



WILLIAM WOODS
UNIVERSITY

Political/Legal Studies Program Review 2024

POLITICAL/LLEGAL STUDIES PROGRAM REVIEW 2024..... 1

PROGRAM REVIEW 2023-2024 3

POLITICAL/LLEGAL STUDIES 3
PROGRAM PROFILE 3
INTERNSHIP & PLACEMENT 8
FACULTY & RESOURCES 15
ASSESSMENT PLANNING..... 20
ASSESSMENT DATA..... 22
EXTERNAL REVIEW..... 23
CONCLUSIONS AND RECOMMENDATIONS OF PROGRAM FACULTY 32
ACADEMIC COUNCIL REVIEW 32

Program Review 2023-2024

Political/Legal Studies

Program Profile

History

Provide a brief history of the program at WWU. Discuss relevant trends and issues with the program and its connection to the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

The Political/Legal Studies major at William Woods University was first introduced in the 1998/99 academic year. The program was implemented to provide a major for students interested in a liberal arts approach to the study of law as well as for students interested in politics with an emphasis on preparation for graduate and law school after graduation. Prior to the development of the political/legal studies program, student options were limited to paralegal studies and a prelaw major comprised of only 100 and 200 level courses. During the first decade of the program, interest in law school was at its highest levels nationally. Beginning in approximately 2010, law school admissions declined nationally, but they have begun an upward trend again effective 2015. The program has been variously supported or limited by a number of institutional factors over time. During the first decade of the program, there was substantial support for not only the academic program, which was evidenced by the construction of a model courtroom, but also for important co-curricular activities that provided “value added” to the academic program, such as funding for the chartering of a prelaw chapter of Phi Alpha Delta International, the largest legal fraternity in the world; sufficient budget allocation to support an American Mock Trial Association Team that was able to compete in invitational tournaments throughout the United States, against schools that are outside the academic tier of WWU, such as Yale, Ohio State University and Stanford; and professional membership and attendance at political and legal conferences for students. In the second and now third decade of the program, funding has been substantially reduced with a corresponding drop in student involvement. The curriculum of the program has always supported the general education program, in the areas of social science, diversity, ethics and critical thinking and now in the new categories of information literacy, inquiry and analysis, culture and communities and expression and invention well as supported other academic programs through development of specialized legal courses including equestrian law, children and the law, communications law and sports law, even though some of those courses have been absorbed by the related academic disciplines and are no longer taught by the law faculty. The political/legal studies program supports the mission statement of the University in that it is professions oriented by preparing students for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education; and it also prepares students to be active, informed, ethical citizens in a democratic system within the world community.

Program Mission

Provide the mission of the program and describe how the program aligns to the university mission. Discuss the philosophy or purpose of the program, how the program relates to the mission, vision and goals of the University.

The political/legal studies program supports the mission statement of the University in that it is professions oriented by preparing students for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education; and it also prepares students to be active, informed, ethical citizens in a democratic system within the world community.

Student Demographics

Student Demographic Reflection

Include any additional demographic information used by the program here. Provide a longitudinal review of program demographic data. Discuss any relevant enrollment trends within the program. Explain any strategies implemented by the program within the past 5 years to increase enrollment numbers or assist in attracting students to the field.

William Woods University

Assessment Data

Program Activity Report						
Program			School			
Bachelor of Arts (BA) in Political/Legal Studies			Social Sciences			
Undergraduate and Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	15	8	11	10	9
	Fulton Campus	14	8	11	10	9
	Online	1	0	0	0	0
Undergraduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	15	8	11	10	9
	Fulton Campus	14	8	11	10	9
	Online	1	0	0	0	0
Full-Time Total	Total	15	8	11	10	9
	Fulton Campus	14	8	11	10	9
	Online	1	0	0	0	0
Part-Time Total	Total	0	0	0	0	0
	Fulton Campus	0	0	0	0	0
	Online	0	0	0	0	0
Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
Full-Time Total	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
Part-Time Total	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
Enrollment By Gender		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Male	6	2	2	2	2
	Female	9	6	9	8	7
	Other	0	0	0	0	0
	Male %	40.00%	25.00%	18.18%	20.00%	22.22%
	Female %	60.00%	75.00%	81.82%	80.00%	77.78%
	Other %	0.00%	0.00%	0.00%	0.00%	0.00%
Enrollment By Status		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Full-Time	15	8	11	10	9
	Part-Time	0	0	0	0	0
	Full-Time %	100.00%	100.00%	100.00%	100.00%	100.00%
	Part-Time %	0.00%	0.00%	0.00%	0.00%	0.00%

Enrollment By Race/Ethnicity		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	U.S. Nonresident	0	0	0	0	0
	Hispanic/Latino	2	3	1	4	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	2	0	0	0	0
	Native Hawaiian or Pacific Islander	0	0	0	0	0
	White	10	4	8	6	9
	Two or More Races	1	1	1	0	0
	Race and Ethnicity Unknown	0	0	1	0	0
	U.S. Nonresident %	0.00%	0.00%	0.00%	0.00%	0.00%
	Hispanic/Latino %	13.33%	37.50%	9.09%	40.00%	0.00%
	American Indian or Alaska Native %	0.00%	0.00%	0.00%	0.00%	0.00%
	Asian %	0.00%	0.00%	0.00%	0.00%	0.00%
	Black or African American %	13.33%	0.00%	0.00%	0.00%	0.00%
	Native Hawaiian or Pacific Islander %	0.00%	0.00%	0.00%	0.00%	0.00%
	White %	66.67%	50.00%	72.73%	60.00%	100.00%
	Two or More Races %	6.67%	12.50%	9.09%	0.00%	0.00%
	Race and Ethnicity Unknown %	0.00%	0.00%	9.09%	0.00%	0.00%
Undergraduate Enrollment By Type		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Degree Seeking	First-Time	4	1	3	5	0
	Transfer-In	0	0	0	0	0
	Continuing / Returning	11	7	8	5	9
	Non-Degree Seeking	0	0	0	0	0

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

There are no concentrations in this program.

Concentrations Attachment

If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

Reflection on Program Enrollment Data

Clearly describe the approach of the program to maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? If so, specify the details of the plan.

There is no specific plan in regard to improving student retention rates. I do not believe there is anything the program can do to retain students under the current lack of institutional support. I believe the data indicates that the majority of students who remain in the major graduate. Students who leave the program generally just decide that law is not something they are interested in pursuing.

Additional Program Resources

If your program has any additional syllabi, handbooks, or policies that would be beneficial to an external reviewer and the academic council, please upload here.

Labor Market Statistics

Attach a summary from the Bureau of Labor Statistics (or like source) Lab on future projections for employment within the profession. Discuss the data provided an any additional insights into the projections noted. Provide a summary statement on the implications of this information on the future of the program and any potential updates or changes to the program curriculum that need to be investigated by the faculty.

Legal Occupations

Workers in this group interpret the law and support law-related activities.

Overall employment in legal occupations is projected to grow faster than the average for all occupations from 2022 to 2032. About 91,700 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently.

The median annual wage for this group was \$95,170 in May 2022, which was higher than the median annual wage for all occupations of \$46,310.

BLS employment projections, wage, and other data for related occupations not shown in the following table are available on the Data for Occupations Not Covered in Detail page. Information highlighting physical demands, cognitive and mental requirements, and other qualifications for workers in this group are available in a BLS Occupational Requirements Survey (ORS) profile.

	OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATION Help	2022 MEDIAN PAY Help
arbitrators mediators and conciliators image	Arbitrators, Mediators, and Conciliators	Arbitrators, mediators, and conciliators facilitate negotiation and dialogue between disputing parties to help resolve conflicts outside of the court system.	Bachelor's degree	\$64,030
Court reporters	Court Reporters and Simultaneous Captioners	Court reporters create word-for-word transcriptions at trials, depositions, and other legal proceedings. Simultaneous captioners provide similar transcriptions for television or for presentations in other settings, such as press conferences and business meetings, for people who are deaf or hard of hearing.	Postsecondary nondegree award	\$63,560
Judges, mediators, and hearing officers	Judges and Hearing Officers	Judges and hearing officers oversee legal matters in court or administrative proceedings.	Doctoral or professional degree	\$128,610
Lawyers	Lawyers	Lawyers advise and represent clients on legal proceedings or transactions.	Doctoral or professional degree	\$135,740
Paralegals and legal assistants	Paralegals and Legal Assistants	Paralegals and legal assistants perform a variety of tasks to support lawyers.	Associate's degree	\$59,200

Last Modified Date: Wednesday, September 6, 2023

This data indicates that with the appropriate institutional support, this program would be very attractive for students interested in law-related employment. In addition, the salary for these professions is competitive. Finally, this listing is only one possible career path for students with the Political/Legal Studies Degree. They would also have opportunities in government, not-for-profits, human resources, compliance, procurement and many other careers.

Advising

Please describe the advising process for the program. Include the average number of advisees for each adviser within the program. What strategies does the program use to achieve successful degree completion and graduation success?

The program does not have generally have problems with successful degree completion or graduation rates. There is one advisor who follows the University protocols for advising and develops a relationship with students so should the student experience personal or education difficulties, these issues can be addressed prior to impacting the student's ability to complete the program and graduate. Unfortunately, since COVID, students experience many more social and mental health issues which impact their success in this program, as it is intellectually demanding. I anticipate that it is possible there will be an upswing in the statistics of students who cannot complete the program.

CK Comment: I agree with this observation. The students that have come into the program in the past 2 years have had a lot higher attrition rate.

Labor Market upload

Upload any documentation provided representing Labor Market Data.

Labor Market PLS 2024- See Appendix

Internship & Placement

Student Internship Demographics

Use the attached chart or fill in program data on students completing an internship during the 5-year timeframe.

Student A - Internship with the Missouri Supreme Court

Student B - Internship with Washington, DC law firm

Student C - Internship with Prosecuting attorney's office

Students D, E, and F - Internships with various law firms

Student G - Internship with the Missouri legislature

Student H & I- Internship with not-for-profit

Internship Data Upload

Please upload your data here if not provided in the above text box.

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

Private law firms

Not for profits

State government executive branch offices

Legislative Branch

State and Federal regulatory offices

Political campaigns

Courts

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

Students can be employed in a variety of positions and utilize their legal knowledge. Positions that are easily identified as "within the field" include:

Paralegal/legal assistant

Legal departments

Human Resource departments

Government agencies

Bank trust departments

Legislative aides

Court clerks or other court personnel

Education

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

In the past 5 years, absent the years of COVID, student matriculation into graduate school, law school, or employment has been nearly one hundred percent. All students are employed after completion of graduate or law school.

Recent graduate placement includes:

1. University of Missouri Graduate School for MA in Political Policy. She now is a faculty in Political Science at a Junior College in St. Louis

2. Law School Admissions: The University of Tulsa; 2 at the University of Missouri College of Law; St. Louis University; University of Southern Illinois; Indiana University; St. Mary's University of Law

Graduate Placement Data

Please upload demographic data on program graduates.

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals? Does the program need to review rotation of courses, or look at curriculum revisions?

Core Credits: 36.00

Course #	Course Title	Hours
----------	--------------	-------

PLS 105	Politics and Government -S - Usually full OG/OL	3.00
PLS 110	American Legal System -S-Usually full OG/OL	3.00
PLS 210	Law, Ethics and Morality -E - Usually full OL/-10OG	3.00
PLS 213	Critical Thinking About Politics -T Usually full OL	3.00
PLS 303	American Jurisprudence - 5-7 Canceled for 24/25	3.00
PLS 304	American Political Theory - 5-10	3.00
PLS 312	International Law and Politics - 5-10	3.00
PLS 325	Advocacy - Changed to 200 level, less than 10	3.00
PLS 329	Conflict & Dispute Resolution - Cancelled for 25/25	3.00
PLS 415	Senior Seminar - 1-4 per semester	3.00
PLS 417	Writing and Research in Public Policy - Moved to Elective	3.00
PLS 445	Constitutional Law - 5-8	3.00

Most of the upper-level courses make the minimum most of the time. They are all offered on a 2-year rotation. There is really nothing that can be done until more students are recruited for the program. A few changes have been made to the curriculum since the time period covered by this review. The OL program is very robust.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly fuller than the other?

Yes, there is a notable difference between OL and on ground enrollment. The online enrollment has quadrupled since it was changed from Paralegal Studies to Legal Studies. The on-ground program suffers from lack of recruitment and lack of resources to provide activities such as Mock Trial and Phi Alpha Delta Prelaw which are of interest to traditional on-ground students. Also, the on-ground program general education and foundation courses are impacted by the availability of online sections.

Curriculum: Revision

Explain any curricular revisions made since the last Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

After the last review, the program objectives were revised, and a public policy class was added. Students had a very positive response to the public policy class, but it is being dropped due to demands on the single faculty that make it difficult to appropriately facilitate it every 2 years. The prelaw and political studies certificates have also been dropped for the same reason.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross listed with other academic programs. How do these courses impact the program (i.e.: increased class size/need for faculty overloads to teach additional sections, etc.? How often is the shared course offered? Has the rotation changed for shared classes?

With the exception of the general education courses, I am unaware of any courses that are required by other programs. The Criminal Justice program and social work program both recommend that students take some of the political/legal studies courses. Some ASL students take legal studies classes if they are interested in legal interpreting. Some of the

communications majors take legal studies classes if they are interested in political journalism.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

Course	Title	2018-2019		2019	2019-2020		2020	2020-2021		2021	2021-2022		2022	2022-2023	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
PLS 105 OLC	Politics and Government	/	10/25	/	/	6/25	/	/	13/25	3/25	/	/	3/25	/	5/20
		14/3													
PLS 105	Politics and Government	0	/	/	6/30	/	/	12/21	/	/	/	/	/	17/30	/
PLS 110	American Legal System	4/30	/	/	/	/	/	19/22	/	/	/	12/30	/	/	9/30
PLS 110 OLC	American Legal System	/	8/25	7/25	/	10/25	5/25	/	4/25	7/25	/	5/25	3/25	/	3/30
PLS 210	Law Ethics Morality	/	5/30	/	0/30	/	/	/	/	/	/	7/30	/	/	/
		13/3													
PLS 210 OLC	Law Ethics Morality				0	7/25	/	13/25	11/25	/	9/25	6/25	/	2/30	29/30
PLS 213 (212)															
OLC	Critical Thinking About Politics	/	/	6/25	8/25	/	11/25	12/25	/	4/25	8/25	/	4/25	11/25	/
PLS 303 (302)	American Jurisprudence	/	/	/	/	5/30	/	/	/	/	/	5/30	/	/	/
PLS 304	American Political Theory	/	/	/	6/25	/	/	/	/	/	7/25	/	/	/	/
PLS 312	International Law and Politics	/	9/25	/	/	/	/	/	8/9	/	/	/	/	/	9/25
PLS 325	Advocacy	9/30	/	/	/	/	/	20/21	/	/	/	/	/	8/25	/
		11/2													
PLS 329	Conflict and Dispute Resolution	5	/	/	/	/	/	17/21	/	/	/	/	/	4/25	/
LGS 390	Internship I	2/2													
PLS 400	Advanced Topics	18/22													
PLS 415	Senior Seminar	2/2	3/30	/	/	6/30	/	/	5/11	/	1/1	3/30	/	/	2/30
PLS 417	Writing & Research in Pubic Policy	/	/	/	7/20	/	/	/	/	/	5/25	/	/	/	/
PLS 445	Constitutional Law	/	/	/	6/25	/	/	/	/	/	5/25	/	/	/	/
PLS 450	Political Studies Capstone	/	/	/	/	/	/	/	/	/	/	/	/	/	/
PLS 451	Internship II	/	/	/	/	3/3	/	/	/	/	/	/	/	/	/
PLS 452	Internship III	/	/	/	/	/	/	/	/	/	/	/	/	/	/
PLS 455	PreLaw Certificate Capstone	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

PLS_22_23.pdf

Course Description

Upload program course descriptions from the most current Academic Catalog.

