

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

**Degree and
Program Name:**

Pre-Law Minor

Submitted By:

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Students will demonstrate an understanding of the structure and operation of the American legal system.	1. Faculty members teaching History 3600, one of the three required courses in the pre-law minor curriculum, will be asked to require pre-law minors to submit electronically to the Pre-Law Minor Advisory Committee Chair an appropriate piece of writing and the prompt (the writing assignment). The History professor who sits on the Pre-Law Minor Advisory Committee will determine what writing assignment best links to this learning objective and will work with other History professors teaching HIS 3600 to implement this request. The Pre-Law Minor Advisory Committee Chair will evaluate the writing sample using a PTA rubric designed to assess this learning objective. The PTA rubric asks a series of questions concerning how well the paper reflects the student's	1. A score of 3 on each of part of the PTA. A score of 3 will indicate that student learning was "satisfactory."	1. Will be implemented during AY 2005-2006.	The results will be shared with the Pre Law Minor Advisory Committee. The Committee will consider these results when making curriculum changes during the next year.

	<p>ability to understand the structure and operation of the American legal system. The Pre-Law Minor Advisory Committee Chair will rank the students on a scale from 1 to 5, with 1 being poor and 5 being excellent.</p> <p>2. 2004 alumni who had obtained a pre-law minor at EIU were mailed a survey about the minor. For this learning objective, alumni were asked to rank on a scale from 1 to 5, with 1 being “strongly agree” and 5 being “strongly disagree” his or her response to the statement “The Pre-Law Minor assisted me in understanding the structure and operation of the American legal system.”</p>	<p>2. Alumni should at least “agree” (rank of 2) with the statement.</p>	<p>2. 33% of alumni responded with a 2 or higher (not all surveys have been returned to date.)</p>	
<p>2. Students will demonstrate the ability to understand and analyze legal cases.</p>	<p>1. The same review process described in learning objective #1 (above) will be used here. The Pre-Law Minor Advisory Committee Chair will use a PTA rubric asking a series of questions concerning how well the paper reflects the student’s ability to understand and analyze legal cases.</p> <p>2. The same alumni survey described in learning objective #1 (above) was used here. For this learning objective, alumni were asked to rank on a scale from 1 to 5 his or her response to the statement “The Pre-Law Minor assisted me in developing the ability to understand and analyze legal cases.”</p>	<p>1. Same as above.</p> <p>2. Same as above.</p>	<p>1. Same as above.</p> <p>2. 33% of alumni responded with a 2 or higher (not all surveys have been returned to date.)</p>	<p>Same as above.</p>

<p>3. Students will demonstrate the ability to communicate effectively orally.</p>	<p>1. Faculty members teaching English 4760, one of the three required courses in the pre-law minor curriculum, will be asked to evaluate pre-law minors in their execution of an appropriate oral communication assignment. The English professor who sits on the Pre-Law Minor Advisory Committee will determine what oral assignment best links to this learning objective and will work with other English professors teaching ENG 4760 to implement this request. A PTA rubric designed to assess this learning objective has been developed by the English department. Results will be forwarded to the Pre-Law Minor Advisory Committee Chair .</p> <p>2. The same alumni survey described in learning objective #1 (above) was used here. For this learning objective, alumni were asked to rank on a scale from 1 to 5 his or her response to the statement “The Pre-Law Minor assisted me in developing the ability to communicate effectively orally.”</p>	<p>1. Same as above, depending on structure of the rubric.</p> <p>2. Same as above.</p>	<p>1. Same as above.</p> <p>2. 0% of alumni responded with a 2 or higher (not all surveys have been returned to date.)</p>	<p>Same as above.</p>
<p>4. Students will demonstrate the ability to communicate effectively in writing.</p>	<p>1. The same review process described in learning objective #1 (above) will be used here. The Pre-Law Minor Advisory Committee Chair will use a PTA rubric asking a series of questions concerning how well the paper reflects the student’s ability to communicate effectively in writing.</p>	<p>1. Same as described in learning objective #1 (above).</p>		<p>Same as above.</p>

