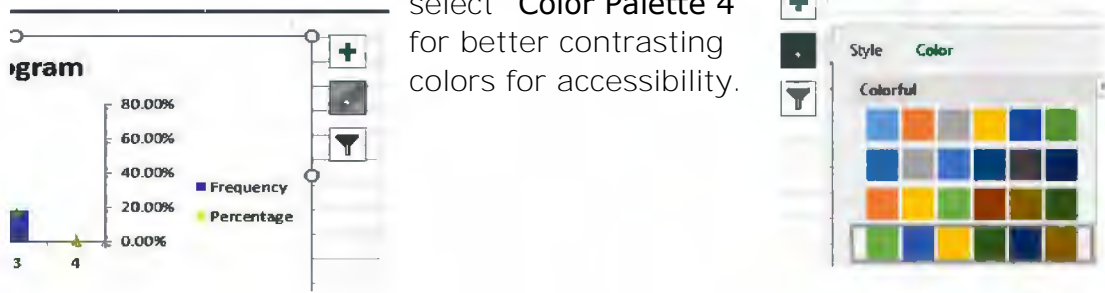
- Right click on chart area to change chart style.



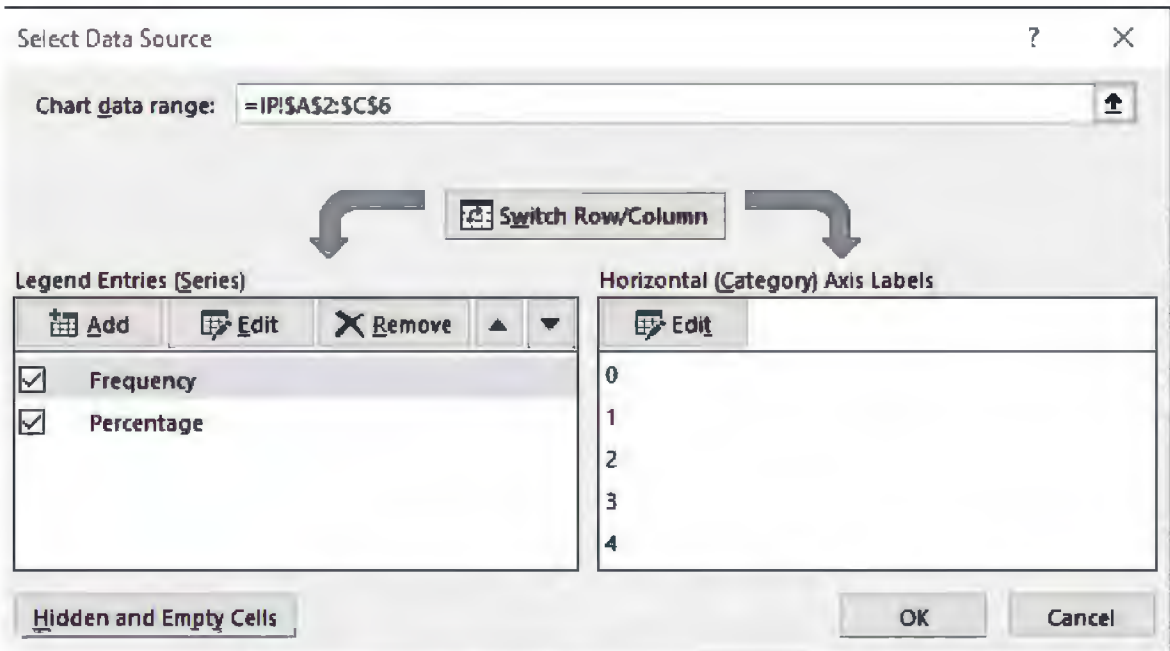
- Select Combo chart. Change Percentage to "Stacked Line with Markers" and click "Secondary Axis." Click "Ok."



12. Change color of chart by clicking on the "Chart Style." Click "Color" and select "Color Palette 4" for better contrasting colors for accessibility.



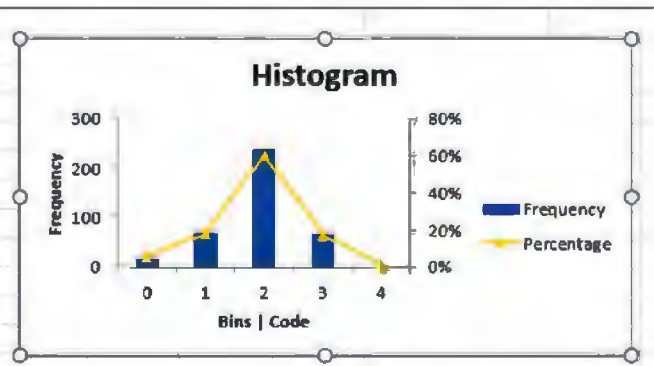
13. Troubleshooting Bins: When creating the second code chart, the bins were automatically added to the chart as a data point. Usually de-selecting it in the chart filter and ensuring the bins are selected in the "Horizontal (Axis) Labels" in the Select Data Source window removes them as a data point and keeps the axis names 0, 1, 2, 3, 4. I experienced that when doing this, the axis names would change to 1, 2, 3, 4, 5 and would change where the scatter points showed on the graph. If this happens, open the "Select Data Source" window and delete bins from the legend and reselect the axis names. Select Data Source Window should look like this.



