

# **Program Outcomes Assessment**

**BA/BS in Political Science - Legal Stud**

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# Table of Contents

<b>General Information</b>	<b>1</b>
<b>Standing Requirements</b>	<b>2</b>
Mission Statement.....	2
Outcomes Library.....	2
Curriculum Map.....	4
Communication of Outcomes.....	4
<b>Archive</b>	<b>5</b>
Archive.....	5
<b>2011-2012 Assessment Cycle</b>	<b>6</b>
Action Plan.....	6
Status Report.....	6
<b>2012-2013 Assessment Cycle</b>	<b>7</b>
Assessment Plan.....	7
Assessment Findings.....	7
Action Plan.....	8
Status Report.....	10
<b>2013-2014 Assessment Cycle</b>	<b>12</b>
Assessment Plan.....	12
Assessment Findings.....	15
Action Plan.....	20
Status Report.....	20
<b>2014-2015 Assessment Cycle</b>	<b>21</b>
Assessment Plan.....	21
Assessment Findings.....	21
Action Plan.....	21
Status Report.....	21
<b>2015-2016 Assessment Cycle</b>	<b>22</b>
Assessment Plan.....	22
Assessment Findings.....	24

Action Plan.....	27
Status Report.....	27
<b>2016-2017 Assessment Cycle</b>	<b>28</b>
Assessment Plan.....	28
Assessment Findings.....	29
<b>2017-2018 Assessment Cycle</b>	<b>33</b>
Assessment Plan.....	33
Assessment Findings.....	33
<b>2018-2019 Assessment Cycle</b>	<b>34</b>
Assessment Plan.....	34
Assessment Findings.....	34
<b>2019-2020 Assessment Cycle</b>	<b>35</b>
Assessment Plan.....	35
Assessment Findings.....	35
<b>Appendix</b>	<b>36</b>

## **General Information (Program Outcomes Assessment)**

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## Standing Requirements

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### 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.

### Outcomes Library

#### 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

##### Outcome

###### 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.

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##### Mapping

**Foundational Studies:** 10. Express themselves effectively, professionally, and persuasively both orally and in writing., 2. Critically evaluate the ideas of others.

## 2. Critical Reading

No Mapping

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

**Foundational Studies:** 10. Express themselves effectively, professionally, and persuasively both orally and in writing.

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

**Foundational Studies:** 10. Express themselves effectively, professionally, and persuasively both orally and in writing.

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

No Mapping

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

No Mapping

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

No Mapping

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.

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## Curriculum Map

### Active Curriculum Maps

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 **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

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## Communication of Outcomes

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

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### Archive

#### File Attachments:

1. **Annual\_Student\_Assessment\_Results\_2010.xlsx** (See appendix)
2. **Assessment\_Plan\_for\_Legal\_Studies\_Major\_Curriculum.docx** (See appendix)
3. **Communication\_of\_Outcomes\_Statement\_for\_Task\_Stream.docx** (See appendix)
4. **Curriculum\_Map\_Legal\_Studies.docx** (See appendix)
5. **Legal Studies Assessment Plan - Sep. 2012** (See appendix)
6. **Legal Studies Program Assessment\_ 3.2011.pdf** (See appendix)
7. **Legal\_Studies\_Electronic\_Portfolio\_requirements\_pre-2008.pdf** (See appendix)
8. **Legal\_Studies\_Learning\_Outcomes\_and\_Assessment\_pre-2008.pdf** (See appendix)
9. **Poli\_Sci\_Mission\_Statement\_--\_final.docx** (See appendix)
10. **PoliticalScienceDept Meeting 9-24-12 minutes.pdf** (See appendix)
11. **PSCI\_496\_Wrap\_Session\_Results\_May\_2009.pdf** (See appendix)
12. **Student\_Learning\_Outcomes\_Legal\_Studies\_Fall\_2010.docx** (See appendix)

## 2011-2012 Assessment Cycle

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 **Action Plan**

 **Status Report**



## 2012-2013 Assessment Cycle

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### 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

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.

