

<NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR>

ASSESSMENT REPORT
ACADEMIC YEAR 2018 – 2019
REPORT DUE DATE: 11/01/2019

- Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.
- Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections
- Undergraduate, Graduate and Certificate Programs must submit separate reports
- It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices
- Curriculum Map should be submitted along with Assessment Report

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

For example: FineArts_Major (if you decide to submit a separate report for major and minor);

FineArts_Aggregate (when submitting an aggregate report)

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Robert Elias, eliasr@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Legal Studies Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?

No Revisions

Map (5 courses required)

Core Course

Domestic Justice Course

Global Justice Course

Internship Course

Elective Course

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Mission Statement (Major/Graduate/Certificate):

Mission Statement (Minor):

The Legal Studies minor provides students with a broad understanding of the U.S. and international legal systems, from trial courts to the Supreme Court to global courts. It examines the role law plays in society, the legal philosophies we have adopted or rejected, the history of the law, and its practical purposes. The minor examines the relationship between law and politics, and law society. What can the law contribute to society? What is justice? Can the law help achieve it? Does the law help promote positive social change or rather impede it?

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

PLOs (Major/Graduate/Certificate):

PLOs (Minor):

LEARNING OUTCOMES

Students will be able to:

- (1) Analyze the interdisciplinary literature on justice, law and American society, emphasizing political questions and social science methods and theories. Assess the interdisciplinary literature on international law, human rights and global politics, emphasizing political questions and social science methods/theories. Students will be able to understand the meaning/origins of international human rights norms/standards
- (2) Demonstrate an understanding of the structure of the American legal system, including the court system, and criminal and civil justice systems. Students will be able to describe the political economy and organizational structure of judicial decision-making, using tools of social science analysis.
- (3) Demonstrate an understanding of the structure of the international human rights legal system, including governmental and non-governmental institutions on the global, national, and local levels. Students will be able to describe the political economy and organizational structure of human rights decision making, using tools of social science analysis
- (4) Use tools of legal analysis and argumentation to address political controversies and social conflicts in American society, and human rights controversies, such as terrorism, humanitarian intervention, cultural imperialism, & U.S. foreign policy

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2018-2019.

PLO(s) being assessed (Major/Graduate/Certificate):

PLO(s) being assessed (Minor):

(2) Demonstrate an understanding of the structure of the American legal system, including the court system, and criminal and civil justice systems. Students will be able to describe the political economy and organizational structure of judicial decision-making, using tools of social science analysis.

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

Important Note – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

Methodology used (Major/Graduate/Certificate):

Methodology used (Minor):

We assign Case Study Projects, comprised of a Case Study Oral Presentation and a Case Study Research Paper

We provide Guidelines for these Projects

We assess the results of these projects by examining the grades assigned

We’re focusing this round on the Case Study Research Papers

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,

- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

Results (Major/Graduate/Certificate):

Results (Minor):

Based on the Grades assigned for the Case Study Papers in the core course, Politics 322, Politics of American Justice, here are the results:

Level	Percentage of Students
Complete Mastery	74% 25/34
Mastered the outcome in most parts	12% 4/34
Mastered some parts of the outcome	12% 4/34
Did Not Master the outcome	2% 1/34

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Major/Graduate/Certificate):

Closing the Loop (Minor):

No Modifications planned; learning outcomes via this assignment are being achieved at a high level

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Suggestions (Major/Graduate/Certificate):

Suggestions (Minor):

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)