



WILLIAM WOODS
UNIVERSITY

Political Legal Studies Annual Assessment 2018-2019

POLITICAL LEGAL STUDIES ANNUAL ASSESSMENT 2018-2019

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ANNUAL ASSESSMENT 18-19

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Annual Assessment 18-19

Political/Legal Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Political/Legal Studies major is designed for students interested in preparing for law school or other graduate study. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise. *The political/legal studies program prepares students to be active, informed, ethical citizens in a democratic system within the world community and for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education.*

Program Data

Delivery Method

Traditional on Campus (selected)

Online

Hybrid

Students Majors 2017-18

13

Student Majors 2018-19

17

Student Minors 2017-18

Student Minors 2018-19

8

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

This is a difficult major for many students who believe they want the major as freshman, so the attrition rate can be high. However we have made program changes in an effort to have a broader appeal, so our retention, persistence and degree completion goal is currently 85%. The persistence numbers mean to the faculty that while we would like to keep all our students, realistically many students who watch Law and Order on television are not academically suited to the study of law and politics and should not be encouraged to stay in a program in which their chances of attending law school or graduate school, or being successfully employed within the field are minimal. However I do not know what the persistence numbers are for this program in majors and minors.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

NA

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The attached screen shots show that depending on which path is taken to access the webpage for Political and Legal Studies, the format is different. It is very confusing as to whether "Legal Studies" is a department that encompasses Political and Legal Studies, Criminal Justice and Paralegal Studies, or if each are separate programs that stand alone. Also, Phi Alpha Delta International Legal Fraternity is not listed as a student organization on one page (Legal Studies) but is on the other page. Further, there is a mention of "certificates" in prelaw and political studies, but neither of the certificate programs are highlighted or even included in the list of all courses listed in political and legal studies.

Overall, the website, which is the sole marketing material for this program, does not really suggest much about the relevance of this program; does not measure up favorably with the web presence for similar programs at other institutions; and, in my opinion, does not create much excitement about the program. There is nothing about any activities other than in very vague terms, no pictures of students doing anything (other than the stock courtroom photo which is at least 20 years old); and it just is not exciting.

Marketing Material

Marketingattach.docx

Program Assessment

Standard/Outcome

| Identifier | Description |
|------------------|---|
| WWU2016.1 | Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. |
| WWU2016.2 | Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society. |
| WWU2016.3 | Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions. |
| WWU2016.4 | Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society. |

Additional Standards/Outcomes

| Identifier | Description |
|--------------|--|
| PLS.1 | Evaluate the elements of oral and written argument relevant to political/legal issues. |
| PLS.2 | Explain the historical development of political/legal systems |
| PLS.3 | Analyze the economic, political, and social contexts of political/legal decisions and systems. |
| PLS.4 | Explain the ethical and philosophical issues that arise in politics and law. |

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Quantitative inquiry: students are expected to understand and use statistical data to evaluate the legal/political social and economic implications of politics and law. Examples include PLS 105 data regarding political opinions, voting patterns; PLS 329 evaluating cost of adversarial legal system compared to adr; PLS 302 understanding of legal philosophy systems that are conflicting value models.

Society and the individual: students are expected to read various fiction and nonfiction texts, watch videos and other material to ascertain the values and meaning of law and politics in society. Examples include PLS 201 reading various essays and watching videos to determine ethical and moral questions reflected in law; PLS 110 additional outside reading assignment to determine legal issues and how portrayed in literature; PLS 304 reading essays and literature relevant to determining us political theory. Students are expected to understand the moral and ethical questions involved in political structures and actions and in the force and effect of law. Examples: PLS 210 specifically deals with ethics and morality in law and PLS 329 deals specifically with ethics of conflict resolution. Students are expected to understand the historical basis and evolution of political systems and legal principles. Examples include PLS 304 which deals specifically with the evolution of American legal thought over the past 200 years. Students are expected to understand how political systems and the law address diversity within the context of specific political theories such as democracy or within equal treatment under the law. All courses deal with this issue, and particular examples include PLS 329 in regard to culture and conflict and PLS 304 in regard to diverse viewpoints of American political theory and PLS 302 in regard to diversity in the application of law, especially as applied to minority groups and based on economic diversity.

Critical analysis – all courses require students to engage in critical thinking, especially in developing the ability to construct a coherent and well-reasoned argument as well as to identify the logical flaws in an argument. All program courses require students to engage in written and oral communication. Specific examples include, PLS 105 debate assignment; political analysis research paper; PLS 210 – oral ethical argument presentation, class presentations, written analysis papers; PLS 445 written case briefs and oral presentation of case briefs.