14. Your final chart should look like the one to the left.

| Bins Code | Frequency | Percentage |
|-------------|-----------|------------|
| 0 | 18 | 5% |
| 1 | 71 | 18% |
| 2 | 240 | 60% |
| 3 | 67 | 17% |
| 4 | 0 | 0% |

15. Repeat steps for each code.



Total Frequency & Percentage Sheet

This sheet is meant to represent all Bins | Code totals as well as a summation of courses analyzed and codes in the matrix. You will generate one frequency table for all the codes, calculate other frequencies using basic subtraction, and numbers using basic multiplication. Percentages will also be calculated using the $((\text{Frequency \#}) / (n \text{ or } N)) \times 100$ equation. You may need a calculator.

This sheet will have three (3) frequency tables with percentages.

Bins | Code Summary Frequency Table

This table will have a summative view of all data in the literacy code sheets. Mirror the formatting of the other frequency tables.

Procedures

1. Row 1 will be the headers for the first table. Label them Bins | Code Summary, Frequency, and Percentage.

| | | |
|---------------------|-----------|------------|
| Bins Code Summary | Frequency | Percentage |
|---------------------|-----------|------------|

2. For this frequency table, instead of having the bin | code number in the subsequent rows, provide the code meaning and the number in

| |
|---|
| Bins Code Summary |
| Standard or Frame is not indicated (0) |
| Standard or Frame is indicated (1) |
| SLOs/Syllabi not available of FIS at Time of Analysis (2) |
| SLOs not on Syllabi as Learning Objectives (3) |
| Download Error (4) |

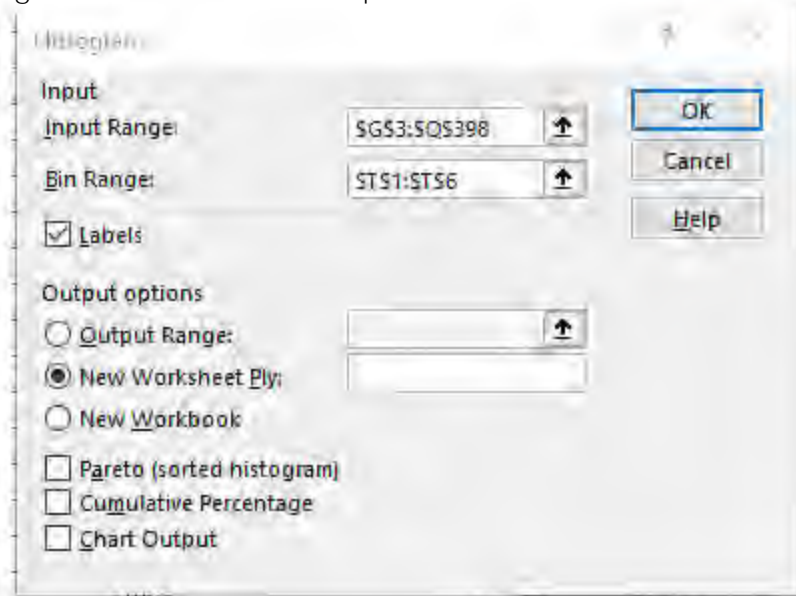
parentheses.

3. Then, go to the Matric sheet and highlight G2: Q398.

| ACLR Framework | | AACU Rubric | | | | | | | | |
|----------------|----|-------------|----|----|----|----|----|----|----|----|
| AC | IF | NI | FI | BC | SE | DE | SI | EI | UI | EL |
| 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |

4. Go to the "Data" table, click on Data Analysis and select Histogram as before. Edit the Histogram "Input Range" to be G3: Q398 instead of

G2:Q398. This will prevent an error message of text data in the input range. Uncheck "Chart Output."



5. Copy **frequency numbers** into the "Total Frequency & Percentage Sheet." Delete generated sheet.
6. Review Matrix sheet and located the last row with data. Note the number and subtract 2 for the row number. This give you the total number of classes reviewed. This number is N. Multiply $N1$ by 11 (there are 11 literacy codes) to get $N2$. Write these down somewhere to review.
7. Calculate percentages using the $((\text{Frequency \#}) / (N1 \text{ or } N2)) \times 100$ equation and type them in the frequency table.

Course Analysis Frequency Table

This table will have the total number of courses ($N1$) in the analysis and the portions of courses analyzed and removed from the analysis.

Procedures

1. Skip row 7.
2. Label cell A8: Course Analysis, B8: Frequency, and C8: Percentage.

| 8 | Course Analysis | Frequency | Percentage |
|---|-----------------|-----------|------------|
|---|-----------------|-----------|------------|

3. Label cell A9: Courses Analyzed (Code 0 + Code 1), A10: Courses Removed (Code 2 + Code 3 + Code 4), and A11: Total Courses ($N1$).

| 8 | Course Analysis |
|----|---|
| 9 | Courses Analyzed (Code 0 + Code 1) |
| 10 | Courses Removed (Code 2 + Code 3+Code4) |
| 11 | Total Courses ($N1$) |

4. Copy $N1$ into frequency cell.

- If you remember from the Literacy Code Sheets, the frequency for Bins | Code 2, 3, and 4 repeated in each sheet. Add these numbers together to get the sum of Courses Removed (Code 2 + Code 3 + Code 4). Subtract *N* from this number to get Courses Analyzed (Code 0 + Code 1). Type these numbers into the frequency column.
- Calculate percentages using the $((\text{Frequency \#}) / (N1)) \times 100$ equation and type them in the frequency table.
- Copy *N1* into cell A10 in all Literacy Code sheets.

| | A | B | C |
|----|--------------------|------------------|-------------------|
| 1 | <i>Bins Code</i> | <i>Frequency</i> | <i>Percentage</i> |
| 2 | 0 | 1 | 0.25% |
| 3 | 1 | 88 | 22.17% |
| 4 | 2 | 240 | 60.61% |
| 5 | 3 | 67 | 16.92% |
| 6 | 4 | 0 | 0% |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | <i>N=396</i> | | |

Course Analysis Frequency Table

This table will have the total number of codes (*N2*) in the analysis and the portions of codes analyzed and removed from the analysis.