▼ **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

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## 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

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.

#### ▼ **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 :**

##### **Substantiating Evidence:**

 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)

## Overall Recommendations

*No text specified*

## Overall Reflection

*No text specified*

## Action Plan

### Actions

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

## Core Skills and Values

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\* 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.

#### ▼ 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:

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

**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

## 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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\* 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

#### ▼ 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

### 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

**Status** for Finalize assessment plan

*No Status Added*

## Status Summary

*No text specified*

## 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.

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

▼ **Measure:** Briefing-rubric  
Direct - Student Artifact

**Details/Description:** PSCI 211

**Target:**

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

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

▼ **Measure:** Practice LSAT  
Direct - Exam

**Details/Description:** PSCI 211

**Target:**

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

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

▼ **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

▼ **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

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

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.

▼ **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

## 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.

▼ **Measure:** Objective Diagnostic Test  
Direct - Exam

**Details/Description:** PSCI 211  
PSCI 419

**Target:**

**Implementation Plan (timeline):** Annually

**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

##### 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

**Findings** for senior project-rubric

*No Findings Added*

## 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

**Findings** for Case briefs-rubric

*No Findings Added*

## 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.

▼ **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.

**Findings for Research papers-rubric**

*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.

▼ **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

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

\_\_\_\_\_

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.

**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*

**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  
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*

**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

▼ **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.

*No Findings Added*

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### Action Plan

### Status Report

## 2014-2015 Assessment Cycle

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 **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.

▼ **Measure:** Practice LSAT PSCI 211  
Direct - Exam

**Details/Description:** Practice LSAT

**Target:** At least 75% of students will score at least a 150 on their practice LSAT

**Implementation Plan (timeline):** Bi-annually (odd numbered years).

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

▼ **Measure:** Research essay-rubric PSCI 319  
Direct - Student Artifact

**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

▼ **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

▼ **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

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.

▼ **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

## 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.

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

**Details/Description:** senior project-rubric

**Target:** 75% of Legal Studies majors will receive a grade of at last B on each of the components of the Senior Project, which is an integral part of PSCI 419.

**Implementation Plan (timeline):** Bi-annually (odd numbered years).

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

## 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.

**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

▼ **Measure:** Objective Diagnostic Test PSCI 419  
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

## 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

▼ **Measure:** Practice LSAT PSCI 211  
Direct - Exam

**Details/Description:** Practice LSAT

**Target:** At least 75% of students will score at least a 150 on their practice LSAT

**Implementation Plan (timeline):** Bi-annually (odd numbered years).

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

##### Findings for Practice LSAT PSCI 211

*No Findings Added*

▼ **Measure:** Research essay-rubric PSCI 319  
Direct - Student Artifact

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

**Findings** for Research essay-rubric PSCI 319

*No Findings Added*

▼ **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

**Findings** for senior project-rubric PSCI 419

*No Findings Added*

### 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

▼ **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

**Findings** for Research papers-rubric PSCI 319

*No Findings Added*

▼ **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

**Findings** for Research papers-rubric PSCI 419

*No Findings Added*

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.

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

**Details/Description:** senior project-rubric

**Target:** 75% of Legal Studies majors will receive a grade of at last B on each of the components of the Senior Project, which is an integral part of PSCI 419.

**Implementation Plan (timeline):** Bi-annually (odd numbered years).

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

#### Findings for senior project-rubric PSCI 419

*No Findings Added*

### 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*

▼ **Measure:** Objective Diagnostic Test PSCI 419  
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.

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.

