

Legal Studies

Program Review

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Political/Legal Studies

5-Year Program Review February 2016

History, Mission, and Vision of the Program

The Political/Legal Studies major at William Woods University was first introduced in the 1998/99 academic year. The program was implemented to provide a major for students interested in a liberal arts approach to the study of law as well as for students interested in politics with an emphasis on preparation for graduate and law school after graduation. Prior to the development of the political/legal studies program, student options were limited to paralegal studies and a prelaw major comprised of only 100 and 200 level courses. During the first decade of the program, interest in law school was at its highest levels nationally. Beginning in approximately 2010, law school admissions declined nationally, but they have begun an upward trend again effective 2015. The program has been variously supported or limited by a number of institutional factors over time. During the first decade of the program, there was substantial support for not only the academic program, which was evidenced by the construction of a model courtroom, but also for important co-curricular activities that provided "value added" to the academic program, such as funding for the chartering of a prelaw chapter of Phi Alpha Delta International, the largest legal fraternity in the world; sufficient budget allocation to support an American Mock Trial Association Team that was able to compete in invitational tournaments throughout the United States, against schools that are outside the academic tier of WWU, such as Yale, Ohio State University and Stanford; and professional membership and attendance at political and legal conferences for students. In the second decade of the program, funding has been substantially reduced with a corresponding drop in student involvement. The curriculum of the program has always supported the common studies (now general education) program, in the areas of social science, diversity, ethics and critical thinking as well as supported other academic programs through development of specialized legal courses including equestrian law, children and the law, communications law and sports law, even though some of those courses have been absorbed by the related academic disciplines and are no longer taught by the law faculty. The political/legal studies program supports the mission statement of the University in that it is professions oriented by preparing students for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education; and it also prepares students to be active, informed, ethical citizens in a democratic system within the world community.

Section 1: Student Data –

A: Demographics Chart

William Woods University							
Assessment Data							
Program: Political-Legal Studies							
		10/11	11/12	12/13	13/14	14/15	15/16
Declared Majors (as of Oct. 15)	Incoming Freshman	2	1	1	1	3	2
	Transfers	1	0	1	1	0	2
	Total	14	15	8	8	7	10
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001
Declared Minors		10	4	7	7	5	5
Graduated Majors		3	3	6	3	2	NA
Graduated Minors					1	1	NA
Retention Rate: IPEDS definition¹							
University		66.8%	76.2%	70.5%	76.3%	NA	NA
Program		1/2	1/2	1/1	2/2	NA	NA
Graduation Rate: IPEDS definition²		04/05	05/06	06/07	07/08	08/09	09/10
University		52.4	50.2	50.5	56.3	52.4%	NA
Program		2/2	5/6	3/4	3/5	3/5	NA
Graduation Rate: Transfer Students³							
University		71.2%	68.8%	63.2%	66.7%	67.4%	NA
Program		1/1	1/1	1/1	0/0	2/2	NA

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Reflection on the Demographic Data:

It is difficult to analyze the demographic data in regard to the number of students in the program, transferring into the program and graduating from the program. The reason for the difficulty is that the political/legal

studies major shared many courses and students with the Legal Studies major so that students majoring in

political/legal studies, juvenile justice, criminal justice and paralegal studies all were required to take many of the same courses. In addition, many of the students switched back and forth between these majors. The data at this point is neither helpful nor detrimental to the course offerings or the longevity of the program due to the 20 year history of the programs interconnectedness with the Legal Studies majors. Beginning with the 2016/17AY, the program has been completely severed from all other majors and the curriculum has been fine-tuned to serve the actual focus of the political/legal studies students. There are no discernable trends with the transfer or retention rates. Many students change to the major somewhere in the sophomore year and stay in the program and/or add it as a second major.

B: Placement Numbers (do not need specific student names, aggregated data on students is appropriate)

	2010-2011	2011-2012	2012-1013	2013-2014	2014-2015
Number of Graduates (should be the same as above)	3	3	6	3	2
Employed Within Field	3	3	4	2	1
Employed Outside of Field					
Graduate School/Prof. School			2	1	1
Not known					

Students are employed within the field if their primary job duties involve utilization of legal or political knowledge or skills. For example, students who are employed in government agencies that promulgate rules or regulate activities would be considered employed in the field, as would students working for law firm; the legislative or judicial branches; within for-profit or not-for-profit businesses in human resources, compliance or policy analysis; advocacy organizations; and political or policy positions. Students in graduate programs related to political science, public administration, legal studies, resource or library science with a law emphasis, MBA program or law school would be considered to have entered a related graduate program or professional school program.

C. Curriculum

Appendix A: Program Checklist Appendix B: Course Descriptions

1. Notation marking common studies courses offered. Can you highlight the courses that are General Education

Course	Title	2011-2012		2012-2013		2013-2014		2014-2015		2015	2015-2016	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Summer	Fall	Spring
LGS206	Political theory	NA	07/30	NA	NA	NA	07/30	NA	NA	NA	NA	NA
LGS207	Legal Research and Writing	NA	22/25	NA	NA	NA	14/25	NA	NA	NA	NA	NA
LGS210	Law Ethics Morality	28/30	30/30	31/30	29/30	22/30	19/30	29/30	25/30	NA	26/30	27/30
LGS212 OLC	Critical Thinking About Politics	24/30	NA	NA	11/20	07/20	04/20	6/20	NA	1/25	NA	14/25
LGS215	Intro to Crim Justice	28/30	NA	15/30	NA	09/30	NA	NA	14/30	NA	NA	NA
LGS215 OLC	Intro to Crim Just	NA	NA	NA	NA	07/20	NA	NA	NA	3/25	NA	14/30
LGS217 OLC	American Legal systm	NA	NA	NA	NA	NA	07/20	6/20	5/25	3/25	NA	5/25
LGS220	Corrections Probation and Parole	NA	13/25	NA	NA	NA	13/30	NA	NA	NA	NA	13/25
LGS301	Juvenile Saw and Proce	01/01	NA	01/01	NA	01/01	10/30	NA	NA	NA	NA	NA
LGS302	American Jurisprudence	NA	09/30	NA	NA	NA	06/30	NA	NA	NA	NA	9/30
LGS304	American Political Theory	12/25	NA	NA	NA	02/25	NA	NA	NA	NA	6/25	NA
LGS305	Criminal Law	NA	NA	17/30	NA	07/30	NA	4/30	NA	NA	5/30	NA
LGS306	Civil practice	NA	NA	12/30	NA	NA	02/20	8/25	NA	6/25	NA	0/25
LGS315	Family Law	NA	NA	NA	13/20	NA	NA	6/25	8/25	8/25	NA	6/25
LGS316	Criminal Investigation	05/30	NA	NA	16/30	NA	NA	NA	4/5	NA	NA	NA
LGS317	Legal Writing	NA	NA	09/30	NA	NA	NA	NA	NA	NA	NA	NA
LGS320	Evidence	20/30	NA	NA	09/30	NA	04/30	NA	NA	NA	NA	NA

LGS325	Art of Advocacy	06/30	NA	04/30	NA	06/30	NA	NA	NA	NA	NA	NA
LGS340	Crime Scene Investigation	NA	02/02	11/30	NA	09/30	NA	NA	NA	NA	12/30	NA
LGS390	Internship I	03/03	01/01	01/01	01/01	NA	01/01	0/10	1/1	1/1	NA	NA
LGS405	Advanced Advocacy	01/20	NA	02/20	NA	02/20	NA	NA	NA	NA	NA	NA
LGS451	Internship II	02/02	01/01	NA	NA	01/01	NA	0/1	NA	NA	NA	NA
LGS452	Internship III	04/04	03/03	07/07	02/02	NA	02/02	3/3	1/2	2/2	0/1	NA

Identify courses that are REQUIRED by other major programs (on campus, cohort, or on line).

Course offered	Supported Programs
LGS 105 Politics and Government	History Education
LGS207 Legal Research and Writing	Paralegal Studies
LGS215 Intro to Criminal Justice	Juvenile Justice Minor Criminal Justice
LGS220 Corrections, Probation, and Parole	Criminal Justice
LGS 301 Juvenile Law and Procedure	Criminal Justice Juvenile Justice Minor
LGS305 Criminal Law	Criminal Justice
LGS306 Civil Practice	Paralegal Studies
LGS316 Criminal Investigation	Criminal Justice
LGS315 Family Law	Juvenile Justice Minor Paralegal Studies
LGS320 Evidence	Criminal Justice
LGS340 Crime Scene Investigation	Criminal Justice

What is the impact of the supported program? How are course impacted? Does your program need to modify course offerings to adjust?

In regard to the courses that were supporting the Criminal Justice program, the majority of these courses did not enhance the political/legal studies program and are now part of the CJ program curriculum. All of the course prefixes that are relevant to the political/legal studies major have been redesignated as PLS.

Section 2. Faculty and Resources

A. Physical Facilities

1. Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment. (If none, put N/A)

Bernard Weitzman Model Courtroom – The Courtroom was added in the Burton Building in 2000. The location is in the basement of the Burton Building, in what used to be the recording studio for the campus. The Courtroom is designed in the format of an appellate courtroom, meaning it has a bench that seats 3 judges, a witness box and a clerk/reporter box all in the bench area. The Courtroom also has a jury box that seats up to 15 jurors (12 jurors and 3 alternates) and a public seating area beyond the bar that seats approximately 55. There are 2 counsel tables that seat 3 each. The Courtroom has a small jury room with an oval table that seats 6 comfortably, a media room with a window into the courtroom and a small storage room/office that is used by the WWU prelaw chapter of Phi Alpha Delta, International Legal Fraternity. All of the public and jury seating in the courtroom is theater style, with pull up small, convenience desk tops.

Originally, the media equipment installed in the Courtroom consisted of 2 ceiling mounted recording cameras; a pull-down screen; VHS and DVD recorders; a desktop computer; and a sound and video mixer board.

2. Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program.

IN approximately 2007, an overhead projector, Eiki LC-XB24 was installed that would interface with the computer, VHS recorder and DVD player in the media room. An additional pull-down screen was also added. The desktop computer was replaced with a lap top, and another laptop was added in 2013 to attempt to address the problem of inability to control video, internet access and powerpoints from the media room into the courtroom. A wireless keyboard and mouse were also purchased.