Procedures

- Skip row 12.
- Label cell A13: Further Code Analysis, B13: Frequency, and C13: Percentage.

| 13 | Further Code Analysis | Frequency | Percentage |
|----|-----------------------|-----------|------------|
|----|-----------------------|-----------|------------|

- Label cell A14: Codes Analyzed (Code 0 + Code 1), A15: Codes Removed (Code 2 + Code 3 + Code 4), and A16: Total Codes (*N2*).

| 13 | Further Code Analysis |
|----|--|
| 14 | Codes Analyzed (Code 0 + Code 1) |
| 15 | Codes Removed (Code 2 + Code 3 + Code 4) |
| 16 | Total Codes (<i>N2</i>) |

- Copy *N2* into frequency cell.
- Review Bins | Code Summary Table. Add Codes 2, 3, and 4 and place in Codes Removed Frequency (Code 2 + Code 3 + Code 4) cell. Subtract *N2* from this number to get Codes Analyzed (Code 0 + Code 1). Type these numbers into the frequency column.
- Calculate percentages using the $((\text{Frequency \#}) / (N2)) \times 100$ equation and type them in the frequency table.

At the end of this process, the sheet should like the one below:

| | B | C |
|----|---|-------------------|
| 1 | <i>Bins Code Summary</i> | |
| | <i>Frequency</i> | <i>Percentage</i> |
| 2 | Standard or Frame is not indicated (0) | 527 12.10% |
| 3 | Standard or Frame is indicated (1) | 452 10.38% |
| 4 | SLOs/Syllabi not available of FIS at Time of Analysis (2) | 2640 60.60% |
| 5 | SLOs not on Syllabi as Learning Objectives (3) | 737 16.92% |
| 6 | Download Error (4) | 0 0% |
| 7 | | |
| 8 | <i>Course Analysis</i> | |
| | <i>Frequency</i> | <i>Percentage</i> |
| 9 | Courses Analyzed (Code 0 + Code 1) | 89 22.67% |
| 10 | Courses Removed (Code 2 + Code 3+Code4) | 307 77.33% |
| 11 | Total Courses (N1) | 396 100% |
| 12 | | |
| 13 | <i>Further Code Analysis</i> | |
| | <i>Frequency</i> | <i>Percentage</i> |
| 14 | Codes Analyzed (Code 0 + Code 1) | 979 22.47% |
| 15 | Codes Removed (Code 2 + Code 3+Code4) | 3,377 77.53% |
| 16 | Total Codes (N2) | 4,356 100% |
| 17 | | |

SLO Representation Sheet

This sheet will represent the majority of the data analysis for the summary and the other sheets will be used to create this sheet. The sheet will also involve an Excel Chart to provide a visual representation of the analysis. You may need a calculator.

Population VS Sample Note

When completing this stage of the analysis, you will need to decide if you want to use $N1$, $N2$, $n1$, or $n2$ as your total analysis number. In statistics, N is used to denote the total population and n is used to denote the sample of the population. $N1$, $n1$ are used in the analysis to denote the population and sample of *classes*. $N2$, $n2$ are used in the analysis to denote the population and sample of *codes*. It is important to decide which number you will use in the analysis and only use that number—this needs to be explained in the assessment narrative as well. The population or sample chosen should *provide the most statistical significance to the analysis*.

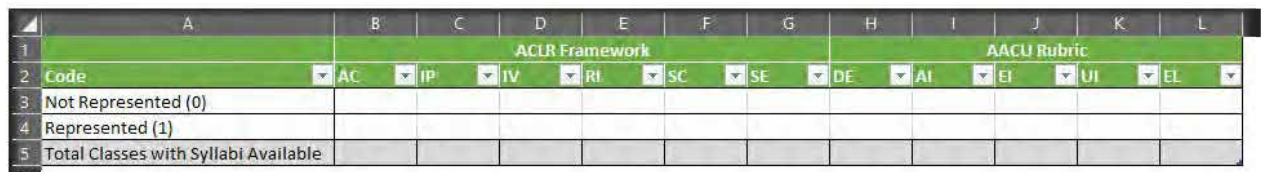
The tables and calculations in the following procedures were made using $n1$ after reviewing frequency and percentages.

SLO Representation and Frequency Sample Set Tables

The table provides a summary of the literacy code sheets. It only captures the frequency number of code 0 and code 1. The second table is a summative table of $N1$, $n1$, $N2$, $n2$.