**Implementation Plan (timeline):** Bi-annually (odd numbered years).

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

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**Findings for Objective Diagnostic Test PSCI 419**

*No Findings Added*

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

 **Action Plan**

 **Status Report**

## 2016-2017 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

##### 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 PSCI 317  
Direct - Student Artifact

**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

▼ **Measure:** Case briefs-rubric PSCI 418  
Direct - Student Artifact

**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

▼ **Measure:** Literature review-rubric PSCI 419  
Direct - Student Artifact

**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

##### 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 PSCI 308  
Direct - Student Artifact

**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

▼ **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

## 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.

▼ **Measure:** Case briefs-rubric PSCI 317  
Direct - Student Artifact

**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*

▼ **Measure:** Case briefs-rubric PSCI 418  
Direct - Student Artifact

**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*

▼ **Measure:** Literature review-rubric PSCI 419  
Direct - Student Artifact

**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.

▼ **Measure:** Oral presentations PSCI 308  
Direct - Student Artifact

**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.

**Implementation Plan (timeline):** Bi-annually (even numbered years).

**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.

**Implementation Plan (timeline):** Bi-annually (even numbered years).

**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*

## Overall Recommendations

*No text specified*

## Overall Reflection

*No text specified*

## 2017-2018 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2018-2019 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2019-2020 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

# Appendix

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- A. **Legal Studies Curriculum Map** (Curriculum Map)
  - B. **Legal Studies Program Assessment\_ 3.2011.pdf** (Adobe Acrobat Document)
  - C. **Legal\_Studies\_Electronic\_Portfolio\_requirements\_pre-2008.pdf** (Adobe Acrobat Document)
  - D. **Legal\_Studies\_Learning\_Outcomes\_and\_Assessment\_pre-2008.pdf** (Adobe Acrobat Document)
  - E. **Poli\_Sci\_Mission\_Statement\_--\_final.docx** (Word Document (Open XML))
  - F. **PoliticalScienceDept Meeting 9-24-12 minutes.pdf** (Adobe Acrobat Document)
  - G. **PSCI\_496\_Wrap\_Session\_Results\_May\_2009.pdf** (Adobe Acrobat Document)
  - H. **Student\_Learning\_Outcomes\_Legal\_Studies\_Fall\_2010.docx** (Word Document (Open XML))
  - I. **Annual\_Student\_Assessment\_Results\_2010.xlsx** (Excel Workbook (Open XML))
  - J. **Assessment\_Plan\_for\_Legal\_Studies\_Major\_Curriculum.docx** (Word Document (Open XML))
  - K. **Communication\_of\_Outcomes\_Statement\_for\_Task\_Stream.docx** (Word Document (Open XML))
  - L. **Curriculum\_Map\_Legal\_Studies.docx** (Word Document (Open XML))
  - M. **Legal Studies Assessment Plan - Sep. 2012** (Adobe Acrobat Document)
  - N. **Department Meeting 8-26-13 Minutes** (Word Document (Open XML))
-

## **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 Sickle

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 Sickle 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 Sickle 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

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Electronic Developmental Portfolio  
Legal Studies Majors/Minors  
FALL 2004

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-ringed 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:

- High School G.P.A
- High School Rank
- SAT or ACT scores
- I.S.U. Midterm Grades
- Estimation of I.S.U. Final Grades
- Felder Learning Style Inventory
- Reflection Paper on the Results of the Felder Learning Style Inventory
- Copy of "Best" Summary, Reaction, and Connection Paper describing a Co-Curricular Experience
- Copy of "Best" Paper from each course
- Copy of Final Paper in the anchor course
- 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:

- Current I.S.U. G.P.A.
- Practice LSAT Scores
- Reflection Paper: Goals, Strengths, and Weaknesses, and Strategies to Overcome Weaknesses and Meet Goals
- Copy of "Best" Brief of a Case
- Copy of "Best" Topic-Based Research Paper
- Copy of Appellate Brief

- Copy of “Work” Paper from PSCI 308 or 317
- Substantive Knowledge Assessment
- 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

3/30/2011

**Department of Political Science: Legal Studies  
Program: Goals, Assessment, and Curriculum Mapping**

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

PSCI 308: Professional Development  
 Developmental Writing Assignment  
 Group Project / Presentation  
 Civic Engagement: Fieldwork or DC Trip

