Program Outcomes Assessment

BA/BS in Political Science - Legal Stud

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General Information (Program Outcomes Assessment)
Standing Requirements

diamond Mission Statement

The Department of Political Science is committed to providing a high-quality academic experience both in and out of the classroom for its undergraduate and graduate students. Our curriculum integrates exposure to theory, method, and practice – particularly through experiential learning – with critical thinking, effective communication, and a global perspective. In this way, we prepare our students for productive careers in public service or in the private sector, and for lives of active citizenship.

The Legal Studies Program in the Department of Political Science at Indiana State University offers a specific curriculum for students planning to attend law school. This curriculum has been developed based on recommendations by the Prelaw Committee of the American Bar Association section of Legal Education and Admission to the Bar.

This interdisciplinary program is at the same time structured and flexible. It emphasizes both the learning of substantive knowledge about the law and the development of important skills (oral and written communication, reading comprehension, logical and analytical thinking, and competence in conducting legal research) that will help you prepare for the LSAT, and once accepted, do well in law school.

diamond Outcomes Library

BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012

<table>
<thead>
<tr>
<th>Core Skills and Values</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Mapping</td>
</tr>
<tr>
<td>1. Analytic / Problem Solving Skills</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing. 2. Critically evaluate the ideas of others.</td>
</tr>
<tr>
<td>Students will develop and demonstrate analytic and problem solving skills.</td>
<td></td>
</tr>
</tbody>
</table>

Students should seek courses and other experiences that will engage them in critical thinking about important issues, challenge their beliefs and improve their tolerance for uncertainty. Legal education will demand that students structure and evaluate arguments for and against propositions that are susceptible to reasoned debate. Good legal education will teach the student to "think like a lawyer", but the analytic and problem solving skills required of lawyers are not fundamentally different from those employed by other professionals. The law school experience will develop and refine those crucial skills, but students must enter law school with a reasonably well-developed set of analytic and problem solving abilities.
2. Critical Reading
Preparation for legal education should include substantial experience with close reading and critical analysis of complex textual material – much of what the law student does involves careful reading and comprehension of judicial opinions, statutes, documents, and other written materials. As with the other skills discussed in this Statement, students must develop the ability to effectively read and interpret complex material in literature, political and economic theory, philosophy, and history. The particular nature of the materials examined is not crucial – what is important is that law school should not be the first time that one is rigorously engaged in the enterprise of carefully reading and understanding, and critically analyzing, complex written material of substantial length.

3. Writing and Research Skills
As one prepares for a legal education, one should develop a high degree of skill at written communication. Language is the most important tool of the lawyer, who must learn to express themselves clearly and concisely in writing.

Fundamental writing skills must be acquired and refined before entering law school. The pre-law student should seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism.

Although there are many research sources and techniques that are specific to the law, one need not have developed a strong familiarity with these specific skills or materials before entering law school. However, it would be to the student’s advantage to enter law school having had the experience of undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research.

4. Oral Communication / Listening Skills
The ability to speak clearly and persuasively is another skill that is essential to success in law school and beyond. Excellent listening skills are also required if one is to understand clients and others.

5. Task Organization / Management Skills
To study and practice law, one must be able to organize large amounts of information, identify objectives, and create a structure for applying that information in an efficient way in order to achieve desired results. Many law school courses, for example, are graded primarily on the basis of one examination at the end of the course, and many projects in the practice of law require the compilation of large amounts of information from a wide variety of sources. The law student will need to be able to prepare and assimilate large amounts of information in an effective and efficient manner. Some of the requisite experience here can be obtained through undertaking school projects that require substantial research and writing, or through the preparation of major reports for an employer, a school, or a civic organization.

6. Public Service / Promotion of Justice
Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system. If you are thinking of entering the legal profession, you should seek some significant experience, before coming to law school, in which you may devote substantial effort toward assisting others. Participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful.

7. Substantive Knowledge of the Law
There are some basic areas of knowledge that are helpful to a legal education and to the development of a competent lawyer. Some of the types of knowledge that would maximize your ability to benefit from a legal education include:

* A broad understanding of history, including the various factors (social, political, economic, and cultural) that have influenced
the development of our society in the United States.
* A fundamental understanding of political thought and of the
  contemporary American political system.
* Some basic mathematical and financial skills, such as an
  understanding of basic pre-calculus mathematics and an ability
  to analyze financial data.
* A basic understanding of human behavior and social
  interaction.
* An understanding of diverse cultures within and beyond the
  United States, of international institutions and issues, of world
  events, and of the increasing interdependence of the nations
  and communities within our world.

Curriculum Map

Active Curriculum Maps

Legal Studies Curriculum Map (See appendix)
Alignment Set: BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012
Created: 01/29/2013 8:52:03 am CDT
Last Modified: 05/27/2015 1:34:31 pm CDT

Communication of Outcomes
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

<table>
<thead>
<tr>
<th>File Attachments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Annual_Student_Assessment_Results_2010.xlsx (See appendix)</td>
</tr>
<tr>
<td>2. Assessment_Plan_for_Legal_Studies_Major_Curriculum.docx (See appendix)</td>
</tr>
<tr>
<td>3. Communication_of_Outcomes_Statement_for_Task_Stream.docx (See appendix)</td>
</tr>
<tr>
<td>4. Curriculum_Map_Legal_Studies.docx (See appendix)</td>
</tr>
<tr>
<td>5. Legal_Studies_Assessment_Plan_-_Sep._2012 (See appendix)</td>
</tr>
<tr>
<td>6. Legal_Studies_Program_Assessment__3.2011.pdf (See appendix)</td>
</tr>
<tr>
<td>7. Legal_Studies_Electronic_Portfolio_requirements_pre-2008.pdf (See appendix)</td>
</tr>
<tr>
<td>8. Legal_Studies_Learning_Outcomes_and_Assessment_pre-2008.pdf (See appendix)</td>
</tr>
<tr>
<td>9. Poli_Sci_Mission_Statement_-_final.docx (See appendix)</td>
</tr>
<tr>
<td>10. PoliticalScienceDept_Meeting_9-24-12_minutes.pdf (See appendix)</td>
</tr>
<tr>
<td>11. PSCI_496_Wrap_Session_Results_May_2009.pdf (See appendix)</td>
</tr>
<tr>
<td>12. Student_Learning_Outcomes_Legal_Studies_Fall_2010.docx (See appendix)</td>
</tr>
</tbody>
</table>
2011-2012 Assessment Cycle

_action_plan

_status_report
2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012

Core Skills and Values
The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

7. Substantive Knowledge of the Law
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* A fundamental understanding of political thought and of the contemporary American political system.
* Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data.
* A basic understanding of human behavior and social interaction.
* An understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

Measure: Objective Diagnostic Test
Direct - Exam

Details/Description: a 70-question objective / fill in the blank / true false test to gauge what students retain in the way of substantive knowledge of law and the legal system

PSci 308; 419

Target:
Implementation Plan (timeline): bi-annually - odd years

Responsible Individual(s): Instructors / LS Director

Assessment Findings

Finding per Measure

BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012
**Core Skills and Values**
The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

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### 7. Substantive Knowledge of the Law

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### Measure: Objective Diagnostic Test

**Direct - Exam**

**Details/Description:** a 70-question objective / fill in the blank / true false test to gauge what students retain in the way of substantive knowledge of law and the legal system

PSCI 308; 419

**Target:**

**Implementation Plan (timeline):** bi-annually - odd years

**Responsible Individual(s):** Instructors / LS Director

---

#### Findings for Objective Diagnostic Test

**Summary of Findings:**

Students took a 70-question objective / fill in the blank / true false test to gauge what they had retained in the way of substantive knowledge of law and the legal system. The results of this exercise were disappointing. There was not a single question where the entire group answered correctly. The range of total correct answers was:

- 50-70: 2
- 40-49: 7
- 30-39: 7
- < 30: 3

**Results:** Target Achievement: Not Met

**Recommendations:** Given that the diagnostic focused on material that the students had been exposed to in at least 3-4 courses in the major, these results are disappointing. With our recent program revisions, we are attempting to address this, by coordinating better the ways in which the material in each course both builds upon and reinforces that covered in previous courses.

**Reflections/Notes:**

- Department Meeting 8-26-13 Minutes (Word Document (Open XML)) (See appendix)

**These Findings are associated with the following Actions:**

**Reassess results of Objective Diagnostic Test**

(Action Plan; 2012-2013 Assessment Cycle)

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### Overall Recommendations

**No text specified**

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### Overall Reflection

**No text specified**

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### Action Plan

#### Actions

**BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012**
Core Skills and Values
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**Action:** Continue to monitor

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** The 2013 results were disappointing.