B. Library Holdings-Full Report Appendix C

William Woods University - Dulany Library
COLLECTION ANALYSIS
January 2016

In Support of the Following Academic Program: Legal Studies

I. MOBIUS Holdings (Subject Search):

Law—United States – 6,057 catalog entries
International law – 7,794 catalog entries
Justice, Administration of – 5,866 catalog entries

II. William Woods University Holdings:

Ebooks:

Law – 41,327
International law – 10,811
Justice, Administration of – 2,297

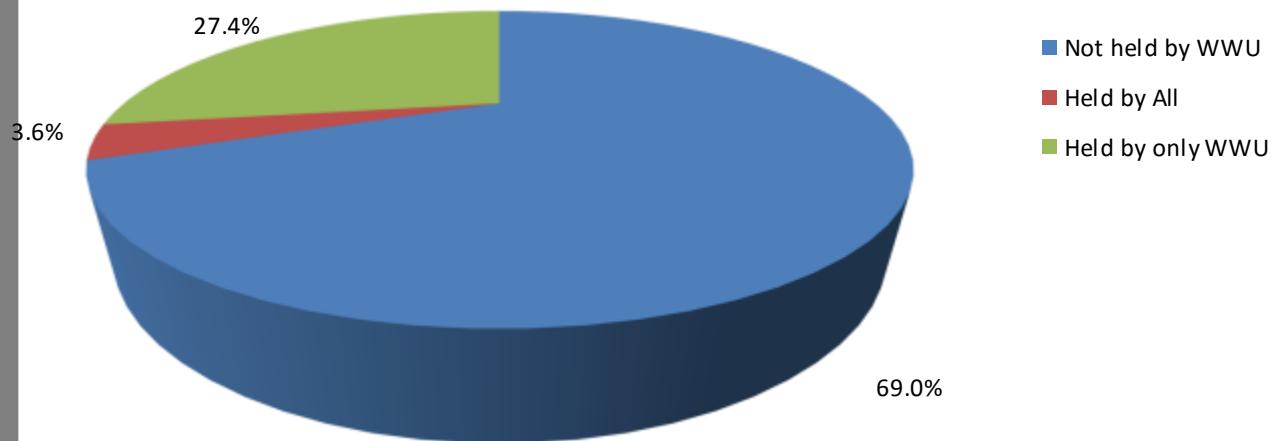
Journals:

	2016
Print	15
Electronic Full-text	1,506
Electronic Index Only	398

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University

4 to 1 Peer Holdings Comparison - Legal Studies - Printed Books and Non-print Materials



IV. Analysis

Legal Studies as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire legal materials primarily in electronic form and books, journals articles and non-print materials are available through Woods OneSearch. Subscriptions to specialized legal databases have also been acquired and are available to all

students, both traditional and online.

Westlaw Includes:

- American Jurisprudence 2d
- American Law Reports
- Federal and State Cases
- Federal and State Statutes (USCA)
- Congressional Record
- Legislative Histories
- Federal Register
- Code of Federal Regulations
- Missouri Practice

Lexis/Nexis Includes:

- Federal and State Case Law
- Shepard's for Supreme Court
- Code of Federal Regulations
- State Codes
- Tax Law
- EU Law (CELEX)
- Patents
- Martindale Law Directory
- Congressional Materials
- Legislative Histories
- Public Laws
- Federal Register
- Law Reviews

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

C. Faculty

1. Present full-time faculty teaching specifically for this program.
2. Adjuncts for the program: taught within the last 3 years for the program
3. Designated faculty for a concentration if possible.

Name of Faculty	Highest Degree Earned (Concentration)	Degree Granting Institution	Years Full-time Teaching in Higher Ed	Contracted Course Load
Cynthia Kramer	<i>LLM – Conflict & Dispute Resolution (academic) JD Professional</i>	<i>University of Missouri University of Tulsa</i>	19	Fulltime
Peggy Nickerson	MA, Law Library Science	University of Missouri	25+	Fulltime – But not in PLS. Taught LGS 110 Retired Dec.2014

Do you feel your program is adequately staffed in order to meet the goals of the program? Do you feel that your faculty are qualified for the program: yes/no/why?

The program would benefit for more diversity in the faculty, meaning it would benefit students to not have the same faculty member for all courses in the major. So, no, there is not adequate faculty.

The sole faculty is qualified for the program, in that an LLM is a law-school level teaching degree; the faculty member has 19 years undergraduate teaching experience; 3 years law school teaching experience; and over 30 years experience practicing law and politics.

How many staff are designated to support the program? Do you feel your program is provided adequate administrative (full time/part time) staff to meet the needs of the program? Why/why not?

None. The program is not provided adequate administrative staff. The sole faculty member is responsible for all administrative tasks including clerical while at the same time being expected to participate in professional activities in the fields of law and politics and at the university as well as teach and advise students. The lack of administrative staff reduces the ability of the sole faculty member to engage in these professional activities and teaching.

D. Internship Experiences

1. What if any placements outside of the university are used for internship/practicum/student teaching/clinical experience? If so, explain.

Students are involved in various internships outside of the university. Internships have included law firms, state legislatures, state and federal executive agencies, state attorney general's office, circuit courts, lobbying firms, not-for-profits, juvenile offices, prosecuting attorney and public defender offices, US Department of State, political parties, businesses, political advocacy organizations.

Section 3: Financial Analysis of Program (data from Academic Dean and Comptroller)

Program	Total Cost (Personnel, budget and special expenses)	Total Income (Course Fees, tickets, sales)	Number of majors (2013)	Cost per Major
Legal Studies	\$168,719	\$ 0	34	\$4,962

For comparative purposes, the major is one of the more expensive programs within the university. Out of a 5 tier system with 5 being the most expensive group of majors, LGS ranks in group 4. There is some error with this data as it was calculated when the program had 2 additional faculty (Peggy Nickerson and Bob Ashens). Currently there is only one full time faculty in this program.

*The financial data states 34 majors in the Legal Studies programs, this data includes all legal studies majors including those who might be majoring in more than one legal studies area. The numbers from the Registrars office identifies 24 students as majors in the Legal Studies Program.

1. Discussion of Additional expenses related to instruction. i.e. Internship, clinical, practicums...

None

2. Description of Non-Instructional Expenses: Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs will have this.

None

Section 4: Objectives and Assessment

Appendix D – Annual Assessment Evaluation 2015

Appendix E – Annual Assessment Report 2015

Obj. 1 Student will define, describe and document a basic understanding of the American legal System and political system philosophies; major theories; concepts and methodologies.			
	2012-2013	2013-2014	2014-2015
Case study/Analysis	70% were successful	Not assessed	N=5 All scored +80% on case study
Benchmark	70% Success	70% success	80% of students score 80% or higher
Midterm and final exam essay questions	Not assessed	80% of students met the benchmark	Not assessed

Benchmark	NA	70% of students scored 70% or better	NA
LGS 415 research paper	NA	NA	N=5 All scored +80% on case study
Benchmark	NA	NA	80% of students score 80% or higher

Obj. 2 Students will demonstrate, both orally and in writing, the ability to analyze legal and political issues through utilization of major theories and concepts; methods of analysis; and research.			
	2012-2013	2013-2014	2014-2015
Case study/Analysis	70% were successful	NA	NA
Benchmark	70% Success	NA	NA
Chapter Quizzes	Not successful	80%+ scored better than 70% on exams	NA
Benchmark	70% success	70% of students score 70%+	NA
Written papers	NA	Stated but not assessed	NA
Benchmark	NA	70% of students score 70%+	NA
LGS 415 Research paper	NA	NA	N=5 All scored +80% on case study
Benchmark	NA	NA	80% of students will score 80%+
Assessment Day Activity Advocacy Case Study	NA	NA	N=5 All scored +80% on case study
Benchmark	NA	NA	80% of students score 80% or higher

<p>Objective 3: Students will demonstrate, both orally and in writing, the ability to exercise critical judgment through analyzing, constructing, and evaluating advocacy-based arguments concerning legal and political issues.</p>			
	2012-2013	2013-2014	2014-2015
Case study/ analysis essay	70% success	NA	NA
Benchmark	70% students score 70%+	NA	NA
Written papers	NA	Not assessed	NA
Benchmark	NA	70% of students score 70%+	NA
Quizzes/Exams	70% success (not successful on oral exams)	Not assessed	NA
Benchmark	70% students score 70%+	70% of students will score 70%+	NA
LGS 415 Research paper	NA	NA	N=5 All scored +80% on case study
Benchmark	NA	NA	80% of students score 80% or higher
Assessment Day: Advocacy Based Case Study	NA	NA	N=5 All scored +80% on case study
Benchmark	NA	NA	80% of students score 80% or higher

Assessment has become more appropriate to the needs of the program. The modification of the assessment measures makes it difficult to make useful assumptions pertaining to student learning, but the data present does reflect student competencies. With the revision of the program there will be more consistency in the assessment measure used to allow for more useful data to be collected in the future.

Section 5: External Review

Guide for External Reviewers of Major Programs

Name of Reviewer(s) David Roebuck, PhD

Program Reviewed Political/Legal Studies

Date of Review & Campus Visit 4/13/2016

Introduction

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern.

The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of 5 to 1 (high to poor or not evident). Please provide a justification for your rating immediately following the question. Use as much space as necessary for your response. At the conclusion of the questionnaire please provide a summary that addresses overall aspects of the program.

Submit your completed evaluation to the Academic Dean, copied to the division chair and program review team.

1. At what level is the program's curriculum framework aligned with the mission and vision of William Woods University?

1	2	3	4	5
Not Evident		Somewhat Aligned		Completely Aligned

Response: The curriculum itself is good for what it does, but the outcomes are unclear. For example, the degree is entitled "Political/Legal Studies", but there are no political science courses in the curriculum nor are there political science faculty to teach such courses. The curriculum is more appropriate as a "Legal Studies" degree. The curriculum does include courses in ethics and as a Legal Studies degree would be unique, qualities identified in the mission and values statements. Comments from students indicate courses are taught in such a way that life-long learning is fostered.

PLS Program comment:

This assessment is correct in regard to the emphasis on the "legal studies" portion of the program curriculum. However,

there are several “political science” courses, including LGS 105 Politics and Government; LGS 304 American Political Theory; and LGS 445 Constitutional Law (which is included in political science only curriculums). In addition, the expansion of the curriculum to include more political courses has been approved for the AY 2016-17.

