***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

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** **15, 2017**. Worksheets should be sent electronically to kjsanders@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.

Minor in Pre-Law Studies (Interdisciplinary)

**Degree and**

**Program Name:**

# Submitted By:

**Karen Swenson**

**Please use size 10 font or larger.**

**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. | The instructor of relevant courses in the Political Science Department that are options for the “case-oriented courses”\* required for the Pre-Law Minor reports the score on the objective portion of the Midterm Examination, which is designed to test students’ knowledge of the structure and operation of the American legal system.\*Spring 2017: PLS 3543; Fall 2016: PLS 3523. (The Pre-Law Minors taking this course are mostly juniors and seniors. N=10) | A score of at least 80% will indicate that student learning was satisfactory, in that the student exhibited “competence.” Goals for the percentage of students who meet expectations (50%); those who significantly exceed expectations by getting a 90% or better (25%); and those who do not meet expectations (25%). | The average of all scores was 84.6%.50% (5) not only met but significantly exceeded expectations; 50% (5) did not meet expectations.  | The instructor of the courses in which the traits listed at left are taught is aware of the results; if the instructor chooses to do so, the courses will be revised as necessary to insure that all students have the opportunity to demonstrate required skills. In addition, the results are shared with the Pre-Law Minor Advisory Committee. |
| 2. Students will demonstrate the ability to understand and analyze legal conflicts. | The instructor of relevant courses in the Political Science Department that are options for the “case-oriented courses”\* required for the Pre-Law Minor completes a Primary Trait Analysis rubric of the essay portion of the Final Examination, which is designed to test students’ ability to understand and analyze legal conflicts. \*Spring 2017: PLS 3543; Fall 2016: PLS 3523. (The Pre-Law Minors taking these courses are mostly juniors and seniors. N=10) | A score of 3 on each of the five parts of the PTA: provide factual information relevant to the conflict; identify and discuss the key legal issue involved in the conflict; discuss the arguments raised by each side in the conflict; explain how the conflict was resolved; and explain the broader impact of the conflict. Goals for the percentage of students who meet expectations (50%); those who exceed expectations (25%); and those who do not meet expectations (25%). | The average score was 3.8. 70% (7) met or exceeded expectations;30% (3) did not meet expectations. | Same as above. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3. Students will demonstrate the ability to communicate effectively in writing. | The instructor of relevant courses in the Political Science Department that are options for the “case-oriented courses”\* required for the Pre-Law Minor completes a Primary Trait Analysis rubric of the Research Paper. \* Spring 2017: PLS 3543 and PLS 4853; Fall 2016: PLS 3523. (The Pre-Law Minors taking these courses are mostly juniors and seniors. N=17) | A score of 3 on each of the five parts of the PTA: establish and maintain a clear focus; organize her writing; develop her writing sample; display a sophisticated writing style; and exhibit error-free mechanics. Goals for the percentage of students who meet expectations (50%); those who exceed expectations (25%); and those who do not meet expectations (25%). | The average score was 4.1. 100% (17) met or exceeded expectations. No students failed to meet expectations. | Same as above.  |
| 4. Students will demonstrate the ability to identify, analyze, and synthesize relevant information. | Same as above.  | A score of 3 on each of the four parts of the PTA: conduct research for her writing sample; support her findings and conclusions; exhibit knowledge of the subject area; and demonstrate critical thinking skills. Goals for the percentage of students who meet expectations (50%); those who exceed expectations (25%); and those who do not meet expectations (25%). | The average score was 4.3.Again, all students met expectations. | Same as above. |
| 5. Students will demonstrate the ability to communicate effectively orally. | The instructor of relevant courses in the Political Science Department that are options for the “case-oriented courses”\* required for the Pre-Law Minor completes a Primary Trait Analysis rubric evaluating several aspects of how well students communicate orally during an Oral Presentation. The rubric also offers an overall holistic score of each student’s oral communication skills. The instructor ranked student oral performances on a scale from 1 to 4, with 1 being not competent and 4 being highly competent.\* Spring 2017: PLS 3543 and PLS 4853; Fall 2016: PLS 3523 (The Pre-Law Minors taking these courses are mostly juniors and seniors. N=) | We anticipate that 80% of students will achieve a score of 3 on the holistic score component of the PTA. A score of 3 will indicate that student learning was satisfactory, in that the student exhibited “competence.” | The average score was 3.7. 100% (17) rubrics scored the students at a 3 or 4. | Same as above. |
| 6. Students will demonstrate the ability to function as responsible citizens.  | The instructor of relevant courses in the Political Science Department that are options for the “case-oriented courses” required for the Pre-Law Minor will administer a Pre-Law Citizenship Survey. The Pre-Law Coordinator will collect and analyze the results. Ratings will be based on a modified 4-point Likert scale, from 1 (Strongly Agree) to 4 (Strongly Disagree) with no NA (not applicable) response category.  | The expectation is that the average rating for each question relevant to learning objective #6 will be less than or equal to 2.0. |  |  |

**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.

The Pre-Law Minor Advisory Committee adopted the position that “responsible citizenship” is an appropriate learning objective for the Pre-Law minor, and began the development of an assessment rubric (a Pre-Law Citizenship Survey, with questions adapted from the EIU Global Citizenship survey). Lawyers have professional obligations to uphold ethical standards and to serve their communities, thus learning these values should be part of a pre-law program. While the goal was to initiate assessment during AY 16-17, this did not happen due to an oversight by the Pre-Law Coordinator. The plan is for this learning objective to be assessed during Fall 2017 in PLS 2503 and PLS 3523, and during Spring 2018 in PLS 3543. (These courses are included as options in the “case-oriented courses” in the Pre-Law Minor curriculum.)

Overall: During this academic year, we continued to employ our assessment rubric as a tool for direct measurement of our learning objectives. We have found that this tool continues to be useful in assessing the key learning measures adopted by the Pre-Law Minor Advisory Committee. We intend to continue its use. As the data above indicates, our students met or exceeded our expectations for all learning objectives. The percentage of students that did not meet our expectations for learning objectives one and two was a bit higher than anticipated. It must be noted that the Pre-Law Minor attracts some students that do not have the ability or motivation to in fact attend law school.

**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?

The Pre-Law Minor Advisory Committee will consider whether to adopt “quantitative reasoning” as a learning goal for the minor. We will continue our efforts to improve the quality of the Pre-Law Program.