With our recent program revisions, we are attempting to address this, by coordinating better the ways in which the material in each course both builds upon and reinforces that covered in previous courses.

**Implementation Plan (timeline):** Reassess in 2015

**Key/Responsible Personnel:** Instructors; LS Director

**Measures:** re-assessment of objective 7

**Resource Allocations:** none

**Priority:** High

**Action:** Reassess results of Objective Diagnostic Test

**This Action is associated with the following Findings**

**Findings for Objective Diagnostic Test**
(Assessment Plan and Assessment Findings; 2012-2013 Assessment Cycle)

**Summary of Findings:** Students took a 70-question objective / fill in the blank / true false test to gauge what they had retained in the way of substantive knowledge of law and the legal system. The results of this exercise were disappointing. There was not a single question where the entire group answered correctly. The range of total correct answers was:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-70</td>
<td>2</td>
</tr>
<tr>
<td>40-49</td>
<td>7</td>
</tr>
<tr>
<td>30-39</td>
<td>7</td>
</tr>
<tr>
<td>&lt; 30</td>
<td>3</td>
</tr>
</tbody>
</table>

**Action Details:** With our recent program revisions, we are attempting to improve student achievement on the objective exit exam, by coordinating better the ways in which the material in each course both builds upon and reinforces that covered in previous courses.

**Implementation Plan (timeline):** 2014-15

**Key/Responsible Personnel:** Program Director

**Measures:**

**Resource Allocations:**

**Priority:** High

Finalize Assessment Plan

**Finalize assessment plan**

**Action:** Finalize assessment plan

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** As of 5/23/2013, the Legal Studies program assessment plan is currently still being finalized. Beginning with the current year, we will have a much more systematic schedule for collecting data, in order to compare outcomes from year to year. We intend to assess outcome goals on a bi-annual basis, with half of the goals being focused on one year, and the others during the next. That “rotation” has not yet been set, but will be by Fall 2013. Also in the Fall, or perhaps sooner, we will be developing “rubrics” which we will target at particular courses in which the particular outcome goal(s) can best be observed.

**Implementation Plan (timeline):** Fall 2013

**Key/Responsible Personnel:** Program Director

**Measures:** Assessment plan and rubrics finalized

**Resource Allocations:** none

**Priority:** High

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**Status Report**

**Action Statuses**

**BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012**

**Core Skills and Values**
The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

**7. Substantive Knowledge of the Law**

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* Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data.
* A basic understanding of human behavior and social interaction.
* An understanding of

**Action:** Continue to monitor

**Action Details:** The 2013 results were disappointing.

With our recent program revisions, we are attempting to address this, by coordinating better the ways in which the material in each course both builds upon and reinforces that covered in previous courses.

**Implementation Plan (timeline):** Reassess in 2015

**Key/Responsible Personnel:** Instructors; LS Director

**Measures:** re-assessment of objective 7

**Resource Allocations:** none

**Priority:** High

**Status for Continue to monitor**

No Status Added

**Action:** Reassess results of Objective Diagnostic Test

**Action Details:** With our recent program revisions, we are attempting to improve student achievement on the objective exit exam, by coordinating better the ways in which the material in each course both builds upon and reinforces that covered in previous courses.
diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

**Implementation Plan (timeline):** 2014-15

**Key/Responsible Personnel:** Program Director

**Measures:**

**Resource Allocations:**

**Priority:** High

---

**Status** for Reassess results of Objective Diagnostic Test

*No Status Added*

---

**Finalize Assessment Plan**

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**Finalize assessment plan**

**Action:** Finalize assessment plan

**Action Details:** As of 5/23/2013, the Legal Studies program assessment plan is currently still being finalized. Beginning with the current year, we will have a much more systematic schedule for collecting data, in order to compare outcomes from year to year. We intend to assess outcome goals on a bi-annual basis, with half of the goals being focused on one year, and the others during the next. That “rotation” has not yet been set, but will be by Fall 2013. Also in the Fall, or perhaps sooner, we will be developing "rubrics" which we will target at particular courses in which the particular outcome goal(s) can best be observed.

**Implementation Plan (timeline):** Fall 2013

**Key/Responsible Personnel:** Program Director

**Measures:** Assessment plan and rubrics finalized

**Resource Allocations:** none

**Priority:** High

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**Status** for Finalize assessment plan

*No Status Added*

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**Status Summary**

*No text specified*

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**Summary of Next Steps**

*No text specified*
2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012

Core Skills and Values
The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

1. Analytic / Problem Solving Skills
Students will develop and demonstrate analytic and problem solving skills.

Details/Description: PSCI 319
Target:
Implementation Plan (timeline): Bi-annually
Responsible Individual(s): Instructors; LS Director

Measure: analysis of classic texts/ research essay-rubric
Direct - Student Artifact

Measure: Briefing-rubric
Direct - Student Artifact

Measure: Practice LSAT
Direct - Exam

Measure: senior project-rubric
Direct - Student Artifact

Details/Description: PSCI 419
Students are required to complete an approximately 20-page research paper on an issue involving law, society, economics, politics, history, culture, the arts, etc. This will involve consulting at least ten scholarly printed sources, as well as other journalistic and/or popular printed materials. Fieldwork, if appropriate to the research topic, will be supervised by the professor. Further, students must identify, with the professor's assistance, at least five Internet sites that will be used to track coverage of the research issue throughout the semester. An appropriate coding form will be developed, with the professor’s input, in order to track this coverage of the chosen issue. Students will be required to submit an abstract, a bibliography and website list, a detailed outline, and a first draft of their papers, at various points during the semester. Finally, student will present a 20-minute oral presentation of their research to the entire class. This may include power-point slides, video
and / or audio, and other forms of media, as appropriate. In sum, this culminating experience will include the student’s engagement with traditional printed materials, Internet resources, multi-media materials, fieldwork (where relevant), and oral presentation.

Target:
Implementation Plan (timeline): Bi-annually
Responsible Individual(s): Instructors; LS Director

2. Critical Reading
Preparation for legal education should include substantial experience with close reading and critical analysis of complex textual material – much of what the law student does involves careful reading and comprehension of judicial opinions, statutes, documents, and other written materials. As with the other skills discussed in this Statement, students must develop the ability to effectively read and interpret complex material in literature, political and economic theory, philosophy, and history. The particular nature of the materials examined is not crucial - what is important is that law school should not be the first time that one is rigorously engaged in the enterprise of carefully reading and understanding, and critically analyzing, complex written material of substantial length.

Measure: Case briefs-rubric
Direct - Student Artifact
Details/Description: PSCI 319
PSCI 418
Target:
Implementation Plan (timeline): Bi-annually
Responsible Individual(s): Instructors

3. Writing and Research Skills
As one prepares for a legal education, one should develop a high degree of skill at written communication. Language is the most important tool of the lawyer, who must learn to express themselves clearly and concisely in writing.

Fundamental writing skills must be acquired and refined before entering law school. The pre-law student should seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism.

Although there are many research sources and techniques that are specific to the law, one need not
have developed a strong familiarity with these specific skills or materials before entering law school. However, it would be to the student’s advantage to enter law school having had the experience of undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research.

4. Oral Communication / Listening Skills

The ability to speak clearly and persuasively is another skill that is essential to success in law school and beyond. Excellent listening skills are also required if one is to understand clients and others.

**Measure:** Oral presentations
Direct - Student Artifact

**Details/Description:** PSCI 308

**Target:**

**Implementation Plan (timeline):** Bi-annually

**Responsible Individual(s):** Instructors; LS Director

**Measure:** Research presentations
Direct - Student Artifact

**Details/Description:** PSCI 419

**Target:**

**Implementation Plan (timeline):** Bi-annually

**Responsible Individual(s):** Instructors; LS Director

5. Task Organization / Management Skills

To study and practice law, one must be able to organize large amounts of information, identify objectives, and create a structure for applying that information in an efficient way in order to achieve desired results. Many law school courses, for example, are graded primarily on the basis of one examination at the end of the course, and many projects in the practice of law require the compilation of large amounts of information from a wide variety of sources. The law student will need to be able to prepare and assimilate large amounts of information in an effective and efficient manner. Some of the requisite experience here can be obtained through undertaking school projects that require substantial research and writing, or through the preparation of major reports for an

**Measure:** Senior Project-rubric
Direct - Student Artifact

**Details/Description:** PSCI 419

Students are required to complete an approximately 20-page research paper on an issue involving law, society, economics, politics, history, culture, the arts, etc. This will involve consulting at least ten scholarly printed sources, as well as other journalistic and / or popular printed materials. Fieldwork, if appropriate to the research topic, will be supervised by the professor. Further, students must identify, with the professor’s assistance, at least five Internet sites that will be used to track coverage of the research issue throughout the semester. An appropriate coding form will be developed, with the professor’s input, in order to track this coverage of the chosen issue. Students will be required to submit an abstract, a bibliography and website list, a detailed outline, and a first draft of their papers, at various points during the semester. Finally, student will present a 20-minute oral presentation of their research to the entire class. This may include power-point slides, video and / or audio, and other forms of media, as appropriate. In sum, this culminating experience will include the student’s engagement with traditional printed materials, Internet resources, multi-media materials, fieldwork (where relevant), and oral presentation.