Political Legal Studies

PLS 105 - Politics and Government -S

An introduction to the field of political science, including a review of political institutions, political action, theory and practice. The American system of Government will be emphasized.

Credit Hours: 3.00

PLS 110 - American Legal System -S

An introduction to the American legal system including sources of law, the court systems and fundamental legal principles in several substantive areas of law.

Credit Hours: 3.00

PLS 200 - Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credit Hours: 3.00

PLS 210 - Law, Ethics and Morality -E

This course takes a critical look at codes of ethics that guide the legal profession and contemporary moral and ethical problems that comprise much of the debate over current legal issues such as abortion, euthanasia, and capital punishment. These topics are examined through the lens of various ethical theories including utilitarianism, categorical imperative, divine command theory and cultural relativism.

Credit Hours: 3.00

PLS 213 - Critical Thinking About Politics -T

This course will introduce you to the use of critical thinking skills to understand and evaluate political speech and action. The course will be structured around the political principles contained in the Declaration of Independence and the United States Constitution. We will use the tools of critical thinking to engage in analysis and discussion of concepts contained in these documents including the meaning of justice, liberty, equality and freedom. We will then critically evaluate the use of these terms by current political figures and organizations by looking at political speech, proposals, platforms and actions that utilize these terms.

Credit Hours: 3.00

PLS 300 - Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson.

Credit Hours: 3.00

PLS 303 - American Jurisprudence

An introduction to the American legal system through the study of philosophy and theories of law and justice. Prerequisite: PLS110

Credit Hours: 3.00

PLS 304 - American Political Theory

An examination of the political philosophies expressed in the Declaration of Independence and the United States Constitution. Considers the viability of these philosophies in the context of contemporary American society and politics.

Credit Hours: 3.00

PLS 312 - International Law and Politics

This course will explore international political and legal issues. Discussion will include international courts and legal standards, such as the Hague Convention, International Criminal court and various treaties on human rights as well as the political structure of countries by comparison with the US system.

Credit Hours: 3.00

PLS 325 - Advocacy

The substance of law and politics is persuasive communication. This course will explore how this type of communication is utilized in both judicial and political settings. The course will include the theory of argument as well as hands-on application. Law-related advocacy will focus on opening and closing statements; direct and cross examinations; jury instructions; courtroom demeanor; and appellate argument. Political communication will focus on structured debate and formal argument.

Credit Hours: 3.00

PLS 329 - Conflict & Dispute Resolution

In-depth examination of theory and application of judicial and non-judicial forms of dispute resolution, including litigation, mediation, and arbitration. Analysis of impact on individuals and society, including economic, social and moral costs.

Credit Hours: 3.00

PLS 390 - PLS Internship I

Course requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

Credit Hours: 3.00

PLS 400 - Advance Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credit Hours: 3.00

PLS 415 - Senior Seminar

A capstone course which promotes integration and connections between general education and the major; fosters integration and synthesis within the major; and promotes integration and connections between the major and the field. To give students the opportunity to review, connect and integrate the knowledge, skills and values developed from the Juvenile Justice, paralegal or political/legal studies major programs; to apply disciplinary theory and methods in independent learning, creativity, and collaborative problem solving; and to link general education learning and major program learning to career development and/or graduate or professional study options. Allow students to demonstrate the practical application of the liberal arts approach to the study of law utilizing the techniques of legal research, analysis and composition to prepare an in-depth research paper.

Credit Hours: 3.00

PLS 417 - Writing and Research in Public Policy

Students will conduct statistical research and utilize appropriate legal or political research methodology for the purpose of proposing, supporting, and advocating for a legal or political policy. May include a service-learning component. Prerequisite: PLS105 and PLS110 (A statistics course is recommended)

Credit Hours: 3.00

PLS 445 - Constitutional Law

A case study approach to the allocation of power within the branches of the federal government and between state and federal governments, due process, equal protection, rights of the criminal defendant and the freedoms of speech, religion and privacy. Prerequisite: PLS105 and PLS110

Credit Hours: 3.00

PLS 450 - Political Studies Capstone

Students must apply for admission to the Political Studies Certificate Program in the sophomore year. The Certificate program credit will be granted in the student's senior year upon successful completion of the student's portfolio. The student will be expected to work with the faculty in the Political Studies Certificate Program to identify and engage in appropriate activities which indicate a strong commitment to public policy and political participation. May include a service-learning component. Prerequisites: A statistics course, PLS105 and PLS110

Credit Hours: 3.00

PLS 451 - Internship II

Course requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair.

Credit Hours: 3.00

PLS 452 - Internship III

Course requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of division chair.

Credit Hours: 6.00

PLS 455 - Prelaw Certificate Capstone

Students must apply for admission to the Prelaw Certificate Program in the sophomore year. The Certificate program credit will be granted in the student's senior year upon successful completion of the student's portfolio. The student will be expected to work with the faculty in the Prelaw Certificate Program to identify and engage in appropriate activities which indicate a strong commitment to public policy and political participation. May include a service-learning component. Prerequisites: A statistics course, PLS105 and PLS110

Credit Hours: 3.00

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data consists of the responses from "creates an atmosphere for student learning", "sets high expectations for learning, and "instructor challenges me intellectually".

PLS EOC Data in the Appendix

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

I am the only faculty member. I'm gratified that students feel that they are challenged intellectually. I would like to provide more challenging opportunities for students, but I am doubtful that I will be able to accomplish that due to the current climate.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to the program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (Online programs need to consider the LMS as the physical facility of the academic program).

Students have access to the Bernard Weitzman Model Courtroom. This facility is similar to a lab for the students to experience a courtroom and practice advocacy skills. The facility also allows the program to host the Western District Court of Appeals every spring, which is an unusual and impactful opportunity for students to observe appellate arguments.

Upgrades to Physical Space/Resources

Note any changes or upgrades to the physical space used by the program over the past 5 years. What implications do these upgrades have towards student learning and engagement.

None, but needed.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

The courtroom was "state of the art" 20 years ago but needs substantial upgrades to reflect the changing landscape in courtrooms due to the implementation of massive technological advances in the courts in the past 5 years.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

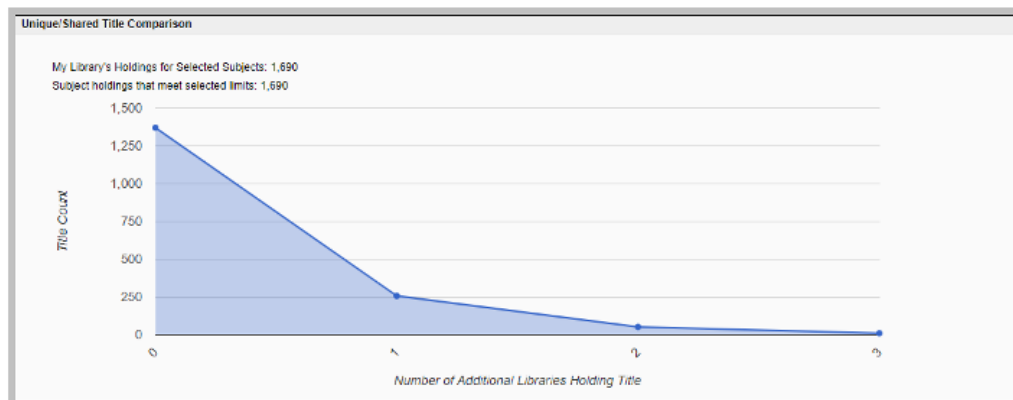
The ability to log into the Courts WebEx to observe courtroom proceedings; seamless streaming of videos that can be imbedded in assignments and coursework; much more training on how to use the technology the University has available.

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Peer Comparison

Institutions included in this comparison: Central Methodist University, Columbia College, Drury University, Fontbonne University, Missouri Valley College, Stephens College, Westminster College.



Legal Studies taught at the undergraduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire legal materials primarily in electronic form and books, journals articles and non-print materials are available through *Woods OneSearch*. A subscription to *Westlaw Campus Research* has also been acquired and is available to all students, both traditional and online. Relevant databases include:

- **JSTOR**
- **Academic Search Ultimate**
- **Kanopy:** Contains documentaries and films in Law & Criminal Justice (952) and Political Science (1,122).
- **Westlaw Campus Research:**

Westlaw includes the following types of sources:

Analytical Sources:

- American Jurisprudence, 2d (Am Jur® 2d): an encyclopedia that includes analysis of cases, statutes, and regulations from all 50 states and federal courts. It also includes analysis of the spirit and intent of the courts in construing the law, and the legislature's intent in enacting and amending the law.
- American Law Reports (ALR®): a continually updated series of articles that collects and analyzes every court case decided on a particular point of law.
- More than 800 law reviews and journals: Includes top titles such as Harvard Law Review; American Journal of Legal History; The Journal of Law, Medicine & Ethics; Stanford Law Review; The University of Chicago Law Review; and The Yale Law Journal for background and the latest developments on any law-related topic.

Primary Law Sources

- United States Code Annotated® (USCA®): USCA combines the official text of the U.S. Code with relevant cases, historical notes, indexes, cross-references, and other annotations to provide a solid framework for researching federal law.
- Federal Register: 50,000 pages of current regulatory, administrative, and executive materials generated by key federal entities. Also includes proposed or promulgated amendments to any CFR section mentioned in the Federal Register database. Updated daily.
- European Union Law: Search laws and regulations by topic, by date, and via full text.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the collections at large research institutions in the state of Missouri, including the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos, and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

The library sources, especially the Westlaw subscription, are adequate for the program needs. In addition, the library is very responsive to requests the program makes for any specific material, including video.

Full Report: Library Collection PLS 2024 in the Appendix

Faculty and Staff Resources

Faculty

List all full-time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. Include adjuncts who have taught within the last 5-years with the same qualifying information, and which courses they have taught.

Cynthia H. Kramer, 24 years teaching at WWU; 2 years teaching a Capital Law School, Columbus, Ohio. JD from the University of Tulsa; LLM in Conflict & Dispute Resolution from the University of Missouri. Full time teaching load. All courses online and on ground listed in the Political/Legal Studies and Legal Studies (formerly Paralegal Studies) online program.

Helen (Peggy) Nickerson - 35 years teaching at WWU; FT faculty prior to retirement. Masters in library science with emphasis in law from University of Missouri. Electronic Legal Research; American Legal System; Law, Ethics and Morality; Torts; Interviewing and Investigation Online Adjunct

Stephen Pratte - 5 years teaching at WWU as an online adjunct; JD from University of Missouri. Law, Ethics, and Morality; Civil Practice; Family Law

Judge Carol England - 15 years teaching at WWU.; 2 years as PT on ground faculty; online adjunct. JD from University of Missouri. American Legal System online. Probate; Criminal Law and Procedure.

Faculty Demographic Spreadsheet

Attach a spreadsheet from listing all current (within 5 years) full time and adjunct faculty including highest degree, degree granting institution, years of teaching at WWU, and the courses approved to teach.

How many staff are designated to support the program?

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes

No (selected)

Staff

Are issues with staffing impacting student learning?

Yes (selected)

No

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the courses taught over the past 5 years – noting the number of classes taught by full time and adjunct faculty. Note the total classes taught and include the percentage of classes taught by full time faculty for the program each term.

All courses in the Political/Legal Studies program on ground are taught by Cynthia Kramer.

The 3 adjuncts above have only each taught one of the required classes online 1 or 2 times over the past 5 years.

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and adjunct faculty. What impact if any does this have on students and/or the curriculum?

There is no appreciable distribution of courses. I do think having one faculty member teach all the courses in a major is not the best circumstance for students. I believe the external reviewer at the last 5-year review made that observation.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

No recommendations as the program's current enrollment would not justify an additional faculty member.

Financial Analysis of the Program

Financial Analysis by Program

Discuss the program budget and how the program distributes the allocated funds.

The program has no budget of any consequence. There was \$500 allocated this year. It was used to fund a luncheon for the Western District Court of Appeals Judges and prelaw students. It would be very helpful to build the program for the university to fund membership in the American Mock Trial Association as well as support prelaw through at least partial funding of Phi Alpha Delta International prelaw activities. Mock trial participation has been shown to provide students with valuable skills in employment as well as law school in the areas of critical thinking and both written and oral communication. Participation in AMTA allows WWU to be recognized nationally as competition is not limited to schools in our "tier", but many Ivy League and Division I schools as well. Prelaw students receive substantial benefit from participating in Phi Alpha Delta activities, especially the annual conference in Washington, DC, and are afforded opportunities to engage with legal professionals, including sometimes federal and Supreme Court personnel, that enhances WWU's reputation nationally.

Financial Contributions

Discuss any significant donations that the program received over the past 5 years or since the last program review.

I have paid over \$1000 in the past two years to purchase membership in the American Mock Trial Association for the school; to fund the Woods Mock Trial Team; and to attend the Phi Alpha Delta prelaw conference in Washington, DC with a few students. Other than my own out of pocket contributions, I am not aware of any additional donations.

Financial Needs

Discuss any program goals or strategies that could be enhanced with increased budget or resources, including how the increased funding would be used and how the increased funding directly supports college goals and strategic directions.

I do not know of any strategies to increase funding. More students might increase the value of the program to the University. More funding of activities such as Mock Trial and Prelaw might increase the number of students.

Non-Instructional Expenses

Discuss any expenses that are included in the needs of the program, but not part of the instructional aspect of the program, not all programs have this.

I do think pre-professional activities, such as mock trial and Phi Alpha Delta Prelaw should be considered as part of the instructional aspect of the program.