PSCI 317: Developmental Writing Assignment  
 Group Project / Presentation  
 Civic Engagement: Fieldwork or DC Trip

PSCI 319: Deeper Exposure to Substantive  
 Concepts and Issues  
 Critical Analysis of Classic Texts

PSCI 418: Advanced Case Briefing and Analysis  
 Oral Presentation or Debate

PSCI 419: Substantive Knowledge Test (#2)  
 Senior Project (Using ALL Skills)  
 Student LS Program Assessment  
 Self and Peer Assessment  
 Professional Development  
 Alumni Contact Information Collected

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

**9/21/2012**

**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

(308; 319; 419).

Time of Data Collection: Bi-annually.

Person Responsible: Instructors.

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, 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  
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

## **Curriculum Map, Legal Studies Major Curriculum**

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.

## **Assessment Plan for Legal Studies Major Curriculum, 2010-2011**

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.

2004	2005	2006	2007	2008	2009
strongly agree: 14		strongly agree: 15		strongly agree: 7	strongly agree: 3
agree: 10		agree: 9		agree: 9	agree: 2
slightly agree: 2				slightly agree: 3	

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

2004	2005	2006	2007	2008	2009
strongly agree: 17		strongly agree: 16		strongly agree: 8	strongly agree: 3
agree: 7		agree: 8		agree: 9	agree: 1
slightly agree: 2				slightly agree: 1	slightly agree: 1
				disagree: 1	

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

2004	2005	2006	2007	2008	2009
strongly agree: 7		strongly agree: 8		strongly agree: 6	strongly agree: 5
agree: 12		agree: 12		agree: 11	
slightly agree: 7		slightly agree: 4		slightly agree: 2	

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

2004	2005	2006	2007	2008	2009
		strongly agree: 5		strongly agree: 5	strongly agree: 1
		agree: 11		agree: 10	agree: 2
		slightly agree: 7		slightly agree: 2	slightly agree: 1
		slightly disagree: 1		n/a: 2	n/a: 1

Professors sometimes used class to debate important normative topics.

Those debates made me think more deeply about good policy and good government.

2004	2005	2006	2007	2008	2009
strongly agree: 17		strongly agree: 15		strongly agree: 5	strongly agree: 4
agree: 8		agree: 7		agree: 8	slightly agree: 1
slightly agree: 1		slightly agree: 2		slightly agree: 4	
				disagree: 1	

strongly disagree: 1

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

2004	2005	2006	2007	2008	2009
strongly agree: 16 agree: 9 slightly agree: 1		strongly agree: 18 agree: 5 slightly agree: 1		strongly agree: 9 agree: 4 slightly agree: 4 slightly disagree: 1 no response: 1	strongly agree: 5

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

2004	2005	2006	2007	2008	2009
		strongly agree: 18 agree: 5 slightly agree: 1		strongly agree: 6 agree: 7 slightly agree: 2 n/a: 3 no response: 1	strongly agree: 3 agree: 2

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

2004	2005	2006	2007	2008	2009
		strongly agree: 14 agree: 4 slightly agree: 5 disagree: 1		strongly agree: 4 agree: 7 slightly agree: 5 strongly disagree: 2 no response: 1	strongly agree: 4 agree: 1

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

2004	2005	2006	2007	2008	2009
		strongly agree: 14 agree: 6 slightly agree: 4		strongly agree: 7 agree: 7 slightly agree: 4 no response: 1	strongly agree: 4 agree: 1

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

2004	2005	2006	2007	2008	2009
strongly agree: 14		strongly agree: 10		strongly agree: 7	strongly agree: 5

agree: 9  
slightly agree: 3

agree: 10  
slightly agree: 3  
slightly disagree: 1

agree: 7  
slightly agree: 2  
slightly disagree: 1  
strongly disagree: 1  
no response: 1