**Target:**

**Implementation Plan (timeline):** Annually

**Responsible Individual(s):** LS Director
6. Public Service / Promotion of Justice

Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system. If you are thinking of entering the legal profession, you should seek some significant experience, before coming to law school, in which you may devote substantial effort toward assisting others. Participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful.

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Assessment Findings

Finding per Measure

BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012

Core Skills and Values
The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

1. Analytic / Problem Solving Skills
Students will develop and demonstrate analytic and problem solving skills.

Students should seek courses and other experiences that will engage them in critical thinking about important issues, challenge their beliefs and improve their tolerance for uncertainty. Legal education will demand that students structure and evaluate arguments for and against propositions that are susceptible to reasoned debate. Good legal education will teach the student to "think like a lawyer", but the analytic and problem solving skills required of lawyers are not fundamentally different from those employed by other professionals. The law school experience will develop and refine those crucial skills, but students must enter law school with a reasonably well-developed set of analytic and problem solving abilities.

- Measure: analysis of classic texts/ research essay-rubric
  Direct - Student Artifact

  Details/Description: PSCI 319
  Target:
  Implementation Plan (timeline): Bi-annually
  Responsible Individual(s): Instructors; LS Director

  Findings for analysis of classic texts/ research essay-rubric

  No Findings Added

- Measure: Briefing-rubric
  Direct - Student Artifact

  Details/Description: PSCI 211
  Target:
  Implementation Plan (timeline): Bi-annually
  Responsible Individual(s): Instructors; LS Director

  Findings for Briefing-rubric

  No Findings Added

- Measure: Practice LSAT
  Direct - Exam

  Details/Description: PSCI 211
  Target:
  Implementation Plan (timeline): Bi-annually
  Responsible Individual(s): Instructors; LS Director

  Findings for Practice LSAT

  No Findings Added

- Measure: senior project-rubric
  Direct - Student Artifact

  Details/Description: PSCI 419
Students are required to complete an approximately 20-page research paper on an issue involving law, society, economics, politics, history, culture, the arts, etc. This will involve consulting at least ten scholarly printed sources, as well as other journalistic and / or popular printed materials. Fieldwork, if appropriate to the research topic, will be supervised by the professor. Further, students must identify, with the professor's assistance, at least five Internet sites that will be used to track coverage of the research issue throughout the semester. An appropriate coding form will be developed, with the professor's input, in order to track this coverage of the chosen issue. Students will be required to submit an abstract, a bibliography and website list, a detailed outline, and a first draft of their papers, at various points during the semester. Finally, student will present a 20-minute oral presentation of their research to the entire class. This may include power-point slides, video and / or audio, and other forms of media, as appropriate. In sum, this culminating experience will include the student's engagement with traditional printed materials, Internet resources, multi-media materials, fieldwork (where relevant), and oral presentation.

**Target:**
**Implementation Plan (timeline):** Bi-annually
**Responsible Individual(s):** Instructors; LS Director

---

**Measure:** Case briefs-rubric
**Direct** - Student Artifact

**Details/Description:** PSCI 319
PSCI 418

**Target:**
**Implementation Plan (timeline):** Bi-annually
**Responsible Individual(s):** Instructors

---

**Measure:** Research papers-rubric
**Direct** - Student Artifact

**Details/Description:** PSCI 308
PSCI 319
PSCI 419

**Target:**
**Implementation Plan (timeline):** Bi-annually
**Responsible Individual(s):** Instructors
Fundamental writing skills must be acquired and refined before entering law school. The pre-law student should seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism.

Although there are many research sources and techniques that are specific to the law, one need not have developed a strong familiarity with these specific skills or materials before entering law school. However, it would be to the student’s advantage to enter law school having had the experience of undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research.

4. Oral Communication / Listening Skills
The ability to speak clearly and persuasively is another skill that is essential to success in law school and beyond. Excellent listening skills are also required if one is to understand clients and others.

**Measure: Oral presentations**
Direct - Student Artifact

**Details/Description:** PSCI 308
**Target:**
**Implementation Plan (timeline):** Bi-annually
**Responsible Individual(s):** Instructors; LS Director

**Findings for Oral presentations**

No Findings Added

**Measure: Research presentations**
Direct - Student Artifact

**Details/Description:** PSCI 419
**Target:**
**Implementation Plan (timeline):** Bi-annually
**Responsible Individual(s):** Instructors; LS Director

**Findings for Research presentations**

No Findings Added

5. Task Organization / Management Skills
To study and practice law, one must be able to...
organize large amounts of information, identify objectives, and create a structure for applying that information in an efficient way in order to achieve desired results. Many law school courses, for example, are graded primarily on the basis of one examination at the end of the course, and many projects in the practice of law require the compilation of large amounts of information from a wide variety of sources. The law student will need to be able to prepare and assimilate large amounts of information in an effective and efficient manner. Some of the requisite experience here can be obtained through undertaking school projects that require substantial research and writing, or through the preparation of major reports for an employer, a school, or a civic organization.

6. Public Service / Promotion of Justice

Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system. If you are thinking of entering the legal profession, you should seek some significant experience, before coming to law school, in which you may devote substantial effort toward assisting others. Participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful.

7. Substantive Knowledge of the Law

There are some basic areas of knowledge that are helpful to a legal education and to the development of a competent lawyer. Some of the types of knowledge that would maximize your ability to benefit from a legal education include:

* A broad understanding of history, including the

Details/Description: PSCI 419
Students are required to complete an approximately 20-page research paper on an issue involving law, society, economics, politics, history, culture, the arts, etc. This will involve consulting at least ten scholarly printed sources, as well as other journalistic and / or popular printed materials. Fieldwork, if appropriate to the research topic, will be supervised by the professor. Further, students must identify, with the professor’s assistance, at least five Internet sites that will be used to track coverage of the research issue throughout the semester. An appropriate coding form will be developed, with the professor’s input, in order to track this coverage of the chosen issue. Students will be required to submit an abstract, a bibliography and website list, a detailed outline, and a first draft of their papers, at various points during the semester. Finally, student will present a 20-minute oral presentation of their research to the entire class. This may include power-point slides, video and / or audio, and other forms of media, as appropriate. In sum, this culminating experience will include the student’s engagement with traditional printed materials, Internet resources, multi-media materials, fieldwork (where relevant), and oral presentation.

Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): LS Director

Findings for Senior Project-rubric
No Findings Added

Measure: Co-Curricular Activities-Worksheets/reports
Direct - Student Artifact
Details/Description: data collected in all courses
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Instructors

Findings for Co-Curricular Activities-Worksheets/reports
No Findings Added

Measure: Objective Diagnostic Test
Direct - Exam
Details/Description: PSCI 211
PSCI 419
Target:
Implementation Plan (timeline): Annually
Responsible Individual(s): Instructors; LS Director

Findings for Objective Diagnostic Test
various factors (social, political, economic, and cultural) that have influenced the development of our society in the United States. * A fundamental understanding of political thought and of the contemporary American political system. * Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data. * A basic understanding of human behavior and social interaction. * An understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

## Overall Recommendations

* No text specified

## Overall Reflection

* No text specified

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#### Action Plan

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#### Status Report
2014-2015 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012

Core Skills and Values
The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

1. Analytic / Problem Solving Skills
Students will develop and demonstrate analytic and problem solving skills.

Students should seek courses and other experiences that will engage them in critical thinking about important issues, challenge their beliefs and improve their tolerance for uncertainty. Legal education will demand that students structure and evaluate arguments for and against propositions that are susceptible to reasoned debate. Good legal education will teach the student to “think like a lawyer”, but the analytic and problem solving skills required of lawyers are not fundamentally different from those employed by other professionals. The law school experience will develop and refine those crucial skills, but students must enter law school with a reasonably well-developed set of analytic and problem solving abilities.