Creative and aesthetic sensibility – both law and politics enforce social conduct related to what constitutes "art" and what might instead be criminalized or marginalized as illegal or immoral. Students also must think creatively in order to express political ideas. Specific course examples include PLS 329, PLS 445, and PLS 302.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

PLS Program Matrix(Imported)(Imported)

| | PLS 105 | PLS 110 | PLS 210 | PLS 213 | PLS 303 | PLS 304 | PLS 312 | PLS 329 | PLS 445 | PLS 417 | PLS 415 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues. | I | I | I | I | A, R | A, M | R | | M | M | M, A |
| PLS.2 Explain the historical development of political/legal systems | I | I | | | R, A | R, A | R | R | M | M | M, A |
| PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems. | I | I | | I | A, R | A, R | R | R | M | M | M, A |
| PLS.4 Explain the ethical and philosophical issues that arise in politics and law. | I | I | I | I | A, R | A, R | R | R | M | M | A, M |

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for PLS Program Matrix (Imported)(Imported)

PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.

Assessment Measures

| | | | | |
|---------------------------|--|---|--|-------------------------------|
| PLS 303 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet? Met | Students completed the assignment: Legal Analysis Paper The Via report is attached and applies to all assessment measures for PLS 303 and PLS 304 | PLS_303SpringFinal ExamPaperVIA.docx Via__Untitled_Rubric_Report_05_02_2018_122327PLS304303.pdf | |
| PLS 304 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet? Met | Students completed the assignment Political Theory Analysis Research Paper. | PLS304PoliticalTheoryAnalysisResearchpaper.docx | |
| PLS 415 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of | | PLS415seniorseminarresearchpaperreport.pdf | |

| | | | | |
|-----------------------|--|--|---|--|
| | students will achieve Proficient on the assignment. been met yet? Met | | | |
| Direct - Presentation | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met | | PLS415andSrPerformanceDayOralPresentation.pdf | |

| PLS.2 Explain the historical development of political/legal systems | | | | |
|---|--|---|---|------------------------|
| Assessment Measures | | | | |
| PLS 304 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet? Met | Students completed the assignment Political Theory Analysis Research Paper. | PLS304PoliticalTheoryAnalysisResearchpaper.docx | |
| PLS 415 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve | | PLS415seniorseminarresearchpaperreport.pdf | |

| | | | | |
|-----------------------|--|--|---|--|
| | Proficient on the assignment. been met yet? Met | | | |
| Direct - Presentation | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met | | PLS415andSrPerformanceDayOralPresentation.pdf | |

| | | | | |
|--|--|---|---|-------------------------------|
| PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems. | | | | |
| Assessment Measures | | | | |
| PLS 303 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet? Met | Students completed the assignment Legal Analysis Paper | PLS_303SpringFinalExamPaperVIA.docx | |
| PLS 304 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve | Students completed the assignment Political Theory Analysis Research Paper. | PLS304PoliticalTheoryAnalysisResearchpaper.docx | |

| | | | | |
|---------------------------|--|----------------|---|-------------------------------|
| | Proficient on the assignment. been met yet? Met | | | |
| PLS 415 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met | | PLS415seniorseminarresearchpaperreport.pdf | |
| Direct - Presentation | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met | | PLS415andSrPerformanceDayOralPresentation.pdf | |

| | | | | |
|--|---|--|---------------------------------------|-------------------------------|
| PLS.4 Explain the ethical and philosophical issues that arise in politics and law. | | | | |
| Assessment Measures | | | | |
| PLS 303 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the | Students completed the assignment Legal Analysis Paper | PLS_303SpringFinalExamPaperVIA.docx | |

| | | | | |
|---------------------------|--|---|---|-------------------------------|
| | assignment. been met yet? Met | | | |
| | | | | |
| PLS 304 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet? Met | Students completed the assignment Political Theory Analysis Research Paper. | PLS304PoliticalTheoryAnalysisResearchpaper.docx | |
| | | | | |
| PLS 415 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Research Paper | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met | | PLS415seniorseminarresearchpaperreport.pdf | |
| Direct - Presentation | Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met | | PLS415andSrPerformanceDayOralPresentation.pdf | |

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

This program is focused on student's ability to successfully engage in advocacy activities through the use of legal reasoning. Legal Reasoning is a specific type of logical analysis that relies on articulation of facts; identification of a legal or policy issue that can be solved by law/political policy; identification of the relevant law/policy; application of the relevant law/policy to the facts to resolve the issue. In order to do this, students must not only correctly identify the elements of Legal Reasoning above, but they must also place that process in the context of the historical/culture/philosophical/ethical framework of the problem in their analysis. The assessment of that process in this program involves utilizing substantive legal and political content to provide an opportunity for student's to engage in the Legal Reasoning process, and to demonstrate that they can do this successfully.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

During the student performance review, students engaged in the following activities:

- 1) Completed a data sheet showing demographics
- 2) Completed a written essay
- 3) Completed 2 timed sections of the LSAT exam

The LSAT shows the potential that the student has (under these limited conditions) for success in law school admission and completion. The essay is related to the program objectives.

