

ASSESSMENT REPORT REMOTE/DISTANCE LEARNING ACADEMIC YEAR 2019 - 2020 REPORT DUE DATE: December 4, 2020

This is an alternative template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

- (a) Usual assessment report based on attached template OR
- (b) Alternative assessment reflections on distance learning pivot based on this template

Every program/department/major/minor/certificate can choose ONE of the two report formats to submit

Please make sure to fill out Page 1 – Questions 1 and 2

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- 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. If you choose to submit a remote learning reflections document, it should also have separate segments for major and minor
 - Undergraduate, Graduate and Certificate Programs must submit separate reports. An aggregate report is allowed only for major and minor of the same program
 - 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 and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program.

Please also indicate which report format are you submitting –Standard Report or Reflections Document

Minor, Legal Studies

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.

No

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? 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):

No changes

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?

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? 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):

No changes.

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

III. REMOTE/DISTANCE LEARNING

1. What elements of the program were adaptable to a remote/distance learning environment?

All of them.

2. What elements of the program were not adaptable to a remote/distance learning environment?

None of them

3. What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.

80% synchronous, 20% asynchronous

4. For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?

Synchronous – for class discussion

Asynchronous – for lecture presentations

5. As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?

For the program's internship course requirement, the internship experiences were all made remote in addition to the classes.

OPTIONAL ADDITIONAL MATERIALS

(Any relevant tables, charts and figures, if the program so chooses, could be included here)