I would also comment that the reviewer did not address that the program is aligned with the University Mission in that it is “professions oriented” and that this aligns it more than just that the program addresses ethics and life-long learning so that it should be evaluated as more in the area of a “4” or even “5” in regard to the University’s stated mission of “An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.”

2. At what level has the program clearly articulated its educational goals and objectives for majors/minors in its self-study document?

1 not-evident	2	3 somewhat	4	5 completely
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Response: The self-study articulates goals accurately and succinctly. However, the goals of interesting students in politics, preparing students for graduate and law programs. As currently structured and with current staffing deficiencies, those goals are difficult to attain. Students have little to no exposure to areas other than law. They have no research methods coursework, for example, making successful application to graduate programs difficult at best.

PLS Program comments:

It is accurate that the program during the 5 years of the review emphasized law and legal research and writing. The new proposed curriculum includes a research methods course for students interested in advanced studies in politics while retaining the prelaw related courses. The new curriculum also includes an optional Political Studies Certificate as well as a Prelaw Certificate.

3. At what level has the program articulated its assessment plan for student learning?

1 not-evident	2	3 somewhat	4	5 completely
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Response: The assessment plan is clearly articulated and well-structured. The only possible problem with assessment is that courses used for assessment are often cancelled and n sizes are too small to offer meaningful feedback.

4. To what degree are the student learning objectives sufficient for the discipline?

1	2	3	4	5
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Inadequate		Adequate		Superior
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Response: Same response as above. What discipline? Is it Legal Studies? Political Studies? Again, the goal of preparing “students to be active, informed, ethical citizens in a democratic system in the world community” is admirable, and a goal the program should strive to achieve, but achieving that goal is almost impossible with current curricular and staffing constraints.

PLS Program comments:

The program is a hybrid between political science and legal studies. It is true that lack of resources are a challenge in maximizing student benefits.

5. At what level are the students performing in regards to benchmarks established for each objective?

1 Below	2	3 Average	4	5 Exceeding
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Response: Inconclusive. Too little assessment data to reach conclusions.

6. How do the students compare to the performance at comparable institutions?

1 Well Below	2	3 Comparable	4	5 Well Above
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Response: No supporting comparative data available.

7. How quickly does the program make changes to address student needs, i.e., when students do not perform at expected levels?

1 Not Reactive	2	3 Somewhat Reactive	4	5 Highly Reactive
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Response: It appears the program director/professor is very responsive to student to student needs within the resource constraints mentioned above.

8. How reasonable is the program's projected growth in light of the current student population in the major?

1	2	3	4	5
---	---	---	---	---

Unreasonable		Somewhat		Reasonable
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Response: With curriculum restructuring and additional resources this could be a very attractive major for a good number of students.

PLS Program comment:

I don't understand this assessment question. Is this referring to the current student population at WWU or nationally? According to the US Dept. of Labor statistics projections of "career growth" in specific job classifications, jobs related to politics and law are still considerably above the average for job growth, especially in the area of political/government related jobs. Law-related professions' growth rate is still in the 20% range and political/government is in the 40% range. If this question is referring to the WWU student population, this program could experience significant growth with support from the University including recruitment aimed at HS and transfer students who have participated in debate, mock trial, model UN, Girl's and Boy's State, mock legislative, etc. Additional support would include scholarships for mock trial which has been requested for years.

9. Is the retention of students within the program comparable to other programs in the discipline?

1 Below	2	3 Standard	4	5 Exceeding
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Response: No data available on which to reach this conclusion.

10. At what level have courses been offered regularly and in a manner that students are able to take all courses in a two-year period?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response: The current curriculum contains at least 33 courses, but the program has only one faculty member to teach those courses. This is unrealistic.

PLS Program comment: *The reviewer is correct in regard to the curriculum as reviewed. However, during the 5 year review period, there was 1 additional FT faculty who taught some of those courses and 1 PT faculty who taught some of those courses. This was because there were 3 additional majors being supported by those courses. However, at all times students were able to take all the courses REQUIRED in a two year period.*

11. To what degree is the nature and quality of program offerings adequate for the number of majors in the program?

1 Inadequate	2	3 Adequate	4	5 Excellent
-----------------	---	---------------	---	----------------

Response: It appears that only a handful of students (fewer than five) currently choose this major. With resources this number could grow. Since the degree appears largely focused on students considering a career in law, the number of majors will likely remain low.

PLS Program comment:

I am not sure that the reviewer's comment answers this question specifically. There are approximately 10-20 students in this program including double majors and minors. Again, the curriculum has been "pared down" for the new AY to reflect that only students with this specific major or minor will be taking any of the upper level courses as the other 3 majors supported by the course offerings that the reviewer examined are no longer part of this program.

As to the number of law majors remaining low, that would be inconsistent with the national data, but could be true as to WWU depending on institutional emphasis and priority in marketing and recruitment activities.

12. To what degree are there adequate offerings of internships, practicums, student teaching, or other workplace experiences to prepare the student for a profession?

1 Inadequate	2	3 Adequate	4	5 Superior
-----------------	---	---------------	---	---------------

Response: The courses and opportunities are enunciated in the curriculum but one faculty member cannot possibly provide all those opportunities.

PLS Program comment:

Nevertheless, I do. Each semester of the review period, students had internships and all students who want internships received them. However, additional experiences are more difficult to coordinate for the students (such as attending conferences, service-learning, etc) due to the lack of additional faculty and financial resources.

13. To what degree does the program provide employment resources to the student? [or How important to the discipline is it that the program provide employment resources to the student?]

1 Not Evident	2	3 Somewhat	4	5 Substantial
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Response: Unable to evaluate.

PLS Program Comment:

I provide letters of recommendation, post job openings received from various sources, and use my personal and professional networks in the legal field to assist students both in employment, internships and graduate and law school admissions.

14. To what degree does the faculty appear to have expertise in the subject areas they teach?

1	2	3	4	5
Inadequate		Adequate		Superior

Response: Professor Kramer is well trained and has considerable experience in areas related to law.

15. To what degree are the teaching loads equitably and reasonably determined?

1	2	3	4	5
Inadequate		Adequate		Superior

Response: It appears that the lone faculty member is responsible for teaching at least 24 different courses and is being asked to develop more. This is unheard of in higher education (or any other level of education). It is not possible for any one faculty member to have the expertise required to teach in that many areas.

16. Please rate the faculty to student ratio?

1	2	3	4	5
Too High		Satisfactory		Too Low

Response: Except for survey courses serving general education which generally have fairly high enrollments, enrollment on upper-division courses is fairly low.

17. To what degree are the library holdings appropriate for the size of the program?

1	2	3	4	5
Inadequate		Adequate		Superior

Response: As online resources become increasingly available, hard bound library resources are increasingly unimportant at small schools.

18. How does the faculty's use of current technology, practices, or trends to facilitate instruction compare with other programs in the discipline?

1 Insufficient	2	3 Average	4	5 Superior
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Response: Uses streaming videos and Powerpoints as appropriate.

19. At what level are the physical resources, such as facilities and equipment appropriate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: Model courtroom is state of the art. Classrooms are well structured. Campus is very attractive. Should provide a nice learning environment for students.

20. Is the support staff adequate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: The single professor has no support staff.

Summary

Please provide your conclusions on the following and any other areas that were not addressed in the above questionnaire that you believe need to be reviewed.

- What is the program's strength?
 - Professor Kramer. She is enthusiastic, well trained, and respected by her students and peers. She has a great deal to offer William Woods.
 - Engaged students. The few students met by the reviewer seemed intelligent and interested.
- Does the program have components that distinguish it from other programs?
 - Yes. It offers thorough coverage of the various aspects of law.
- What areas need to be addressed and are the steps outlined in the program review adequate to address any areas of concern?
 - Curriculum. If students are to be prepared to pursue graduate work the curriculum should be restructured. To prepare students for graduate studies in Political Science or Public Administration, for example, courses should be added in those areas. A research methods course and a senior project course should be added to prepare all students for the rigor of graduate school. A restructured curriculum was mentioned during the reviewer's visit, but with one faculty member any significant restructuring will be impossible.
 - **PLS Program comment:** *The PLS major has been restructured beginning AY16-17. The program now includes a research methods component. The reviewer is correct that this still does not address the issue that one faculty member will be teaching all of the courses. It does, however, reduce the number of required courses to complete the major to 12 courses, with internships, Prelaw Certificate and Capstone, Political Studies Certificate and Capstone as additional elective courses.*

- Staffing: As mentioned above, having one faculty member teaching all these courses is unrealistic. Further, it makes providing valuable extra-curricular opportunities for students such as mock trial, Model UN, internships, and field trips impossible to manage. Finally, growing the program is impossible because one faculty member is expected to attend all recruitment events.
- **PLS Program comment:** *This is accurate. All of those activities are important “value added” components to this type of program and without funding and staff are difficult to include.*
- Support: It appears the lone faculty member has little or no administrative support.
- **PLS Program comment:** *In regard to overall administrative support, I believe this is a true statement. However Linda Davis has been extremely supportive on the Division level, and addresses what she can within her authority. Also, Carrie McCray provides a lot of support in the area of assessment. I believe he is referring to the overall lack of institutional support.*
- Should the program be expanded, maintained at its current size, reduced, or eliminated?
 - The answer depends on William Woods' commitment to the program. If the University is committed to the liberal arts, resources should be committed to the program to make it more robust and viable. Such a program that prepares students for graduate programs in law or social sciences is essential to liberal arts programs. The University may be missing a good opportunity to build a program that will bring additional students to the school, and specifically bright students who are focused on a professional career in law or politics.
 - **PLS Program comment:** *Agree completely with this statement. This program has been more robust in prior years. However, decreasing support both financially and otherwise, unclear commitment from the institution in regard to liberal arts or this type of program, and confusion due to the continual changing of placement of this program in the administrative structure, as well as directed priorities from the administration for the program, have negatively impacted the growth and quality of this program. I hope that the curricular changes for AY2016-17 will help with this, but it will take more institutional commitment for this program to actually become more “robust and viable”.*

Section 6: Conclusions and Recommendations

Academic Council Review:

	Excellent	Adequate	Needs Improvement	Comments
History, Mission and Vision	<input type="checkbox"/> Overview is succinct (-300 words) <input type="checkbox"/> Program's purpose/mission is clear, including relationship to	<input type="checkbox"/> Introduction describes the program with more detail than necessary (+300 words)	<input type="checkbox"/> Introduction omits either program mission or the program purpose within the university.	

