SAMPLE PLAN: Degree Program Assessment Plan

College/School: Arts & Sciences   **Department/Unit:** Legal Studies Department
Degree Program: Legal Studies   **Faculty Director / Program Coordinator:** Ally McBeal
Degree Level: Bachelor of Arts   **Primary Contact Information:** ally.mcbeal@umsl.edu

SECTION I: ASSESSMENT PLAN

General Overview

1. **Development of Program Learning Outcome (PLOs)**: Describe how faculty, students, and other stakeholders are involved in the routine review of Program Learning Outcomes (PLOs) as well as how PLOs are communicated to external stakeholders (prospective students, community partners).

   First, the PLOs were revised with input from the department faculty as part of the Curriculum Alignment Process (CAP) Phase 1. Second, the program meets annually with an employer advisory board to review PLOs and discuss other pertinent information. Third, program learning outcomes are 1) included in the course outlines (syllabi) for all required courses taught within the department, 2) available on the departmental website, and 3) included on academic maps circulated to prospective students at recruiting events and current students during advising. Finally, as part of the senior capstone course, students are asked to provide feedback on the clarity of the PLOs, to discuss what experiences in the program best supported their work towards the PLOs, and if they have any recommendations about the PLOs.

2. **Development of Assessment Plan:** Describe how faculty, students, and other stakeholders are involved in making the decisions on the assessment plan presented below? Provide a brief description of how student voice is included or reflected. How were students involved in the creation of the assessment plan?

   The Assessment Plan was built collaboratively within our department as part of Phase 4 of CAP. All faculty were involved in building the curriculum map and identifying where assessment of the program learning outcomes would occur.

   As noted above, during their senior capstone course, students are asked to provide feedback on the clarity of the PLOs, discuss what experiences supported their work toward those PLOs, and provide recommendations. Further, during the initial plan development, the department's student advisory council was consulted about the structure of the assessment plan. An undergraduate student representative from the advisory council was also invited to play a more active role in the development of the plan during faculty meetings.

3. **Oversight of Assessment Plan:** Who is responsible for overseeing the implementation of the assessment plan? Identify the team or individual who will coordinate the implementation of the plan on an annual basis.

   The undergraduate curriculum committee will oversee the implementation of the plan. The chair of the curriculum committee will provide assessment updates to all program personnel, keep track of the assessment timeline, and remind the faculty of requirements. The committee will compile and perform an initial analysis of student learning assessment data.

4. **Preparing the Report:** What is the plan for the production of an annual summary report? The annual summary report includes the materials that form the basis of discussion among the faculty, staff, students and other stakeholders.

   An annual assessment report is submitted by the chair of the curriculum committee and presented as part of the annual assessment meeting. This report consists of a statement by the staff and faculty who work most closely with student majors to provide a state of the program for other faculty. Its contents are intended to be a qualitative measure of student performance based upon an aggregate, though often anecdotal, experience of student concerns and successes.

5. **Reviewing Assessment Results & Closing the Loop:** What is the plan for the review of the assessment plan, the process by which the data is collected, and the data? What opportunities are there to include student feedback and reflection as the results are analyzed? Explain the general process by which recommendations will be reviewed & implemented.

   The assessment plan and associated data will serve as the main purpose for the annual meeting on assessment, during which the faculty and staff devote time to a review of that year's data and evidence. Program level data will be disaggregated and compared to the overall student averages. This will allow us to examine any potential inequities in the program or the assessment process. In addition, to help give us a more holistic picture, we will also look at indirect measures such as FERPA-compliant course-related data (e.g., course evaluations, grade distributions), exit surveys, and assessment reports are distributed in advance of the assessment meeting. Faculty members suggest changes or modifications to the assessment plan and offer possible interpretations of the evidence. The undergraduate curriculum committee, in consultation with the staff and faculty, will collect any significant changes proposed and determine their feasibility and benefits to the degree program assessment plan. Graduating seniors will be asked about what experiences and opportunities within the program best supported their achievement of the PLOs as part of the senior capstone course.

   Any actionable items will be discussed at faculty meetings in late fall and early spring semesters. If necessary, proposals for any change in the assessment plan will be developed and will go through the appropriate governance steps. If approved, changes to the assessment plan will be submitted to the Dean of Arts & Sciences.

