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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *PCAL* | | *Legal Studies* |
| *Legal Studies BA (6001)* | | |
| *Alexander Olson* | | |
| ***Is this an online program***?  Yes  No  **HYBRID** | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| Student Learning Outcome 1: **Discuss the different modes of analysis (i.e., historical, structural, political, etc.) of the American legal system.** | | | |
| Instrument 1 | Direct: Capstone research papers from Senior Seminar | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | | **Met** | **Not Met** |
| Student Learning Outcome 2: **Analyze legal systems using methods/approaches of multiple disciplines.** | | | |
| Instrument 1 | Direct: Capstone research papers from Senior Seminar | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | **Met** | **Not Met** |
| Student Learning Outcome 3: **Formulate critical arguments about legal systems using methods/approaches of multiple disciplines.** | | | |
| Instrument 1 | Direct: Capstone research papers from Senior Seminar | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | **Met** | **Not Met** |
| Student Learning Outcome 4: **Generate independent scholarship about legal systems that integrates interdisciplinary analysis.** | | | |
| Instrument 1 | Direct: Capstone research papers from Senior Seminar | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4. | | **Met** | **Not Met** |

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| **Assessment Cycle Plan:** |
| All four SLOs were assessed this year, and we plan to do this annually. |

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| Student Learning Outcome 1 | | | | | |
| Student Learning Outcome | **Discuss the different modes of analysis (i.e., historical, structural, political, etc.) of the American legal system.** | | | | |
| Measurement Instrument 1 | Direct: Students enrolled in the capstone course (offered this year as HIST 499: Independent Study) were required to develop and complete a final, independent research project of approximately 20-25 pages. | | | | |
| Criteria for Student Success | Students should achieve at least an average score of 2.0 on a scale of 0-3 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 65% | Percent of Program Achieving Target | 75% (3/4) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 4 students enrolled in HIST 499 for Legal Studies. A committee of three faculty members (two historians and one political scientist) analyzed a random sample of independent research projects written by Legal Studies majors for the capstone. Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 1 on the attached rubric. The scores were then averaged. A score of 2 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| This is the first assessment cycle for the new Legal Studies major, which involved creating an assessment rubric and scoring artifacts for the first time. The rubric will likely be refined in the coming years. The Legal Studies faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.  The overall average for SLO 1 was 2.09. It is too early to determine the statistical significance of these results. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target for all SLOs will be maintained at 65%. The Legal Studies faculty will observe longitudinal trends in the scores for SLO 1 and the other Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Student Learning Outcome 2 | | | | | |
| Student Learning Outcome | **Analyze legal systems using methods/approaches of multiple disciplines.** | | | | |
| Measurement Instrument 1 | Direct: Students enrolled in the capstone course (offered this year as HIST 499: Independent Study) were required to develop and complete a final, independent research project of approximately 20-25 pages. | | | | |
| Criteria for Student Success | Students should achieve at least an average score of 2.0 on a scale of 0-3 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 65% | Percent of Program Achieving Target | 75% (3/4) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 4 students enrolled in HIST 499 for Legal Studies. A committee of three faculty members (two historians and one political scientist) analyzed a random sample of independent research projects written by Legal Studies majors for the capstone. Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 2 on the attached rubric. The scores were then averaged. A score of 2 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| This is the first assessment cycle for the new Legal Studies major, which involved creating an assessment rubric and scoring artifacts for the first time. The rubric will likely be refined in the coming years. The Legal Studies faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.  The overall average for SLO 2 was 1.92. It is too early to determine the statistical significance of these results. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target for all SLOs will be maintained at 65%. The Legal Studies faculty will observe longitudinal trends in the scores for SLO 2 and the other Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Student Learning Outcome 3 | | | | | |
| Student Learning Outcome | **Formulate critical arguments about legal systems using methods/approaches of multiple disciplines.** | | | | |
| Measurement Instrument 1 | Direct: Students enrolled in the capstone course (offered this year as HIST 499: Independent Study) were required to develop and complete a final, independent research project of approximately 20-25 pages. | | | | |
| Criteria for Student Success | Students should achieve at least an average score of 2.0 on a scale of 0-3 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 65% | Percent of Program Achieving Target | 75% (3/4) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 4 students enrolled in HIST 499 for Legal Studies. A committee of three faculty members (two historians and one political scientist) analyzed a random sample of independent research projects written by Legal Studies majors for the capstone. Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 3 on the attached rubric. The scores were then averaged. A score of 2 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| This is the first assessment cycle for the new Legal Studies major, which involved creating an assessment rubric and scoring artifacts for the first time. The rubric will likely be refined in the coming years. The Legal Studies faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.  The overall average for SLO 2 was 1.83. It is too early to determine the statistical significance of these results. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target for all SLOs will be maintained at 65%. The Legal Studies faculty will observe longitudinal trends in the scores for SLO 3 and the other Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Student Learning Outcome 4 | | | | | |
| Student Learning Outcome | **Generate independent scholarship about legal systems that integrates interdisciplinary analysis.** | | | | |
| Measurement Instrument 1 | Direct: Students enrolled in the capstone course (offered this year as HIST 499: Independent Study) were required to develop and complete a final, independent research project of approximately 20-25 pages. | | | | |
| Criteria for Student Success | Students should achieve at least an average score of 2.0 on a scale of 0-3 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 65% | Percent of Program Achieving Target | 25% (1/4) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 4 students enrolled in HIST 499 for Legal Studies. A committee of three faculty members (two historians and one political scientist) analyzed a random sample of independent research projects written by Legal Studies majors for the capstone. Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 4 on the attached rubric. The scores were then averaged. A score of 2 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4. | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| This is the first assessment cycle for the new Legal Studies major, which involved creating an assessment rubric and scoring artifacts for the first time. The rubric will likely be refined in the coming years. The Legal Studies faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.  The overall average for SLO 2 was 1.59. It is too early to determine the statistical significance of these results. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target for all SLOs will be maintained at 75%. The History faculty will observe longitudinal trends in the scores for SLO 4 and the other new outcomes. | | | | | |