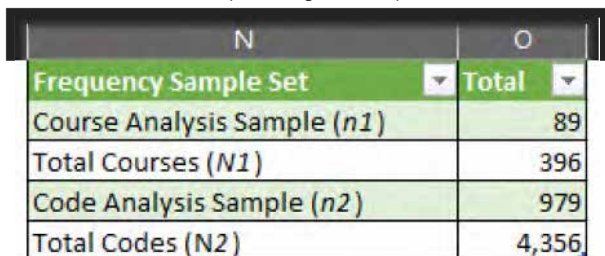
Procedures

1. Create a new sheet and label it SLO Representation
2. Create a table as shown below:



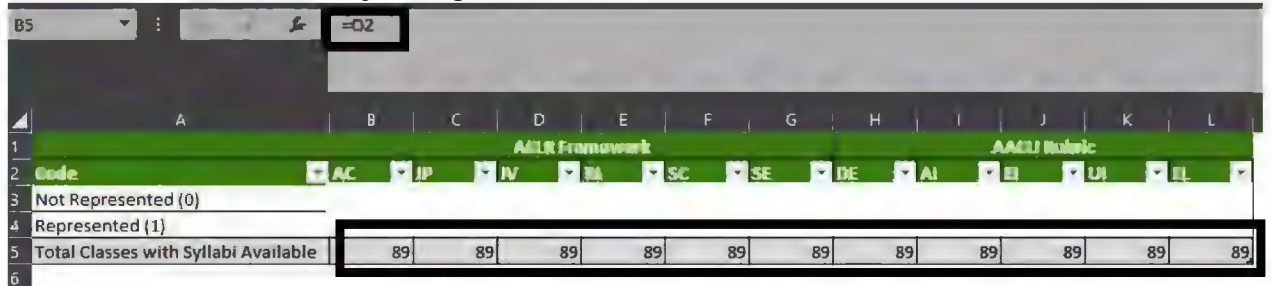
| | A | B | C | D | E | F | G | H | I | J | K | L |
|---|--------------------------------------|----|----|----|----|----|-------------|----|----|----|----|----|
| 1 | ACLR Framework | | | | | | AACU Rubric | | | | | |
| 2 | Code | AC | IP | IV | Rt | SC | SE | DE | AI | EI | UI | EL |
| 3 | Not Represented (0) | | | | | | | | | | | |
| 4 | Represented (1) | | | | | | | | | | | |
| 5 | Total Classes with Syllabi Available | | | | | | | | | | | |

3. Skip column between the above table and create a new table with the $N1$, $n1$, $N2$, $n2$ frequency sample set totals.



| N | O |
|---------------------------------|-------|
| Frequency Sample Set | Total |
| Course Analysis Sample ($n1$) | 89 |
| Total Courses ($N1$) | 396 |
| Code Analysis Sample ($n2$) | 979 |
| Total Codes ($N2$) | 4,356 |

4. Add *n1* into the row 5 by using the formula =O2 in the formula box.



5. Copy/Link frequency numbers of Bins | Codes 0 and 1 from the Literacy Code Sheets using the formula =SheetName!Cell#. For further directions on linking cells to copy text, [view this webpage](#).

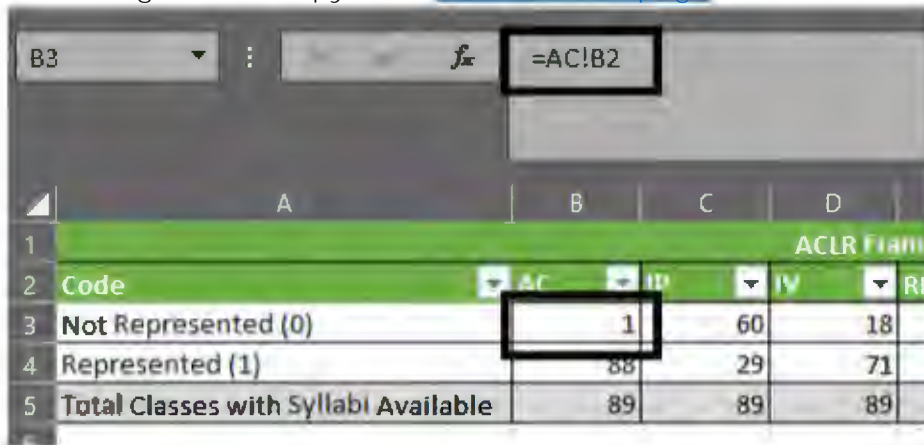
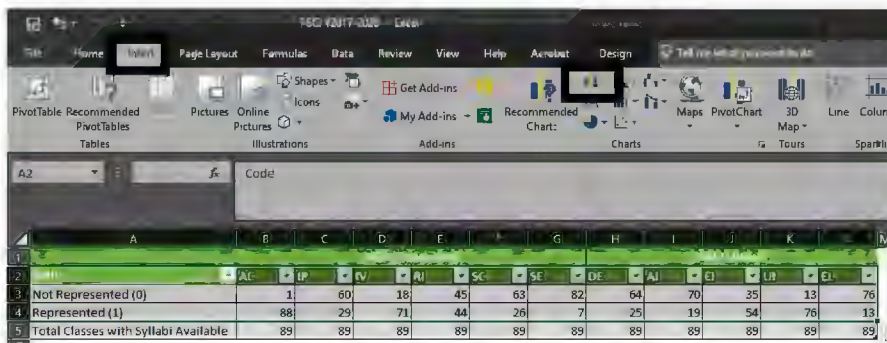