- 4) Jr and Sr students in the program demonstrated oral advocacy skills by conducting a moot court argument in front of a appellate judge and 2 faculty

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2019_PLS_Student_Performance_Day_Assessment.docx

AY1819PLSAssessment.docx

PLS_Assessment_Rubric.docx

PLSDemographicdocumentassmentday2019.docx

Student_Performance_Review_Schedules_2019.pdf

PLSStudentPerformanceDay1819EssayAssignment.pdf

PLSStudentPerformanceDay1819Essay.pdf

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Students present their Senior Seminar research paper in an oral presentation. Students must create a powerpoint or other visual summary of their research project, which includes a fully developed thesis; an explanation of major findings; a conclusion and a bibliography.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

PLS_Assessment_Rubric.docx

PLS201819PerformanceDayJrSRoralargumentassment__1_.pdf

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

We have recently added an opportunity for students to actively participate in a truancy diversion court on campus that is a joint venture with the 13th Judicial Circuit Court Juvenile Division; the Callaway County Juvenile Office; and all 4 school districts in Callaway County. However at this time we are not submitting this activity for "service learning" designation.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Constitution Day

Legal Movie nights

Mock trial

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Internships:

Lobbying group

CASA Volunteer

Prosecuting attorney offices

Private law firms

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Admissions to various law schools

Admissions to various graduate schools

Employment at State agency legal departments

Employment at law firms

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Board of Advocates - University of Missouri College of Law

Assessment Rubric

Annual Assessment Rubric 2018

27.000 pts 69.23%

| | 3.000 Exceeds | 2.000 Meets | 1.000 Falls Below Expectations | N/A |
|---|---|---|--|------------|
| Mission Statement Clearly Articulated weight: 1.000 | ✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program. | ✓ The mission statement for the program clearly articulated and aligned with the University mission. | ✓ The mission statement is minimal at best. | ✓ N/A |
| Comment: | | | | |
| Reflection on Retention weight: 1.000 | ✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program. | ✓ The program provides a basic reflection on the retention data provided. | ✓ The program does not reflect on retention data in a detailed way. | ✓ N/A |
| Comment: | | | | |
| Defines External Accreditation Standards weight: 1.000 | ✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation. | ✓ The program provides a basic explanation of the accreditation organizations in the field. | ✓ The program fails to provide any accreditation information. | ✓ N/A |
| Comment: | | | | |
| General Education alignment clearly explained weight: 1.000 | ✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas. | ✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses. | ✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. | ✓ N/A |
| Comment: | | | | |
| Curriculum Map alignment weight: 1.000 | ✓ The curriculum map is detailed and complete. | ✓ The curriculum map is complete | ✓ The curriculum map is not complete | ✓ N/A |
| Comment: | | | | |
| Assessment of Objectives weight: 1.000 | ✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year. | ✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class. | ✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment. | ✓ N/A |
| | | | | |

| | 3.000 Exceeds | 2.000 Meets | 1.000 Falls Below Expectations | N/A |
|--|--|---|--|-------|
| Mission Statement Clearly Articulated weight: 1.000 | ✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program. | ✓ The mission statement for the program clearly articulated and aligned with the University mission. | ✓ The mission statement is minimal at best. | ✓ N/A |
| Comment: | | | | |
| Reflection on Retention weight: 1.000 | ✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program. | ✓ The program provides a basic reflection on the retention data provided. | ✓ The program does not reflect on retention data in a detailed way. | ✓ N/A |
| Comment: | | | | |
| Defines External Accreditation Standards weight: 1.000 | ✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation. | ✓ The program provides a basic explanation of the accreditation organizations in the field. | ✓ The program fails to provide any accreditation information. | ✓ N/A |
| Comment: | | | | |
| General Education alignment clearly explained weight: 1.000 | ✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas. | ✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses. | ✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. | ✓ N/A |
| Comment: | | | | |
| Curriculum Map alignment weight: 1.000 | ✓ The curriculum map is detailed and complete. | ✓ The curriculum map is complete | ✓ The curriculum map is not complete | ✓ N/A |
| Comment: | | | | |
| Assessment of Objectives weight: 1.000 | ✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year. | ✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class. | ✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment. | ✓ N/A |
| Comment: | | | | |

| | | | | |
|---|--|---|--|-------|
| Faculty, alumni, and Student accomplishments weight: 1.000 | ✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. | ✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments. | ✓ The program provided little to no data on students, alumni, faculty accomplishments. | ✓ N/A |
| Comment: | | | | |