Assessment Planning

University Objectives

Use the attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery. The study of law, utilizing the curriculum of this program promotes the accumulation of knowledge about the law and legal processes as well as allows student to inquire and challenge the preconceived concepts imbedded in the legal system.

Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Representing the university by exhibiting values and behaviors that address self-respect and respect for others and enable success and participation in the larger society. The program curriculum includes legal and political materials from varied cultural, racial, gender, socio-economic and philosophical.

Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus community. Students in the Political/legal Studies program tend to be involved in a variety of on and off campus activities related to intellectual, social justice and cultural activities.

Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education. The Political/Legal Studies major requires students to exhibit the ability to inquire beyond the classroom instruction, as law and politics by definition are ever-changing and dynamic fields that impact all aspects of the student's lives.

Institutional_objectives_2.docx

Institutional Outcomes

Identifier	Description
WWU 2023.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
PLS.1	Evaluate the elements of oral and written argument relevant to political/legal issues.
PLS.2	Explain the historical development of political/legal systems
PLS.3	Analyze the economic, political, and social contexts of political/legal decisions and systems.
PLS.4	Explain the ethical and philosophical issues that arise in politics and law.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

PLS Program Matrix

	PLS 105	PLS 110	PLS 210	PLS 213	PLS 303	PLS 304	PLS 312	PLS 329	PLS 445	PLS 417	PLS 415
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.	I	I	I	I	A, R	A, M	R			M	M, A
PLS.2 Explain the historical development of political/legal systems	I	I			R, A	R, A	R	R	M	M	M, A
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.	I	I		I	A, R	A, R	R	R	M	M	M, A
PLS.4 Explain the ethical and philosophical issues that arise in politics and law.	I	I	I	I	A, R	A, R	R	R	M	M	A, M

Assessment Data

Annual Assessment Report 2018-2019

Political_and_Legal_Studies_Annual_Assessment_2018_2019.pdf

Annual Assessment Report 2019-2020

Political_and_Legal_Studies_Annual_Assessment_2019_2020.pdf

Annual Assessment Report 2020-2021

Political_and_Legal_Studies_Annual_Assessment_2020_2021.pdf

Annual Assessment Report 2021-2022

Political_Legal_Studies_Annual_Assessment_2021_2022_.pdf

Annual Assessment Report 2022-2023

Political__Legal_Studies_Annual_Assessment_22_23.docx

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment reports and create graphs showing 5-year trends on assessment data for the program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

PLS 1. Evaluate the elements of oral and written argument relevant to political/legal issues. 5-year trends for the objective have stayed constant at the 85% range

PLS 2. Explain the historical development of political/legal systems - 5-year trends for the objective stayed constant at the 85% range

PLS 3. Analyze the economic, political, and social contexts of political/legal decisions and systems. - 5-year trends for the objective stayed constant at the 85% range

PLS 4. Explain the ethical and philosophical issues that arise in politics and law. - 5-year trends for the objective stayed constant at the 85% range

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

There is only one faculty member. The assessment process is the use of sections of the LSAT and Legal Reasoning problems during Student Performance Day, as well as assignments in individual classes that are intended to assess the program objectives. Within individual classes, various assignments may be used to assess the objectives.

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words). Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: History of the program is provided in the *Political/Legal Studies Program Review 2024* document (hereafter referred to as the Review Document), pages 3-4. This offers a clear and concise history of the program.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3: Program's mission statement is provided in the Review Document, page 4. This is clear and concise.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1: The Review Document, page 8, specifies that at this time there is no plan to improve student retention.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1: The Review Document, page 8, specifies that at this time there is no plan to improve student retention.

CK comments: The observation is correct as to the on-ground program. We could recruit more students in several ways that are not overly expensive. 1) Missouri has a large high school mock trial organization through the Missouri Bar Association. The students that participate in high school mock trial are generally high achieving students that are interested in majors like political/legal studies. 2) Mock Trial Team - A mock trial team is a competitive team that needs financing just like a sports team. In addition to direct recruiting in Missouri, a functioning mock trial team, combined with our unique model courtroom, could be great recruiting tools out of state as well as in Missouri. We do tell prospectives that we have mock trial, but we really don't, which I feel hurts retention. The online program has quite a large number of students right now, but as I don't get that type of information from admissions, I would just be guessing

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2: The Review Document, page 11, specifies there is one program advisor; from discussions with the program director, it is clear that the director is the sole advisor.

1.6 Program has clearly articulated advising processes followed by all faculty within the program. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2: The Review Document, page 11, specifies there is one program advisor; from discussions with the program director, and with students in the program, it is clear that the director is the sole advisor and does a fine job in advising.

1.7 Comprehensive accounting of graduates in internship placements. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, page 12, lists several internships held by program students.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, page 13, lists numerous possible employment opportunities for program graduates.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document, pages 13-14, discusses graduate placement. While the number of graduates during the past five years is not explicitly stated (at least I did not see it), the data presented indicates two have graduated and gone onto law school.

CK Comment: We matriculate between 2-5 students every year. I am not what date was presented; I can't find it. Some of our graduates go straight to law or graduate school. Many take a gap year before starting.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, pages 14-15, lists program courses and notes that many are on a two-year rotation; page 16 of the document shows course rotation from fall 2018 through spring 2023. Discussions with the program director and students indicate that independent study courses are not offered/not offered frequently.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document, page 15, offers a reflection on the relationship between on ground and online versions of some courses in the program as well as reflections on the inability to maintain the Public Policy course as a core part of the program. Perhaps some additional reflection on how Public Policy might have been retained as a core component (what in the core it might replace if anything) might have been helpful, but the overall situation (one faculty member teaching on ground in and overseeing the program) is clear from both the document and discussion with the program director.

2.3 Course offerings appear appropriate for the needs of the program.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, pages 14-23, lists and describes the program's course offerings. Program course offerings provide a very good blend of political science and law courses that complement one another (e.g., PLS303 and PLS304 that provide a consideration of legal and political theories, respectively).

2.4 Discussion on curriculum changes based on assessment are clearly explained and complete.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1: The Review Document does not seem to offer much to address this. The document notes the Public Policy was added to and then removed from the program core due to only one faculty member teaching on ground in the program, but beyond this there was little I could find.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1: The Review Document does not seem to offer much to address this. The document notes the Public Policy was added to and then removed from the program core due to only one faculty member teaching on ground in the program, but beyond this there was little I could find.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: Summary of teaching effectiveness, provided in *PLS EOC Data*, is detailed and informative. With one faculty member teaching on ground in, and overseeing, the program it is clear that the capacity to respond is limited.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level). Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, pages 16-23, describes courses associated with the program in detail; as described, rigor seems appropriate for the various levels (100-400).

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document, page 24, discusses the Bernard Weitzman Model Courtroom. Its value to students is clearly stated. Along with this, the document notes that the facility needs updating though does not elaborate on the specifics of what this update would look like except to suggest that updates would be technological.

CK Comments: Since I made the original responses, I noted that the judge's chairs have worn spots on the arms and there are a number of the other seats that have stains. The technological improvements include wall mounted flat screens and at least one laptop with controls for the screen at the bench. This would make the courtroom consistent with current courtroom technology.

3.2 Summarizes the physical space available to the program. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

0: Physical space is not discussed in the Review Document.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document, page 24, notes the Bernard Weitzman Model Courtroom and the need for technological updates.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, pages 25-26, discusses library resources that appear very adequate for the program and its students' needs; *Library Collection PLS 2024* also provides a list of available books, journals and videos.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, page 27, provides a list of on ground and online faculty who teach in the program.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document, pages 27-28, notes the relative paucity of on ground faculty teaching in the program relative to online faculty. A rationale for this arrangement is not provided.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1: Discussion in the Review Document makes clear that the current staffing situation (one full time faculty member teaching the programs on ground courses and having program oversight responsibilities) does not encourage recommendations to improve resources. Discussions with various stakeholders indicate likely underlying causes having to do with student enrollment and budget.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1: Discussion in the Review Document makes clear that the current staffing situation (one full time faculty member teaching the programs on ground courses and having program oversight responsibilities) does not encourage recommendations to improve resources. The document notes the program was allocated \$500 this AY and the program director spent \$1,000 out of personal funds across the past two years to foster student learning. This supports discussions with various stakeholders that indicate likely underlying causes having to do with student enrollment and budget.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: The Review Document, page 29, articulates the university objectives and how these apply to knowledge/scholarship, inclusion, creativity and intellectual inquiry.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document, page 30, displays the program assessment matrix; pages 31-32 discuss assessment results over the past five years along with the assessment process (use of LSAT and Legal Reasoning problems during Student Performance Day).

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

0: I did not find this information.

4.4 The student learning objectives are appropriate for the specific discipline. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3: Student learning objectives, that focus on historical background, philosophic foundations, and social and economic context of our legal and political systems seem highly appropriate for the program.

4.5 Includes a longitudinal view of assessment for each program learning outcome. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document provides a summary assessment (i.e., Snapshot of Assessment) of learning outcomes for the past five years, with the target of 85% of students meeting each criterion achieved.

4.6 Discussion on the assessment process over the 5-year span. Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2: The Review Document provides a summary assessment (i.e., Snapshot of Assessment) of learning outcomes for the past five years, with the target of 85% of students meeting each criterion achieved.

External Reviewer Summary Statements

● **What do you see as strengths for the program?**

The program's strengths include commitment, the program concept and its curriculum. In our conversation, the program director – the sole instructor for its on-ground courses – exhibited great commitment to the success of the program and its students. That the program director spent a reported \$1,000 from personal funds over a two-year period in support of students speaks volumes of the level of commitment. My conversation with students, who were unanimously glowing in their remarks about the program director, testifies to the level of commitment necessary to teach all on ground courses for, and oversee, the program. Self-evidently, no academic program will long be successful nor satisfy students without significant commitment on the part of key faculty.

By program concept I refer to the synthesis of concepts, theories, institutions and actors embodied in both the study of American government and our legal system. A review of the program's courses indicates that each of these two focal points of the program are accorded equal weight. In addition, there is a noticeable compatibility between political and legal courses that should assist students in seeing fundamental commonalities between our political and legal systems – the underlying thinking and philosophical orientation. A prime instance of this entails the political and legal theories that form the basis of both PLS303 and PLS304 regarding legal and political theories respectively.

The curriculum itself well serves students who aim for law school. Courses variously emphasize communication and building an argument (PLS325); philosophical thinking underlying our national Constitution (PLS304, PLS445); the application of theory current at the time of the Constitution to our present political environment and rhetoric, and how this fosters critical thinking (PLS213). This in addition to a basic introduction to our political and legal systems (PLS105, PLS110). While I have known students from various undergraduate programs (e.g., English) who applied and were accepted to law school, a Political Science program is a common vehicle. William Woods' Political and Legal Studies program in a creative way goes beyond a traditional Political Science curriculum, with its combination of American Government and law courses, and in so doing provides students a leg up not only in acceptance to, but in the ability to succeed in law school. My thinking regarding the curriculum's benefits for students interested in law school is supported by student comments. Most of the students I spoke with said they were intending on law school and uniformly offered the opinion that the program was preparing them to do well in this regard.

● Does the program have components that distinguish it from other programs?

William Wood's Political and Legal Studies program is distinguished from Political Science programs that I am aware of by virtue of its focus that integrates a consideration of law, political science, and legal and governing institutions. This is a unique blend in my experience – one that works very well for students seeking law school as well as those with a general interest in law but who desire knowledge of a wider array of American political institutions and, conversely, those interested in politics who seek an enhanced understanding of our judicial system. This by contrast to more traditional Political Science programs.

● What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?

Based on my review of the *Political/Legal Studies Program Review 2024* document along with conversations with stakeholders, there are several areas of concern. The first of these is student enrollment in the program. Though total enrollment has increased slightly across the past several years (from 9 in fall 2019 to 15 in fall 2023), it is small and, according to conversations with stakeholders, smaller than it was during the first couple decades of the program. No steps were outlined to address this situation. The second area of concern involves lack of funding for activities relevant for students in the program. Of particular note is the Bernard Weitzman Model Courtroom that is reported to need technology updating. Here, increased funding is offered as a way to address this issue. The third area of concern is that the program relies on one full-time faculty member to develop and teach on ground courses, to advise students and oversee the program. In our conversation, students were glowing about the quality and dedication of this faculty member, but also noted the learning advantages that an additional instructor might bring in terms of diversity of viewpoint and teaching style. I agree regarding the limitations on a program that relies on a sole instructor and the benefits of exposing students to multiple points of view. This is not all a reflection on the faculty member who currently teaches the programs on ground courses. Rather, it is a reflection on the current status of the program. No steps were outlined to address this situation.

Remedies to the above-mentioned second and third concerns would seem to depend on the first – student enrollment. Without increased and sustainable enrollment, improvements in program infrastructure may be difficult to justify. Similarly, current enrollment does not justify hiring an additional full-time faculty member to teach the programs on ground courses.

● **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

There is a question regarding the extent to which the program can continue indefinitely at its current status (low enrollment, lack of adequate financial support, one dedicated full-time faculty member). The answer to this will depend on institutional priorities that will presumably be conditioned by available resources. This said, I suggest the following might be considered.

If a decision is made that the program cannot be continued, consideration might be given to continuing the program in an altered form as a minor. In one or another form, I believe the program is worthy of being continued. My conversations with stakeholders suggest a degree of receptivity to this idea, with perhaps and Political and Legal Studies minor in the Criminal Justice program. This would necessitate decisions about what to keep and what to discard from the current program, but given the level of investment in the program, an interested, if small, student cohort, a committed faculty member, and the strengths of the program noted above, this may provide a viable and worthwhile option.

CK Comment: Political/Legal Studies would not be appropriate as a minor in Criminal Justice. The reason for this is that Criminal Justice is actually a subset of Legal Studies in that criminal law is only one part of the study of law and is primarily focused on policing and corrections. Should the university decide that Political/Legal Studies should not continue as a major, it would be better to have it as a standalone minor, with prelaw advising so that it at least maintains its identity as a professional, prelaw option for students interested in careers in law. One on-going problem with recruitment is a continuing confusion between students interested in law school and careers in law versus criminal justice. There are many instances of prospectives and first year students who have informed me that they were told to major in criminal justice if they are interested in law school or told that we have no prelaw program. Criminal Justice is not a prelaw major.

If a decision is made to maintain or even to expand the program, consideration might be given to putting the program online. As I understand it, a few of the program's courses, in modified form, are presently online. The obvious potential benefits of an online program are the ability to reach a larger student cohort as well as the ability to hire from a larger adjunct instructor pool, given the absence of locational constraints. Online courses can also be hybrid in the sense that under certain conditions they can combine on ground students with remote students (there are challenges here, of course, that can include time zone differences, as well as course time preference differences between on ground and online students, but it can be done – I have seen it). Drawbacks include the investment in converting courses to an online format and the time required. This said, William Woods does have online capability and if done strategically, courses earlier in the program can go online while courses later in the program are being developed.