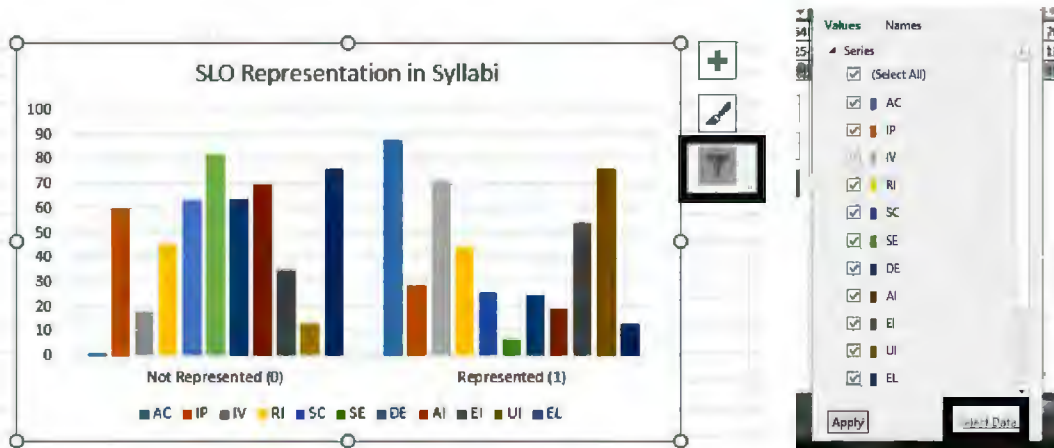
Chart Procedures

1. To create a chart for the SLO table, highlight chart area A2:L4.
2. Click on the "Insert" tab, and then click on the bar chart image.

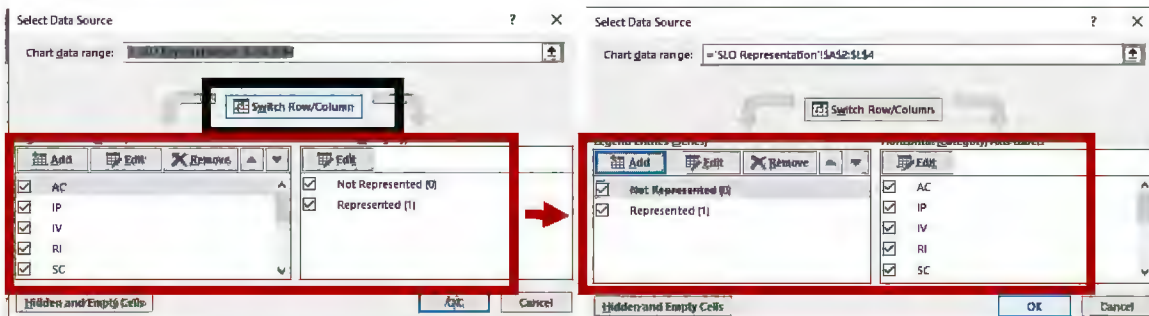


3. Click on the Chart Name to name the chart "SLO Representation in Syllabi."

4. Then click on the "Chart Filter" button, and click select dat.

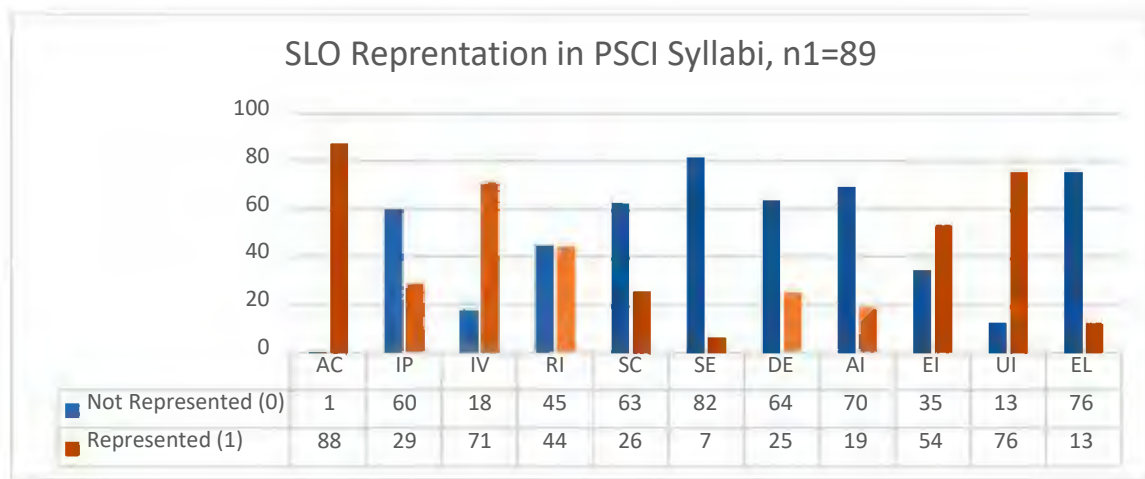


5. Then click "Switch Row/Column" to change the legend and axis around.



6. Add PSCI and n1-89 descriptors to the chart title.

7. Add data table to the chart and delete legend. The graph should resemble the one below.



Percentage Sample Removed Table

This table is important if you plan to remove any codes from the analysis and use $n1$ or $n2$ as the total data analyzed. If you use $N1$ or $N2$, then you do not need this table.

Procedures

1. Create another table to the under the "Frequency Sample Set" called "Percentage Sample Removed". Copy "Courses Removed (Code 2 + Code 3+Code4)" Percentage from "Total Frequency & Percentage" Sheet and percentages Bins | Code 2 & 3 from any Literacy Code Sheet. The table should look like the one below.

| Percentage Sample Removed | Total |
|---|--------|
| Percentage of Courses Removed from Sample | 77.33% |
| Percentage of Course without SLOs (3) | 16.92% |
| Percentage of Course without Syllabi (2) | 60.61% |

SLO Percentages in Sample Set Table

This table provides a summary of the percentages of each code and all as percentage of all courses with syllabi that were coded 0 or 1. The denominator will be which ever population or sample was chosen for the analysis. This the procedures below, $n1$ is used.