   Any actionable items resulting from the assessment report will be summarized and specified in the annual report and discussed/voted on within the department. If approved at the departmental level, any curricular/programmatic/co-curricular changes will be entered into CourseLeaf workflow for approval from the UMSL Senate and to be implemented the following academic year, or, if necessary, the following year. The program will monitor new implementations annually and incorporate findings in the next summary report.

6. **Equitable Experience:** Briefly describe how the degree program structure and delivery processes promote equitable and inclusive instructional and assessment practices. How do you define equitable experience in your program? How does the student's movement through the courses help build and support their learning? How do you monitor your progress in this area?

   Since our program includes both students on a traditional pathway (entering as freshman) and also a large percentage of transfer students with varying experiences prior to admission, we have developed multiple pathways through the program to ensure all students have the support and opportunities needed to achieve our PLOs.

   We value and celebrate the different backgrounds and lived experiences our students bring to the program as this enriches the engagement and learning experience for all. Our curriculum committee consults with our advisors annually to understand any additional struggles students might be experiencing and consider if alternative structure, or flexibility, needs to be built in to accommodate challenging bottleneck areas or

Overview of Program-Level Program learning outcomes (PLO) Assessment Plan

List each program PLO in the table below providing an overview of assessment measure and timetable. Each PLO must at least have one direct measure. Please add a row if you have more than five program outcomes. Add any additional assessment questions your department wishes. Additional questions do not require a direct measure.

Program learning outcomes	Direct / Indirect Measure (Check all that apply for each PLO)	Frequency of Assessment Activity of PLO (Check one for each PLO)	Data Collection Date Range*	Data Analysis & Reporting Schedule
PLO 1: *Describe the social, political, economic, and cultural determinants of law.*	X Direct Measure (2) X Indirect Measure (1)	• Once/semester X Once/year (each spring) • Once/two years • Once/three years • Other – describe below:	AY 2019-2024	Annual Review Meeting July 2024
PLO 2: *Apply legal reasoning and analysis in common law, civil law, and other legal systems.*	X Direct Measure (2) X Indirect Measure (1)	• Once/semester X Once/year (each fall) • Once/two years • Once/three years • Other – describe below	AY 2020-2025	Annual Review Meeting July 2025
PLO 3: *Analyze the cross-cultural and international valences of law in distinctive social orders.*	X Direct Measure (3) X Indirect Measure (1)	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below	AY 2021-2026	Annual Review Meeting July 2026
PLO 4: *Explain the functioning of legal institutions and how those institutions differ from other societal institutions.*	X Direct Measure (1) X Indirect Measure (2)	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below	AY 2022-2027	Annual Review Meeting July 2027
PLO 5: *Navigate, access, and summarize publicly available legal resources (laws, regulations, court cases and secondary scholarly literature on legal topics).*	X Direct Measure (3) • Indirect Measure	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below	AY 2023-2028	Annual Review Meeting July 2028
Additional Student Success Assessment Question (as drafted by the department or committee) *What effect did the recent change in program course requirements have on student achievement for PLO 4?*	• Direct Measure X Indirect Measure	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below	AY 2024-2029	Annual Review Meeting July 2029

*To maintain confidentiality, programs with low enrollments can aggregate data across multiple cycles.

External Accreditor

Do you have an external accrediting body? Yes • No X

Do PLOs reflect professional standards as dictated by an accreditation or other external body? Yes • No X

Prior Learning Credit Considerations

How does your degree program determine Prior Learning Assessment (PLA) credit? PLA may be earned if a student has previous knowledge or proficiency in an area of study and arranges to complete a departmentally administered formal assessment. The department provides an assessment that measures the same level of proficiency as required to earn credit for enrollment in the course. This is the final exam for the course. Before taking a departmental assessment, students must register in the Registration and Records office and obtain a Credit by Departmental Assessment form.

Is PLA credit ever awarded for any of the courses assessed in this plan? If yes, how to you assure PLA credit is equivalent to the course goals and program outcomes? N/A because we do not award PLA in any of the courses assessed in this plan.

Program Coherence and Workforce Development
Briefly describe how the program-level outcomes of the education program relate to the underlying structure of the curriculum and the rationale for requirements for majors, minors, and graduates. Include brief language about how the degree program prepared students for professional, personal and/or career goals.