CK Comment: We do have an online Legal Studies program, but the curriculum is more focused on practical legal courses so that it complies with both the ABA and NALA requirements for paralegal programs.

● **Any additional thoughts, comments, or recommendations pertaining to the program?**

Please see below.

Conclusions and Recommendations

William Woods' Political and Legal Studies program provides a unique and creative blend of law and American government coursework. It appears that a good deal of thought and effort has been put into this program. The program director is highly committed, and students are enthusiastic about the program and how it prepares them for law school. As I have noted, in one or another form, I believe the program is worthy of being continued. In this regard, the possibility of going online, or continuing the program as a minor have been noted.

Student enrollment appears a huge issue with no strategic plan to either attract or retain students. Given the limitations inherent in having one full-time faculty member teaching in, and overseeing the program, there may practical ways to enhance program visibility and attractiveness that once implemented require minimal effort to maintain. These include the use of the university's web page and social media. Modern students are career-oriented, and the program currently has an appeal to career-oriented students manifested in ambitions regarding law school. This can be enhanced. When considering what college or university to attend, prospective students review a school's web page – and the web page for many may amount to the sole avenue of investigation.

A review of the web page for the Political and Legal Studies program indicates a good job in connecting the degree to real-world benefits – the web page lists graduate and law schools that alumni have attended along with alumni testimonials. This good start might be added to. For instance, the Review Document, pages 10-11, provides job market statistics that notes job growth and salaries for various legal occupation positions. Career-oriented students will find this compelling, and the web page is where prospective students are best reached. Job market statistics should be included on the program's web page.

Relatedly, the Review Document, page 15, lists the types of positions the program prepares them for (paralegal/legal assistant; legal departments; Human Resource departments; government agencies; bank trust departments; legislative aides; court clerks or other court personnel; education). Consideration might be given to including this list on the webpage as well. If this is done, the "government agencies" item might be expanded to specify "federal," "state," and "local" government. The positions of "lobbyist" and "news political analyst," might also be included – the latter given the program's emphasis on critical thinking. The inclusion of this additional information on the web page would help make a compelling case for the career benefits of the program. (I note that I do understand that web page development is not necessarily a quick or inexpensive endeavor, but relative to program elimination or other changes, it may offer a reasonable approach to grow enrollment via attracting new students.)

While I am not aware of the extent to which the program is promoted on social media, here again, providing information on job market and salary potential, along with potential career options, would help make a compelling case regarding why students should want to pursue the William Woods degree in Political and Legal Studies. (Compared to web page development, social media usage would seem a low-cost effort, and for this reason alone worthy of pursuit.)

Finally, though not a major concern, I would recommend the reinstatement of Public Policy as a core course in the program. An understanding of public policy is highly relevant for understanding our political system and highly relevant for a number of stated careers appropriate for the degree. Relatedly, to the extent that court challenges involve public policy issues, a course on policy would seem relevant for those seeking a career in law. It is very difficult to suggest what existing core course Public Policy might replace. A review of the curriculum suggests that International Law and Politics might be such a candidate (while a worthy topic, among all courses it seems the outlier with its international focus). Again, though, I hesitate to rank this as a major concern.

CK Comment: I would like to reinstate this course as the students really like it.

In all, I believe the Politics and Legal Studies program at William Woods benefits students and is worthy of being continued in some form.

CK Comment: I'm very gratified by the reviewer's kind comments. I agree that increased enrollment and even a part-time additional faculty member would make the program more robust. I believe that enrollment could be substantially increased by a commitment to the Woods Mock Trial Team and recruitment of high school students who compete in mock trial.

I believe the online program has increased enrollment substantially since WWU became Woods Global and the program was revised to a Legal Studies program instead of a Paralegal Studies program.

I am honored to have had the opportunity to provide a review.

Conclusions and Recommendations of Program Faculty

Cynthia's comments are above in the body of the report as well as the Conclusion of the External Reviewer's report. There are no comments to the evaluation of the report made by the reviewer. (Associate Dean of Academic Assessment, 5-25).

Academic Council Review

Program Strengths:

- It is clear that the commitment of faculty to the program is strong. This has been displayed in several ways through the report.
- Student outcomes appear to be solid as evidenced by law school/graduate school attendance and graduation.
- Most narratives were well-explained. While the program is small and has just one faculty member, the students appear to be satisfied enough to have reasonable retention rates.
- The Model Court room is a strength – even though noted that it needs updates.
- The internships for students are strong placements providing students with a strong start to the field.

Program Weaknesses:

- There is no plan for enrollment issues/retention and with the concerns with enrollment this issue should be addressed.
- The report provides minimal description of advising loads, internships, assessment, and decision-making strategies, with anecdotal – not objective data.
- The rotations are as consolidated as they can be and certificates eliminated because of consolidated teaching. The response to the external reviews has a number of ideas on ways to work on the rotation.
- It is acknowledged in the report, the fact that there is only one faculty member teaching all the classes is also a weakness.
- The program noted curriculum review but provided little explanation as to why the revisions happened and what student data was available to back up the decisions on curriculum.

- There is some overlap and confusion in the report on the on ground Political and Legal Studies and the online Legal Studies (Paralegal). These programs have different curriculum, and it is the online Legal Studies that has grown over the past two years and not this program.
- There is a lack of an action plan to address the weaknesses noted in the report.

Review of the External Reviewer:

The external reviewer did a nice job of reviewing the provided documentation for the program and he spent a lot of time with students on campus and with the program faculty. It seems that some scores might be overinflated, but by and large the noted strengths and weaknesses were on point. He provided a well-rounded summary of the program with some tangible action items that could benefit the program (web page). He also included recommendations programmatically (reduction to minor and alignment with Criminal Justice) that are beneficial for the university to consider.

Recommendations:

- There are a couple of factors - but the major factor is enrollment - the PM needs to address enrollment concerns across campus with various departments.
- Mock trial and other academically related opportunities are important for recruiting, engagement and retention of students. The commitment of the faculty to personally fund this is commendable, but this should not be personally funded. This hit a number of academic areas, and only last year were faculty provided alternative methods of funding for academic competitions (after covid). Working with Student Life and the Provost as well as student fundraising opportunities to offset the cost of the competition the next time a group wants to attend Mock trial is recommended.
- The program has increased in enrollment in recent years, but this is a program that could thrive. Additional consideration by administration on what is expected of the program should relate to budget allocations for the program. If the program needs more funds to appropriately convey the curriculum, then that needs to be addressed. Finding opportunities on what students can do, instead of what they don't do anymore, is the mental shift that the program needs to consider. The funding is a constraint external to the faculty and students, so finding opportunities that fit within the limited resources is critical to student and faculty satisfaction.
- Create a proposal for upgrades to the Mock Court Room – please include needed furniture and technology that should be part of the upgrade with expenses and submit to your Dean.
- Review the opportunities to diversify the faculty pool – as there were more individuals teaching in the past

AC Vote to accept – 6-5-25

Political/Legal Studies Majors

Table 1: Law and legal studies degree, 2021

Data	Law and legal studies	All fields
Employment	127,370	59,687,450
Median wage	\$60,000	\$63,000
Percent employed part time	13	14
Percent employed in occupations requiring at least a bachelor's degree	52	62
Percent with an advanced degree	37	38

Source: U.S. Census Bureau, American Community Survey.

Table 2: Employment distribution of workers with a law and legal studies degree, by occupational group, 2021

Occupational group	Occupational group share
Legal occupations	27%
Management occupations	17%
Office and administrative support occupations	11%
Business and financial operations occupations	9%
Sales and related occupations	7%
Other	29%

Note: The sum of percents by major may not total 100 due to rounding.

Source: U.S. Census Bureau, American Community Survey.

Table 3: Top-employing occupations for workers with a law and legal studies degree

Occupational Outlook Handbook profile	Percent growth, projected 2022–32	Typical entry-level education	Percent degree holders in this field, this occupation, 2021	Percent of this occupation with an advanced degree, 2021
Computer occupations, all other	10%	Bachelor's degree	1%	15%
Lawyers	8	Doctoral or professional degree	16	91

Occupational Outlook Handbook profile	Percent growth, projected 2022–32	Typical entry-level education	Percent degree holders in this field, this occupation, 2021	Percent of this occupation with an advanced degree, 2021
Accountants and auditors	4	Bachelor's degree	1	29
Paralegals and legal assistants	4	Associate's degree	10	10
Managers, all other	3	Bachelor's degree	3	21
Education administrators, kindergarten through secondary	1	Master's degree	2	57
First-line supervisors of retail sales workers	-7	High school diploma or equivalent	1	5
Office clerks, general	-7	High school diploma or equivalent	1	4
Chief executives	-8	Bachelor's degree	3	32
Secretaries and administrative assistants, except legal, medical, and executive	-12	High school diploma or equivalent	2	5

Note: Occupational profiles may comprise multiple SOC occupations, which may have differing education categories.
Source: U.S. Bureau of Labor Statistics, Employment Projections program (projected growth, entry-level education) and U.S. Census Bureau, American Community Survey (degree holders, advanced degrees).

Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Field of degree: Law and legal studies, at <https://www.bls.gov/ooh/field-of-degree/law-and-legal-studies/law-and-legal-studies-field-of-degree.htm> (visited March 12, 2024).

Employment Projections for Specific Occupations within the Legal Field

The following information comes from the U.S. Department of Labor through their O*Net program (www.onetonline.org). The 6-digit code that follows each occupation is its SOC (Standard Occupational Classification) code.

Lawyers (23-1011)

	Missouri	United States
Employment (2020)	12,890	826,300
Projected employment (2030)	14,290	888,700
Projected growth (2020-2030)	11%	8%
Projected annual job openings (2020-2030)	770	39,100

Missouri source: Projections Central [2020-2030 long-term projections external site](#). United States source: Bureau of Labor Statistics [2022-2032 employment projections external site](#). "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement. For income statistics and a summary of required skills, knowledge, and education go to: <https://www.onetonline.org/link/summary/23-1011.00>

Judicial Law Clerks (23-1012)

	Missouri	United States
Employment (2020)	160	16,300
Projected employment (2030)	160	16,600
Projected growth (2020-2030)	0%	2%
Projected annual job openings (2020-2030)	10	1000

Missouri source: Projections Central [2020-2030 long-term projections external site](#). United States source: Bureau of Labor Statistics [2022-2032 employment projections external site](#). "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement. For income statistics and a summary of required skills, knowledge, and education go to: <https://www.onetonline.org/link/summary/23-1012.00>

Judges, Magistrate Judges, and Magistrates (23-1023)

	Missouri	United States
Employment (2020)	530	29,600
Projected employment (2030)	530	30,200
Projected growth (2020-2030)	0%	2%
Projected annual job openings (2020-2030)	30	1200

Missouri source: Projections Central [2020-2030 long-term projections external site](#). United States source: Bureau of Labor Statistics [2022-2032 employment projections external site](#). "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement. For income statistics and a summary of required skills, knowledge, and education go to: <https://www.onetonline.org/link/summary/23-1023.00>

Paralegals and Legal Assistants (23-2011)

	Missouri	United States
Employment (2020)	7,140	354,300
Projected employment (2030)	8,120	369,100
Projected growth (2020-2030)	14%	4%
Projected annual job openings (2020-2030)	910	38,000

Missouri source: Projections Central [2020-2030 long-term projections external site](#). United States source: Bureau of Labor Statistics [2022-2032 employment projections external site](#). "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement. For income statistics and a summary of required skills, knowledge, and education go to: <https://www.onetonline.org/link/summary/23-2011.00>

Checklist

Political and Legal Studies - 36 Credits	2223 Catalog
ID#:	
Name:	
Advisor:	

****Students are required to have 122 distinct credits for graduation****

Bachelor of Arts degree programs require a minor and a year of a foreign language.
Minor:
Foreign Language:

Required Courses:33.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
PLS 105	Politics and Government -X	3.00			
PLS 110	American Legal System -Q	3.00			
PLS 210	Law, Ethics and Morality -U	3.00			
PLS 213	Critical Thinking About Politics -i	3.00			
PLS 245	Introduction to Advocacy	3.00			
PLS 303	American Jurisprudence	3.00			
PLS 304	American Political Theory	3.00			
PLS 312	International Law and Politics	3.00			
PLS 415	Senior Seminar	3.00			
PLS 417	Writing and Research in Public Policy	3.00			
PLS 445	Constitutional Law	3.00			

Signatures:

Student:	Date:
Advisor:	Date:
Division Chair:	Date:

William Woods University – Dulany Library

Collection Analysis for Political/Legal Studies

2024

I. William Woods Holdings

Print Books, Print Journals, & DVDs

Subject	Totals	Books	Journals/Magazines	Videos
>> Law Totals	765	735	12	18
International Law & Relations	8	8	0	0
Law - U.S. Cities	1	1	0	0
Law - United States, Federal	640	615	10	15
Law of Africa	1	1	0	0
Law of Asia & Eurasia	4	4	0	0
Law of Canada	1	1	0	0
Law of Europe, except UK & Ireland	4	4	0	0
Law of the Americas, except the US & Canada	1	1	0	0
Law of the Sea	1	1	0	0
Law of the United Kingdom and Ireland	18	18	0	0
Law, General	51	48	0	3
U.S. States & Territories	35	33	2	0

Subject	Totals	Books	Journals	Videos
>> Political Science Totals	925	898	10	17
Air Force	2	1	0	1
Armies - Organization, Distribution, etc.	37	36	0	1
Artillery	9	9	0	0
Cavalry, Armor	30	28	2	0
Colonies & Colonization	9	9	0	0
Immigration & Emigration	65	63	0	2
Infantry	1	1	0	0
International Law, International Relations	71	71	0	0
International Relations	47	47	0	0
Legislative & Executive Papers	23	23	0	0
Local Government	19	18	1	0
Marines	1	1	0	0
Military Administration	29	25	0	4
Military Astronautics, Space Warfare	2	2	0	0

Military Science - Maintenance & Transportation	6	5	0	1
Military Science - Other Services	3	3	0	0
Military Science, General	58	58	0	0
Minor Services of Navies	1	1	0	0
Naval Administration	1	1	0	0
Naval Science, General	6	6	0	0
Navies - Organization, Distribution, etc.	4	4	0	0
Political Inst. & Public Admin. - Asia/Africa/Aust	13	13	0	0
Political Inst. & Public Admin. - Canada, Latin Am	3	3	0	0
Political Inst. & Public Admin. - Europe	42	42	0	0
Political Inst. & Public Admin. - United States	260	252	4	4
Political Inst. & Public Admin., General	33	32	1	0
Political Science, General	26	24	2	0
Political Theory, Theory of the State	124	120	0	4

eBooks: (Subject Search in ARTHUR Catalog)

Law—22,409

International Law—5,784

Justice, Administration of—307

Political Science—1,530

Journal Titles: (Print and Electronic Full-Text)

Law—1797

Political Science—431

Some key journal titles:

ABA Journal, Modern Law Review, American Journal of International Law, American Journal of Legal History, Law & Social Inquiry, Journal of Law & Society, Law & Society Review, Harvard Law Review, Journal of Legal Analysis, University of Chicago Law Review, Yale Law Journal, Stanford Law Review, Columbia Law Review, California Law Review, Policy & Society, American Political Science Review, American Journal of Political Science.