<table>
<thead>
<tr>
<th>Measure: Practice LSAT PSCI 211</th>
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<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
<tr>
<td>Details/Description: Practice LSAT</td>
</tr>
<tr>
<td>Target: At least 75% of students will score at least a 150 on their practice LSAT</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Bi-annually (odd numbered years).</td>
</tr>
<tr>
<td>Responsible Individual(s): Instructors; LS Director</td>
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<tr>
<th>Measure: Research essay-rubric PSCI 319</th>
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</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td>Details/Description: research essay-rubric</td>
</tr>
<tr>
<td>Target: At least 75% of students will score at least a B on their PSCI 319 essays</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Bi-annually (odd numbered years).</td>
</tr>
<tr>
<td>Responsible Individual(s): Instructors; LS Director</td>
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</table>

<table>
<thead>
<tr>
<th>Measure: senior project-rubric PSCI 419</th>
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<tbody>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td>Details/Description: senior project-rubric</td>
</tr>
<tr>
<td>Target: At least 75% of students will score at least a B on their senior projects in PSCI 419.</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Bi-annually (odd numbered years).</td>
</tr>
<tr>
<td>Responsible Individual(s): Instructors; LS Director</td>
</tr>
</tbody>
</table>

3. Writing and Research Skills
As one prepares for a legal education, one should develop a high degree of skill at written communication. Language is the most important tool of the lawyer, who must learn to express themselves clearly and concisely in writing.

Fundamental writing skills

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<tr>
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<tr>
<td>Details/Description: Research papers-rubric</td>
</tr>
<tr>
<td>Target: Targets for this goal will be met when 75% of all Legal Studies majors attain at least a grade of B on the final Senior Projects.</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Bi-annually (odd numbered years).</td>
</tr>
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<td>Responsible Individual(s): Instructors</td>
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</table>
must be acquired and refined before entering law school. The pre-law student should seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism.

Although there are many research sources and techniques that are specific to the law, one need not have developed a strong familiarity with these specific skills or materials before entering law school. However, it would be to the student’s advantage to enter law school having had the experience of undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research.

5. Task Organization / Management Skills
To study and practice law, one must be able to organize large amounts of information, identify objectives, and create a structure for applying that information in an efficient way in order to achieve desired results. Many law school courses, for example, are graded primarily on the basis of one examination at the end of the course, and many projects in the practice of law require the compilation of large amounts of information from a wide variety of sources. The law student will need to be able to prepare and assimilate large amounts of information in an effective and efficient manner. Some of the requisite experience here can be obtained through undertaking school projects that require substantial research and writing, or through the preparation of major reports for an employer, a school, or a civic organization.

7. Substantive Knowledge of the Law
There are some basic areas of knowledge that are helpful to a legal education and to the

**Measure:** Objective Diagnostic Test PSCI 308
Direct - Exam

**Details/Description:** Objective Diagnostic Test.
development of a competent lawyer. Some of the types of knowledge that would maximize your ability to benefit from a legal education include:

* A broad understanding of history, including the various factors (social, political, economic, and cultural) that have influenced the development of our society in the United States.
* A fundamental understanding of political thought and of the contemporary American political system.
* Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data.
* A basic understanding of human behavior and social interaction.
* An understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

### Assessment Findings

**Finding per Measure**

#### BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012

**Core Skills and Values**
The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

#### 1. Analytic / Problem Solving Skills

Students will develop and demonstrate analytic and problem solving skills.

Students should seek courses and other experiences that will engage them in analytical thinking about important issues, challenge their beliefs and improve their tolerance for uncertainty. Legal education will demand that students structure and evaluate arguments for and against propositions that are susceptible to reasoned debate. Good legal

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<th>Responsible Individual(s)</th>
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<tbody>
<tr>
<td>Practice LSAT PSCI 211</td>
<td>Practice LSAT</td>
<td>At least 75% of students will score at least a 150 on their practice LSAT</td>
<td>Bi-annually (odd numbered years)</td>
<td>Instructors; LS Director</td>
</tr>
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</table>

**Findings for Practice LSAT PSCI 211**

No Findings Added

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<thead>
<tr>
<th>Measure</th>
<th>Description</th>
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<th>Implementation Plan (timeline)</th>
<th>Responsible Individual(s)</th>
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education will teach the student to “think like a lawyer”, but the analytic and problem solving skills required of lawyers are not fundamentally different from those employed by other professionals. The law school experience will develop and refine those crucial skills, but students must enter law school with a reasonably well-developed set of analytic and problem solving abilities.

**Details/Description:** research essay-rubric
**Target:** At least 75% of students will score at least a B on their PSCI 319 essays
**Implementation Plan (timeline):** Bi-annually (odd numbered years).
**Responsible Individual(s):** Instructors; LS Director

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**Measure:** senior project-rubric PSCI 419
**Direct - Student Artifact**

**Details/Description:** senior project-rubric
**Target:** At least 75% of students will score at least a B on their senior projects in PSCI 419.
**Implementation Plan (timeline):** Bi-annually (odd numbered years).
**Responsible Individual(s):** Instructors; LS Director

---

**3. Writing and Research Skills**

As one prepares for a legal education, one should develop a high degree of skill at written communication. Language is the most important tool of the lawyer, who must learn to express themselves clearly and concisely in writing.

Fundamental writing skills must be acquired and refined before entering law school. The pre-law student should seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism.

Although there are many research sources and techniques that are specific to the law, one need not have developed a strong familiarity with those specific skills or materials before entering law school. However, it would be to the student’s advantage to enter law school having had the experience of undertaking a project that requires significant library

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**Measure:** Research papers-rubric PSCI 319
**Direct - Student Artifact**

**Details/Description:** Research papers-rubric
**Target:** Targets for this goal will be met when 75% of all Legal Studies majors attain at least a grade of B on the final Senior Projects.
**Implementation Plan (timeline):** Bi-annually (odd numbered years).
**Responsible Individual(s):** Instructors

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**Measure:** Research papers-rubric PSCI 419
**Direct - Student Artifact**

**Details/Description:** Research papers-rubric
**Target:** Targets for this goal will be met when 75% of all Legal Studies majors attain at least a grade of B on the final Senior Projects.
**Implementation Plan (timeline):** Bi-annually (odd numbered years).
**Responsible Individual(s):** Instructors

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No Findings Added
5. Task Organization / Management Skills
To study and practice law, one must be able to organize large amounts of information, identify objectives, and create a structure for applying that information in an efficient way in order to achieve desired results. Many law school courses, for example, are graded primarily on the basis of one examination at the end of the course, and many projects in the practice of law require the compilation of large amounts of information from a wide variety of sources. The law student will need to be able to prepare and assimilate large amounts of information in an effective and efficient manner. Some of the requisite experience here can be obtained through undertaking school projects that require substantial research and writing, or through the preparation of major reports for an employer, a school, or a civic organization.

7. Substantive Knowledge of the Law
There are some basic areas of knowledge that are helpful to a legal education and to the development of a competent lawyer. Some of the types of knowledge that would maximize your ability to benefit from a legal education include:

* A broad understanding of history, including the various factors (social, political, economic, and cultural) that have influenced the development of our society in the United States.
* A fundamental understanding of political thought and of the contemporary American political system.
* Some basic mathematical and financial skills, such as an

| Measure: | Objective Diagnostic Test PSCI 308  
| Direct - Exam |
| Details/Description: | Objective Diagnostic Test. |
| Target: | 75% of LS majors will receive at least 75% correct answers on the Legal Studies culminating diagnostic examination. |
| Implementation Plan (timeline): | Bi-annually (odd numbered years). |
| Responsible Individual(s): | Instructors; LS Director |

Findings for Objective Diagnostic Test PSCI 308
No Findings Added
understanding of basic pre-calculus mathematics and an ability to analyze financial data.
* A basic understanding of human behavior and social interaction.
* An understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

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<td>Instructors; LS Director</td>
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**Findings** for Objective Diagnostic Test PSCI 419

*No Findings Added*

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## Overall Recommendations

*No text specified*

## Overall Reflection

*No text specified*

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**Action Plan**

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**Status Report**
## Assessment Plan

### Outcomes and Measures

### BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012

#### Core Skills and Values

The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation.

### 2. Critical Reading

Preparation for legal education should include substantial experience with close reading and critical analysis of complex textual material – much of what the law student does involves careful reading and comprehension of judicial opinions, statutes, documents, and other written materials. As with the other skills discussed in this Statement, students must develop the ability to effectively read and interpret complex material in literature, political and economic theory, philosophy, and history. The particular nature of the materials examined is not crucial – what is important is that law school should not be the first time that one is rigorously engaged in the enterprise of carefully reading and understanding, and critically analyzing, complex written material of substantial length.