> A Bachelor's degree in Legal Studies is an interdisciplinary, liberal arts major that provides students with a comprehensive knowledge of legal matters. The degree program prepares students for a variety of career paths in the legal field, including law enforcement, legal professions, and post-graduate legal studies. Having a legal studies degree can also be helpful for many careers beyond the legal field. It provides students with a strong foundation in critical thinking, research, and writing skills, which are valuable in many industries.
>
> Coursework builds the necessary skill set to be successful in a student's chosen field. As students build their skills, they have several authentic opportunities to practice and get feedback including internships and frequent use of case studies. Students demonstrate their learning in a final capstone course by completing a real-world project relevant to their chosen field. Students compile their coursework into an ePortfolio, including this final project, providing them a platform to demonstrate their skills and abilities for potential employers.

Program learning outcome Assessment Plan – Detail
This sample plan only includes examples showing the collection of evidence for PLO 1 and 2, though a full assessment plan will need to include these details for all PLOs and additional questions contributed by the department.

Complete a table for each PLO assessment measure. If a PLO is assessed by more than one measure, duplicate the table as needed to accommodate the number of measures. Link to or attach copies of any rubrics used to assess direct measures.

PLO 1: *Describe the social, political, economic, and cultural determinants of law.*	
1. Title of measure: *Final exam essay question in LS 261*	
2. Describe how the measure aligns to the PLO: *This essay question asks students to analyze the landmark Supreme Court case of Dred Scott v. Sandford (1857) which requires students to consider how political, economic, social and cultural changes of the 19th century affected legal and constitutional arguments.*	
3. Type	X Direct Measure • Indirect Measure

4. Domain (if Direct measure)	X Examination • Product • Performance	
5. Point in program assessment is measured	When? • In first year of program X In second year of program • In third year of program • In final year of program	Where does the assessment occur? Legal Studies (LS) 261, final exam essay question
6. Population measured	X All students • Sample of students (Describe below)	
7. Frequency of data collection	• Once/semester X Once/year (each spring) • Once/two years • Once/three years • Other – describe below	
8. What is the proficiency threshold and how do you determine if students meet that threshold?	Describe: *To be considered proficient in this PLO, the expectation is that individual students will score an 80% on this exam question or higher.*	
9. Program proficiency target	Describe: *This is an essential outcome, and the expectation is that 70% of all students will meet or exceed the threshold noted above.*	
10. Who is responsible for implementing this assessment?	Describe: *The instructors assigned to teach Legal Studies (LS) 261 each spring semester will ensure the question is asked on the final exam and will record the question score for that particular essay question and send the de-identified set of individual student scores on that question to the undergraduate curriculum committee at the end of the spring semester.*	
11. Who is responsible for analyzing the results?	Describe: *The undergraduate curriculum committee analyzes this data in conjunction with other measures for PLO 1 to determine whether the expectations are Met, Partially Met, Not Met, or Unknown.*	

PLO 1: *Describe the social, political, economic, and cultural determinants of law.*		
1. Title of measure: *Mid-term exam essay question in LS 430*		
2. Describe how the measure aligns to the PLO: *This essay question asks students to write about how both the industrial revolution and romantic ideas about nature led by about 1900 to the rise of the Conservation Movement and new laws regulating access to and use of natural resources.*		
3. Type	X Direct Measure • Indirect Measure	
4. Domain (if Direct measure)	X Examination • Product • Performance	
5. Point in program assessment is measured	When? • In first year of program • In second year of program • In third year of program X In final year of program	Where does the assessment occur? Legal Studies (LS) 430, mid-term exam essay question
6. Population measured	X All students • Sample of students (Describe below)	
7. Frequency of data collection	• Once/semester X Once/year (each spring) • Once/two years	

	• Once/three years • Other – describe below
8. Proficiency threshold	Describe: *To be considered proficient in this PLO, the expectation is that individual students will score at the "Meets Expectations" level or higher for each criterion on the final essay rubric for this question.*
9. Program proficiency target	Describe: *This is an essential outcome, and the expectation is that 90% of all students will met or exceed the threshold noted above.*
10. Who is responsible for implementing this assessment?	Describe: *The instructors assigned to teach Legal Studies (LS) 430 will ensure the question is asked on the mid-term exam, use the provided rubric for the essay question, and send the de-identified set of individual student grades to the undergraduate curriculum committee at the end of the spring semester.*
11. Who is responsible for analyzing the results?	Describe: *The undergraduate curriculum committee analyzes this data in conjunction with other measures for PLO 1 to determine whether the expectations are Met, Partially Met, Not Met, or Unknown.*