Procedures

1. Create table under the table for the percentages of the sample set using the formulas below:
 - Percentage of Courses with SLOs: $(n1/N1) \times 100$
 - SLOs: $((\text{Represented } (1))/(\text{Total Classes with Syllabi Available})) \times 100$

| SLOs Percentages in Sample Set | Total |
|---|--------|
| Percentage of Courses with SLOs | 22.47% |
| Authority is Constructed and Contextual (AC) | 98.88% |
| Information Creation as a Process (IP) | 32.58% |
| Information has Value (IV) | 79.76% |
| Research as Inquiry (RI) | 49.44% |
| Scholarship is a Conversation (SC) | 29.21% |
| Searching is Strategic Exploration (SE) | 7.87% |
| Determine the Extent of Information Needed (DE) | 28.09% |
| Access the Needed Information (AI) | 21.35% |
| Evaluate Information and its Sources Critically (EI) | 60.67% |
| Use Information Effectively to Accomplish a Specific Purpose (UI) | 85.39% |
| Access and Use Information Ethically and Legally (EL) | 14.61% |

Objectives Represented in PSCI Syllabi Table & Chart

This table provides frequencies and percentages for SLOs coded only as represented or indicated with code 1.

Procedures

1. Create a new table under the chart of table 1. Copy the threshold sections and table headers from table 1.

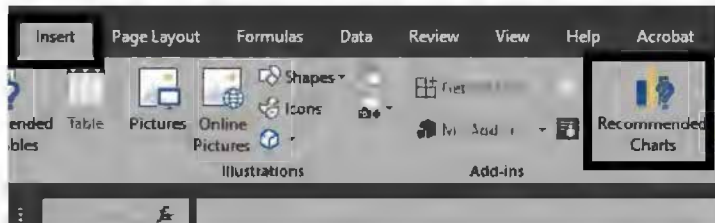
| | A | B | C | D | E | F | G | H | I | J | K | L |
|----|---|----------------|----|----|----|----|----|-------------|----|----|----|----|
| 21 | | | | | | | | | | | | |
| 22 | | ACIR Framework | | | | | | AACI Rubric | | | | |
| 23 | | AC | IP | IV | RI | SC | SE | DE | AI | EI | UI | EL |

2. Add row label "#Represented (Code 1)" to cell A24 and "% Represented" to A25. Link cells B4:L4 to cells B24:L24 using =Cell# formula. Then link cells O15:O25 to cells B25:L25 using =Cell# formula.

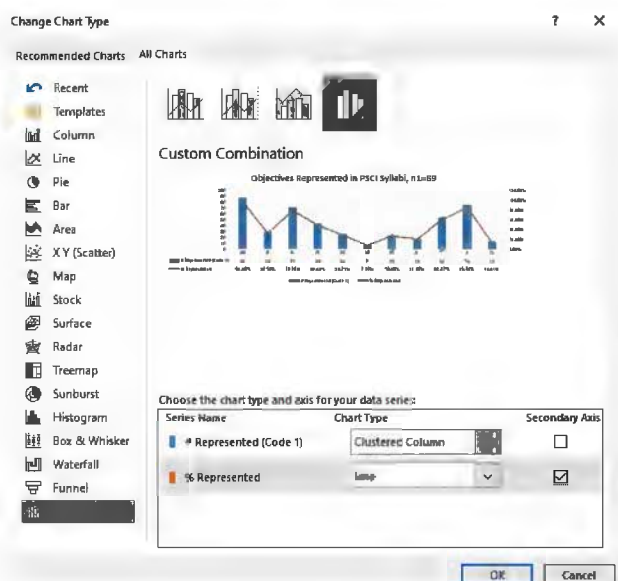
| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|----|------------------------|----------------|--------|--------|--------|--------|-------|-------------|--------|--------|--------|--------|---|
| 21 | | | | | | | | | | | | | |
| 22 | | ACIR Framework | | | | | | AACI Rubric | | | | | |
| 23 | Code | AC | IP | IV | RI | SC | SE | DE | AI | EI | UI | EL | |
| 24 | # Represented (Code 1) | 88 | 29 | 71 | 44 | 26 | 7 | 25 | 19 | 54 | 76 | 13 | |
| 25 | % Represented | 98.88% | 32.58% | 79.76% | 49.44% | 29.21% | 7.87% | 28.09% | 21.35% | 60.67% | 85.39% | 14.61% | |