	<ul style="list-style-type: none"> <input type="checkbox"/> the university's mission statement. <input type="checkbox"/> Clearly describes the approach to maintain or improve student retention and graduation rates. <input type="checkbox"/> Provides detailed description of possible employment positions for graduated students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction includes the program mission but it is unclear about its purpose within the university. <input type="checkbox"/> Summarizes the data on student retention and graduation rates. <input type="checkbox"/> Provides a short summary of employment placements for graduated students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program description is absent, weak or lacked reflection of program data. <input type="checkbox"/> Description of student data lacks reflection. <input type="checkbox"/> Lists a few locations where graduated students are employed. 	
Course rotation-offerings	<ul style="list-style-type: none"> <input type="checkbox"/> Course rotation is followed in the way courses are offered. <input type="checkbox"/> All cross-listed courses are identified. <input type="checkbox"/> Course offerings appear appropriate for the needs of the program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Course rotation is followed with few exceptions of independent study/tutorial courses when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Course rotation is not followed. Many instances of tutorial and/or independent study. 	
Faculty and Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty qualifications and specific competencies are fully and accurately described <input type="checkbox"/> Provides a sound rationale for current staffing and/or future recommendations related to student learning. <input type="checkbox"/> Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning. <input type="checkbox"/> Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning <input type="checkbox"/> Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty qualifications and competencies are described. <input type="checkbox"/> Notes the adequacy or inadequacy of current staffing with little discussion on the impact to student learning. <input type="checkbox"/> Provides summary of current equipment, etc., but does not connect to student learning. <input type="checkbox"/> Provides a summary of library holdings. <input type="checkbox"/> Provides recommendations to improve resources but does not connect to student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty qualifications and competencies are poorly described or absent. <input type="checkbox"/> Merely lists the faculty/staff positions in the department with no explanation how current staffing impacts student learning. <input type="checkbox"/> Lists only perceived equipment deficiencies (no list of actual resources) <input type="checkbox"/> Omits library information. <input type="checkbox"/> Does not recommend any changes to resources for the program. 	
Assessment of Program	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Assessment includes learning outcomes and assessment measures, which are clearly explained. <input type="checkbox"/> Problems involving curriculum clearly explained. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Assessment includes learning outcome and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are addressed. <input type="checkbox"/> Standards for performance and gaps in student learning are recognized. <input type="checkbox"/> Program report includes feedback from all on campus 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Assessment does not address learning outcomes and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are omitted. <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified. <input type="checkbox"/> Program report does not include feedback/input from all 	

	<input type="checkbox"/> Report includes collaboration from all program faculty, including adjunct, external constituents in the assessment of student learning. <input checked="" type="checkbox"/> Program's involvement in service, LEAD, and other university activities are clearly explained.	faculty in assessing student learning. <input type="checkbox"/> Program involvement in service, LEAD, and other university activities are listed.	<input checked="" type="checkbox"/> program faculty when assessing student learning. <input type="checkbox"/> Program involvement in service, LEAD, and other university activities are omitted.	
External Review	<input type="checkbox"/> Program response to all criteria marked as "somewhat – not evident" on the External Review report is complete with specific strategies for improvement.	<input checked="" type="checkbox"/> Program responded to some of the criteria marked as "somewhat-not evident" on the External Review report with ideas on how to improve.	<input type="checkbox"/> Program did not respond to the areas of weakness marked on the report as "somewhat – not evident".	
Conclusion	<input type="checkbox"/> Strengths and challenges include references to student learning. <input type="checkbox"/> Challenges exhibit more depth than resource shortages and include challenges for the program faculty. <input type="checkbox"/> Program response to external review and Academic Council is complete and thorough. <input type="checkbox"/> Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	<input type="checkbox"/> Strengths and challenges are identified, but don't relate to student learning. <input type="checkbox"/> Challenges are little more than resource driven. <input type="checkbox"/> Action plan accommodates the program challenges but does not move it to a higher level. <input type="checkbox"/> Program responds to external review and Academic Council with little discussion.	<input checked="" type="checkbox"/> Strengths and challenges are identified. <input checked="" type="checkbox"/> Challenges are all resource driven. <input checked="" type="checkbox"/> There is no action plan that addresses the challenges that face the program. <input type="checkbox"/> Program acknowledges the recommendations of external review and Academic Council with no discussion on changes.	

Program Strengths: Excellent facilities (Courtroom), dedicated faculty, good relationship to professionals in the field. Cooperation with faculty and students in other disciplines. Recent establishment of Criminal Justice major helps narrow the mission of Legal Studies.

Program Challenges: Consistent changes in curriculum has made assessment difficult and at times impossible. Single faculty member to service the major. Purpose of the major within the institution and to its students has been unclear.

Academic Council Recommendations:

Retain consistency by maintaining same program objectives for five years, enabling thorough assessment and reflection upon program effectiveness. Track graduates internally. To help inform internal review. Minimize low enrollment courses, monitor course rotations. Continue to work with Director of Assessment on assessment development. Complete a program self-study in AY 2018-19.

Appendix A: Program Checklist

B.A. POLITICAL/LEGAL STUDIES – 36 credits

2015-2016 Catalog

ID#: _____

Name: _____ Advisor: _____

Students are required to have 122 distinct credits for graduation

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

REQUIRED COURSES 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
LGS105 Politics & Government	3			
LGS110 American Legal System	3			
LGS302 American Jurisprudence	3			
LGS329 Conflict & Dispute Resolution	3			
LGS415 Senior Seminar	3			
LGS445 Constitutional Law	3			

Required Electives 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
LGS_____	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____ Substitutionsto
the coursework above requires the signature of the division chair.

Appendix B: Program Course Description

LGS 105 – Politics and Government –S

An introduction to the field of political science, including a review of political institutions, political action, theory and practice. The American system of Government will be emphasized.

LGS 110 – American Legal System

An introduction to the American legal system including sources of law, the court systems and fundamental legal principles in several substantive areas of law.

LGS 302 – American Jurisprudence

An introduction to the American legal system through the study of philosophy and theories of law and justice.

LGS 329 – Conflict and Dispute Resolution

In-depth examination of theory and application of judicial and non-judicial forms of dispute resolution, including litigation, mediation and arbitration. Analysis of impact on individuals and society, including economic, social and moral costs.

LGS 415 – Senior Seminar

A capstone course which promotes integration and connections between general education and the major; fosters integration and synthesis within the major; and promotes integration and connections between the major and the field. To give students the opportunity to review, connect and integrate the knowledge, skills and values developed from the Juvenile Justice, paralegal or political/legal studies major programs; to apply disciplinary theory and methods in independent learning, creativity, and collaborative problem solving; and to link general education learning and major program learning to career development and/or graduate or professional study options. Allow students to demonstrate the practical application of the liberal arts approach to the study of law utilizing the techniques of legal research, analysis and composition to prepare an in-depth research paper.

LGS 445 – Constitutional Law

A case study approach to the allocation of power within the branches of the federal government and between state and federal governments, due process, equal protection, rights of the criminal defendant and the freedoms of speech, religion and privacy.

EQA 407 – Equestrian Law

This course will provide you with an understanding of the law and its application and impact on the equine industry. The course will review the structure of law, focus on general legal principles on the areas of business, contracts, employment and torts and then apply these concepts to equine-specific situations. This is a “hands on” course in which you will prepare documents and conduct research that has practical application.

LGS 105 – Politics and Government –S

An introduction to the field of political science, including a review of political institutions, political action, theory and practice. The American system of Government will be emphasized.

LGS 110 – American Legal System

An introduction to the American legal system including sources of law, the court systems and fundamental legal principles in several substantive areas of law.

LGS 200 – Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

LGS 206 – Political Theory

A normative and critical examination of politics through the reading and analysis of classical and contemporary works of political philosophy.

LGS 210 – Law, Ethics and Morality –ER

This course takes a critical look at codes of ethics that guide the legal profession and contemporary moral and ethical problems that comprise much of the debate over current legal issues such as abortion, euthanasia, and capital punishment. These topics are examined through the lens of various ethical theories including utilitarianism, categorical imperative, divine command theory and cultural relativism.

LGS 212 – Critical Thinking About Politics –T

This course will introduce you to the use of critical thinking skills to understand and evaluate political speech and action. The course will be structured around the political principles contained in the Declaration of Independence and the United States Constitution. We will use the tools of critical thinking to engage in analysis and discussion of concepts contained in these documents including the meaning of justice, liberty, equality and freedom. We will then critically evaluate the use of these terms by current political figures and organizations by looking at political speech, proposals, platforms and actions that utilize these terms.

LGS 215 – Introduction to Criminal Justice

Acquaints students with the issues and problems associated with the study of criminal justice. Students will discover how criminal justice emerges as the modern society's system of roles and activities for defining and dealing with crime; the themes regarding society's view of crime and criminals; and the strengths and weaknesses of the criminal justice system.

LGS 300 – Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee)

LGS 301 – Juvenile Law and Procedure

A study of the substantive and the procedural law as it relates to juveniles. The course will include the practical application of skills, including the drafting of appropriate documents.

LGS 302 – American Jurisprudence

An introduction to the American legal system through the study of philosophy and theories of law and justice.

LGS 304 – American Political Theory

An examination of the political philosophies expressed in the Declaration of Independence and the United States Constitution. Considers the viability of these philosophies in the context of contemporary American society and politics.

LGS 306 – Civil Practice

This course introduces the process of civil practice (procedural rules) and the law that governs it (substantive law) and to the skills of investigating and fact gathering which includes interviewing of clients and witnesses. Students will gain practice in drafting the documents necessary for civil matter to proceed through the legal system from filing through trial and post-trial.

LGS 309 – Ethics and the Law Office

This course includes an overview of the ethical organization and management of the modern law office. Topics include: client billing, responsibilities concerning client funds, case management systems, law office technology and the Code of Professional Responsibility and Ethical Guidelines for both lawyers and non-lawyers. Rules, statutes and case law governing unauthorized practice of law will be covered. Students will analyze, evaluate, articulate and defend positions on ethical questions.