PLO 1: *Describe the social, political, economic, and cultural determinants of law.*		
1. Title of measure: *Exit Interview*		
2. Describe how the measure aligns to the PLO: *Exit survey given annually to graduating senior majors asking how much the Legal Studies courses taken contributed to growth in this area*		
3. Type	• Direct Measure X Indirect Measure	
4. Domain (if Direct measure)	• Examination • Product • Performance X N/A (indirect measure)	
5. Point in program assessment is measured	When? • In first year of program • In second year of program • In third year of program X In final year of program	Where does the assessment occur? *In the exit interview administered in each student's final semester prior to graduation.*
6. Population measured	X All students • Sample of students (Describe below)	
7. Frequency of data collection	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below	
8. Proficiency threshold	Describe: *To be considered proficient in this PLO, the student will self-report that they feel comfortable or proficient in this skill during the exit interview.*	
9. Program proficiency target	Describe: *This is an essential outcome, and the expectation is that 90% of all students will met or exceed the threshold noted above.*	
10. Who is responsible for implementing this assessment?	Describe: *The faculty responsible for conducting exit interviews will ask students to self-report their abilities related to this skill.*	

11. Who is responsible for analyzing the results?	Describe: *The undergraduate curriculum committee analyzes this data in conjunction with other measures for PLO 1 to determine whether the expectations are Met, Partially Met, Not Met, or Unknown.*

PLO 2: *Apply legal reasoning and analysis in common law, civil law, and other legal systems.*

1. Title of measure: *Final research paper in LS 261*

2. Describe how the measure aligns to the PLO: *The faculty member teaching this course will assign a research paper which asks students to analyze the legal claims in the US Declaration of Independence. To do so, students must show understanding of the background of these claims in the Anglo-American common law tradition.*

3. Type	X Direct Measure • Indirect Measure	
4. Domain (if Direct measure)	• Examination X Product • Performance	
5. Point in program assessment is measured	When? • In first year of program X In second year of program • In third year of program • In final year of program	Where does the assessment occur? *In LS 261*
6. Population measured	• All students X Sample of students (Describe below) *We will collect student essays from 20% of the students enrolled in all sections of LS 261 with no fewer than 10 students in the sample size. We will use stratified sampling method where students are sorted into homogenous groups and then a random sample is selected from each group. Note: this could be based on gender, race/ethnicity, first-generation status, or other grouping mechanism as chosen by the department. Other sampling methods could be simple random sampling, systemic sampling, or cluster sampling.*	
7. Frequency of data collection	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below	
8. Proficiency threshold	Describe: *To be considered proficient in this PLO, the expectation is that individual students will score at the "3" level or higher for each criterion on the final essay rubric.*	
9. Program proficiency target	Describe: *The expectation is that 70% of all students who take the exam will meet or exceed the threshold proficiency noted above.*	
10. Who is responsible for implementing this assessment?	Describe: *The instructors for LS 261 are responsible for assigning the research paper, following the sampling plan and collecting the papers from those students in the sample and giving the student writing samples to the committee chair. The undergraduate curriculum committee chair is responsible for double-checking that this assignment is in place and unchanged.*	
11. Who is responsible for analyzing the results?	Describe: *The undergraduate curriculum chair reviews the research papers from the sample of students and scores them using a holistic rubric developed for PLO 2.*	

PLO 2: *Apply legal reasoning and analysis in common law, civil law, and other legal systems.*

1. Title of measure: *Capstone presentation in LS 480*

2. Describe how the measure aligns to the PLO: *The faculty member teaching this course will assign a capstone project/paper which asks students to present how they apply legal reasoning and analysis in common law, civil law, and other legal students related to a topic of their choosing. To do so, students must show understanding of the background of these systems.*