Chart Procedures

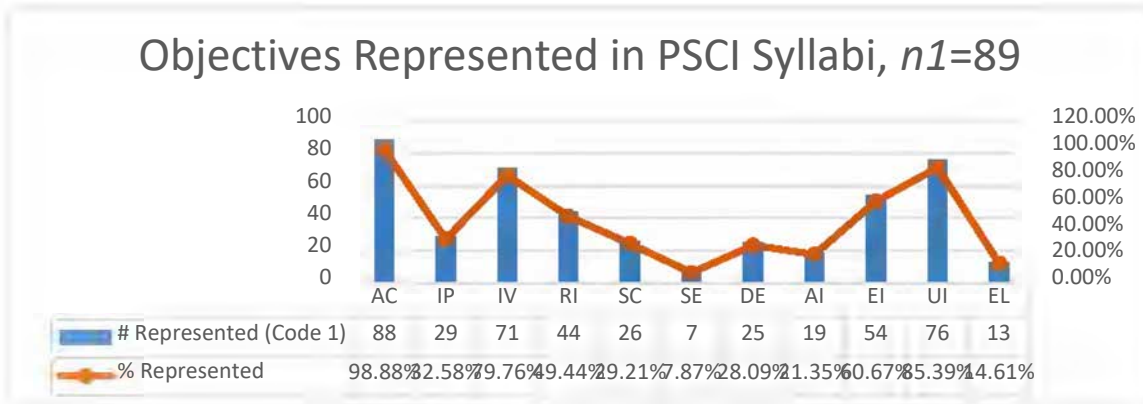
1. Create a custom chart for table 5 by highlighting A23:L25 data cells. Then go to the "Insert" tab and click "Recommended Charts"



2. This will bring up the "Change Chart Type" window. Navigate to "All Charts" tab and click on "Combo." Make % Represented a Line or Stacked Line with Points and click "Secondary Axis."



- Data table to chart and delete legend, and name chart "Objectives Represented in PSCI Syllabi, n1=89."



At the end of this process, the sheet should look like the one below. Move the sheet after the "Total Frequency & Percentage" sheet and in front of the literacy code sheets.

| Code | AC | IP | IV | RI | SC | SE | DE | AI | EI | UI | EL |
|----------------------------------|----|----|----|----|----|----|----|----|----|----|----|
| Not Represented (0) | 1 | 60 | 18 | 45 | 63 | 82 | 64 | 70 | 36 | 13 | 76 |
| Represented (1) | 88 | 29 | 71 | 44 | 26 | 7 | 25 | 19 | 54 | 76 | 13 |
| Total Classes with Syllabi Avail | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 | 89 |

| Code | AC | IP | IV | RI | SC | SE | DE | AI | EI | UI | EL |
|------------------------|--------|--------|--------|--------|--------|-------|--------|--------|--------|--------|--------|
| # Represented (Code 1) | 88 | 29 | 71 | 44 | 26 | 7 | 25 | 19 | 54 | 76 | 13 |
| % Represented | 98.88% | 32.58% | 78.76% | 49.44% | 29.21% | 7.87% | 28.09% | 21.35% | 60.67% | 85.39% | 14.61% |

| Category | Total |
|---|--------|
| Percentage of Courses with SLOs | 22.47% |
| Percentage of Courses Removed from Sample | 77.53% |
| Percentage of Course without SLOs (3) | 16.82% |
| Percentage of Course without Syllabi (2) | 60.67% |

| SLO | Percentage in Sample Set |
|--|--------------------------|
| Authority is Constructed and Contextual (AC) | 98.88% |
| Information Creation as a Process (IP) | 32.58% |
| Information has Value (IV) | 78.76% |
| Scholarship is a Conversation (SC) | 29.21% |
| Searching is Strategic Exploration (SE) | 7.87% |
| Determine the Extent of Information Needed (DE) | 28.09% |
| Assess the Needed Information (AI) | 21.35% |
| Evaluate Information and its Sources Critically (EI) | 60.67% |
| Use Information Effectively to Accomplish a Specific Purpose | 85.39% |
| Access and Use Information Ethically and Legally (EL) | 14.61% |

Assessment Narrative

Now that the data analysis is complete, an assessment narrative should be written to place the data in context with each other as well as describe the purpose of the data. The narrative only needs to be a few paragraphs in the form of an executive summary, but they can be expanded for article use at a later date as well.

Writing an Executive Summary

The assessment narrative is an executive summary of the data finding and results for the **"Totally Frequency and Percentage"** and **"SLO Representation Sheet."** In addition to these numbers consider calculating

- the percentage of total syllabi provided in FIS,
- the total percentage of faculty that provide SLOs on their syllabi regardless of language representations,
- the total percentage of ACRL and AAC&U threshold language representation, and the total percentage of language used that did not represent an ACRL and AAC&U threshold concept.
- the average number of codes.
- An array of average SLOs per syllabi, or use 6 as the average number of SLOs per syllabi (this was the average used in the Core Curriculum assessment).

Depending on the data results, you should have chosen one total population or total sample integer ($N1, N2, n1, n2$) based on what would have provided the most statistical significance to the analysis. It is important to denote this in the assessment.

Lastly, review and make note of which literacy codes had the lowest frequency and percentages. Use the ACRL and AAC&U threshold guides to create sample SLOs that faculty could consider using to increase those percentages. These can be communicated with the narrative.

The assessment narrative should be written in MS Word and then pasted to a new **sheet, placed at the front of the workbook. Title the sheet "Assessment Narrative"** and provide a title to the paragraph(s). Merge cells as need so all text is visible.

Here is a sample of what an executive summary might look like. This narrative comes from a PSCI 2300 Curriculum Map sample project that was completed before the completion before the FY 2020: Initial Map of FA2017-SP2020 PSCI Courses. An image of how to format the spreadsheet is also provided. This sample uses $N2$ as the main integer of comparison which is different from the analysis steps showed in the Data Analysis Section.

Sample Narrative

In addition to the UNT Core Curriculum, the Political Science Department requires political science majors to enroll in PSCI 2300, a course that introduces students to quantitative and statistical research methods used in the Political Science Field. To provide a further analysis of SLO language representation used by UNT Political Science, ACRL and AAC&U threshold concepts should be mapped to the PSCI 2300.