LGS 315 – Family Law

A study of the law of marriage, annulment, dissolution, guardianship, adoption, custody, legitimacy of children, and issues within the juvenile courts, with emphasis on development of skills pertinent to the paralegal function.

LGS 316 – Criminal Investigation

This course will provide students with basic understanding of interrogation and interviewing techniques used by law enforcement agencies including legal and procedural limitations, due process, case law and statutory authority governing these law enforcement activities. It will also introduce students to surveillance, report writing and other investigative techniques.

LGS 317 – Legal Writing

This course will introduce students to the variety of writing techniques required in both a legal environment and in law school. Students will be expected to apply critical analysis in order to determine the appropriate content as well as be able to conduct legal research in order to complete the writing assignments. Scholarly legal writing includes seminar papers, law review notes, law review competition papers and law review articles. Writing for law practice will include persuasive documents, memos and briefs. The course will also include legal essay exam writing.

LGS 325 – Art of Advocacy

The substance of law and politics is persuasive communication. This course will explore how this type of communication is utilized in both judicial and political settings. The course will include the theory of argument as well as hands-on application. Law-related advocacy will focus on opening and closing statements; direct and cross examinations; jury instructions; courtroom demeanor; and appellate argument. Political communication will focus on structured debate and formal argument. Prerequisites: PLG 204 or PLS 112.

LGS 329 – Conflict and Dispute Resolution

In-depth examination of theory and application of judicial and non-judicial forms of dispute resolution, including litigation, mediation and arbitration. Analysis of impact on individuals and society, including economic, social and moral costs.

LGS 390 – Internship I

Course requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

LGS 400 – Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

LGS 407 – Equestrian Law

This course will provide you with an understanding of the law and its application and impact on the equine industry. The course will review the structure of law, focus on general legal principles on the areas of business, contracts, employment and torts and then apply these concepts to equine-specific situations. This is a "hands on" course in which you will prepare documents and conduct research that has practical application.

LGS 415 – Senior Seminar

A capstone course which promotes integration and connections between general education and the major; fosters integration and synthesis within the major; and promotes integration and connections between the major and the field. To give students the opportunity to review, connect and integrate the knowledge, skills and values developed from the Juvenile Justice, paralegal or political/legal studies major programs; to apply disciplinary theory and methods in

independent learning, creativity, and collaborative problem solving; and to link general education learning and major program learning to career development and/or graduate or professional study options. Allow students to demonstrate the practical application of the liberal arts approach to the study of law utilizing the techniques of legal research, analysis and composition to prepare an in-depth research paper.

LGS 445 – Constitutional Law

A case study approach to the allocation of power within the branches of the federal government and between state and federal governments, due process, equal protection, rights of the criminal defendant and the freedoms of speech, religion and privacy.

LGS 451 – Internship II

Course requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair.

LGS 452 – Internship II

Course requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of division chair.

William Woods University - Dulany Library
COLLECTION ANALYSIS
January 2016

In Support of the Following Academic Program: Legal Studies

I. MOBIUS Holdings (Subject Search):

Law—United States – 6,057 catalog entries

International law – 7,794 catalog entries

Justice, Administration of – 5,866 catalog entries

II. William Woods University Holdings:

Ebooks:

Law – 41,327

International law – 10,811

Justice, Administration of – 2,297

Journals:

	2016
Print	15
Electronic Full-text	1,506
Electronic Index Only	398

Books (Printed) and Non-print Materials:

A. Summaries

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	Other
<u>Law Totals</u>	1824	3	3	9	11	18	24	36	113	158	238	636	268	212	62	2	31
International Law & Relations	14	0	0	0	0	0	0	1	3	1	0	2	3	4	0	0	0
<u>Law - U.S. Cities</u>	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Law - United States, Federal	855	1	0	1	0	1	5	7	40	53	86	321	138	128	55	2	17
<u>Law of Africa</u>	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
<u>Law of Asia & Eurasia</u>	8	0	0	0	0	0	0	0	4	0	1	1	1	1	0	0	0
<u>Law of Canada</u>	4	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0
Law of Europe, except UK & Ireland	11	0	0	0	0	0	1	0	1	2	1	3	0	3	0	0	0
<u>Law of the Americas, except the US & Canada</u>	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0
Law of the Pacific Area & Antarctica	5	0	0	0	0	0	0	0	0	0	2	2	0	1	0	0	0
<u>Law of the United Kingdom and Ireland</u>	31	0	0	0	0	0	0	1	14	5	2	3	3	2	1	0	0
<u>Law, General</u>	722	2	3	8	11	16	17	24	48	93	126	247	78	38	1	0	10
<u>U.S. States & Territories</u>	168	0	0	0	0	1	1	2	3	4	19	53	43	33	5	0	4

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Newspapers	Videos
<u>International Law & Relations</u>	14	0	12	0	2	0	0
Law - U.S. Cities	1	0	1	0	0	0	0

<u>Law - United States. Federal</u>	855	3	661	2	154	0	35
Law of Africa	2	0	0	0	1	0	1
<u>Law of Asia & Eurasia</u>	8	0	8	0	0	0	0

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Newspapers	Videos
<u>Law of Canada</u>	4	0	1	0	3	0	0
<u>Law of Europe, except UK & Ireland</u>	11	0	6	0	5	0	0
<u>Law of the Americas, except the US & Canada</u>	3	0	1	0	2	0	0
<u>Law of the Pacific Area & Antarctica</u>	5	0	0	0	5	0	0
<u>Law of the United Kingdom and Ireland</u>	31	0	28	0	3	0	0
<u>Law, General</u>	722	0	45	0	671	1	5
<u>U.S. States & Territories</u>	168	0	109	0	57	1	1

B. By Publication Date

Subject	Totals	1850-1899	1910-1919	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	Other
Law - United States, Federal Totals	855	1	1	1	5	7	40	53	86	321	138	128	55	2	17
Associations	21	0	0	0	0	0	0	1	4	7	5	3	1	0	0
Banking	5	0	0	0	0	0	0	0	3	1	1	0	0	0	0
Bibliography	5	0	0	0	0	0	0	1	0	2	1	0	0	0	1
Commercial Law, Sale of Goods	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Computers - Laws & Legislation	5	0	0	0	0	0	0	0	1	1	1	1	1	0	0
Constitutional Law	110	1	0	0	0	0	5	7	13	39	17	19	9	0	0
Contracts, General	6	0	0	0	0	0	0	0	1	2	0	2	1	0	0
Control of Social Activities, Sports	4	0	0	0	0	0	0	1	0	2	0	1	0	0	0
Courts, Procedure	86	0	0	0	3	2	10	2	5	43	4	12	5	0	0
Criminal Law	49	0	0	0	0	0	8	5	4	16	8	6	2	0	0

Subject	Totals	1850-1899	1910-1919	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	Other
Criminal Procedure	23	0	0	0	0	0	2	3	0	11	3	3	1	0	0
Criminal Trials	25	0	0	0	0	0	4	3	0	9	3	3	3	0	0
Criticism, Legal Reform, General Admin. of Justice	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Education	79	0	0	0	0	2	1	3	6	26	12	23	4	1	0
Estate Planning	2	0	0	0	0	0	0	1	0	0	1	0	0	0	0
General and Comprehensive Works	18	0	0	0	0	0	0	1	2	6	4	2	2	1	0
Government Contracts	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Indian Lands	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Indians	14	0	0	0	0	0	0	1	0	6	6	1	0	0	0
Insolvency & Bankruptcy. Creditors Rights	3	0	0	0	0	0	0	0	1	2	0	0	0	0	0
Insurance	4	0	0	0	0	0	0	0	1	0	3	0	0	0	0
Intellectual Property	25	0	0	0	0	0	0	0	2	7	10	4	2	0	0
Jurisprudence & Philosophy of American Law	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Juvenile Criminal Law & Procedure	8	0	0	0	0	0	0	0	0	5	3	0	0	0	0
Law - United States, Federal	85	0	1	0	2	2	6	6	9	26	7	12	9	0	5
Law Reports & Related Materials	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0
Legal Aid, Legal Aid Societies	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Legal Education	4	0	0	0	0	0	0	0	1	2	1	0	0	0	0
Legal Profession	61	0	0	0	0	0	1	3	7	21	11	10	6	0	2
Legal Research, Bibliography & Composition	12	0	0	0	0	0	0	1	2	4	2	2	1	0	0
Legislative Documents	2	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Local Government	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0

Subject	Totals	1850-1899	1910-1919	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	Other
Medical Legislation	10	0	0	0	0	0	0	0	1	2	5	1	0	0	1
Military, Tax, Commerce, Industrial Law	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
National Defense, Military Law	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Natural Resources	3	0	0	0	0	0	0	1	0	1	0	0	0	0	1
Periodicals	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Persons	47	0	0	0	0	0	1	3	8	17	8	6	4	0	0
Property	7	0	0	0	0	0	0	0	1	1	1	2	0	0	2
Public Finance	17	0	0	1	0	0	0	1	2	5	5	2	0	0	1
Public Health, Sanitation, inc.	16	0	0	0	0	0	0	2	0	11	1	2	0	0	0
Environmental Law															
Public Land Law	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Public Safety	3	0	0	0	0	0	0	0	0	1	1	1	0	0	0
Records & Briefs of Individual Civil Suits	7	0	0	0	0	0	0	0	0	3	1	2	1	0	0
Regional & City Planning, Zoning, Building	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Science & the Arts, Research	7	0	0	0	0	0	0	1	1	2	1	2	0	0	0
Securities, Investments, Stock Transactions	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Social Legislation	22	0	0	0	0	0	0	1	1	15	4	1	0	0	0
Succession Upon Death, Wills, Probate	3	0	0	0	0	0	0	0	1	1	0	1	0	0	0
Torts	15	0	0	0	0	0	0	0	4	6	2	3	0	0	0
Trade & Commerce	12	0	0	0	0	0	1	0	1	5	2	1	1	0	1
Trade Regulation, Control of Trade Practices - Gen	12	0	0	0	0	0	0	2	0	9	1	0	0	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	Other
Law, General Totals	722	2	3	8	11	16	17	24	48	93	126	247	78	38	1	0	10
Civil Law	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Comparative & Intl.																	
Uniform Law, General	52	0	0	0	0	0	0	0	2	2	4	18	8	16	1	1	
Constitutional Law	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Ecclesiastical Law of the Church of England	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Jurisprudence, Philosophy & Theory of	13	0	0	0	0	0	0	0	0	2	0	7	2	2	0	0	0
Law, Ancient																	
Labor, Social, Education, Cultural Law	23	0	0	0	0	0	0	0	0	0	1	19	1	0	0	2	
Law, General	3	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0
Legal Research & Education. Law Societies	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Military, Tax, Commerce,																	
Industrial Law	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Periodicals, Dictionaries, Directories	624	2	3	8	11	16	17	24	45	88	121	197	65	20	0	7	
Religious Law in General	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	Other
<u>U.S. States & Territories Totals</u>	168	1	1	2	3	4	19	53	43	33	5	0	4
Civil Law	1	0	0	0	0	0	1	0	0	0	0	0	0
U.S. States & Territories	167	1	1	2	3	4	18	53	43	33	5	0	4