3. Type	X Direct Measure • Indirect Measure
4. Domain (if Direct measure)	• Examination • Product X Performance
5. Point in program assessment is measured	**When?** • In first year of program • In second year of program • In third year of program X In final year of program	**Where does the assessment occur?** *In LS 480*
6. Population measured	X All students • Sample of students (Describe below)
7. Frequency of data collection	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below
8. Proficiency threshold	Describe: *To be considered proficient in this PLO, the expectation is that individual students will score at the "3" level or higher for each criterion related to this PLO on the capstone presentation rubric.*
9. Program proficiency target	Describe: *The expectation is that 70% of all students who take the exam will meet or exceed the threshold proficiency noted above.*
10. Who is responsible for implementing this assessment?	*The instructors assigned to teach Legal Studies (LS) 480 will ensure the capstone project criterion is included in the grading criteria, use the provided rubric for the presentation, and send the de-identified set of individual student scores on the rubric component related to this PLO to the undergraduate curriculum committee at the end of the semester.*
11. Who is responsible for analyzing the results?	Describe: *The undergraduate curriculum committee analyzes this data in conjunction with other measures for PLO 2 to determine whether the expectations are Met, Partially Met, Not Met, or Unknown.*

PLO 2: *Apply legal reasoning and analysis in common law, civil law, and other legal systems.*

1. Title of measure: *Exit Interview*

2. Describe how the measure aligns to the PLO: *Exit survey given annually to graduating senior majors asking how much the Legal Studies courses taken contributed to growth in this area*

3. Type	• Direct Measure X Indirect Measure
4. Domain (if Direct measure)	• Examination • Product • Performance X N/A (indirect measure)

5. Point in program assessment is measured	When? • In first year of program • In second year of program • In third year of program X In final year of program	Where does the assessment occur? *In the exit interview administered in each student's final semester prior to graduation.*
6. Population measured	X All students • Sample of students (Describe below)	
7. Frequency of data collection	• Once/semester X Once/year • Once/two years • Once/three years • Other – describe below	
8. Proficiency threshold	Describe: *To be considered proficient in this PLO, the student will self-report that they feel comfortable or proficient in this skill during the exit interview.*	
9. Program proficiency target	Describe: *This is an essential outcome, and the expectation is that 90% of all students will met or exceed the threshold noted above.*	
10. Who is responsible for implementing this assessment?	Describe: *The faculty responsible for conducting exit interviews will ask students to self-report their abilities related to this skill.*	
11. Who is responsible for analyzing the results?	Describe: *The undergraduate curriculum committee analyzes this data in conjunction with other measures for PLO 2 to determine whether the expectations are Met, Partially Met, Not Met, or Unknown.*	

PLO 3: (Paste PLO here)

1. Title of measure:

2. Describe how the measure aligns to the PLO:

3. Type	• Direct Measure • Indirect Measure	
4. Domain (if Direct measure)	• Examination • Product • Performance	
5. Point in program assessment is measured	When? • In first year of program • In second year of program • In third year of program • In final year of program	Where does the assessment occur?
6. Population measured	• All students • Sample of students (Describe below)	
7. Frequency of data collection	• Once/semester • Once/year • Once/two years • Once/three years • Other – describe below	
8. Proficiency threshold	Describe:	

9. Program proficiency target	Describe:
10. Who is responsible for implementing this assessment?	Describe:
11. Who is responsible for analyzing the results?	Describe:

PLO 4: (Paste PLO here)

1. Title of measure:

2. Describe how the measure aligns to the PLO:

3. Type	• Direct Measure • Indirect Measure	
4. Domain (if Direct measure)	• Examination • Product • Performance	
5. Point in program assessment is measured	When? • In first year of program • In second year of program • In third year of program • In final year of program	Where does the assessment occur?
6. Population measured	• All students • Sample of students (Describe below)	
7. Frequency of data collection	• Once/semester • Once/year • Once/two years • Once/three years • Other – describe below	
8. Proficiency threshold	Describe:	
9. Program proficiency target	Describe:	
10. Who is responsible for implementing this assessment?	Describe:	
11. Who is responsible for analyzing the results?	Describe:	

PLO 5: (Paste PLO here)

1. Title of measure:

2. Describe how the measure aligns to the PLO:

3. Type	• Direct Measure • Indirect Measure	
4. Domain (if Direct measure)	• Examination • Product • Performance	
5. Point in program assessment is measured	When? • In first year of program • In second year of program	Where does the assessment occur?

