

Legal Studies
School of Business and Liberal Arts
2017 Assessment Report



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What was assessed? Student learning outcomes list:

- PSLO 1: Communication (Written or Oral)*
- PSLO 2: Critical Thinking*



How was the assessment accomplished?

Communication Skills

LEST 449: Advanced Legal Writing: Spring 2017

- Students will complete a comprehensive portfolio project for final exam encompassing all 5 SLO's for course.
- Written Communication AACU Rubric will be used to assess ISLO.
- Target: 80% of the class will exceed expectations with a score between 80-100 points.
15% of the class will meet expectations with a score between 79-60 points.
5% of class will not meet expectations.



LEST 388: Environmental Law: Spring 2017

- Students will complete an analysis paper for final exam encompassing all 5 SLO's for course.
- Written Communication AACU Rubric will be used to assess ISLO.
- 80% of the class will exceed expectations with a score between 80-100 points.
15% of the class will meet expectations with a score between 79-60 points.
5% of class will not meet expectations.



LEST 330: Legal Writing: Fall 2017

- ISLO: AACU value rubric will be used to score Chapter 15 writing assignment
- ISLO: Students will score between 10-15 points on the AACU Written Communication Rubric.



Critical Thinking

LEST 340: Constitutional Law: Spring 2017

- Using the AACU VALUE Rubric for Critical Thinking, students will be assessed on their ability to write a research paper analyzing the Supreme Court's treatment of an issue relating to substantive due process and fundamental rights.
- 70% of students will score 10 or higher on the AACU VALUE Rubric for Critical Thinking



LEST 320: Negligence & Intentional Torts: Spring 2017

- Students will submit a written assignment analyzing defenses available to police officers and other civil servants accused of tortious conduct in the course of their duties as government employees.
- 70% of students will score at least 14 out of 20 points on the AACU VALUE Rubric for Critical Thinking



LEST 340: Constitutional Law: Fall 2017

- Using the AACU VALUE Rubric for Critical Thinking, students will be assessed on their ability to analyze the Supreme Court's decision in the case of *Gonzales v. Raich*, 545 U.S. 1 (2005).
- 70% of students will score 10 or higher on the AACU VALUE Rubric for Critical Thinking.



LEST 360: Family Law: Fall 2017

- Using the AACU VALUE Rubric for Critical Thinking, students will be assessed on their ability to read and analyze the United States Supreme Court case of *Obergefell v. Hodges*.
- 70% of the students will achieve a score of 10 or higher on the rubric



Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)

Subject	Course	<u>Sections</u>		Outcome	Semester
		<u>Participating</u>	Total Sections		
LEST	449	1	1	Exceeded	Spring
LEST	388	1	1	Exceeded	Spring
LEST	330	1	1	Exceeded	Fall

Overall Findings for Communication

Total Sections Selected for Assessment 3

Total Sections Assessed 3

% Sections Meeting or Exceeding Target (of those assessed)

100%

Assessment Results - AACU VALUE Rubric for Critical Thinking

Subject	Course	Sections Participating	<u>Total</u> Sections	Outcome	Semester
LEST	340	1	1	Met	Spring
LEST	320	1	1	Exceeded	Spring
LEST	340	1	1	Not Met	Fall
LEST	360	1	1	Not Met	Fall

Overall Findings for Critical Thinking

Total Sections Selected for Assessment

4

Total Sections Assessed

4

% Sections Meeting or Exceeding Target (of those assessed)

50%

Assessment results: What have the data told us?

- Fall semester students didn't perform as well as Spring students in same class.
- Greater number of assignments leads to increase in student performance.
- Notable difference in writing skills between face-to-face and online students. Online students seem to be far superior writers.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Continue the use of directed writing style templates and feedback to students.
- Continue using Pearson MyLab and Mastering for instruction. Content and student tools is successful in assisting students in learning.



- Dedicate more time to explaining critical thinking and analysis (easier to do in face-to-face class). Panopto?
- Create more assignments to use as building blocks earlier in the semester in order to provide students with additional practice developing and implementing critical thinking skills.
- Consolidate the AACU Rubric with the grading rubric and make the expectations clear to students.



What resources were used or have been requested to close the loop?

- Supplemental publisher materials: e.g. Pearson MyLab and Mastering
- Kirk!



What changes would you make to the Assessment Process?