All PSCI 2300 Syllabi from Fall 2017 to Spring 2020 were examined to align data with the UNT Libraries Core Curriculum Mapping Project and additional classes up to the current academic semester. This number of syllabi made up the population of the analysis (*N1*). Because analysis was a procedural test with the intent to do a complete analysis of all PSCI courses at a later date, the term *sample* is used to describe the population (*N1*.) The analysis allowed the librarian to test additional assessment measures and processes.

Sample Note: While professors teaching courses had not uploaded their syllabi at the time the analysis took place, the courses were still included in the analysis to provide more data for the librarian to work with. These courses and any other courses missing syllabi in the UNT **FIS system were coded as "Syllabi not available of FIS at Time of Analysis (2)".**

In the sample, there were a total of 18 courses (*N1*), with 3 class offerings a semester representing the mode of the sample. The total number of courses was multiplied by 11 to generate a total of 198 codes (*N2*) of the sample. *N2* was chosen as the sample number using frequency and percentage calculations in the data analysis. The data expressed that 20% of the codes reflect the use of threshold language from either the ACRL and/or AAC&U **guiding documents. This 20% of the sample was coded "Standard or Frame is Indicated (1)."** Further, 13% of the codes do not reflect standard and were **coded as "Standard or Frame is not Indicated (0)."** **This combined 33%** reflects syllabi with SLOs present on syllabi at the time of analysis. An additional 22% were coded as SLOs not on syllabi **"(3)."** While there were no downloading errors, 44% of the syllabi were not available in FIS either because the courses were older than a year or had not happened yet.

In reviewing the syllabi sample, the librarian noticed an array of 3, 4, 5, and 6 course objectives (SLOs) per syllabus. The sample indicates that 3 to 4 objectives is common for this course.

Concluding the test assignment, the librarian will complete a further analysis of all PSCI syllabi.

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O |
|----|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | PSCI Syllabi Sample Assessment Narrative | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | |
| 4 | In addition to the UNT Core Curriculum, the Political Science Department requires political science majors to enroll in PSCI | | | | | | | | | | | | | | |
| 5 | 2300, a course that introduces students to quantitative and statistical research methods used in the Political Science Field. To | | | | | | | | | | | | | | |
| 6 | provide a further analysis of SLO language representation used by UNT Political Science, ACRL and AAC&U threshold | | | | | | | | | | | | | | |
| 7 | concepts should be mapped to the PSCI 2300. | | | | | | | | | | | | | | |
| 8 | All PSCI 2300 Syllabi from Fall 2017 to Spring 2020 were examined to align data with the UNT Libraries Core Curriculum | | | | | | | | | | | | | | |
| 9 | Mapping Project and additional classes up to the current academic semester. This number of syllabi made up the population | | | | | | | | | | | | | | |
| 10 | of the analysis (N1). Because analysis was a procedural test with the intent to do a complete analysis of all PSCI courses at a | | | | | | | | | | | | | | |
| 11 | later date, the term sample is used to describe the population (N1.) The analysis allowed the librarian to test additional | | | | | | | | | | | | | | |
| 12 | assessment measures and processes. | | | | | | | | | | | | | | |
| 13 | Sample Note: While professors teaching courses had not uploaded their syllabi at the time the analysis took place, the courses | | | | | | | | | | | | | | |
| 14 | were still included in the analysis to provide more data for the librarian to work with. These courses and any other courses | | | | | | | | | | | | | | |
| 15 | missing syllabi in the UNT FIS system were coded as "Syllabi not available of FIS at Time of Analysis (2)". | | | | | | | | | | | | | | |
| 16 | In the sample, there were a total of 18 courses (N1), with 3 class offerings a semester representing the mode of the sample. | | | | | | | | | | | | | | |
| 17 | The total number of courses was multiplied by 11 to generate a total of 198 codes (N2) of the sample. N2 was chosen as the | | | | | | | | | | | | | | |
| 18 | sample number using frequency and percentage calculations in the data analysis. The data expressed that 20% of the codes | | | | | | | | | | | | | | |
| 19 | reflect the use of threshold language from either the ACRL and/or AAC&U guiding documents. This 20% of the sample was | | | | | | | | | | | | | | |
| 20 | coded "Standard or Frame is Indicated (1)." Further, 13% of the codes do not reflect standard and were coded as "Standard or | | | | | | | | | | | | | | |
| 21 | Frame is not Indicated (0)." This combined 33% reflects syllabi with SLOs present on syllabi at the time of analysis. An | | | | | | | | | | | | | | |
| 22 | additional 22% were coded as SLOs not on syllabi "(3)." While there were no downloading errors, 44% of the syllabi were not | | | | | | | | | | | | | | |
| 23 | available in FIS either because the courses were older than a year or had not happened yet. | | | | | | | | | | | | | | |
| 24 | In reviewing the syllabi sample, the librarian noticed an array of 3, 4, 5, and 6 course objectives (SLOs) per syllabus. The | | | | | | | | | | | | | | |
| 25 | sample indicates that 3 to 4 objectives is common for this course. | | | | | | | | | | | | | | |
| 26 | Concluding the test assignment, the librarian will complete a further analysis of all PSCI syllabi. | | | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | | | | |
| 28 | | | | | | | | | | | | | | | |

After completing the narrative, communicate the assessment narrative and complete data workbook to the department chair and faculty for their review as well as any other stake holders. Offers to work with faculty to create lessons or workshops for classes and students that address the threshold concepts.