II. **MOBIUS Holdings** (Subject Search for Requestable Print Materials)

Law—240,521

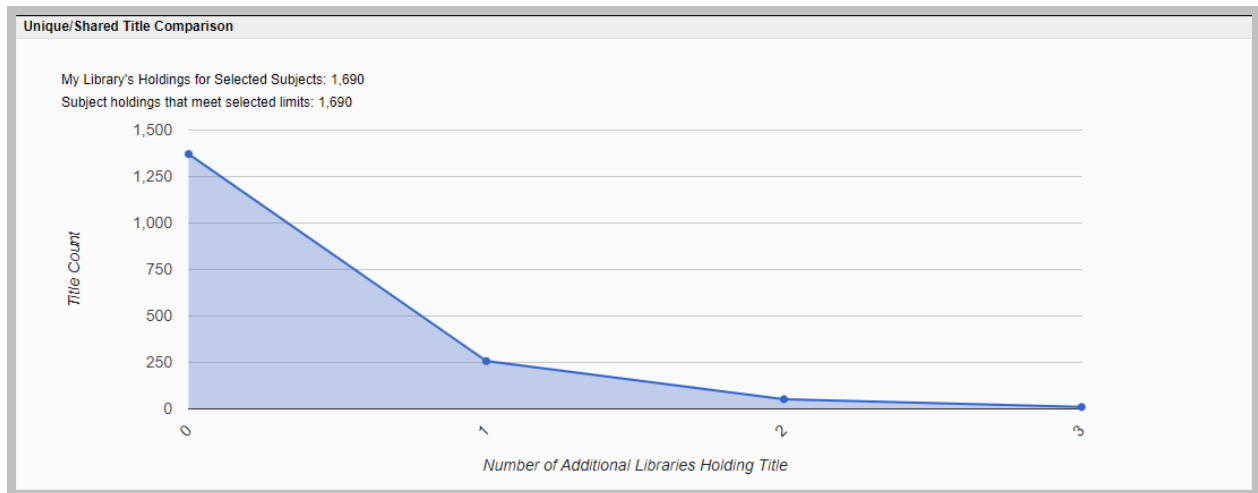
International Law—14,777

Justice, Administration of—10,925

Political Science—14,493

III. Peer Comparison

Institutions included in this comparison: Central Methodist University, Columbia College, Drury University, Fontbonne University, Missouri Valley College, Stephens College, Westminster College.



IV. Analysis

Legal Studies taught at the undergraduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire legal materials primarily in electronic form and books, journals articles and non-print materials are available through *Woods OneSearch*. A subscription to *Westlaw Campus Research* has also been acquired and is available to all students, both traditional and online. Relevant databases include:

- **JSTOR**
- **Academic Search Ultimate**
- **Kanopy:** Contains documentaries and films in Law & Criminal Justice (952) and Political Science (1,122).
- **Westlaw Campus Research:**

Westlaw includes the following types of sources:

Analytical Sources:

- American Jurisprudence, 2d (Am Jur® 2d): an encyclopedia that includes analysis of cases, statutes, and regulations from all 50 states and federal courts.

It also includes analysis of the spirit and intent of the courts in construing the law, and the legislature's intent in enacting and amending the law.

- American Law Reports (ALR®): a continually updated series of articles that collects and analyzes every court case decided on a particular point of law.
- More than 800 law reviews and journals: Includes top titles such as Harvard Law Review; American Journal of Legal History; The Journal of Law, Medicine & Ethics; Stanford Law Review; The University of Chicago Law Review; and The Yale Law Journal for background and the latest developments on any law-related topic.

Primary Law Sources

- United States Code Annotated® (USCA®): USCA combines the official text of the U.S. Code with relevant cases, historical notes, indexes, cross-references, and other annotations to provide a solid framework for researching federal law.
- Federal Register: 50,000 pages of current regulatory, administrative, and executive materials generated by key federal entities. Also includes proposed or promulgated amendments to any CFR section mentioned in the Federal Register database. Updated daily.
- European Union Law: Search laws and regulations by topic, by date, and via full text.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the collections at large research institutions in the state of Missouri, including the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos, and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Political Legal Studies

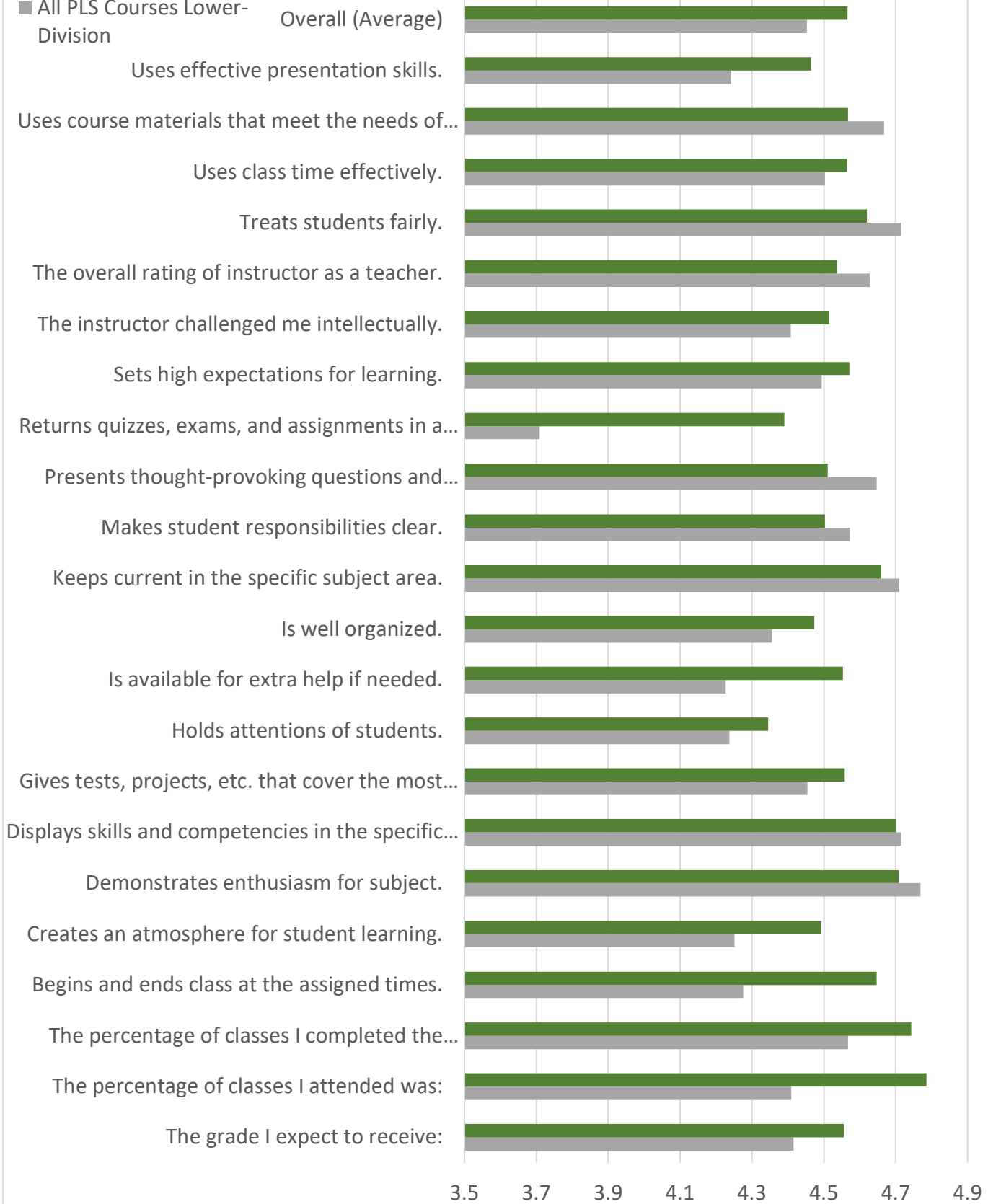
■ All University Courses Average Score For Each Question Over 5 Years - All Fulton Courses



■ All University Courses Lower-Division

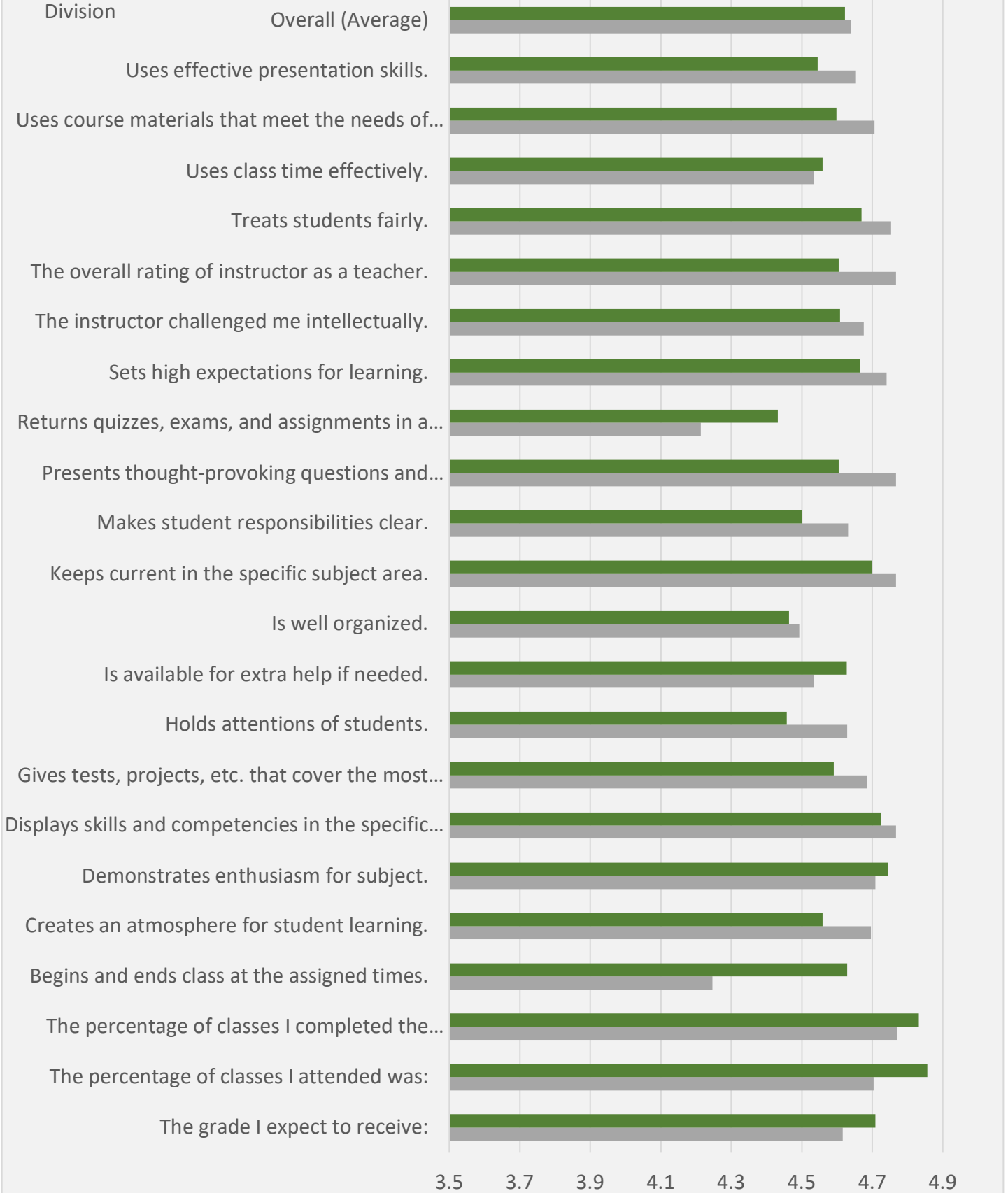
■ All PLS Courses Lower-Division

Average Score For Each Question Over 5 Years - All Lower-Division Fulton Courses



- All University Courses Upper-Division
- All PLS Courses Upper-Division

Average Score For Each Question Over 5 Years - All Upper-Division Fulton Courses



Average Score For Each Question Over 4* Years - All Online Courses

- All University Courses
- All PLS Courses



End of Course Survey Data

Implications to the data:

Response Rates:

	Received Responses	Expected Responses	Response Rate
All PLS Courses	70	210	33%
PLS Lower Division	36	105	34%
PLS Upper Division	34	105	32%
All University	12823	28,674	45%
PLS OLC	112	250	45%
WWU OLC	4,923	8,509	58%

- Spring 2022 and Fall 2022 experienced incomplete pulls due to an error that occurred during the survey collection process. This impacts the completeness of answered survey questions during AY 2122 and 2223. Please keep in mind AY 2122 and 2223 reflect one of two semesters for some questions in the dashboards.
- An effort was made to keep the axis of each graph consistent throughout each dashboard, though it was not always possible from dashboard to dashboard.
- Online data for HIS, SWK, and PLS goes back 4 years, with ART only having 3 years of data.

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Representing the university by exhibiting values and behaviors that address self-respect and respect for others, and enable success and participation in the larger society.

Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus community.

Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.