<table>
<thead>
<tr>
<th>Measure: Case briefs-rubric PSCI 317</th>
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<tr>
<td>Direct - Student Artifact</td>
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<tr>
<td>Details/Description: Case briefs-rubric PSCI 317</td>
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<tr>
<td>Target: At least 75% of students will score a B or higher on their PSCI 317 case briefs</td>
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<tr>
<td>Implementation Plan (timeline): Bi-annually (even numbered years)</td>
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<td>Responsible Individual(s): Instructors</td>
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<tr>
<td>Details/Description: Case briefs-rubric PSCI 418</td>
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<tr>
<td>Target: At least 75% of students will score a B or higher on their PSCI 418 case briefs</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Bi-annually (even numbered years)</td>
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<td>Responsible Individual(s): Instructors</td>
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<th>Measure: Literature review-rubric PSCI 419</th>
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<tr>
<td>Direct - Student Artifact</td>
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<tr>
<td>Details/Description: Literature review-rubric</td>
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<tr>
<td>Target: At least 75% of students will score a B or higher on the literature review for their senior projects in PSCI 419</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Bi-annually (even numbered years).</td>
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<td>Responsible Individual(s): Instructors</td>
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### 4. Oral Communication / Listening Skills

The ability to speak clearly and persuasively is another skill that is essential to success in law school and beyond. Excellent listening skills are also required if one is to understand clients and others.

<table>
<thead>
<tr>
<th>Measure: Oral presentations PSCI 308</th>
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<tr>
<td>Direct - Student Artifact</td>
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<tr>
<td>Details/Description: Oral presentations</td>
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<tr>
<td>Target: 75% of students will receive grades of B or higher on oral presentations in PSCI 308</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Bi-annually (even numbered years).</td>
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<tr>
<td>Responsible Individual(s): Instructors; LS Director</td>
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<th>Measure: Oral presentations PSCI 419</th>
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<tbody>
<tr>
<td>Direct - Student Artifact</td>
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</tbody>
</table>
Details/Description: Oral presentations
Target: 75% of students will receive grades of B or higher on the class presentation component of the Senior Project in PSCI 419.
Implementation Plan (timeline): Bi-annually (even numbered years).
Responsible Individual(s): Instructors; LS Director

6. Public Service / Promotion of Justice

Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system. If you are thinking of entering the legal profession, you should seek some significant experience, before coming to law school, in which you may devote substantial effort toward assisting others. Participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful.

Measure: Co-Curricular Activities- Worksheets/reports PSCI 308
Direct - Other

Details/Description: Co-Curricular Activities-Worksheets/reports
Target: Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
Implementation Plan (timeline): Bi-annually (even numbered years).
Responsible Individual(s): Instructors

Measure: Co-Curricular Activities- Worksheets/reports PSCI 317
Direct - Other

Details/Description: Co-Curricular Activities-Worksheets/reports
Target: Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
Implementation Plan (timeline): Bi-annually (even numbered years).
Responsible Individual(s): Instructors

Measure: Co-Curricular Activities- Worksheets/reports PSCI 418
Direct - Other

Details/Description: Co-Curricular Activities-Worksheets/reports
Target: Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
Implementation Plan (timeline): Bi-annually (even numbered years).
Responsible Individual(s): Instructors

Measure: Co-Curricular Activities- Worksheets/reports PSCI 419
Direct - Other

Details/Description: Co-Curricular Activities-Worksheets/reports
Target: Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
Implementation Plan (timeline): Bi-annually (even numbered years).
Responsible Individual(s): Instructors

Assessment Findings

Finding per Measure

BA/BS in Political Science - Legal Studies Outcome Set - Sep. 2012
## Core Skills and Values

The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation

### 2. Critical Reading

Preparation for legal education should include substantial experience with close reading and critical analysis of complex textual material – much of what the law student does involves careful reading and comprehension of judicial opinions, statutes, documents, and other written materials. As with the other skills discussed in this Statement, students must develop the ability to effectively read and interpret complex material in literature, political and economic theory, philosophy, and history. The particular nature of the materials examined is not crucial - what is important is that law school should not be the first time that one is rigorously engaged in the enterprise of carefully reading and understanding, and critically analyzing, complex written material of substantial length.

<table>
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<tr>
<th>Measure</th>
<th>Case briefs-rubric PSCI 317</th>
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<tr>
<td>Direct</td>
<td>Student Artifact</td>
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</table>

**Details/Description:** Case briefs-rubric PSCI 317  
**Target:** At least 75% of students will score a B or higher on their PSCI 317 case briefs  
**Implementation Plan (timeline):** Bi-annually (even numbered years)  
**Responsible Individual(s):** Instructors

**Findings for Case briefs-rubric PSCI 317**  
No Findings Added

<table>
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<tr>
<th>Measure</th>
<th>Case briefs-rubric PSCI 418</th>
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**Details/Description:** Case briefs-rubric PSCI 418  
**Target:** At least 75% of students will score a B or higher on their PSCI 418 case briefs  
**Implementation Plan (timeline):** Bi-annually (even numbered years)  
**Responsible Individual(s):** Instructors

**Findings for Case briefs-rubric PSCI 418**  
No Findings Added

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<thead>
<tr>
<th>Measure</th>
<th>Literature review-rubric PSCI 419</th>
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<tr>
<td>Direct</td>
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</table>

**Details/Description:** Literature review-rubric  
**Target:** At least 75% of students will score a B or higher on the literature review for their senior projects in PSC 419  
**Implementation Plan (timeline):** Bi-annually (even numbered years)  
**Responsible Individual(s):** Instructors

**Findings for Literature review-rubric PSCI 419**  
No Findings Added

### 4. Oral Communication / Listening Skills

The ability to speak clearly and persuasively is another skill that is essential to success in law school and beyond. Excellent listening skills are also required if one is to understand clients and others.

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<tr>
<td>Direct</td>
<td>Student Artifact</td>
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</table>

**Details/Description:** Oral presentations  
**Target:** 75% of students will receive grades of B or higher on oral presentations in PSCI 308  
**Implementation Plan (timeline):** Bi-annually (even numbered years)  
**Responsible Individual(s):** Instructors; LS Director
Findings for Oral presentations PSCI 308

No Findings Added

Measure: Oral presentations PSCI 419
Direct - Student Artifact

Details/Description: Oral presentations
Target: 75% of students will receive grades of B or higher on the class presentation component of the Senior Project in PSCI 419.
Implementation Plan (timeline): Bi-annually (even numbered years).
Responsible Individual(s): Instructors; LS Director

Findings for Oral presentations PSCI 419

No Findings Added

6. Public Service / Promotion of Justice
Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system. If you are thinking of entering the legal profession, you should seek some significant experience, before coming to law school, in which you may devote substantial effort toward assisting others. Participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful.

Measure: Co-Curricular Activities- Worksheets/reports PSCI 308
Direct - Other

Details/Description: Co-Curricular Activities- Worksheets/reports
Target: Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
Implementation Plan (timeline): Bi-annually (even numbered years).
Responsible Individual(s): Instructors

Findings for Co-Curricular Activities- Worksheets/reports PSCI 308

No Findings Added

Measure: Co-Curricular Activities- Worksheets/reports PSCI 317
Direct - Other

Details/Description: Co-Curricular Activities- Worksheets/reports
Target: Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
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Responsible Individual(s): Instructors

Findings for Co-Curricular Activities- Worksheets/reports PSCI 317

No Findings Added

Measure: Co-Curricular Activities- Worksheets/reports PSCI 418
Direct - Other

Details/Description: Co-Curricular Activities- Worksheets/reports
Target: Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
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**Responsible Individual(s):** Instructors

### Findings for Co-Curricular Activities- Worksheets/reports PSCI 418

*No Findings Added*

### Measure: Co-Curricular Activities- Worksheets/reports PSCI 419

**Direct - Other**

**Details/Description:** Co-Curricular Activities- Worksheets/reports
**Target:** Student will participate in and report on numerous co-curricular campus and off-campus activities and events, which will be offered in conjunction with most all require courses in the major.
**Implementation Plan (timeline):** Bi-annually (even numbered years).
**Responsible Individual(s):** Instructors

### Findings for Co-Curricular Activities- Worksheets/reports PSCI 419

*No Findings Added*

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### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix
Student Learning Outcomes, Legal Studies Major Curriculum

The Political Science department is in the process of revising the Legal Studies major curriculum. These revisions have been approved by the department faculty, and we are now in the process of reviewing the old student learning outcomes to revise these. We hope to have this done by January 2011.
Summary of Comments from PSCI 496 “Wrap” Session, May 2009

Should have a first semester freshman course that is totally LAW related

A bit too much duplication in some LS courses

Senior capstone should be an intensive academic experience, not a bunch of “activities

Many LS majors never even meet or know who other PSCI faculty are

Events, opportunities, and activities are not adequately announced in all classes, i.e. brownbags, panel discussions, campus guests, etc.