	• In third year of program • In final year of program
6. Population measured	• All students • Sample of students (Describe below)
7. Frequency of data collection	• Once/semester • Once/year • Once/two years • Once/three years • Other – describe below
8. Proficiency threshold	Describe:
9. Program proficiency target	Describe:
10. Who is responsible for implementing this assessment?	Describe:
11. Who is responsible for analyzing the results?	Describe:

Additional Data: Describe any addition indirect measure data the program uses to complement the PLO assessments described above. (This is optional).
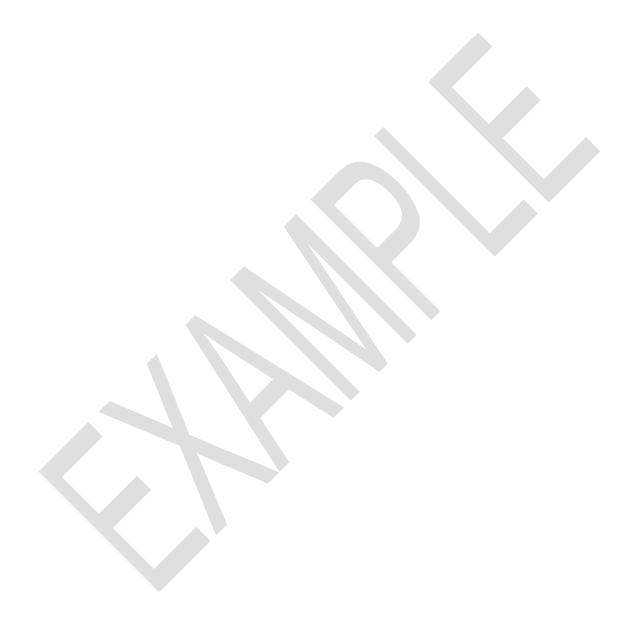
Curriculum Map
Paste in or attach a copy of the degree program's curriculum map showing how each course in the degree program contributes to the development of each PLO. Use the I/D/M designations to show depth of coverage and to illustrate the focus on helping students master the outcomes as expected. All degree programs should have this as an outcome of the Curriculum Alignment Process.

<mark>Note: Direct measures should be included in your assessment plan from courses where students are expected to show Mastery in the outcome.</mark> Direct measures from earlier courses may also be considered to show development of skill over time, if desired.

Degree Program Required Courses or Experiences*	Enter program-level learning outcomes and indicate with I/D/M which course or experience contributes to which learning outcome.				
	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5
LS 101	I		I		
LS 102	I	I			
LS 201		I		I	
LS 230		D	I	I	
LS 261	D	D	D		
LS 262	D	D		D	
LS 300			D	D	
LS 350				D	
LS 430	M			M	M
LS 480	M	M	M	M	

*Add additional rows as needed to capture all requirements and electives
I= Introduces students to outcome; D=Develops students' skills in outcome; M=Students are expected to show mastery of this outcome without additional instruction.

SECTION II: ASSESSMENT DATA AND ANALYSIS REPORTING

==**Complete this section AFTER your plan (Section I) has been approved.==

Data Collection and Analysis

Results Table: Report results for each measure of each PLO. Add rows as needed to accommodate the number of PLOs and measures. Programs with adequate enrollments should report three or more individual cycles (by semesters or academic year) of data

	Data Collection Date Range*	Number of Students Assessed	Percentage of Students who Met/Exceeded Threshold Proficiency
PLO 1 – LS 261 Final Essay Question	Spring 2019, 2020, 2021	150	65%
PLO 1 – LS 430 Mid-Term Essay	Spring 2019, 2020, 2021	92	80%
PLO 1 – Exit Interview	Spring 2019, 2020, 2021	92	94%
PLO 2 – LS 261 Final research paper	Spring 2019, 2020, 2021	36	45%
PLO 2 – LS 480 capstone presentation	Fall 2019, 2020, 2021	92	71%
PLO 2 – Exit Interview	Spring 2019, 2020, 2021	92	86%
PLO 3 – Measure two (if applicable)			
PLO 4 – Measure one			
PLO 4 – Measure two (if applicable)			
PLO 5 – Measure one			
PLO 5 – Measure two (if applicable)			

*To maintain confidentiality, programs with low enrollments can aggregate data across multiple cycles.

PLO Status Table
Based on the results reported above and referring to the program proficiency target, indicate the current status of the program PLOs as Met, Partially Met, Not Met, or Unknown. Add rows as needed to accommodate additional PLOs.

PLO 1	• Met	X Partially Met	• Not Met	• Unknown
PLO 2	• Met	• Partially Met	X Not Met	• Unknown
PLO 3	• Met	• Partially Met	• Not Met	• Unknown
PLO 4	• Met	• Partially Met	• Not Met	• Unknown
PLO 5	• Met	• Partially Met	• Not Met	• Unknown

To maintain confidentiality, programs with low enrollments can aggregate data across multiple cycles.