WILLIAM WOODS
UNIVERSITY

Political Legal Studies Annual Assessment 2018-2019

POLITICAL LEGAL STUDIES ANNUAL ASSESSMENT 2018-2019 **1**

ANNUAL ASSESSMENT 18-19 **3**

POLITICAL/LEGAL STUDIES	3
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	5
CURRICULUM MAP	6
ASSESSMENT FINDINGS	7
PROGRAM ACTIVITIES	12
ASSESSMENT RUBRIC	15

Annual Assessment 18-19

Political/Legal Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Political/Legal Studies major is designed for students interested in preparing for law school or other graduate study. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise. *The political/legal studies program prepares students to be active, informed, ethical citizens in a democratic system within the world community and for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education.*

Program Data

Delivery Method

- Traditional on Campus (selected)
- Online
- Hybrid

Students Majors 2017-18

13

Student Majors 2018-19

17

Student Minors 2017-18

Student Minors 2018-19

8

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

This is a difficult major for many students who believe they want the major as freshman, so the attrition rate can be high. However we have made program changes in an effort to have a broader appeal, so our retention, persistence and degree completion goal is currently 85%. The persistence numbers mean to the faculty that while we would like to keep all our students, realistically many students who watch Law and Order on television are not academically suited to the study of law and politics and should not be encouraged to stay in a program in which their chances of attending law school or graduate school, or being successfully employed within the field are minimal. However I do not know what the persistence numbers are for this program in majors and minors.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

NA

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The attached screen shots show that depending on which path is taken to access the webpage for Political and Legal Studies, the format is different. It is very confusing as to whether "Legal Studies" is a department that encompasses Political and Legal Studies, Criminal Justice and Paralegal Studies, or if each are separate programs that stand alone. Also, Phi Alpha Delta International Legal Fraternity is not listed as a student organization on one page (Legal Studies) but is on the other page. Further, there is a mention of "certificates" in prelaw and political studies, but neither of the certificate programs are highlighted or even included in the list of all courses listed in political and legal studies.

Overall, the website, which is the sole marketing material for this program, does not really suggest much about the relevance of this program; does not measure up favorably with the web presence for similar programs at other institutions; and, in my opinion, does not create much excitement about the program. There is nothing about any activities other than in very vague terms, no pictures of students doing anything (other than the stock courtroom photo which is at least 20 years old); and it just is not exciting.

Marketing Material

Marketingattach.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
PLS.1	Evaluate the elements of oral and written argument relevant to political/legal issues.
PLS.2	Explain the historical development of political/legal systems
PLS.3	Analyze the economic, political, and social contexts of political/legal decisions and systems.
PLS.4	Explain the ethical and philosophical issues that arise in politics and law.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Quantitative inquiry: students are expected to understand and use statistical data to evaluate the legal/political social and economic implications of politics and law. Examples include PLS 105 data regarding political opinions, voting patterns; PLS 329 evaluating cost of adversarial legal system compared to adr; PLS 302 understanding of legal philosophy systems that are conflicting value models.

Society and the individual: students are expected to read various fiction and nonfiction texts, watch videos and other material to ascertain the values and meaning of law and politics in society. Examples include PLS 201 reading various essays and watching videos to determine ethical and moral questions reflected in law; PLS 110 additional outside reading assignment to determine legal issues and how portrayed in literature; PLS 304 reading essays and literature relevant to determining us political theory. Students are expected to understand the moral and ethical questions involved in political structures and actions and in the force and effect of law. Examples: PLS 210 specifically deals with ethics and morality in law and PLS 329 deals specifically with ethics of conflict resolution. Students are expected to understand the historical basis and evolution of political systems and legal principles. Examples include PLS 304 which deals specifically with the evolution of American legal thought over the past 200 years. Students are expected to understand how political systems and the law address diversity within the context of specific political theories such as democracy or within equal treatment under the law. All courses deal with this issue, and particular examples include PLS 329 in regard to culture and conflict and PLS 304 in regard to diverse viewpoints of American political theory and PLS 302 in regard to diversity in the application of law, especially as applied to minority groups and based on economic diversity.

Critical analysis – all courses require students to engage in critical thinking, especially in developing the ability to construct a coherent and well-reasoned argument as well as to identify the logical flaws in an argument. All program courses require students to engage in written and oral communication. Specific examples include, PLS 105 debate assignment; political analysis research paper; PLS 210 – oral ethical argument presentation, class presentations, written analysis papers; PLS 445 written case briefs and oral presentation of case briefs.

Creative and aesthetic sensibility – both law and politics enforce social conduct related to what constitutes "art" and what might instead be criminalized or marginalized as illegal or immoral. Students also must think creatively in order to express political ideas. Specific course examples include PLS 329, PLS 445, and PLS 302.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

PLS Program Matrix(Imported)(Imported)

	PLS 105	PLS 110	PLS 210	PLS 213	PLS 303	PLS 304	PLS 312	PLS 329	PLS 445	PLS 417	PLS 415
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.	I	I	I	I	A, R	A, M	R		M	M	M, A
PLS.2 Explain the historical development of political/legal systems	I	I			R, A	R, A	R	R	M	M	M, A
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.	I	I		I	A, R	A, R	R	R	M	M	M, A
PLS.4 Explain the ethical and philosophical issues that arise in politics and law.	I	I	I	I	A, R	A, R	R	R	M	M	A, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for PLS Program Matrix (Imported)(Imported)

PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.

Assessment Measures

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet? Met	Students completed the assignment: Legal Analysis Paper The Via report is attached and applies to all assessment measures for PLS 303 and PLS 304	PLS_303SpringFinal ExamPaperVIA.docx Via__Untitled_Rubric_Report_05_02_2018_122327PLS304303.pdf	
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet? Met	Students completed the assignment Political Theory Analysis Research Paper.	PLS304PoliticalTheoryAnalysisResearchpaper.docx	
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of		PLS415seniorseminarresearchpaperreport.pdf	

	students will achieve Proficient on the assignment. been met yet? Met			
Direct - Presentation	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met		PLS415andSrPerformanceDayOralPresentation.pdf	

PLS.2 Explain the historical development of political/legal systems				
Assessment Measures				
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet? Met	Students completed the assignment Political Theory Analysis Research Paper.	PLS304PoliticalTheoryAnalysisResearchpaper.docx	
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve		PLS415seniorseminarresearchpaperreport.pdf	

	Proficient on the assignment. been met yet? Met			
Direct - Presentation	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met		PLS415andSrPerformanceDayOralPresentation.pdf	

PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.

Assessment Measures

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet? Met	Students completed the assignment Legal Analysis Paper	PLS_303SpringFinalExamPaperVIA.docx	

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve	Students completed the assignment Political Theory Analysis Research Paper.	PLS304PoliticalTheoryAnalysisResearchpaper.docx	

	Proficient on the assignment. been met yet? Met			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met		PLS415seniorseminarresearchpaperreport.pdf	
Direct - Presentation	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met		PLS415andSrPerformanceDayOralPresentation.pdf	

PLS.4 Explain the ethical and philosophical issues that arise in politics and law.				
Assessment Measures				
PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the	Students completed the assignment Legal Analysis Paper	PLS_303SpringFinalExamPaperVIA.docx	

	assignment. been met yet? Met			
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet? Met	Students completed the assignment Political Theory Analysis Research Paper.	PLS304PoliticalTheoryAnalysisResearchpaper.docx	
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met		PLS415seniorseminarresearchpaperreport.pdf	
Direct - Presentation	Has the criterion the program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met		PLS415andSrPerformanceDayOralPresentation.pdf	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

This program is focused on student's ability to successfully engage in advocacy activities through the use of legal reasoning. Legal Reasoning is a specific type of logical analysis that relies on articulation of facts; identification of a legal or policy issue that can be solved by law/political policy; identification of the relevant law/policy; application of the relevant law/policy to the facts to resolve the issue. In order to do this, students must not only correctly identify the elements of Legal Reasoning above, but they must also place that process in the context of the historical/culture/philosophical/ethical framework of the problem in their analysis. The assessment of that process in this program involves utilizing substantive legal and political content to provide an opportunity for student's to engage in the Legal Reasoning process, and to demonstrate that they can do this successfully.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

During the student performance review, students engaged in the following activities:

- 1) Completed a data sheet showing demographics
- 2) Completed a written essay
- 3) Completed 2 timed sections of the LSAT exam

The LSAT shows the potential that the student has (under these limited conditions) for success in law school admission and completion. The essay is related to the program objectives.

- 4) Jr and Sr students in the program demonstrated oral advocacy skills by conducting a moot court argument in front of an appellate judge and 2 faculty

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2019_PLS_Student_Performance_Day_Assessment.docx

AY1819PLSAssessment.docx

PLS_Assessment_Rubric.docx

PLSDemographicdocumentassessmentday2019.docx

Student_Performance_Review_Schedules_2019.pdf

PLSStudentPerformanceDay1819EssayAssignment.pdf

PLSStudentPerformanceDay1819Essay.pdf

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Students present their Senior Seminar research paper in an oral presentation. Students must create a powerpoint or other visual summary of their research project, which includes a fully developed thesis; an explanation of major findings; a conclusion and a bibliography.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

PLS_Assessment_Rubric.docx

PLS201819PerformanceDayJrSRoralargumentassment__1_.pdf

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

We have recently added an opportunity for students to actively participate in a truancy diversion court on campus that is a joint venture with the 13th Judicial Circuit Court Juvenile Division; the Callaway County Juvenile Office; and all 4 school districts in Callaway County. However at this time we are not submitting this activity for "service learning" designation.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Constitution Day

Legal Movie nights

Mock trial

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Internships:

Lobbying group

CASA Volunteer

Prosecuting attorney offices

Private law firms

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Admissions to various law schools

Admissions to various graduate schools

Employment at State agency legal departments

Employment at law firms

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Board of Advocates - University of Missouri College of Law

Assessment Rubric

Annual Assessment Rubric 2018

27,000 pts 69.23%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

Political Legal Studies Annual Assessment 2019-2020

Contents

Annual Assessment 2019-2020..... 3

Political/Legal Studies 3

Program Profile..... 3

Program Assessment 5

Curriculum Map 7

Assessment Findings 8

Program Activities..... 11

Assessment Rubric..... 13

Annual Assessment 2019-2020

Political/Legal Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Political/Legal Studies major is designed for students interested in preparing for law school or other graduate study. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise. *The political/legal studies program prepares students to be active, informed, ethical citizens in a democratic system within the world community and for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education.*

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Student Majors 2018-19

12

Student Minors 2018-19

5

Students Majors 2019-2020

10

Student Minors 2019-20

5

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2019-20

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be

improved? What is the optimal enrollment for the program?

This is a difficult major for many students who believe they want the major as freshman, so the attrition rate can be high. However, we have made program changes in an effort to have a broader appeal, so our retention, persistence and degree completion goal is currently 85%. The persistence numbers mean to the faculty that while we would like to keep all our students, realistically many students who watch Law and Order on television are not academically suited to the study of law and politics and should not be encouraged to stay in a program in which their chances of attending law school or graduate school, or being successfully employed within the field are minimal. However, I do not know what the persistence numbers are for this program in majors and minors.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

NA

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The attached screen shots show that depending on which path is taken to access the webpage for Political and Legal Studies, the format is different. It is very confusing as to whether "Legal Studies" is a department that encompasses Political and Legal Studies, Criminal Justice and Paralegal Studies, or if each are separate programs that stand alone. Also, Phi Alpha Delta International Legal Fraternity is not listed as a student organization on one page (Legal Studies) but is on the other page. Further, there is a mention of "certificates" in prelaw and political studies, but neither of the certificate programs are highlighted or even included in the list of all courses listed in political and legal studies.

Overall, the website, which is the sole marketing material for this program, does not really suggest much about the relevance of this program; does not measure up favorably with the web presence for similar programs at other institutions; and, in my opinion, does not create much excitement about the program. There is nothing about any activities other than in very vague terms, no pictures of students doing anything (other than the stock courtroom photo which is at least 20 years old); and it just is not exciting.

Marketing Material

Marketingattach.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
PLS.1	Evaluate the elements of oral and written argument relevant to political/legal issues.
PLS.2	Explain the historical development of political/legal systems
PLS.3	Analyze the economic, political, and social contexts of political/legal decisions and systems.
PLS.4	Explain the ethical and philosophical issues that arise in politics and law.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

WWU 2016.1: Political and Legal Studies prepares students for professional level work in the fields of law, politics and public policy and for advanced studies in these areas.

WWU2016.2: Students explore the ethical obligations of legal professionals as well as analyze the ethical implications of law and politics on society.

WWU2016.3: The theoretical and practical study of law and politics enable students to understand and advocate for diverse viewpoints and to self-reflect.

WWU2016.4: Law and politics are ever changing and require continuous learning outside of the degree curriculum.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Quantitative inquiry: students are expected to understand and use statistical data to evaluate the legal/political social and economic implications of politics and law. Examples include pls 105 data regarding political opinions, voting patterns; pls 329 evaluating cost of adversarial legal system compared to adr; pls 302 understanding of legal philosophy systems that are conflicting value models.

Society and the individual: students are expected to read various fiction and nonfiction texts, watch videos and other material to ascertain the values and meaning of law and politics in society. Examples include pls 201 reading various essays and watching videos to determine ethical and moral questions reflected in law; pls 110 additional outside reading

assignment to determine legal issues and how portrayed in literature; pls 304 reading essays and literature relevant to determining us political theory. Students are expected to understand the moral and ethical questions involved in political structures and actions and in the force and effect of law. Examples: pls 210 specifically deals with ethics and morality in law and pls 329 deals specifically with ethics of conflict resolution. Students are expected to understand the historical basis and evolution of political systems and legal principles. Examples include pls 304 which deals specifically with the evolution of American legal thought over the past 200 years. Students are expected to understand how political systems and the law address diversity within the context of specific political theories such as democracy or within equal treatment under the law. All courses deal with this issue, and particular examples include pls 329 in regard to culture and conflict and pls 304 in regard to diverse viewpoints of American political theory and pls 302 in regard to diversity in the application of law, especially as applied to minority groups and based on economic diversity.

Critical analysis – all courses require students to engage in critical thinking, especially in developing the ability to construct a coherent and well-reasoned argument as well as to identify the logical flaws in an argument. All program courses require students to engage in written and oral communication. Specific examples include, pls 105 debate assignment; political analysis research paper; pls 210 – oral ethical argument presentation, class presentations, written analysis papers; pls 445 written case briefs and oral presentation of case briefs.

Creative and aesthetic sensibility – both law and politics enforce social conduct related to what constitutes "art" and what might instead be criminalized or marginalized as illegal or immoral. Students also must think creatively in order to express political ideas. Specific course examples include pls 329, pls 445, and pls 302.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

PLS Program Matrix

	PLS 105	PLS 110	PLS 210	PLS 213	PLS 303	PLS 304	PLS 312	PLS 329	PLS 445	PLS 417	PLS 415
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.	I	I	I	I	A, R	A, M	R		M	M	M, A
PLS.2 Explain the historical development of political/legal systems	I	I			R, A	R, A	R	R	M	M	M, A
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.	I	I		I	A, R	A, R	R	R	M	M	M, A
PLS.4 Explain the ethical and philosophical issues that arise in politics and law.	I	I	I	I	A, R	A, R	R	R	M	M	A, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for PLS Program Matrix

PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

PLS.2 Explain the historical development of political/legal systems

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

PLS.4 Explain the ethical and philosophical issues that arise in politics and law.