Want more “nuts and bolts” skills in legal analysis and writing

Some advisors good; others terrible

Strengthen the pre-law club; it’s not publicized enough

Gen Ed program is too confusing

419 should include more comparative law issues (or have a comparative law course)

Legal research and legal writing should be two separate courses (with more legal argumentation included)

Would like to see Gender and Law taught more regularly

Law school and career planning and graduate school info and public service should be included in the EARLIER classes, not the upper division ones

Improve the dept. website
Political Science Department Meeting
September 24, 2012

Agenda
• Announcements
• Assessment of Student Learning Outcomes for AY 2011-12

Attendance
Present: Buchanan, Butwin, Chambers, Fernandez, Myers, Rashid, Van Sickel
Absent: Bergbower, Klarner, Schmitt

Minutes

I) Announcements

A) Chambers updated faculty on status of the search request. We are in the top tier of the Dean’s list sent to the Provost.

B) Van Sickel asked about willingness to sponsor a post-election roundtable discussion as part of the Community Semester in the spring. Suggestion that we do it in January around the time of the inauguration. Topics to be included could be presidential election, state & local elections, foreign policy under new administration, and possibly the economy (invite an economist for this part). Van Sickel will send out an email seeking specific contributions from the faculty.

II) Assessment Discussions

A) MPA Program

Buchanan introduced the assessment information for the MPA students. He noted a correction to the mode for Outcome 5, which should have been 2 instead of 3. He explained that Outcomes 1, 4, and 5 were based on student capstone presentations, while Outcomes 2 and 3 came from discussions in PA 601 and PA 606 (Outcome 2) and PA 609 (Outcome 3). Outcome 1 is required by NASPAA, even though it is not fully clear how to operationalize this outcome.

Buchanan noted that the correction to the mode for Outcome 5 indicates possible need for improving the abilities of students in terms of critical thinking and analytical skills – although the lower score here could also be based on the specific data collected (related to quantitative analytical skills that students still struggle with). He noted that the scores in 2A and 2B, and in 2C and 2D, indicate improvement in communications effectiveness over the course of the two classes.
Buchanan asked the faculty whether they see a need to tweak the assessment document, or should there be some changes to what is being assessed? And should more than one person be reviewing the material as part of the assessment process? There was some sense expressed by some faculty that more than one person should be reviewing as much of the material as possible.

B) Legal Studies Program

Van Sickel introduced the latest version of the Legal Studies assessment document/plan, and noted that the seven outcomes draw from the requirements of the ABA and American Bar Foundation. Outcome 7 is one that he added, since there needs to be substantive knowledge demonstrated by students. This assessment plan is still being fine-tuned.

Assessment in Legal Studies is based on the following documents: a diagnostic exam, student assessment of the program, and an information sheet on student plans post-graduation.

Van Sickel introduced his analysis of the results of the 2010 assessment cycle, which is the latest for which he has data. He noted that students did not do well on the diagnostic exam despite having good GPAs and expecting to do well in PSCI 419 (the culminating course for Legal Studies). He discussed some ideas for revising the Legal Studies curriculum based on this data, but also noted that we have already instituted some curricular changes to the program, including better sequencing of courses and moving to use prerequisites for some courses.

There was some discussion about the fact that the Legal Studies major is not designed to prepare students to take the LSATs, which are the main obstacle for our students to gain admission to law school. However, the major prepares students to do well in law school because they will already have a solid understanding of the legal and judicial systems and will know how to brief cases. The suggestion was made that perhaps we need to do a better job getting information to students (both via the web and via handouts) on what the Legal Studies major will do for them and what it will not do for them, and how they should prepare to take the LSATs if they want to go to law school.

Van Sickel noted that he will be collecting data for assessment again in PSCI 419 this fall.

C) Poli Sci Major

Chambers introduced the various documents that he had either emailed to the faculty over the last few days or had provided at the meeting. These included student exit interviews and a self-assessment, both of which ask students to provide feedback on the program and department. The documents also included results from the ETS Major Field Test and the actual assessment of student learning based on our assessment document.

Chambers then provided an overview of the assessment report, noting the need to develop more clear and specific rubrics for assessing student work in terms of our outcomes. In particular, he expressed some concern about whether we were assessing student writing and critical thinking &
analysis adequately (having rubrics would help with this). Van Sickel asked about the existence of rubrics that we can use, or whether there is a “rubric guru” we can turn to. Chambers responded that we had some rubrics from AAC&U that we could use, and we could also look at the rubrics used by History, English, or other departments to develop our own without completely inventing the wheel again.

Fernandez suggested we think about using a portfolio of student papers (3-4 of their best papers, chosen from courses at different levels) rather than use the thought papers in PSCI 499 as a way to assess the development of student critical thinking skills. Chambers said this could be done, but would have to be done by a committee over the summer. Rashid asked about ways to better link the senior seminar writing to writing assignments in other classes; to some extent this could be achieved through the portfolios, but it might also include more conversation between the instructor for PSCI 499 and instructors for other courses.
Mission Statement for Poli Sci, Nov. 3, 2008

The Department of Political Science is committed to providing a high-quality academic experience both in and out of the classroom for its undergraduate and graduate students. Our curriculum integrates exposure to theory, method, and practice – particularly through experiential learning – with critical thinking, effective communication, and a global perspective. In this way, we prepare our students for productive careers in public service or in the private sector, and for lives of active citizenship.

Approved 12/1/08, 9-0-1
From: Linda Maule
To: Chambers, Michael
Date: 5/11/2007 9:49 AM
Subject: Learning Outcomes and Measures

Learning Outcomes

Use language well
Articulate a wide array of thoughts about important political and social issues
Discern arguments in Political Science based on empirical findings
Comprehend legal arguments in judicial opinions
Think more deeply about good policy and good government
Identify the stages of the political process
Diagram the institutions of the of the American Judicial System
Compare the political systems and policy outputs of different countries
Write proficient
Write well about policy issues
Construct a research proposal/design
Brief judicial opinions
Craft an appellate brief or judicial opinion
Analyze political arguments
Analyze legal arguments
Participate in a study abroad experience, internship, service learning, community engagement, student government, directed research, undergraduate research conference, disciplinary conferences, co-curricular.

Assessment Sites

Learning Community (required of all first semester Political Science and Legal Studies)
Sophomore level required course (PSCI 211 or PSCI 245)
Junior level required course (PSCI 308 or 317, or PSCI 319)
Capstone Course (PSCI 496 or 499)

Assessment Documents

Community Engagement Assessment
Civic Engagement Assessment
Intentionality Survey
Legal Studies and Political Science Student Outcomes Assessment
NACADA Quality of Academic Advising Survey
Academic Portfolio (we explicitly state at each stage what they are to include in the portfolio)
Practice LSAT (encouraged to take each semester, required to take in PSCI 211)
Practice GRE (encouraged to take)
Political Science Substantive Outcome Assessment
Legal Studies Substantive Outcome Assessment
Direct Evidence of Students Knowledge

Political Science—Research Proposal/Paper or Policy Paper
Political Science—Oral Presentation of Research Proposal/Paper or Policy Paper

Legal Studies—Appellate Brief
Legal Studies—Moot Court (Oral component)

Internship Journal and Paper, Internship advisers

Linda S. Maule
Director Legal Studies Program
Associate Professor, Political Science and Women's Studies
Holmstedt Hall 310
Indiana State University
Terre Haute, Indiana
47809
812.237.2516
lmaule@indstate.edu

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First Year/Fall Semester—Legal Studies Freshmen Learning Community (PSCI 201, American Government, and either PSCI 107, Contemporary American Issues or WS 200, Introduction to Women’s Studies)

- **Materials for the portfolio placed in a three-ring binder:**
  
  The learning community often helps students to determine if the Legal Studies major is their cup of tea. Since about twenty percent of the students enrolled in the learning community appropriately self-select out of the major after taking this class, it would be problematic to ask them to purchase a Live Text subscription.