	<p>2. The same alumni survey described in learning objective #1 (above) was used here. For this learning objective, alumni were asked to rank on a scale from 1 to 5 his or her response to the statement “The Pre-Law Minor assisted me in developing the ability to communicate effectively in writing.”</p>	<p>2. Same as above.</p>	<p>2. 33% of alumni responded with a 2 or higher (not all surveys have been returned to date.)</p>	
<p>5. Students will demonstrate the ability to identify, analyze, and synthesize relevant information.</p>	<p>1. The same review process described in learning objective #1 (above) will be used here. The Pre-Law Minor Advisory Committee Chair will use a PTA rubric asking a series of questions concerning how well the paper reflects the student’s ability to identify, analyze, and synthesize relevant information.</p> <p>2. The same alumni survey described in learning objective #1 (above) was used here. For this learning objective, alumni were asked to rank on a scale from 1 to 5 his or her response to the statement “The Pre-Law Minor assisted me in developing the ability to identify, analyze, and synthesize relevant information.”</p>	<p>1. Same as above.</p> <p>2. Same as above.</p>	<p>1. Same as above.</p> <p>2. 100% of alumni responded with a 2 or higher (not all surveys have been returned to date.)</p>	<p>Same as above.</p>
<p>6. Students will demonstrate the ability to think critically.</p>	<p>1. The same review process described in learning objective #1 (above) will be used here. The Pre-Law Minor Advisory Committee Chair will use a PTA rubric asking a series of questions concerning how well the paper reflects the student’s ability to think critically.</p> <p>2. The same alumni survey described in learning objective #1 (above) was used here. For this learning objective, alumni were asked to rank on a scale from 1 to 5 his or her</p>	<p>1. Same as above.</p> <p>2. Same as above.</p>	<p>1. Same as above.</p> <p>2. 33% of alumni responded with a 2 or higher (not all surveys have been returned to date.)</p>	<p>1. Same as above.</p> <p>2. Same as above.</p>

	<p>response to the statement “The Pre-Law Minor assisted me in developing the ability to think critically.”</p> <p>3. Student scores on the Law School Admission Test (LSAT), the standardized test required for admission to law school. The Law School Admission Council makes these scores available annually to the Pre-Law Advisor in the form of a summary report.</p>	<p>3. Students should score at least at the national median (151).</p>	<p>3. For the 2003-2004 academic year, EIU student mean score was 147.2, which is about the 35th percentile. Score information is not broken down by minor, however, and EIU does not require pre-law minors to take the LSAT.</p>	<p>3. Results are shared and discussed by the Pre-Law Advisor with the Pre-Law Minor Advisory Committee. Results are also shared and discussed by the Pre-Law Advisor with the Pre-Law Society, a student-run organization which implements LSAT review courses and study groups.</p>
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PART TWO

Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

In view of the CASA Director’s comments on last year’s report, PTA rubrics have been developed with the help of faculty from English, History and Philosophy as well as Political Science. Also, an indirect measure of assessment has been implemented by way of the alumni survey.

Because significant changes in the Pre-Law Minor Curriculum have been made effective for the 2005-2006 catalogue (these changes were approved by the CAA on 11/11/04), it is the view of the Pre-Law Minor Advisory Committee that full-scale assessment of the minor should not be implemented until the 2005-2006 academic year. The Committee’s view is that it made little sense to implement PTA of research papers submitted in course work under the old curriculum. The Committee is interested in assessing student learning under the new curriculum.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Though significant changes (improvements) in the Pre-Law Minor Curriculum were made during AY 2004-2005, these changes were the result of Pre-Law Minor Advisory Committee course syllabus review and discussions as opposed to direct implementation of the assessment process. However, Committee clarification of the student learning goals of the minor was fruitful in identifying areas for curricular change, i.e., identifying different courses that should be required in the minor, identifying new courses for inclusion as electives in the minor, and deletion of courses that served no identifiable learning goal. Once all (or most) alumni surveys are returned, additional areas for improving the pre-law program should be identified.