C. By Format

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Videos
<u>Law - United States, Federal Totals</u>	855	3	661	2	154	35
Associations	21	0	11	0	10	0
Banking	5	0	2	0	3	0
Bibliography	5	0	1	0	4	0
Commercial Law, Sale of Goods	1	0	1	0	0	0
Computers - Laws & Legislation	5	0	2	0	3	0
Constitutional Law	110	1	103	0	2	4
Contracts, General	6	0	6	0	0	0
Control of Social Activities, Sports	4	0	4	0	0	0
Courts, Procedure	86	0	76	0	6	4
Criminal Law	49	0	46	0	0	3
Criminal Procedure	23	0	21	0	1	1
Criminal Trials	25	0	21	0	0	4
Criticism, Legal Reform, General Admin. of Justice	1	0	1	0	0	0
Education	79	1	61	0	10	7
Estate Planning	2	0	1	0	1	0
General and Comprehensive Works	18	0	18	0	0	0
Government Contracts	1	0	0	0	1	0
Indian Lands	1	0	1	0	0	0
Indians	14	0	14	0	0	0
Insolvency & Bankruptcy, Creditors Rights	3	0	2	0	1	0

Insurance	4	0	0	0	4	0
Intellectual Property	25	0	16	0	8	1

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Videos
Jurisprudence & Philosophy of American Law	1	0	1	0	0	0
Juvenile Criminal Law & Procedure	8	1	4	0	2	1
Law - United States, Federal	85	0	55	1	23	6
Law Reports & Related Materials	2	0	2	0	0	0
Legal Aid, Legal Aid Societies	1	0	1	0	0	0
Legal Education	4	0	3	0	1	0
Legal Profession	61	0	37	0	22	2
Legal Research, Bibliography & Composition	12	0	10	0	1	1
Legislative Documents	2	0	2	0	0	0
Local Government	1	0	0	0	1	0
Medical Legislation	10	0	5	0	5	0
Military, Tax, Commerce, Industrial Law	1	0	0	0	1	0
National Defense, Military Law	1	0	1	0	0	0
Natural Resources	3	0	2	0	1	0
Periodicals	2	0	0	0	2	0
Persons	47	0	46	1	0	0
Property	7	0	4	0	3	0
Public Finance	17	0	6	0	11	0
Public Health, Sanitation, inc. Environmental Law	16	0	12	0	4	0
Public Land Law	1	0	1	0	0	0

Public Safety	3	0	3	0	0	0
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Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Videos
Records & Briefs of Individual Civil Suits	7	0	6	0	0	1
Regional & City Planning, Zoning, Building	2	0	1	0	1	0
Science & the Arts, Research	7	0	5	0	2	0
Securities, Investments, Stock Transactions	1	0	0	0	1	0
Social Legislation	22	0	14	0	8	0
Succession Upon Death, Wills, Probate	3	0	3	0	0	0
Torts	15	0	12	0	3	0
Trade & Commerce	12	0	7	0	5	0
Trade Regulation, Control of Trade Practices - Gen	12	0	10	0	2	0
Trusts & Trustees	1	0	0	0	1	0

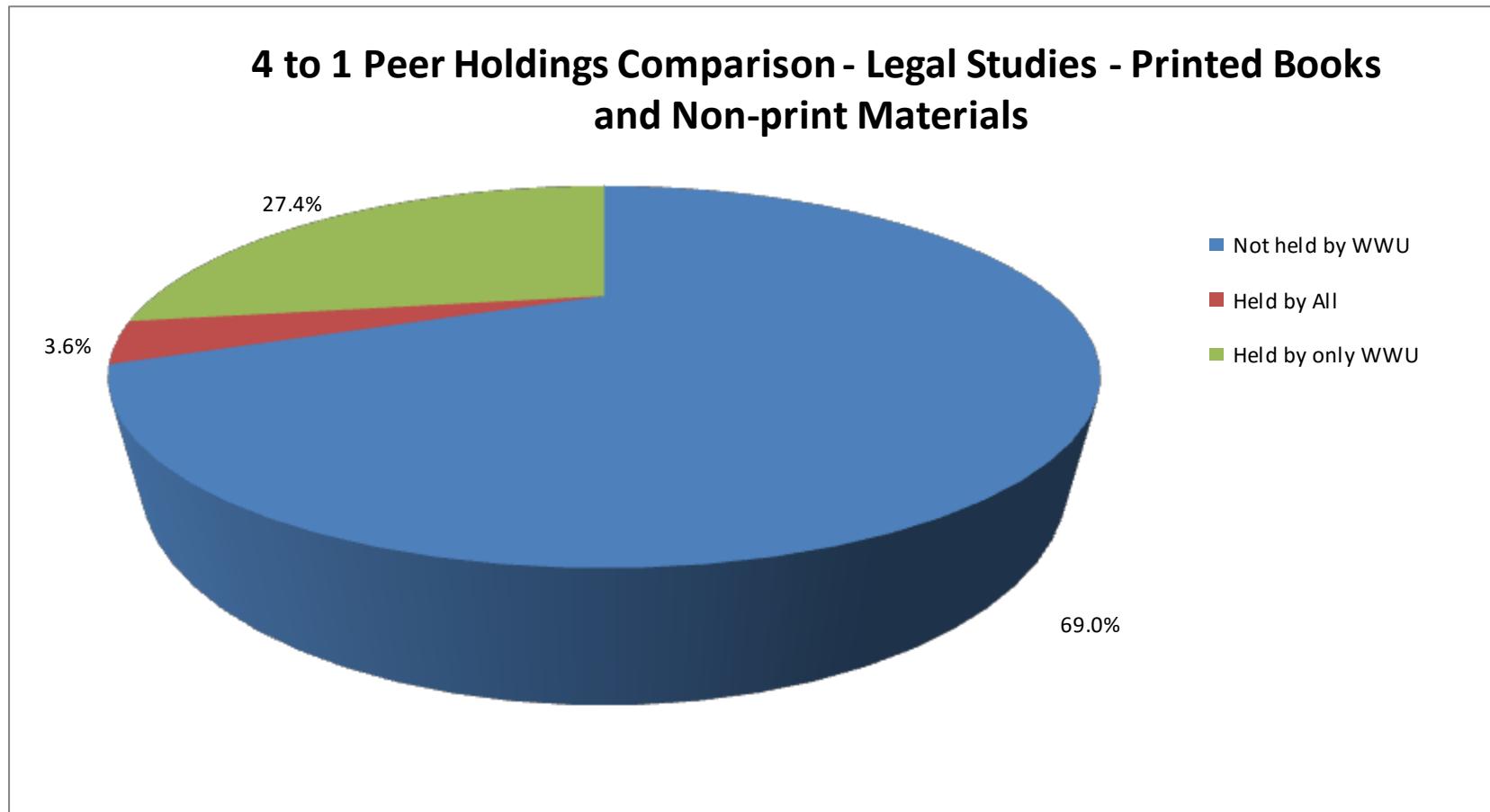
Subject	Totals	Audiobooks	Books	Journals/Magazines	Newspapers	Videos
Law , General Totals	722	0	45	671	1	5
Civil Law	2		0	2	0	0
Comparative & Intl. Uniform Law , General	52		28	20	0	4
Constitutional Law	1		1	0	0	0
Ecclesiastical Law of the Church of England	1		1	0	0	0
Jurisprudence, Philosophy & Theory of Law , Ancient	13		11	2	0	0
Labor, Social, Education, Cultural Law	23		0	23	0	0
Law , General	3		1	1	0	1
Legal Research &	1		1	0	0	0

Subject	Totals	Audiobooks	Books	Journals/Magazines	Newspapers	Videos
Education. Law Societies						
Military, Tax, Commerce, Industrial Law	1		0	1	0	0
Periodicals, Dictionaries, Directories	624		2	621	1	0
Religious Law in General	1		0	1	0	0

Subject	Totals	Books	Journals/Magazines	Newspapers	Videos
<u>U.S. States & Territories Totals</u>	168	109	57	1	1
Civil Law	1	1	0	0	0
U.S. States & Territories	167	108	57	1	1

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Legal Studies as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire legal materials primarily in electronic form and books, journals articles and non-print materials are available through Woods OneSearch. Subscriptions to specialized legal databases have also been acquired and are available to all students, both traditional and online.

Westlaw Includes:

- American Jurisprudence 2d
- American Law Reports
- Federal and State Cases
- Federal and State Statutes (USCA)
- Congressional Record
- Legislative Histories
- Federal Register
- Code of Federal Regulations
- Missouri Practice

Lexis/Nexis Includes:

- Federal and State Case Law
- Shepard's for Supreme Court
- Code of Federal Regulations
- State Codes
- Tax Law
- EU Law (CELEX)
- Patents
- Martindale Law Directory
- Congressional Materials
- Legislative Histories
- Public Laws
- Federal Register
- Law Reviews

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess student learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	The assessment matrix should reflect the data in the assessment of program objectives charts.

Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input checked="" type="checkbox"/> Data collection is incomplete. <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	Need a more complete picture of the data.
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	There is only one faculty member full time in this program. Faculty are making changes to improve the ability to make conclusions based on assessment.
Actions to Improve Learning and Assessment	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few	complete

	<input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	plan; minimal discussion of changes, if needed.	graduates to suggest any changes.	curriculum overhaul, so that is next on the agenda.
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Additional Comments:

In the matrix that lists all the courses in the core of the major, there are no classes marked as Assessment courses... but in the charts down below, there are classes listed. So, LGS105 should have an "A" in the matrix as it is used to assess objective 1. The "assessment of program objectives chart" for objective 1 lists assessment happening in 105, 110, 302, 304, 329, 415, 445, and on Student Performance reviews. I would recommend that the program faculty look at using maybe 2 class activities for assessment and the student performance review day activities. Just trying to make it more manageable for the time and work involved. The chart actually has data for LGS 105, 329, 415 and assessment day, so you could easily just eliminate the courses that were not used. And put an "A" in the matrix on these classes that had data.

On the classes that had data, if we could get the number of students total, and then the number that met/surpassed the benchmark that would help in future uses of data.

Future iterations of the Annual Assessment need more numeric specific data. The report discusses different activities, but does not clearly articulate how many students were involved. This should be easier to pull together when we get program assessment embedded with the new assessment software. We have to make sure we know what we want to assess and have a solid understanding of the assignments and rubrics in order for it to work though.

Annual Assessment

Cynthia Kramer
AY 2014-15

	2013-2014	2014-2015	Program Profile
Majors (total, majors 1,2,3)	5	6	
Minors	7*	4*	
Concentrations (Add Rows if needed)			
Full Time Faculty			
Part Time Faculty			

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.

*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

Program Delivery (HLC 3A3)

Traditional on-campus X _____

Online Program _____

Evening Cohort _____

Analysis:

Program goals for student retention, persistence and degree completion are? Consider the students' "time to

degree." Does the actual time to degree fit and reflect the program's expected and advertised time? If not, are there ways to align the two?

STUDENTS FREQUENTLY "CHANGE" IN TO THIS MAJOR FROM EITHER UNDECLARED OR ANOTHER WWU MAJOR DURING EITHER THEIR SOPHOMORE OR JUNIOR YEAR. STUDENTS TEND TO BE RETAINED ONCE THEY DECLARE THIS MAJOR. THERE IS NO DIFFICULTY FOR STUDENTS TO COMPLETE THIS MAJOR WITHIN A 4 YEAR BEGINNING TO END DEGREE PROGRAM, OR IN THE EVENT OF CHANGING MAJORS DURING THE SOPHOMORE OR JUNIOR YEAR OR WHEN TRANSFERRING IN FROM OTHER INSTITUTIONS. GOAL IS 80% OF STUDENTS TO COMPLETE PROGRAM ON TIME FOR THOSE WHO BEGIN DEGREE PROGRAM AS A FRESHMAN AT WWU.

Outside Accreditation:

Is your program accredited by outside accreditor? If "yes", name the accrediting agency and include the cycle for accreditation review.

Is accreditation available for your program?

Are you making strides to attain accreditation? If no, why not?

NOT APPLICABLE

Program Action Items

Action Item 1:	Revise the program so that it encompasses practical legal skills courses with theory courses in law and political science.
Action steps:	1)Develop new objectives. 2)Re-design program curriculum 3)Redesign existing courses to meet the new objectives. 4)Propose new courses if there are gaps to meet new objectives.
Timeline	1)New objectives – First draft 8/23/2014; completion subject to approval process 2, 3 & 4) – January 15, 2015
Faculty Responsible	Cynthia Kramer
Evaluation	This was completed on or about October 1, 2015 when I received verbal approval from the Academic Dean through the Division Chair that I could proceed with the curriculum changes to the program. I am now working on new course descriptions, new course syllabus and related assessments. A copy of the approved new curriculum, which will be implemented as of the 2016-17 AY is attached.

Action Item 2:	Revise the course rotations to include support for other campus majors by Department of Legal Studies Faculty
Action steps:	1) Identify courses that are currently offered by other departments that are law courses designed or formerly taught by legal studies faculty or needs for new law-related courses

	<p>2) Obtain course rotations and student interest/need information from other departments regarding law courses currently offered but not taught by legal studies faculty or law-related courses needed</p> <p>Review and revise legal studies course rotations and faculty load to incorporate courses into legal studies rotation or development of new courses (would then become part of Action Item 1 above)</p>
Timeline	<p>1) September 15, 2014</p> <p>2) September 15, 2014</p> <p>September 26, 2014</p>
Faculty Responsible	Cynthia Kramer
Evaluation	<p>This has been completed as of the submission of course offerings for 2016-17AY as to BUS 335 Business Law (2 year rotation in even-numbered springs) and LGS/EQA 407 Equestrian Law (the EQA designation will be dropped and this course is added into the LGS rotation of courses (changing all suffixes to PLS as part of Action Item 1 above) Other on campus programs offering law-related courses (for example COM Communication LAW and Ethics; and SMG329 Sports LAW have not been addressed due to lack of political/legal studies faculty to teach such courses. However this program <u>strongly</u> objects to non-legal faculty teaching courses with LAW in the course title. The proposed rotation of courses consistent with Action Item 1 above is attached.</p>

Program Objectives: (from most recent Assessment Plan)

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

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4
LGS105 Politics and Govt	I	I		I
LGS 110 Am. Legal System	I	I		I
LGS 217 Electronic Legal Research	I			
LGS 210	R		I	R

Law, Ethics & Morality				
LGS 302 American Jurisprudence	R	R	R	R
XXX 304 Am. Political Theory	R	R	R	R
LGS 329 Conflict & Dispute Resolution	R	R	R	R
LGS 415 Senior Seminar	M	M	M	M
LGS 445 Constitutional Law	M	M	M	M
External Activities				

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1	1. Evaluate the elements of oral and written argument relevant to political/legal issues.
Methods	<p>LGS 105 – Debate Oral/Writing Assignment - This assignment was assessed in Fall 2014. 80% of students were successful. However, this assignment is difficult to assess for both PLS and GenEd. So this assignment will be discontinued and a Political Analysis Paper will be implemented beginning in Fall 2015.</p> <p>LGS 110 – Legal Reasoning Writing Assignment – Was not assessed.</p> <p>LGS 217 -</p> <p>LGS 302 - Speluncean Explorers Writing Assignment – Course was not offered.</p> <p>LGS 304 – Research Paper – Course was not offered.</p> <p>LGS 329 – What is Conflict paper – Students completed this paper. 90%</p>

	<p>of the students met this assessment criteria.</p> <p>LGS 415 – Presentation for Senior Achievement Day – There were 3 presentations. 100% of the students met the objective in both the written and oral presentation.</p> <p>LGS 445 – Reflective Paper on Case Study – was not assessed.</p> <p>Assessment Day – Case Study project – 85% of students were able to successfully complete this assessment at the assessment day program. This was assessed in two ways – One identification of elements of a case using a film; and two utilizing a written case study.</p> <p>Students also completed the Logic section of an LSAT exam. Students average score was in the 130 range for the LSAT.</p>
Benchmark	<p>LGS 105 75% of students assessed as developing or better</p> <p>LGS 110 75% of students assessed as developing or better</p> <p>LGS 217 -</p> <p>LGS 302: 80% of students assessed as developing or better</p> <p>LGS 304: 80% of students assessed as developing or better</p> <p>LGS 320: 80% of students assessed as developing or better</p> <p>LGS 415: 90% of students assessed as mastered</p> <p>LGS 445 – 90% of students assessed as mastered</p> <p>Assessment Day – 75% students assessed as developing or better</p>
Data Collected (course specific)	<p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <p>Fall 2014 – LGS 105 – Debate Oral/Writing Assignment</p> <p>See Attached.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>As part of the Assessment Day Case study, students must apply a legal standard and show why it is analogous or distinguishable.</p>
Results/Outcomes	<p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <p>There were no noticeable discrepancies between student success and the benchmarks.</p>
Proposed changes to the assessment process	<p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses.</p> <p>As to the LGS 105 Assignment – Yes, it will need to be modified for</p>

	<p>several reasons:</p> <ol style="list-style-type: none"> 1) Many students did not follow the directions for the written portion of the assessment and did not fully follow the directions for the oral portion of the assignment 2) The assignment directions will need to be more clearly articulated
Budget needs related to the objective?	<p>Are there any budget needs for the program to make the assessment more effective?</p> <p>No</p>

Objective 2	Explain the historical development of political/legal systems
Methods	<p>LGS 302 - Speluncan Explorers Writing Assignment – course not offered</p> <p>LGS 304 – Research Paper – course not offered</p> <p>LGS 415 – Presentation for Senior Achievement Day</p> <p>There were 3 presentations. 100% of the students met the objective in both the written and oral presentation.</p> <p>LGS 445 – Reflective Paper on Case Study – not assessed</p>
Benchmark	<p>LGS 302: 80% of students assessed as developing or better</p> <p>LGS 304: 80% of students assessed as developing or better</p> <p>LGS 415: 90% of students assessed as mastered</p> <p>LGS 445 – 90% of students assessed as mastered</p>
Data Collected (course specific)	<p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <p>LGS 415 – Students are expected to write a minimum 30 page original thesis research paper in regard to a topic chosen in conjunction with the faculty. This paper should be “publish” quality. See above in regard to the number of students.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>This year, I used a multiple choice test of various facts and elements from both political and legal courses at assessment day.</p>
Results/Outcomes	<p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <p>There were no additional assessments in addition to those stated above. Students performed at or above benchmark.</p>

Proposed changes to the assessment process	<p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses.</p> <p>The curriculum has been modified beginning FY16-17. This is the result of assessment data that shows that although students are meeting benchmarks in most areas, specific skills need to be improved. This can be accomplished now that the PLS program curriculum is exclusive to this program, and not supporting criminal justice, paralegal studies and juvenile justice.</p>
Budget needs related to the objective?	<p>Are there any budget needs for the program to make the assessment more effective?</p> <p>Not at this time.</p>

Objective3	Analyze the economic, political, and social contexts of political/legal decisions and systems .
Methods	<p>LGS 210 – Reflections Journal – This was not assessed. See below for explanation.</p> <p>LGS 302 - Speluncan Explorers Writing Assignment – Course not offered.</p> <p>LGS 304 – Research Paper – Course not offered.</p> <p>LGS 329 – What is Conflict paper – Students completed this at benchmark or above.</p> <p>LGS 415 – Presentation for Senior Achievement Day – Students completed this at benchmark or above.</p> <p>LGS 445 – Reflective Paper on Case Study – This was not assessed.</p> <p>Assessment Day – Case Study project – Students completed this at benchmark or above.</p>
Benchmark	<p>LGS 210 – 80% of students assessed as developing or better.</p> <p>LGS 302: 80% of students assessed as developing or better</p> <p>LGS 304: 80% of students assessed as developing or better</p> <p>LGS 329: 90% of students assessed as developing or better</p> <p>LGS 415: 90% of students assessed as mastered</p> <p>LGS 445 – 90% of students assessed as mastered</p>
Data Collected (course specific)	<p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <p>LGS 210 – The journal was an assignment from the prior instructor. I taught this for the first time in Spring 2015. I wanted one assessment artifact, and so I chose the final exam analysis, which was to identify ethical issues from a film. This was not satisfactory. I have changed the artifact beginning with 2015/16 Academic year. Again, it is difficult to use one assignment for Gen Ed and PLS so it takes some tweaking to get</p>

	the right assignment in which the instructions can be used by students for both purposes.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected. None
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark. See above. Disparities were seen due to confusion over the use of the assignment in LGS 210.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses. See above.
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective? No.

