WILLIAM WOODS

UNIVERSITY

Political Legal Studies Annual Assessment 2019-2020

Contents

Annual Assessment 2019-2020

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

Student Majors 2018-19	**Student Minors 2018-19**
12	5

Students Majors 2019-2020	**Student Minors 2019-20**
10	5

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2019-20
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.

Alignment to the University Objectives
Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

WWU 2016.1: Political and Legal Studies prepares students for professional level work in the fields of law, politics and public policy and for advanced studies in these areas.

WWU2016.2: Students explore the ethical obligations of legal professionals as well as analyze the ethical implications of law and politics on society.

WWU2016.3: The theoretical and practical study of law and politics enable students to understand and advocate for diverse viewpoints and to self-reflect.

WWU2016.4: Law and politics are ever changing and require continuous learning outside of the degree curriculum.

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

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives
How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

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

PLS Program Matrix

	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

<table>
<tr><td colspan="6">PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.</td></tr>
</table>

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?			

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?			

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?			
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?			

<table>
<tr><td colspan="6">PLS.2 Explain the historical development of political/legal systems</td></tr>
</table>

PLS 304

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

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?			

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?			
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?			

PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.

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?			

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?			

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?			
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?			

PLS.4 Explain the ethical and philosophical issues that arise in politics and law.

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?			

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?			

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?			

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?			

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.

The program is in the process of developing a detailed rubric to use in the assessment process. In the meantime, the program is using the rubric for the program to measure specific assignments in each of the assessed courses. Success of students matriculating to graduate programs and law school is also used as an assessment of the success of the program. As a program of one faculty member, there was no discussion regarding changes.

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?

The students took 2 sections of the LSAT. Due to the COVID 19 shut down, I have been unable to retrieve the data.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
AY1920PerformanceDaySchedule.docx

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?

No Senior Showcase activities were conducted due to the COVID 19 shut down. Normally students would do an oral presentation, with video enhancement (PowerPoint, etc.) of their thesis, outline of research and conclusion.

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

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?

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.

Usually do 3-6 per year, but due to COVID 19 did not do any in the spring semester.

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.

5 out of 6 graduating students were admitted to law school/graduate school from the May 2020 graduating class.

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.

One alumni is running for State Senate in her state; one alumni has been invited to be an editor on the MU Law Journal; several recent alums have passed state bar exams and been admitted to the practice of law.

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.

Assessment Rubric

	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 criterial 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:	The assessmentassignment was omitted for PLS 303 Objective 2. I dont know if it is the same assignment used for Objective1?			
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:	There was no data uploaded in the report and the assessment results were not completed. This could have been due to COVID-19 complications, but it is not stated why there is no assessment provided in the report.			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	Complications with COVID 19 to complete this component.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	Complications with COVID 19 to complete this component.			
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ 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:				