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

2004

2005

2006

2007

2008

2009

strongly agree: 12  
agree: 8  
slightly agree: 3  
slightly disagree: 1

strongly agree: 10  
agree: 7  
slightly agree: 1  
no response: 1

strongly agree: 4  
agree: 1

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

2004

2005

2006

2007

2008

2009

strongly agree: 13  
agree: 6  
slightly agree: 3  
slightly disagree: 1  
n/a: 1

strongly agree: 7  
agree: 8  
slightly agree: 2  
n/a: 1  
no response: 1

strongly agree: 2  
agree: 1  
slightly agree: 2

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

2004

2005

2006

2007

2008

2009

strongly agree: 11  
agree: 6  
slightly agree: 2  
slightly disagree: 2  
disagree: 1  
n/a: 3

strongly agree: 8  
agree: 6  
slightly agree: 3  
n/a: 1  
no response: 1

strongly agree: 2  
agree: 1  
slightly agree: 2

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

2004

2005

2006

2007

2008

2009

strongly agree: 10  
agree: 2  
slightly agree: 6

strongly agree: 4  
agree: 7  
slightly agree: 3

strongly agree: 1  
slightly agree: 2  
n/a: 2

disagree: 1  
n/a: 5

strongly disagree: 1  
n/a: 3  
no response: 1

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

2004	2005	2006	2007	2008	2009
strongly agree: 10 agree: 12 slightly agree: 4		strongly agree: 11 agree: 10 slightly agree: 3		strongly agree: 7 agree: 5 slightly agree: 1 slightly disagree: 1 strongly disagree: 1 n/a: 3 no response: 1	strongly agree: 4 agree: 1

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

2004	2005	2006	2007	2008	2009
		strongly agree : 11 agree: 8 slightly agree: 1 slightly disagree: 1 n/a: 3		strongly agree: 5 agree: 6 slightly disagree: 1 strongly disagree: 2 n/a: 4 no response: 1	strongly agree: 2 agree: 1 slightly agree: 1 n/a: 1

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

2004	2005	2006	2007	2008	2009
strongly agree: 15 agree: 8 slightly disagree: 2 disagree: 1		strongly agree: 15 agree: 6 slightly agree: 2 disagree: 1		strongly agree: 9 agree: 6 slightly agree: 1 slightly disagree: 1 strongly disagree: 1 no response: 1	strongly agree: 5

I did not experience hostile learning environment caused by other students in my Political Science classes.

2004	2005	2006	2007	2008	2009
strongly agree: 12		strongly agree: 15		strongly agree: 7	strongly agree: 1

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.

2004	2005	2006	2007	2008	2009
strongly agree: 17 Agree: 6 slightly agree: 2 slightly disagree: 1		strongly agree: 15 agree: 9		strongly agree: 3 agree: 13 slightly agree: 2 no response: 1	strongly agree: 2 agree: 3

In which area did you concentrate your study?

2004	2005	2006	2007	2008	2009
general: 5 IR/CP: 4 Public Ad: 0 Amer/Pub Pol: 1 Legal Studies: 16		general: 5 IR/CP: 6 Public Ad: 0 American: Pub Pol: 2 Legal Studies: 11 (one person chose 3)		general: 5 IR/CP: 2 Public Ad: 1 American/Pub Pol: 2 Legal Studies: 8 no response: 1	general: 3 IR/CP: 2

Did you double major?

2004	2005	2006	2007	2008	2009
		yes: 11 no: 13		yes: 6 no: 12 no response: 1	yes: 1 no: 4

Did you enroll in a minor?

2004	2005	2006	2007	2008	2009
		yes: 10 no: 14		yes: 12 no: 6 no response: 1	yes: 3 no: 2

How many years did you study Political Science/Legal Studies at ISU?

2004	2005	2006	2007	2008	2009
1 yr: 1		1 yr: 0		1 yr: 0	1 yr: 0
2 yr: 4		2 yr: 2		2 yr: 3	2 yr: 2
3 yr: 8		3 yr: 14		3 yr: 5	3 yr: 1
4 yr: 9		4 yr: 5		4 yr: 8	4 yr: 1
5 yr: 2		5 yr: 3		5 yr: 2	5 yr: 0
6 yr: 1		more than 5: 0		more than 5: 0	more than 5: 1
				no response: 1	

Did you have an internship while at ISU?