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
-----------------------	---	--	--	--

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The program is in the process of developing a detailed rubric to use in the assessment process. In the meantime, the program is using the rubric for the program to measure specific assignments in each of the assessed courses. Success of students matriculating to graduate programs and law school is also used as an assessment of the success of the program. As a program of one faculty member, there was no discussion regarding changes.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

The students took 2 sections of the LSAT. Due to the COVID 19 shut down, I have been unable to retrieve the data.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

AY1920PerformanceDaySchedule.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

No Senior Showcase activities were conducted due to the COVID 19 shut down. Normally students would do an oral presentation, with video enhancement (PowerPoint, etc.) of their thesis, outline of research and conclusion.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Constitution Day.

Usually do 3-6 per year, but due to COVID 19 did not do any in the spring semester.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

5 out of 6 graduating students were admitted to law school/graduate school from the May 2020 graduating class.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

One alumni is running for State Senate in her state; one alumni has been invited to be an editor on the MU Law Journal; several recent alums have passed state bar exams and been admitted to the practice of law.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	The assessment assignment was omitted for PLS 303 Objective 2. I dont know if it is the same assignment used for Objective 1?			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	There was no data uploaded in the report and the assessment results were not completed. This could have been due to COVID-19 complications, but it is not stated why there is no assessment provided in the report.			

Documentation provided on assessment findings weight: 1.000	✔ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:				
Student Performance Review weight: 1.000	✔ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✔ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✔ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✔ N/A
Comment:	Complications with COVID 19 to complete this component.			
Senior Showcase weight: 1.000	✔ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✔ The program described the Senior showcase activities and provided some evidence of what was presented.	✔ Little to no content of Senior showcase was provided.	✔ N/A
Comment:	Complications with COVID 19 to complete this component.			
Co Curricular activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✔ The program provided a listing of LEAD events and activities provided.	✔ The program provided little to no description of the Co-curricular activities provided throughout the year.	✔ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

Political Legal Studies Annual Assessment 2019-2020

Contents

Annual Assessment 2019-2020.....	3
Political/Legal Studies	3
Program Profile.....	3
Program Assessment	5
Curriculum Map	7
Assessment Findings	8
Program Activities.....	11
Assessment Rubric.....	13

Annual Assessment 2019-2020

Political/Legal Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Political/Legal Studies major is designed for students interested in preparing for law school or other graduate study. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise. *The political/legal studies program prepares students to be active, informed, ethical citizens in a democratic system within the world community and for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education.*

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Student Majors 2018-19

12

Student Minors 2018-19

5

Students Majors 2019-2020

10

Student Minors 2019-20

5

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2019-20

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be

improved? What is the optimal enrollment for the program?

This is a difficult major for many students who believe they want the major as freshman, so the attrition rate can be high. However, we have made program changes in an effort to have a broader appeal, so our retention, persistence and degree completion goal is currently 85%. The persistence numbers mean to the faculty that while we would like to keep all our students, realistically many students who watch Law and Order on television are not academically suited to the study of law and politics and should not be encouraged to stay in a program in which their chances of attending law school or graduate school, or being successfully employed within the field are minimal. However, I do not know what the persistence numbers are for this program in majors and minors.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

NA

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The attached screen shots show that depending on which path is taken to access the webpage for Political and Legal Studies, the format is different. It is very confusing as to whether "Legal Studies" is a department that encompasses Political and Legal Studies, Criminal Justice and Paralegal Studies, or if each are separate programs that stand alone. Also, Phi Alpha Delta International Legal Fraternity is not listed as a student organization on one page (Legal Studies) but is on the other page. Further, there is a mention of "certificates" in prelaw and political studies, but neither of the certificate programs are highlighted or even included in the list of all courses listed in political and legal studies.

Overall, the website, which is the sole marketing material for this program, does not really suggest much about the relevance of this program; does not measure up favorably with the web presence for similar programs at other institutions; and, in my opinion, does not create much excitement about the program. There is nothing about any activities other than in very vague terms, no pictures of students doing anything (other than the stock courtroom photo which is at least 20 years old); and it just is not exciting.

Marketing Material

Marketingattach.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
PLS.1	Evaluate the elements of oral and written argument relevant to political/legal issues.
PLS.2	Explain the historical development of political/legal systems
PLS.3	Analyze the economic, political, and social contexts of political/legal decisions and systems.
PLS.4	Explain the ethical and philosophical issues that arise in politics and law.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

WWU 2016.1: Political and Legal Studies prepares students for professional level work in the fields of law, politics and public policy and for advanced studies in these areas.

WWU2016.2: Students explore the ethical obligations of legal professionals as well as analyze the ethical implications of law and politics on society.

WWU2016.3: The theoretical and practical study of law and politics enable students to understand and advocate for diverse viewpoints and to self-reflect.

WWU2016.4: Law and politics are ever changing and require continuous learning outside of the degree curriculum.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Quantitative inquiry: students are expected to understand and use statistical data to evaluate the legal/political social and economic implications of politics and law. Examples include pls 105 data regarding political opinions, voting patterns; pls 329 evaluating cost of adversarial legal system compared to adr; pls 302 understanding of legal philosophy systems that are conflicting value models.

Society and the individual: students are expected to read various fiction and nonfiction texts, watch videos and other material to ascertain the values and meaning of law and politics in society. Examples include pls 201 reading various essays and watching videos to determine ethical and moral questions reflected in law; pls 110 additional outside reading

assignment to determine legal issues and how portrayed in literature; pls 304 reading essays and literature relevant to determining us political theory. Students are expected to understand the moral and ethical questions involved in political structures and actions and in the force and effect of law. Examples: pls 210 specifically deals with ethics and morality in law and pls 329 deals specifically with ethics of conflict resolution. Students are expected to understand the historical basis and evolution of political systems and legal principles. Examples include pls 304 which deals specifically with the evolution of American legal thought over the past 200 years. Students are expected to understand how political systems and the law address diversity within the context of specific political theories such as democracy or within equal treatment under the law. All courses deal with this issue, and particular examples include pls 329 in regard to culture and conflict and pls 304 in regard to diverse viewpoints of American political theory and pls 302 in regard to diversity in the application of law, especially as applied to minority groups and based on economic diversity.

Critical analysis – all courses require students to engage in critical thinking, especially in developing the ability to construct a coherent and well-reasoned argument as well as to identify the logical flaws in an argument. All program courses require students to engage in written and oral communication. Specific examples include, pls 105 debate assignment; political analysis research paper; pls 210 – oral ethical argument presentation, class presentations, written analysis papers; pls 445 written case briefs and oral presentation of case briefs.

Creative and aesthetic sensibility – both law and politics enforce social conduct related to what constitutes "art" and what might instead be criminalized or marginalized as illegal or immoral. Students also must think creatively in order to express political ideas. Specific course examples include pls 329, pls 445, and pls 302.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

PLS Program Matrix

	PLS 105	PLS 110	PLS 210	PLS 213	PLS 303	PLS 304	PLS 312	PLS 329	PLS 445	PLS 417	PLS 415
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.	I	I	I	I	A, R	A, M	R		M	M	M, A
PLS.2 Explain the historical development of political/legal systems	I	I			R, A	R, A	R	R	M	M	M, A
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.	I	I		I	A, R	A, R	R	R	M	M	M, A
PLS.4 Explain the ethical and philosophical issues that arise in politics and law.	I	I	I	I	A, R	A, R	R	R	M	M	A, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for PLS Program Matrix

PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

PLS.2 Explain the historical development of political/legal systems

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			
-------------------------	---	--	--	--

PLS 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.**PLS 303**

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			

PLS 304

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

PLS.4 Explain the ethical and philosophical issues that arise in politics and law.

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
-----------------------	---	--	--	--

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The program is in the process of developing a detailed rubric to use in the assessment process. In the meantime, the program is using the rubric for the program to measure specific assignments in each of the assessed courses. Success of students matriculating to graduate programs and law school is also used as an assessment of the success of the program. As a program of one faculty member, there was no discussion regarding changes.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

The students took 2 sections of the LSAT. Due to the COVID 19 shut down, I have been unable to retrieve the data.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

AY1920PerformanceDaySchedule.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

No Senior Showcase activities were conducted due to the COVID 19 shut down. Normally students would do an oral presentation, with video enhancement (PowerPoint, etc.) of their thesis, outline of research and conclusion.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Constitution Day.

Usually do 3-6 per year, but due to COVID 19 did not do any in the spring semester.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

5 out of 6 graduating students were admitted to law school/graduate school from the May 2020 graduating class.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

One alumni is running for State Senate in her state; one alumni has been invited to be an editor on the MU Law Journal; several recent alums have passed state bar exams and been admitted to the practice of law.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	The assessment assignment was omitted for PLS 303 Objective 2. I dont know if it is the same assignment used for Objective 1?			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	There was no data uploaded in the report and the assessment results were not completed. This could have been due to COVID-19 complications, but it is not stated why there is no assessment provided in the report.			

Documentation provided on assessment findings weight: 1.000	✔ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:				
Student Performance Review weight: 1.000	✔ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✔ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✔ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✔ N/A
Comment:	Complications with COVID 19 to complete this component.			
Senior Showcase weight: 1.000	✔ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✔ The program described the Senior showcase activities and provided some evidence of what was presented.	✔ Little to no content of Senior showcase was provided.	✔ N/A
Comment:	Complications with COVID 19 to complete this component.			
Co Curricular activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✔ The program provided a listing of LEAD events and activities provided.	✔ The program provided little to no description of the Co-curricular activities provided throughout the year.	✔ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

Political Legal Studies Annual Assessment 2020-2021

Contents

Annual Assessment 2020-2021	3
Political/Legal Studies	3
Program Profile	3
Program Assessment.....	5
Curriculum Map.....	7
Assessment Findings	8
Program Activities	13
Assessment Rubric	15

Annual Assessment 2020-2021

Political/Legal Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Political/Legal Studies major is designed for students interested in preparing for law school or other graduate study. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise. *The political/legal studies program prepares students to be active, informed, ethical citizens in a democratic system within the world community and for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education.*

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2019-2020

10

Student Minors 2019-20

5

Student Majors 2020-2021

12

Student Minors 2020-2021

1

Concentrations 2019-2020

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved?

This is a difficult major for many students who believe they want the major as freshman, so the attrition rate can be high. However we have made program changes in an effort to have a broader appeal, so our retention, persistence and degree completion goal is currently 85%. The persistence numbers mean to the faculty that while we would like to keep all our students, realistically many students who watch Law and Order on television are not academically suited to the study of law and politics and should not be encouraged to stay in a program in which their chances of attending law school or graduate school, or being successfully employed within the field are minimal. However I do not know what the persistence numbers are for this program in majors and minors.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group? Is the program seeking accreditation? If no, why?

NA

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The attached screen shots from last reporting period show that depending on which path is taken to access the webpage for Political and Legal Studies, the format is different. It is very confusing as to whether "Legal Studies" is a department that encompasses Political and Legal Studies, Criminal Justice and Paralegal Studies, or if each are separate programs that stand alone. Also, Phi Alpha Delta International Legal Fraternity is not listed as a student organization on one page (Legal Studies) but is on the other page. Further, there is a mention of "certificates" in prelaw and political studies, but neither of the certificate programs are highlighted or even included in the list of all courses listed in political and legal studies.

Overall, the website, which is the sole marketing material for this program, does not really suggest much about the relevance of this program; does not measure up favorably with the web presence for similar programs at other institutions; and, in my opinion, does not create much excitement about the program. There is nothing about any activities other than in very vague terms, no pictures of students doing anything (other than the stock courtroom photo which is at least 20 years old); and it just is not exciting.

It would be beneficial to have a fresh approach to marketing this program, which might include some type of demographic research directed at high school mock trial, debate, and model UN, boys/girls state types of activities.

Marketing Material

Marketingattach.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
PLS.1	Evaluate the elements of oral and written argument relevant to political/legal issues.
PLS.2	Explain the historical development of political/legal systems
PLS.3	Analyze the economic, political, and social contexts of political/legal decisions and systems.
PLS.4	Explain the ethical and philosophical issues that arise in politics and law.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

WWU 2016.1: Political and Legal Studies prepares students for professional level work in the fields of law, politics and public policy and for advanced studies in these areas.

WWU2016.2: Students explore the ethical obligations of legal professionals as well as analyze the ethical implications of law and politics on society.

WWU2016.3: The theoretical and practical study of law and politics enable students to understand and advocate for diverse viewpoints and to self-reflect.

WWU2016.4: Law and politics are ever changing and require continuous learning outside of the degree curriculum.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Quantitative Inquiry: STUDENTS ARE EXPECTED TO UNDERSTAND AND USE STATISTICAL DATA TO EVALUATE THE LEGAL/POLITICAL SOCIAL AND ECONOMIC IMPLICATIONS OF POLITICS AND LAW. EXAMPLES INCLUDE PLS 105 DATA REGARDING POLITICAL OPINIONS, VOTING PATTERNS; PLS 329 EVALUATING COST OF ADVESARIAL LEGAL SYSTEM COMPARED TO ADR; PLS 302 UNDERSTANDING OF LEGAL PHILOSOPHY SYSTEMS THAT ARE CONFLICTING VALUE MODELS.

Society and the Individual: STUDENTS ARE EXPECTED TO READ VARIOUS FICTION AND NONFICTION TEXTS, WATCH VIDEOS AND OTHER MATERIAL TO ASCERTAIN THE VALUES AND MEANING OF LAW AND POLITICS IN SOCIETY. EXAMPLES INCLUDE PLS 201 READING VARIOUS ESSAYS AND WATCHING VIDEOS TO DETERMINE

ETHICAL AND MORAL QUESTIONS REFLECTED IN LAW; PLS 110 ADDITIONAL OUTSIDE READING ASSIGNMENT TO DETERMINE LEGAL ISSUES AND HOW PORTRAYED IN LITERATURE; PLS 304 READING ESSAYS AND LITERATURE RELEVANT TO DETERMINING US POLITICAL THEORY. STUDENTS ARE EXPECTED TO UNDERSTAND THE MORAL AND ETHICAL QUESTIONS INVOLVED IN POLITICAL STRUCTURES AND ACTIONS AND IN THE FORCE AND EFFECT OF LAW. EXAMPLES: PLS 210 SPECIFICALLY DEALS WITH ETHICS AND MORALITY IN LAW AND PLS 329 DEALS SPECIFICALLY WITH ETHICS OF CONFLICT RESOLUTION. STUDENTS ARE EXPECTED TO UNDERSTAND THE HISTORICAL BASIS AND EVOLUTION OF POLITICAL SYSTEMS AND LEGAL PRINCIPLES. EXAMPLES INCLUDE PLS 304 WHICH DEALS SPECIFICALLY WITH THE EVOLUTION OF AMERICAN LEGAL THOUGHT OVER THE PAST 200 YEARS. STUDENTS ARE EXPECTED TO UNDERSTAND HOW POLITICAL SYSTEMS AND THE LAW ADDRESS DIVERSITY WITHIN THE CONTEXT OF SPECIFIC POLITICAL THEORIES SUCH AS DEMOCRACY OR WITHIN EQUAL TREATMENT UNDER THE LAW. ALL COURSES DEAL WITH THIS ISSUE, AND PARTICULAR EXAMPLES INCLUDE PLS 329 IN REGARD TO CULTURE AND CONFLICT AND PLS 304 IN REGARD TO DIVERSE VIEWPOINTS OF AMERICAN POLITICAL THEORY AND PLS 302 IN REGARD TO DIVERSITY IN THE APPLICATION OF LAW, ESPECIALLY AS APPLIED TO MINORITY GROUPS AND BASED ON ECONOMIC DIVERSITY.