Communication
For each PLO, describe how results were communicated to full- and part-time faculty and, when appropriate, to students.

PLO 1	Results will be discussed at the annual assessment meeting of faculty, changes that are implemented as a result of discussions of assessment findings will be shared out at department meetings

PLO 2	Results will be discussed at the annual assessment meeting of faculty, changes that are implemented as a result of discussions of assessment findings will be shared out at department meetings
PLO 3	
PLO 4	
PLO 5	

Decisions and Actions

Briefly describe specific decisions and actions related to each PLO. Include who (e.g., individual faculty or faculty committee) made the decision, when the decision was made (e.g., faculty retreat, faculty meeting, etc), what data informed the decision, and a timeline for actions taken or to be taken. Add rows as needed to accommodate additional PLOs.

PLO 1	At the annual assessment meeting, faculty discussed the lack of student performance on the rubric row corresponding to the political aspects of law of PLO1. This row of the rubric had the lowest number of students achieving proficiency in LS 261 and LS 430. Faculty discussed ways to provide opportunities for students to get more content and practice with this aspect of the outcome. Faculty teaching LS 101, LS 102, LS 261 and LS 262 gathered online for a zoom meeting to discuss how to incorporate case studies on the political aspects of law into introductory level courses. Starting in the fall of 2022, LS 101 will add in a case study assignment tied to the political aspects of law while LS 261 will include a more complex case study tied to this outcome. Assessment data from LS 261 in the Fall of 2023 will be examined to determine if there was an increase in student performance on this row of the outcomes rubric. Data from LS 430 starting in fall 2025 will also be looked at to determine the long-term impact of this change.
PLO 2	Students did not meet the expectations of PLO2. During the annual assessment meeting, the assessment committee and faculty agreed that additional work to build student skills in analysis of the different aspects of law was needed. Performance on the two direct measures of PLO2 were below the program proficiency targets as was the indirect measure of PLO2. Given the critical importance of this PLO, faculty and the assessment committee agreed to devote time at the department retreat to discuss the strategies faculty use in their courses to build competency in this PLO. Conversations centered around how to provide more opportunities for students to develop their analytical skills, how to infuse this outcome into additional courses in the curriculum, and how they might be able to work collaboratively to build analytical skills. Faculty recommended the addition of a new requirement to the degree program, a 1 credit internship or research experience that provided students more in depth experience applying their analytical skills. This change would allow further development of PLO 5 as well. The process for a curriculum change has been started in course leaf and this change will be implemented in Fall of 2023 for all students.
PLO 3	
PLO 4	
PLO 5	

Faculty Working Groups and Commitment to Student Success

How does your department connect student learning outcomes assessment results with priority-setting for investments in teaching and learning (professional development, incentives, etc.)?

Program redesign occurred at the department retreat around desire to include a high impact practice of either internship or research for students, but that would also support PLO 2. Some faculty were not familiar with using case studies in their courses or how to structure assessments around analytical skills. Experienced faculty were

paired with another faculty member to share ideas and methods for increasing political aspects of law aligned with PLO1.

• Faculty Learning Communities
• Departmental Action Teams
X Program Redesign
• Course Redesign
• Inclusive Teaching Strategies
X Mentorship Activities for Faculty
• Mentorship Activities for Students
• Other

Analysis of Curriculum Map

1. Are students taking courses that introduce concepts and skills before they take intermediate and advanced courses where they are expected to show mastery?
   Yes, although not for PLO 5. We need to work on introducing this outcome earlier in the curriculum and allowing opportunities for students to practice the outcome and receive feedback on their progress.

2. Does the assessment happening during the courses where mastery is expected reflect the desired level of mastery for the respective PLO? Is it geared too high or too low?
   Yes, students often rate their own skills on PLO's during the exit interview higher than faculty score them on the capstone assessment, however at the moment the mastery level is appropriate and aligned to skills graduates will need after they graduate.

3. Are students being given adequate opportunity in the curriculum plan to develop appropriate mastery for each of the program outcomes?
   No, not for PLO 5. The curriculum revision and infusion of the outcome into earlier coursework should work to address this concern.

Additional Information (Optional)

Provide additional information that may be helpful to reviewers of this assessment report.