2004	2005	2006	2007	2008	2009
yes: 6		yes: 6		yes: 2	yes: 0
no: 20		no: 18		no: 16	no: 5

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

2004	2005	2006	2007	2008	2009
		yes: 0		yes: 2	yes: 1
		no: 24		no: 16	no: 4

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

2004	2005	2006	2007	2008	2009
yes: 4		yes: 4		yes: 5	yes: 4
no: 21		no: 20		no: 13	no: 1
no response: 1				no response: 1	

Did you participate in faculty directed research while at ISU?

2004	2005	2006	2007	2008	2009
yes: 6		yes: 4		yes: 2	yes: 0
no: 19		no: 20		no: 16	no: 5
no response: 1				no response: 1	

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

2004	2005	2006	2007	2008	2009
yes: 3		yes: 2		yes: 1	yes: 0
no: 22		no: 22		no: 17	no: 5

no response: 1

no response: 1

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

2004	2005	2006	2007	2008	2009
yes: 6		yes: 5		yes: 5	yes: 1
no: 19		no: 19		no: 13	no: 4
no response: 1				no response: 1	

What will be your GPA at graduation?

2004
3.5 -4.0: 8
3.0 -3.49: 6
2.5-2.99: 9
2.00-2.49: 2
less than 2.0: 0
no response: 1

What is your current cumulative GPA?

2006	2007
3.5-4.0: 6	
3.0-3.49: 10	
2.5-2.99: 6	
2.00-2.49: 1	
less than 2.0: 0	
no response: 1	

2008	2009
3.5-4.0: 3	3.5-4.0: 2
3.0-3.49: 7	3.0-3.49: 0
2.5-2.99: 5	2.5-2.99: 2
2.00-2.49: 3	2.0-2.49: 0
less than 2.0: 0	Less than 2.0: 1
no response: 1	

What is your GPA in Political Science?

2004	2005	2006	2007	2008	2009
		3.5-4.0: 9		3.5-4.0: 4	3.5-4.0: 2
		3.00-3.49: 9		3.00-3.49: 8	3.0-3.49: 1
		2.50-2.99: 5		2.50-2.99: 3	2.5-2.99: 1
		2.00-2.49: 0		2.00-2.49: 3	2.0-2.49: 0
		less than 2.0: 0		less than 2.0: 0	Less than 2.0: 0
		no response: 1		no response: 1	

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

			2009
high degree of effort: 12	high degree of effort: 7	high degree of effort: 6	high degree of effort: 0
above average: 11	above average: 11	above average: 8	above average: 1
average: 3	average: 5	average: 3	average: 3
below average: 0	below average: 0	below average: 1	below average: 1
no effort: 0	no effort: 0	no effort: 0	no effort: 0
		no response: 1	

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
30-39 hrs: 7		30-39 hrs: 5		30-39 hrs: 6	30-29 hrs: 1
40+ hrs: 0		40+ hrs: 2		40+ hrs: 2	40+hrs: 1
40 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: 2
				n/a: 2

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?

2004	2005	2006	2008	2009
		yes: 7 applying, but not yet hired: 4 no, I'm a junior: 6 n/a: 7	yes: 2 applying, but not yet hired: 5 no, I'm a junior, 3 n/a: 8	yes: 0 applying, but not yet hi no, I'm a junior: 0 n/a: 3

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 positive professors
- \*more hands on learning
- \*wider variety of classes
- \*job shadowing opportunities
- \*more preparation 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

2010  
strongly agree: 11

agree: 8  
slightly agree: 1  
disagree: 2

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

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

2010  
yes: 7  
no: 15

2010  
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

ret: 0

2010

yes: 4

red: 2     applying, not yet hired: 5

no, I'm a junior: 4

n/a: 8

no response: 1