- **Materials Placed in the Portfolio:**
  1. High School G.P.A.
  2. High School Rank
  3. SAT or ACT scores
  4. I.S.U. Midterm Grades
  5. Estimation of I.S.U. Final Grades
  6. Felder Learning Style Inventory
  7. Reflection Paper on the Results of the Felder Learning Style Inventory
  8. Copy of “Best” Summary, Reaction, and Connection Paper describing a Co-Curricular Experience
  9. Copy of “Best” Paper from each course
  10. Copy of Final Paper in the anchor course
  11. Assessment of Academic Advising

Second Year/Fall Semester—Legal Studies Sophomore Learning Community (PSCI 211, Legal Research and either PSCI 308, Judicial Processes or PSCI 317, Introduction to Constitutional Law)

- **Purchase Live Text Subscription:**

- **Contents Added to the Developmental Portfolio:**
  2. Practice LSAT Scores
  3. Reflection Paper: Goals, Strengths, and Weaknesses, and Strategies to Overcome Weaknesses and Meet Goals
  4. Copy of “Best” Brief of a Case
  5. Copy of “Best” Topic-Based Research Paper
  6. Copy of Appellate Brief
o Copy of "Work" Paper from PSCI 308 or 317
o Substantive Knowledge Assessment
o Assessment of Academic Advising

**Third Year/Fall Semester—PSCI 308 or PSCI 317** (whichever was not taken for the Legal Studies Sophomore Learning Community—fall semester)

**Contents Added to the Developmental Portfolio**

- Current I.S.U. G.P.A.
- Additional Practice LSAT Scores
- Reflection Paper: Strategies for Applying to Law School
- Copy of "Best" Brief of a Case
- Copy of "Best" Work from PSCI 308 or 317
- Substantive Knowledge Assessment
- Assessment of Academic Advising

**Fourth Year/Spring Semester—Legal Studies Capstone**

**Contents Added to the Developmental Portfolio**

- Current I.S.U. G.P.A.
- Additional Practice LSAT Scores
- Formal LSAT Score
- Reflection Paper: Integration of the General Education Experience with the Major Experience
- Copy of Personal Statement
- Copy of Appellate Brief
- Copy of "Major" Project
- Copy of "Best" Seminar Paper
- Substantive Knowledge Assessment
- Assessment of the Legal Studies Program
- Assessment of Academic Advising
Learning Outcome Goals:

1. Critical Thinking, Reading, and Writing;
2. Public Speaking
3. Professional Development
4. Media Literacy
5. Civic Engagement
6. Substantive Knowledge of the Law

Assessment Plan / Tools (To implement above goals):

1. Substantive Knowledge Test (x2)
2. Mastery of Reading Legal Cases and Writing Case Briefs
3. Developmental Writing
4. Fieldwork / Co-Curricular Activities
5. Group and Oral Projects
6. Self and Peer Assessment
7. Culminating Senior Project

Curriculum Mapping for Assessment:

PSCI 107:  Civic Engagement
Co-Curricular Campus Activities
Group Work and Presentations
Developmental Writing

PSCI 201:  Exposure to Substantive Concepts and Issues
Co-Curricular Campus Activities
Professional Development
Developmental Writing

PSCI 211:  Substantive Knowledge Test (#1)
Practice LSAT
Self and Peer Assessment
Intro to Case Briefing
Assessment Instruments/Tools: Specific Descriptions (Under Construction):

1. Substantive Knowledge Test (x2)
2. Mastery of Reading Legal Cases and Writing Case Briefs
3. Developmental Writing
4. Fieldwork / Co-Curricular Activities
5. Group and Oral Projects
6. Self and Peer Assessment
7. Culminating Senior Project Description:

Students are required to complete an approximately 20-page research paper on an issue involving law, society, economics, politics, history, culture, the arts, etc. This will involve consulting at least ten scholarly printed sources, as well as other journalistic and / or popular printed materials. Fieldwork, if appropriate to the research topic, will be supervised by the professor. Further, students must identify, with the professor’s
assistance, at least five Internet sites that will be used to track coverage of the research issue throughout the semester. An appropriate coding form will be developed, with the professor’s input, in order to track this coverage of the chosen issue. Students will be required to submit an abstract, a bibliography and website list, a detailed outline, and a first draft of their papers, at various points during the semester. Finally, student will present a 20-minute oral presentation of their research to the entire class. This may include power-point slides, video and / or audio, and other forms of media, as appropriate. In sum, this culminating experience will include the student’s engagement with traditional printed materials, Internet resources, multi-media materials, fieldwork (where relevant), and oral presentation.

Sample Four-Year Course Plan:

Year One:

Fall:  PSCI 201  
PSCI 107

Year Two:

Fall:  PSCI 211  
PSCI 308 or 317  
LS Directed Elective

Spring:  PSCI 319  
TWO LS Directed Electives

Year Three:

Fall:  PSCI 308 or 317  
LS Directed Elective
Spring:  PSCI 418 (Take PSCI 317 first!)
        LS Directed Elective

Year Four:

Fall:   PSCI 419
        LS Directed Elective

Spring:  LS Directed Elective
Legal Studies Program: Assessment Plan

(The following plan is based on the guidelines of the American Bar Association and the American Bar Foundation).

Core Skills and Values:
1. Analytic / Problem Solving Skills
2. Critical Reading
3. Writing and Research Skills
4. Oral Communication / Listening Skills
5. Task Organization / Management Skills
6. Public Service / Promotion of Justice
7. Substantive Knowledge of the Law

Objective 1: Students will develop and demonstrate analytic and problem solving skills.

Courses: PSCI 211; 319; 419.
Assessment Method: Briefing-rubric (211), Practice LSAT (211), analysis of classic texts/research essay-rubric (PSCI 319); senior project-rubric (419).
Time of Data Collection: Bi-annually.
Person Responsible: Instructors; LS Director.

Objective 2: Critical Reading.

Courses: PSCI 317; 319; 418.
Assessment Method: Case briefs-rubric (319; 418); Literature review (419).
Time of Data Collection: Bi-annually.
Person Responsible: Instructors.

Objective 3: Writing and Research Skills.

Courses: PSCI 308; 319; 419.
Assessment Method: Research papers-rubric
Objective 4: Oral Communication/Listening Skills.

Courses: PSCI 308; 419.
Assessment Method: Oral presentations (308); Research presentations (419).
Time of Data Collection: Bi-annually.
Person Responsible: Instructors; LS Director.

Objective 5: Task Organization/Management Skills.

Courses: PSCI 419.
Assessment Method: Senior Project-rubric.
Time of Data Collection: Annually.
Person Responsible: LS Director.

Objective 6: Public Service/Promotion of Justice.

Courses: All.
Assessment Method: Co-Curricular Activities-Worksheets/reports.
Time of Data Collection: Annually.
Person Responsible: Instructors.

Objective 7: Substantive Knowledge of the Law.

Courses: PSCI 211; 419.
Assessment Method: Objective Diagnostic Test.
Time of Data Collection: Annually.
Person Responsible: Instructors; LS Director.

Senior Project Description: Students are required to complete an approximately 20-page research paper on an issue involving law, society, economics, politics, history, culture, the arts, etc. This will involve consulting at least ten scholarly printed sources, as well as other journalistic and/or popular printed materials. Fieldwork, if
appropriate to the research topic, will be supervised by the professor. Further, students must identify, with the professor’s assistance, at least five Internet sites that will be used to track coverage of the research issue throughout the semester. An appropriate coding form will be developed, with the professor’s input, in order to track this coverage of the chosen issue. Students will be required to submit an abstract, a bibliography and website list, a detailed outline, and a first draft of their papers, at various points during the semester. Finally, students will present a 20-minute oral presentation of their research to the entire class. This may include power-point slides, video and/or audio, and other forms of media, as appropriate. In sum, this culminating experience will include the student’s engagement with traditional printed materials, Internet resources, multi-media materials, fieldwork (where relevant), and oral presentation.

Sample Four-Year Course Plan:

Year One:

Fall: PSCI 201
     PSCI 107
     PSCI 211

Year Two:

Fall: PSCI 308 or 317
     LS Directed Elective

Spring: PSCI 319
     TWO LS Directed Electives

Year Three:

Fall: PSCI 308 or 317
LS Directed Elective

Spring: PSCI 418 (Take PSCI 317 first!)
LS Directed Elective

Year Four:

Fall: PSCI 419 (Culminating Experience)
LS Directed Elective

Spring: LS Directed Elective
The Political Science department is in the process of revising the Legal Studies major curriculum. The curriculum revisions have been approved by the department faculty, but we are still in the process of revising the student learning outcomes. Once those are revised, we will map the outcomes onto the new curriculum. We hope that this process is completed by May 2011.
Communication of Outcomes Statement

Currently, the Political Science Department only communicates our student learning outcomes to university offices that specifically request this information from us. It is our hope to have this information posted onto our website in the near future.
The Political Science department is in the process of revising the Legal Studies major curriculum. The department has approved the curriculum revisions, but is still in the process of developing a new assessment plan based on revised student learning outcomes and the mapping of these outcomes onto the new curriculum. We hope to have this task completed by May 2011.
Assessment Summary

My vocabulary and use of language has been enhanced through my study of Pol Sci.

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I experienced diverse subject matter and wide array of thoughts about important political/social issues.

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I can easily read arguments in Political Science based on empirical findings.

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I can easily read legal arguments based upon my understanding of judicial opinions.