Objective 4	Explain the ethical and philosophical issues that arise in politics and law
Methods	LGS 210 – Reflections Journal – See information regarding Objective 3 LGS 302 - Speluncan Explorers Writing Assignment – Course not offered LGS 304 – Research Paper – Course not offered LGS 329 – What is Conflict paper – This objective was successfully measured and students were at or above the benchmark. LGS 415 – Presentation for Senior Achievement Day. Students did address the ethical and philosophical issues in their major research paper. Assessment Day – Case Study project – Did not measure this objective.
Benchmark	LGS 210: 75% of students assessed as developing or better LGS 302: 80% of students assessed as developing or better LGS 304: 80% of students assessed as developing or better LGS 329: 80% of students assessed as developing or better LGS 415: 90% of students assessed as mastered Assessment Day – 75% students assessed as developing or better
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.

	There were a total of 5 PLS students that were assessed for this particular objective in the LGS 329 and 2 in LGS 210; There were 7 at the assessment day activities.
Data Collected (Assessment Day, external tests, Senior Achievement)	Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark. There were no notable disparities. Students seem to do well on recognizing ethical issues, and satisfactory on recognizing philosophical issues. The faculty will look at different assignment formats to stimulate more critical thinking. IN addition, the curriculum has been revised to provide for more opportunity for issue identification.
Proposed changes to the assessment process	Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective? No

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

THE DATA REFLECTS THE CURRENT TREND IN THIS GENERATION OF STUDENTS TO BE UNABLE TO EXTRAPOLATE ANY INFORMATION UNLESS THEY ARE GIVEN STEP BY STEP INSTRUCTIONS AND A RUBRIC AS WELL AS THEIR TENDENCY TO BELIEVE THAT THEY ARE ENTITLED TO A GRADE OF "A" IF THEY "TRY", SO THAT THEY MAKE LITTLE OR NO EFFORT TO FOLLOW DIRECTIONS OR LISTEN IN CLASS. THEREFORE THE PRESENTATION OF MATERIAL, AS WELL AS THE METHOD OF ASSESSMENT WILL NEED TO BE RESTRUCTURED TO AN EMOTIONAL MATURITY AND EDUCATION LEVEL MORE COMPATIBLE WITH THE INABILITY OF THESE STUDENTS TO EXERCISE INDEPENDENT JUDGMENT AND THINKING. This trend makes it difficult to provide assignments that are creative and thoughtful but that can still be assessed to meet the standards. However the separation of courses in this program from the criminal justice, juvenile justice and paralegal studies curriculum should allow for more in-depth coursework suitable to meeting the program objectives. In

addition, the faculty in this program will develop better rubrics for assessment as opposed to rubrics intended for the students on particular assignments.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

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.

It is difficult to respond adequately to this question for the reasons that:

The entire program administration shifted in the middle of this academic year due to the retirement in December of one long-time full-time faculty member and the terminal illness of another. This resulted in one faculty being responsible for the entire spring semester and the entire assessment process for 3 majors – paralegal studies (online); criminal justice (onground) and political/legal studies (onground). The assessment day activities were very difficult to administer due to this. It is also difficult to separate the data in the classes between the students who should be included for PLS and exclude the other majors. I believe the assessment of this program will only truly be reflected beginning with the data for AY 2015/16, even though the curriculum will change in AY 2016/17. The program objectives will remain intact and the assessment data will be much more controlled and therefore accurate.

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes... Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results?

The attached proposed changes that were approved are in part the result of the assessment process

General Education Assessment:

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 areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)

COMMUNICATION: ALL PROGRAM COURSES REQUIRE STUDENTS TO ENGAGE IN WRITTEN AND ORAL COMMUNICATION. SPECIFIC EXAMPLES INCLUDE, LGS 105 DEBATE ASSIGNMENT (ORAL DEBATE AND WRITTEN DEBATE RESEARCH PAPER); LGS 210 – WRITTEN REFLECTIVE JOURNALS AND CLASS PRESENTATIONS; LGS 445 WRITTEN CASE BRIEFS AND ORAL PRESENTATION OF CASE BRIEFS.

MATHEMATICS: STUDENTS ARE EXPECTED TO UNDERSTAND AND USE STATISTICAL DATA TO EVALUATE THE LEGAL/POLITICAL SOCIAL AND ECONOMIC IMPLICATIONS OF POLITICS AND LAW. EXAMPLES INCLUDE LGS 105 DATA REGARDING POLITICAL OPINIONS, VOTING PATTERNS; LGS 329 EVALUATING COST OF ADVERSARIAL LEGAL SYSTEM COMPARED TO ADR; LGS 302 UNDERSTANDING OF LEGAL PHILOSOPHY SYSTEMS THAT ARE CONFLICTING VALUE MODELS.

MEANING: 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 LGS 201 READING VARIOUS ESSAYS AND WATCHING VIDEOS TO DETERMINE ETHICAL AND MORAL QUESTIONS REFLECTED IN LAW; LGS 110 ADDITIONAL OUTSIDE READING ASSIGNMENT TO DETERMINE LEGAL ISSUES AND HOW PORTRAYED IN LITERATURE; LGS 304 READING ESSAYS AND LITERATURE RELEVANT TO DETERMINING US POLITICAL THEORY.

VALUE: 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: LGS 210 SPECIFICALLY DEALS WITH ETHICS AND MORALITY IN LAW AND LGS 329 DEALS SPECIFICALLY WITH ETHICS OF CONFLICT RESOLUTION.

HISTORICAL PERSPECTIVE: STUDENTS ARE EXPECTED TO UNDERSTAND THE HISTORICAL BASIS AND EVOLUTION OF POLITICAL SYSTEMS AND LEGAL PRINCIPLES. EXAMPLES INCLUDE LGS 304 WHICH DEALS SPECIFICALLY WITH THE EVOLUTION OF AMERICAN LEGAL THOUGHT OVER THE PAST 200 YEARS.

CRITICAL THINKING – 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.

DIVERSITY – 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 LGS 329 IN REGARD TO CULTURE AND CONFLICT AND LGS 304 IN REGARD TO DIVERSE VIEWPOINTS OF AMERICAN POLITICAL THEORY AND LGS 302 IN REGARD TO DIVERSITY IN THE APPLICATION OF LAW, ESPECIALLY AS APPLIED TO MINORITY GROUPS AND BASED ON ECONOMIC DIVERSITY.

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 LGS 329, LGS 445, AND LGS 302.

NATURAL SCIENCE: STUDENTS MUST UNDERSTAND THE GENERAL PRINCIPLES OF NATURAL SCIENCES IN ORDER TO CONSTRUCT AND EVALUATE POLITICAL ARGUMENTS/LEGAL DECISIONS RELATED TO LIFE, THE ENVIRONMENT AND VALUES RELATED TO CRIMINALIZATION OF CONDUCT. EXAMPLES INCLUDE LGS 302, LGS 210 AND LGS 445.

SOCIAL SCIENCE: THIS MAJOR IS GROUPED WITH EITHER HUMANITIES OR SOCIAL SCIENCE. POLITICAL SCIENCE IS BASED ON THE SOCIAL SCIENCE METHODOLOGY OF THESIS, EXPERIMENT/DATA COLLECTION. ALL COURSES RELY ON AN UNDERSTANDING OF THE SOCIAL SCIENCE GENERAL EDUCATION OBJECTIVES.

Program Activities:

Student Performance Day Activities (Assessment Day):

Describe the department assessment day activities. 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?

Previously submitted as an attachment.

The LSAT sections on Logic and Reasoning are good indicators of Objectives 1 and to a lesser extent 3.

The case study is a good assessment of 1, 3 and 4.

The multiple choice test is a good assessment of 2, and I would like to find another way to assess this as well.

Senior Achievement Day Presentations:

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities?

What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's?

Students planning to go on to law school or graduate school need to attempt a major research paper and the development of an original thesis on either a law or political topic as well as be able to coherently present that research. The senior achievement day activities meet that criteria.

Service Learning Activities:

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?

NONE at this time, but will be incorporating this as part of the attached curriculum change.

Program Sponsored 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.

FALL 2014: SEVERAL LEAD EVENTS RELATED TO CAREERS IN POLITICAL/LEGAL STUDIES INCLUDING LOBBYIST; ANIMAL ABUSE INVESTIGATOR; LAW SCHOOL ADMISSIONS; ELECTED MEMBER OF LEGISLATIVE BRANCH.

LEAD EVENT ON 2013-2014 SUPREME COURT TERM AND DECISIONS

Court of Appeals of the Western District of Missouri oral arguments dockets on campus.

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.

Of the 3 legal studies 2015 graduates, one was accepted at two law schools and is now a 1L at MU Law School; one was accepted into the doctoral program in public administration at MU. The other is working in a law-related field.

Faculty Accomplishments:

Highlight any faculty accomplishments that supersede the normal expectations of program faculty. (Examples: journal acceptance, presentation at a national conference, off campus art show exhibit or other community/professional honor)

Keynote speaker – Missouri Paralegal Association Statewide Annual Conference.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.