**Rubric for Student Learning Outcomes: Legal Studies BA (6001)**

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| **Learning Outcomes** | **High Pass (3)** | **Pass (2)** | **Low Pass (1)** | **Unacceptable (0)** |
| **1. Discuss the different modes of analysis (i.e., historical, structural, political, etc.) of the American legal system.** | The overview of the American legal system is both comprehensive and strategically deployed as it demonstrates a firm grasp of historical/political/structural events/processes as well as their interpretation. | The overview of the American legal system is informative, but struggles somewhat with which facts are/are not important to mention and occasionally neglects to identify the significance of data/evidence. | The overview of the American legal system provides insufficient information about the historical/political/structural event’s context/process, is largely descriptive, rather than analytical. | Not included in this year’s rubric. |
| **2. Analyze legal systems using methods/approaches of multiple disciplines.** | The analysis of sources/data is sharp, sophisticated and insightful, reflecting both an understanding of specific documents and an ability to engage with the specifics of the document to advance the argument. | The analysis of the sources/data is solid and straightforward, showing a good understanding of the content of the document but does not advance the  argument fully and/or misses key aspects of the sources/data. | The analysis of the document shows some insight, but is flawed in some way, because of either failure to properly understand primary sources or factual errors in understanding/applying historical data. | Not included in this year’s rubric. |
| **3. Formulate critical arguments about legal systems using methods/approaches of multiple disciplines.** | The variety of cited monographs and articles indicates an attempt to analyze a diverse number of historical interpretations. When analyzing individual authors, the  student consistently and accurately  paraphrases the authors’ interpretations. | A heavy reliance on a select number of monographs and articles indicates an ability to recognize major trends in  historical interpretations, but not the  variety. When analyzing individual  authors, the student struggles once or  twice with accurately summarizing the  authors’ theses. | The student exhibits a heavy reliance on a small number of monographs and articles, indicating a difficulty in readily  recognizing major trends in historical interpretation. When analyzing individual authors the student consistently struggles to accurately summarize the authors’ interpretations. | Not included in this year’s rubric. |
| **4. Generate independent scholarship about legal systems that integrates interdisciplinary analysis.** | The overview of the American legal system is both comprehensive and strategically deployed as it demonstrates a firm grasp of historical/political/structural events/processes as well as their interpretation. | The overview of the American legal system is informative, but struggles somewhat with which facts are/are not important to mention and occasionally neglects to identify the significance of data/evidence. | The overview of the American legal system provides insufficient information about the historical/political/structural event’s context/process, is largely descriptive, rather than analytical. | Not included in this year’s rubric. |



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| **Curriculum Map** |  |  | |  |  |  |  |
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| **Program name:** | BA Legal Studies |  | |  |  |  |  |
| **Department:** | History |  | |  |  |  |  |
| **College:** | PCAL |  | |  |  |  |  |
| **Contact person:** | Alexander Olson |  | |  |  |  |  |
| **Email:** | [alexander.olson@wku.edu](mailto:alexander.olson@wku.edu) | | |  |  |  |  |
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| **KEY:** |  |  | |  |  |  |  |
| I = Introduced |  |  | |  |  |  |  |
| R = Reinforced/Developed |  |  | |  |  |  |  |
| M = Mastered |  |  | |  |  |  |  |
| A = Assessed |  |  | |  |  |  |  |
|  |  |  | **Learning Outcomes** | |  |  |  |
|  |  |  | **LO1:** | | **LO2:** | **LO3:** | **LO4:** |
|  |  |  | Discuss the different modes of analysis (i.e., historical, structural, political, etc.) of the American legal system. | | Analyze legal systems using methods/approaches of multiple disciplines. | Formulate critical arguments about legal systems using methods/  approaches of multiple disciplines. | Generate independent scholarship about legal systems that integrates interdisciplinary analysis. |
| **Course Subject/Core Course** | **Number** | **Course Title** |  | |  |  |  |
| PS | 220 | Judicial Process (req) | I | | I | I | I |
| PLS | 250 | Legal Research and Writing 1 (req) |  | |  | I | I |
| PLS | 200 | Legal Ethics (ethics elective) | R | | R | R | R |
| MGT | 200 | Legal Environment of Business (business elective) | I | | I |  |  |
| Course Subject/Core Course | 200-/300-/400-level | General Electives | I/R | | I/R | I/R | I/R |
| PS | 326 | Constitutional Law (req) | R | | R | R | R |
| HIST | 380 | Human Rights in History (international elective) | R | | R | R |  |
| CRIM | 330 | Criminology (law and justice elective) | R | | R | R |  |
| HIST | 445 | American Legal History to 1865 (req) | R | | R | R | R |
| HIST | 446 | American Legal History since 1865 (req) | | R | R | R | R |
| LS | 495 | Senior Seminar in Legal Studies | | R/M/A | R/M/A | R/M/A | R/M/A |