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Professors sometimes used class to debate important normative topics. Those debates made me think more deeply about good policy and good government.

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My knowledge of political process is much better than before I began my studies.

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My knowledge of American Legal System/Judicial Process is much better than before I began my studies.

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My knowledge of international relations is much better than before I began my studies.

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My knowledge of politics in countries other than the US is much better than before I began my studies.

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I have become more adept/proficient as a writer because of my training in Pol Science/Legal Studies.

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I have become more proficient at writing essays on political/policy issues because of training in Pol Sci.

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I have become more proficient at constructing a research proposal/design because of my training in Pol Sci.

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I have become more proficient in briefing judicial opinions/cases because of my training in Legal Studies.

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I have become more proficient at writing a judicial opinion/appellate brief because of training in Legal Studies.

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I am capable of recognizing various kinds of political arguments and analysis.

I did not experience hostile learning environments caused by my Political Science professors.

I did not experience hostile learning environment caused by other students in my Political Science classes.
agree: 12  
slightly agree: 2  

agree: 7  
slightly agree: 2  

agree: 9  
slightly disagree: 1  
strongly disagree: 1  
no response: 1  

agree: 2  
slightly agree: 2  

My PS professors worked to establish and preserve learning environments suitable to course objectives and conducive to learning, participation, and achievement.

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In which area did you concentrate your study?

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Did you double major?

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Did you enroll in a minor?

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How many years did you study Political Science/Legal Studies at ISU?
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Did you have an internship while at ISU?

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Did you participate in the Study Abroad program while at ISU?

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Were you involved in a service learning project while at ISU?

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Did you participate in faculty directed research while at ISU?

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Did you present a research paper at local, regional, or national conference while at ISU?

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Did you participate in a experiential learning exercise or curricular experience while at ISU?

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What will your GPA at graduation be?

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What is your current cumulative GPA?

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<td>2</td>
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<td>1</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.5-2.99</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.00-2.49</td>
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<td>1</td>
<td>3</td>
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</tr>
</tbody>
</table>

What is your GPA in Political Science?

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5-4.0</td>
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<td>9</td>
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<td>3</td>
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<td>2</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.50-2.99</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00-2.49</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What degree of effort did you put toward matriculating through the Political Science/Legal Studies program?

<table>
<thead>
<tr>
<th>Effort Level</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>12</td>
<td>7</td>
<td>6</td>
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<td></td>
<td>8</td>
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<tr>
<td>average</td>
<td>3</td>
<td>5</td>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>below average</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>no effort</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

On average, how many hours per week did you work at a job during your experience at ISU?
2004 2005 2006 2007 2008 2009

didn't work: 1 didn't work: 3 didn't work: 1 didn't work: 0
0-19 hrs: 8 1-10 hrs: 5 1-10 hrs: 2 1-10 hrs: 0
20-29 hrs: 9 11-20 hrs: 8 11-20 hrs: 7 11-20 hrs: 3
40+ hrs: 0 40+ hrs: 2 40+ hrs: 2 40+ hrs: 1
0 or more hrs: 0 no response: 1 no response: 1 no response: 1

Did you take at least one Practice LSAT?
2004 2005 2006 2008 2009
yes: 14 yes: 11 yes: 1
no: 8 no: 7 no:

Did you take the LSAT?
2004 2005 2006 2008 2009
yes: 2 yes: 1 yes: 0
no, I'm a junior: 10 no, I'm a junior: 8 no, I'm a junior: 0
n/a: 12 n/a: 9 n/a: 5

Did you take the GRE?
2004 2005 2006 2008 2009
yes: 1 yes: 0 yes: 1
no, I'm a junior: 10 no, I'm a junior: 6 no, I'm a junior: 1
n/a: 13 n/a: 12 n/a: 3

Have you been accepted into a Law School or Graduate Program?
2004 2005 2006 2008 2009
yes: 2 yes: 0 yes: 1
applied, not accepted yet: 1 applied, not accepted yet: 3 applied, not accepted y
no, I'm a junior: 9 no, I'm a junior: 6 no, I'm a junior: 0
n/a: 12 n/a: 9 n/a: 4

Have you secured future employment?
How would you shape the department's culture, curriculum, and commitment to the well being of its students?

2006
* better advising
* more elective classes
* make other areas required of political science; Asian is weak and Slavic is nonexistent
* cover classes that deal with the Cold War era
* revise the advising program
* have more interaction/cross courses with political science and legal studies
* provide more of a variety of classes
* more classes geared towards domestic policy and political philosophy
* academic advising needs improvement
* encourage grad students to teach lower level poli sci classes to free up room for professors to teach more upper level courses
* do mock trials
* more classes need to be available every semester
* focus more on court procedure/laws/mock trials
* more courses in the legal studies program/more classes are needed for students to fully grasp information
* professors needs to enjoy teaching and be more helpful to students rather than so wrapped up in their research

2008
* more array of classes/more variety
* more legal writings/research
* add diversity to stuff
* more discussion
* reasonable paper assignments taking into consideration many senior have multiple 400 level courses as well as full time jobs in addition to a capstone
* add more hands on course and more classes offered during both semesters instead of every other spring or fall
* add more hands on activities
* change how students register for classes
* more emphasis put on local/state issues
2009
*offering concentrations will provide a great way for students to focus/think about the future
*offer more ways for Honors students, or simply accelerated students, to do additional work such as readings, projects, research, etc

2010
*knowledge of current events
*bring in guest lecturers
*more specific courses
* less lectures, more experiential learning
*more postive professors
*more hands on learning
*wider variety of classes
*job shadowing opportunities
*more preperation for law school
2010
strongly agree: 13
agree: 8
slightly agree: 1

2010
strongly agree: 16
agree: 5
slightly agree: 1

2010
strongly agree: 7
agree: 13
slightly agree: 1
disagree: 1

2010
strongly agree: 11
agree: 6
slightly agree: 2
slightly disagree: 1
n/a: 2

2010
strongly agree: 15
agree: 3
slightly agree: 4
2010
strongly agree: 16
agree: 4
slightly agree: 1
slightly disagree: 1

2010
strongly agree: 16
agree: 2
slightly disagree: 1
n/a: 3

2010
strongly agree: 8
agree: 6
slightly agree: 4
slightly disagree: 3
disagree: 1

2010
strongly agree: 7
agree: 7
slightly agree: 6
slightly disagree: 2

2010
strongly agree: 12
sagree: 8
slightly agree: 1
slightly disagree: 1

2010
strongly agree: 16
agree: 2
slightly agree: 4

2010
strongly agree: 9
agree: 8
slightly agree: 3
slightly disagree: 1
disagree: 1

2010
strongly agree: 13
agree: 4
slightly agree: 1
slightly disagree: 1
disagree: 1
n/a: 2

2010
strongly agree: 10
agree: 6
slightly agree: 1
slightly disagree: 2
n/a: 3

2010
strongly agree: 10
agree: 11
slightly agree: 1

2010
strongly agree: 12
agree: 8
n/a: 2

2010
strongly agree: 14
agree: 5
slightly agree: 1
slightly disagree: 1
disagree: 1

disagree: 1
agree: 8
  slightly agree: 1
disagree: 2

strongly agree: 16
agree: 5
slightly disagree: 1

2010
general: 5
IR/CP: 1
Public Ad: 1
Amer/Pub Pol: 3
Legal Studies: 12

yes: 7
no: 15

yes: 15
no: 6
no response: 1
2010
1 yr: 1
2 yr: 2
3 yr: 7
4 yr: 10
5 yr: 1
more than 5: 1

2010
yes: 10
no: 12

2010
yes: 3
no: 19

2010
yes: 15
no: 6
no response: 1

2010
yes: 3
no: 19

2010
yes: 4
no: 18
2010
yes: 6
no: 16

2010
3.5-4.0: 11
3.00-3.49: 9
2.50-2.99: 1
2.00-2.49: 1
less than 2.0: 0

2010
3.5-4.0: 12
3.0-3.49: 8
2.50-2.99: 1
2.0-2.49: 1
less than 2.0: 0

2010
high degree: 12
above average: 8
average: 2
2010 didn't work: 5
1-10 hrs: 2
11-20 hrs: 8
30-39 hrs: 5
40+ hrs: 2

2010 yes: 9
no: 12
n/a: 1

2010 yes: 2
no, I'm a junior: 11
n/a: 9

2010 yes: 3
no, I'm a junior: 6
n/a: 13

2010 yes: 2
no, not yet accepted: 2
no, I'm a junior: 8
n/a: 10
2010
yes: 4
applying, not yet hired: 5
no, I'm a junior: 4
n/a: 8
no response: 1
red: 2