CRITICAL Analysis – ALL COURSES REQUIRE STUDENTS TO ENGAGE IN CRITICAL THINKING, ESPECIALLY IN DEVELOPING THE ABILITY TO CONSTRUCT A COHERENT AND WELL-REASONED ARGUMENT AS WELL AS TO IDENTIFY THE LOGICAL FLAWS IN AN ARGUMENT. ALL PROGRAM COURSES REQUIRE STUDENTS TO ENGAGE IN WRITTEN AND ORAL COMMUNICATION. SPECIFIC EXAMPLES INCLUDE, PLS 105 DEBATE ASSIGNMENT; Political Analysis Research Paper; PLS 210 – Oral ethical argument presentation, CLASS PRESENTATIONS, written analysis papers; PLS 445 WRITTEN CASE BRIEFS AND ORAL PRESENTATION OF CASE BRIEFS.

CREATIVE AND AESTHETIC SENSIBILITY – BOTH LAW AND POLITICS ENFORCE SOCIAL CONDUCT RELATED TO WHAT CONSTITUTES "ART" AND WHAT MIGHT INSTEAD BE CRIMINALIZED OR MARGINALIZED AS ILLEGAL OR IMMORAL. STUDENTS ALSO MUST THINK CREATIVELY IN ORDER TO EXPRESS POLITICAL IDEAS. SPECIFIC COURSE EXAMPLES INCLUDE PLS 329, PLS 445, AND PLS 302.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

PLS Program Matrix

	PLS 105	PLS 110	PLS 210	PLS 213	PLS 303	PLS 304	PLS 312	PLS 329	PLS 415	PLS 417	PLS 445
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.	I	I	I	I	A, R	A, M	R		M, A	M	
PLS.2 Explain the historical development of political/legal systems	I	I			R, A	R, A	R	R	M, A	M	M
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.	I	I		I	A, R	A, R	R	R	M, A	M	M
PLS.4 Explain the ethical and philosophical issues that arise in politics and law.	I	I	I	I	A, R	A, R	R	R	A, M	M	M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for PLS Program Matrix

PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.

Assessment Measures

PLS 303

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment? Been met yet?			

PLS 304

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			

PLS 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet? Met		PLS415.zip	

Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet? Met			
-----------------------	--	--	--	--

PLS.2 Explain the historical development of political/legal systems

Assessment Measures

PLS 304

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			

PLS 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			

Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			
-----------------------	---	--	--	--

PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.

Assessment Measures				
PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment? Been met yet?			
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			

PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			

PLS.4 Explain the ethical and philosophical issues that arise in politics and law.

Assessment Measures

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment? Been met yet?			

PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment? Been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment? Been met yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss

the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Due to COVID-19 and the lack of a criminal justice faculty, many of the courses in the program were temporarily modified to accommodate both PLS and CJ students.

The program is in the process of developing a detailed rubric to use in the assessment process. In the meantime, the program is using the rubric for the program to measure specific assignments in each of the assessed courses. Success of students matriculating to graduate programs and law school is also used as an assessment of the success of the program. As a program of one faculty member, there was no discussion regarding changes.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Due to COVID-19 restrictions, the performance day activities were done via Zoom and online. Students met together on Zoom and then were assigned a problem case that included various sources. Students were to complete a legal reasoning analysis using IRAC in order to evaluate the problem case. The sources provided required students to distinguish between relevant in not relevant sources as well as apply the facts to the relevant law or standard.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2021PerformanceDay.zip

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Due to COVID-19 students did not participate this year.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

3 graduates from May 2020 admitted to law schools: 2 to MU 1 to TU.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	<input type="text"/>			
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	<input type="text"/>			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	<input type="text"/>			
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:	<input type="text"/>			
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	<input type="text"/>			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	<input type="text"/>			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✗ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	<input type="text"/>			
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✗ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	<input type="text"/>			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✗ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	<input type="text"/>			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✗ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	<input type="text"/>			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✗ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	<input type="text"/>			
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✗ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:	<input type="text"/>			
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✗ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:	<input type="text"/>			



WILLIAM WOODS
UNIVERSITY

Political & Legal Studies Annual Assessment 2022-2023

POLITICAL& LEGAL STUDIES ANNUAL ASSESSMENT 2022-2023 **1**

ANNUAL ASSESSMENT 2022-2023 **3**

POLITICAL/LEGAL STUDIES	3
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	5
CURRICULUM MAP	7
ASSESSMENT FINDINGS	8
PROGRAM ACTIVITIES	12
ASSESSMENT RUBRIC	14
APPENDIX: SUPPLEMENTAL INFORMATION	16

Annual Assessment 2022-2023

Political/Legal Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Political/Legal Studies major is designed for students interested in preparing for law school or other graduate study. The courses in the major assist students in developing analytical and communication skills and an understanding of economic, political, and social contexts within which legal issues arise. *The political/legal studies program prepares students to be active, informed, ethical citizens in a democratic system within the world community and for professional level work in the legal and political fields as well as matriculation to graduate and professional advanced education.*

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2022-2023

13

Student Majors 2021-2022

10

Student Minors 2022-2023

4

Student Minors 2021-2022

2

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

This is a difficult major for many students who believe they want the major as freshman, so the attrition rate can be high. However we have made program changes in an effort to have a broader appeal, so our retention, persistence and degree completion goal is currently 85%. The persistence numbers mean to the faculty that while we would like to keep all our students, realistically many students who watch Law and Order on television are not academically suited to the study of law and politics and should not be encouraged to stay in a program in which their chances of attending law school or graduate school, or being successfully employed within the field are minimal. However I do not know what the persistence numbers are for this program in majors and minors.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

NA

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

The attached screen shots from last reporting period show that depending on which path is taken to access the webpage for Political and Legal Studies, the format is different. It is very confusing as to whether "Legal Studies" is a department that encompasses Political and Legal Studies, Criminal Justice and Paralegal Studies, or if each are separate programs that stand alone. Also, Phi Alpha Delta International Legal Fraternity is not listed as a student organization on one page (Legal Studies) but is on the other page. Further, there is a mention of "certificates" in prelaw and political studies, but neither of the certificate programs are highlighted or even included in the list of all courses listed in political and legal studies.

Overall, the website, which is the sole marketing material for this program, does not really suggest much about the relevance of this program; does not measure up favorably with the web presence for similar programs at other institutions; and, in my opinion, does not create much excitement about the program. There is nothing about any activities other than in very vague terms, no pictures of students doing anything (other than the stock courtroom photo which is at least 20 years old); and it just is not exciting.

It would be beneficial to have a fresh approach to marketing this program, which might include some type of demographic research directed at high school mock trial, debate, model UN, boys/girls state types of activities.

Marketing Material

Marketingattach.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
PLS.1	Evaluate the elements of oral and written argument relevant to political/legal issues.
PLS.2	Explain the historical development of political/legal systems
PLS.3	Analyze the economic, political, and social contexts of political/legal decisions and systems.
PLS.4	Explain the ethical and philosophical issues that arise in politics and law.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

WWU 2016.1: Political and Legal Studies prepares students for professional level work in the fields of law, politics and public policy and for advanced studies in these areas.

WWU2016.2: Students explore the ethical obligations of legal professionals as well as analyze the ethical implications of law and politics on society.

WWU2016.3: The theoretical and practical study of law and politics enable students to understand and advocate for diverse viewpoints and to self-reflect.

WWU2016.4: Law and politics are ever changing and require continuous learning outside of the degree curriculum.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Quantitative inquiry: students are expected to understand and use statistical data to evaluate the legal/political social and economic implications of politics and law. Examples include pls 105 data regarding political opinions, voting patterns; pls 329 evaluating cost of adversarial legal system compared to adr; pls 302 understanding of legal philosophy systems that are conflicting value models.

Society and the individual: students are expected to read various fiction and nonfiction texts, watch videos and other material to ascertain the values and meaning of law and politics in society. Examples include pls 201 reading various essays and watching videos to determine ethical and moral questions reflected in law; pls 110 additional outside reading assignment to determine legal issues and how portrayed in literature; pls 304 reading essays and literature relevant to determining us political theory. Students are expected to understand the moral and ethical questions involved in political structures and actions and in the force and effect of law. Examples: pls 210 specifically deals with ethics and morality in

law and pls 329 deals specifically with ethics of conflict resolution. Students are expected to understand the historical basis and evolution of political systems and legal principles. Examples include pls 304 which deals specifically with the evolution of American legal thought over the past 200 years. Students are expected to understand how political systems and the law address diversity within the context of specific political theories such as democracy or within equal treatment under the law. All courses deal with this issue, and particular examples include pls 329 in regard to culture and conflict and pls 304 in regard to diverse viewpoints of American political theory and pls 302 in regard to diversity in the application of law, especially as applied to minority groups and based on economic diversity.

Critical analysis – all courses require students to engage in critical thinking, especially in developing the ability to construct a coherent and well-reasoned argument as well as to identify the logical flaws in an argument. All program courses require students to engage in written and oral communication. Specific examples include, pls 105 debate assignment; political analysis research paper; pls 210 – oral ethical argument presentation, class presentations, written analysis papers; pls 445 written case briefs and oral presentation of case briefs.

Creative and aesthetic sensibility – both law and politics enforce social conduct related to what constitutes "art" and what might instead be criminalized or marginalized as illegal or immoral. Students also must think creatively in order to express political ideas. Specific course examples include pls 329, pls 445, and pls 302.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

#1C: PLS students in PLS 312 presented material each week to each other for discussion.

#2E. Students in PLS 312 read primary source documents fro various international perspectives; Students in PLS 400 Animal Rights were exposed to differing viewpoints regarding autonomy wrote policy proposals to address societal problems and issues; Students in PLS 325 reviewed cultural differences in conflict.

#4C, 4D. PLS students utilize the IRAC legal reasoning format in all classes, which requires summary of facts then Issue identification; Relevant law or policy; Analysis (applying facts and law to evaluate both arguments in favor of and contra to a specific outcome) and Conclusion.

Changes to the Assessment Map

Are there any changes made to the Assessment map for this academic year? If so, please describe the assessment changes made along with the rationale for why and include the impact the change should have on student learning?

PLS 303 and PLS 304 were not offered this semester. However there was no assessment data collected on VIA due to an error by the PLS faculty regarding how Brightspace was interfacing with the VIA assessment.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

PLS Program Matrix

	PLS 105	PLS 110	PLS 210	PLS 213	PLS 303	PLS 304	PLS 312	PLS 329	PLS 445	PLS 417	PLS 415
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.	I	I	I	I	A, R	A, M	R			M	M, A
PLS.2 Explain the historical development of political/legal systems	I	I			R, A	R, A	R	R	M	M	M, A
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.	I	I		I	A, R	A, R	R	R	M	M	M, A
PLS.4 Explain the ethical and philosophical issues that arise in politics and law.	I	I	I	I	A, R	A, R	R	R	M	M	A, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for PLS Program Matrix

Standard/Outcome				
PLS.1 Evaluate the elements of oral and written argument relevant to political/legal issues.				
Assessment Measures				
PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met		PLS415.zip	
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet? Met			

Standard/Outcome				
PLS.2 Explain the historical development of political/legal systems				
Assessment Measures				
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

Standard/Outcome				
PLS.3 Analyze the economic, political, and social contexts of political/legal decisions and systems.				
Assessment Measures				
PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			
PLS 304				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment. been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

Standard/Outcome

PLS.4 Explain the ethical and philosophical issues that arise in politics and law.

Assessment Measures

PLS 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment. been met yet?			
PLS 304				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the			

	assignment. been met yet?			
PLS 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			
Direct - Presentation	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment. been met yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Due to COVID-19 and the lack of a criminal justice faculty, many of the courses in the program were temporarily modified to accommodate both PLS and CJ students.

The program is in the process of developing a detailed rubric to use in the assessment process. In the meantime, the program is using the rubric for the program to measure specific assignments in each of the assessed courses. Success of students matriculating to graduate programs and law school is also used as an assessment of the success of the program. As a program of one faculty member, there was no discussion regarding changes.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Students engaged in a legal analysis exercise related to regarding excerpts and watching a short video about the Rule of Law and then selecting a specific example and explaining how this exemplified an example of the meaning of Rule of Law. Students applied a statute and case precedent to a hypothetical case; students took the Logical Reasoning section of the LSAT test. The purpose of these exercises were to evaluate the students ability to understand and apply a fundamental principle of the American Legal System; engage in legal reasoning; prepare an oral and written argument using facts and law; demonstrate logical reasoning as measured by the law school admission test. Students also had a session on writing a resume and applying for law-related employment.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

LegalAnalysis.docx

LSAT_ANALYTICAL_REASONING.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Two students presented their capstone research papers...

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Senior_Seminar_Final_Presentation__Katrina.pptx

Examination_of_juvenile_delinquency_and_euthanasia.pptx

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Not Applicable

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

- Constitution Day presentation
- Mock Trial presentation

- Multiple events involving students in PLS and CJ
- PAD Initiation and dinner
- Attend PAD Prelaw National Convention in Washington, DC with 2 students

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Student was offered an internship at the Washington DC law firm of a Board member

Student was offered an intership with the Missouri Department of Health and Human Services, Children's Division

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Several former graduates graduated from law school and passed bar examinations for the practice of law.

Former student was appointed as an assistant prosecutor in Callaway County

Former student was offered a summer internship from SLU law school at the Hague.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	Program discussed changes made to increase retention of traditional students.			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	the program has good feedback on marketing and what would be beneficial for the program.			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				

Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	the Assessment map is mostly complete, with one missing variable for Objective 2 with course 303.			
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	the program needs to look at how to make the assessment manageable and sustainable. the impact of the CMJ program personnel impacted the ability of the PLS faculty to assess - the programs were merged for a year until faculty were secured.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Information