

Minnesota State University Moorhead
2006-2007 Assessment Plan Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All programs will complete this form.

Degree Program: Legal Studies, B.A.

Department: None. Multidisciplinary major without departmental affiliation; governed by Programmatic committee

College: Currently assigned to Social and Natural Science

Date: November 6, 2006

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

Existing New Revision

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Assessment Coordinator---Paul Kramer, current Director of the Legal Studies program

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

A. Students will demonstrate the ability to identify and analyze complex legal issues, show competence in legal research utilizing the full range of reference materials including computerized databases and demonstrate their understanding of the uniform rules of legal citation.

B. Students will display an understanding of contemporary critiques of legal issues, be able to organize and structure substantive written essays in the field of jurisprudence in a coherent and logical manner, present and defend original ideas, recognize possible objections to their claims and be able to respond to such objections.

C. Students will verify they have the capacity to solve complex multi-stage theoretical problems involving logical reasoning, analytical thinking and logical argumentation.

3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.

As this is the first draft proposal of Student Learning Outcomes and Assessment, there is no current Quality Improvement Plan. Such goals will presumably be identified after the first six-year review process is completed. That six-year review will be submitted in the 2007-08 academic year.

4. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

**Minnesota State University Moorhead
Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Legal Studies, B.A.

1. Identify Student Learning Outcome in the box below:

Student Learning Outcome A

Students will demonstrate the ability to identify and analyze complex legal issues and show competence in legal research utilizing the full range of reference materials including computerized databases and demonstrate their understanding of the uniform rules of legal citation.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program’s curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

Legal reference/research is primarily covered in the core courses: PARA 250 Legal Research I and PARA 251 Legal Research II

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

Embedded assessment using a rubric to evaluate the final project in PARA 251 (Spring Semester)

5. Who is assessed? When are they assessed?

All identified Legal Studies majors who are registered for PARA 251 in a given Spring semester will be assessed. This learning outcome will be assessed annually.

6. Who is responsible in the department for this assessment?

The Assessment Coordinator and the instructor of record for PARA 251

7. What is level of student performance is expected for this outcome?

Overall average student point average of 1.5 - 2.0 on all measured criteria of the assessment rubric (five measurements of competency provided for this student learning outcome). No student having a score of "0" on any measurement rubric. See attached rubric/scoring grid.

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Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Legal Studies, B.A.

1. Identify Student Learning Outcome in the box below:

Student Learning Outcome B

Students will display an understanding of contemporary critiques of legal issues, be able to organize and structure substantive written essays in the field of jurisprudence in a coherent and logical manner, present and defend original ideas, recognize possible objections to their claims and be able to respond to such objections.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input checked="" type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input checked="" type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input checked="" type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

LGST 481---Senior Seminar in Legal Studies

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

Embedded assessment using a rubric to evaluate the final project in LGST 481.

5. Who is assessed? When are they assessed?

All Legal studies majors will be assessed in the semester in which they register for and complete LGST 481.

6. Who is responsible in the department for this assessment?

Projects will be evaluated by the instructor of record, presumably the Director of the Legal studies program and one or two members of the Programmatic committee, selected on a rotating basis.

7. What is level of student performance is expected for this outcome?

Overall average student point average of 1.5 - 2.0 on all measured criteria of the assessment rubrics (five measures of competency provided in two rubrics for this student learning outcome). No student having a score of "0" on any measurement rubric. See attached rubric/scoring grid.

**Minnesota State University Moorhead
Assessment Planning Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Legal Studies, B.A.

1. Identify Student Learning Outcome in the box below:

Student Learning Outcome C

Students will verify they have the capacity to solve complex multi-stage theoretical problems involving logical reasoning, analytical thinking, and logical argumentation.

2. Which MSUM mission goals are addressed by this learning outcome? (check all that apply)

<input checked="" type="checkbox"/> Knowledge/content	<input type="checkbox"/> Information literacy
<input checked="" type="checkbox"/> Intellectual development	<input type="checkbox"/> Lifelong learning
<input type="checkbox"/> Talents	<input type="checkbox"/> Service
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> Citizenship
<input type="checkbox"/> Oral communication	<input type="checkbox"/> Responsibility and ethics
<input type="checkbox"/> Written communication	<input type="checkbox"/> Global understanding
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other:
<input type="checkbox"/> Multiculturalism/diversity	<input type="checkbox"/> Other:

3. How is this learning outcome addressed in the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

All courses in the major should contribute to a student's ability to reason and solve problems. The program currently sponsors a summer "prep course" for students intending to go to law school that emphasizes problem solving. This is a co-curricular activity and is voluntary and not part of the major coursework.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically plan.)

Majors will be required to complete a 1 3/4 hour version ("mini-test") of the LSAT (Law School Admissions Test) with three sections: logical reasoning, analytical thinking, and logical argumentation. Measurement of achievement will be a national percentile ranking based on the number of correct responses in each of the three specific areas of competence.

5. Who is assessed? When are they assessed?

All Legal Studies majors will complete the LSAT mini-test in the semester in which they file their application for graduation.

6. Who is responsible in the department for this assessment?

The Director of the Legal Studies program shall administer the "mini-test", compile and provide scores of each graduating student.

7. What is level of student performance is expected for this outcome?

Overall student average score should fall within the national average +/- one standard deviation.

Minnesota State University Moorhead
Legal Studies, B.A.
Assessment Form
Legal Research Skills: Evaluation of Major Paper LGST 481

Qualities of Student Presentation and Related Scores

	0	1	2	3	Student Score
Competency Students will be able to:	Inadequate performance, lacking in effort and quality.	Below average performance, evidence of effort and some mastery of material with significant deficiencies	Average to above-average performance, evidence of mastery of material evident with only minor errors.	Superior performance, evidence of mastery of material evident and in some cases exceeding expectations.	
Understand and clearly state the purpose and thesis of their presentation.	Purpose of speech not stated nor did speaker have sense of focus.	Purpose of speech implicit, but not clearly nor explicitly stated.	Purpose of speech explicitly stated but speech strayed from central point at times.	Purpose of speech was clear and presentation focused around central theme.	
Present their ideas clearly and sequentially.	Student's work shows little or no evidence of organization. Audience unclear as to what was being argued or presented.	Student provides some evidence of organization but main thoughts not clearly articulated and conclusion not convincingly drawn.	Student provides clear presentation and makes majority of argument clear to audience but confuses audience with some aspects of presentation.	Student provides clear and convincing presentation leading to questions regarding future directions for research question or thesis.	
Use clear and engaging language to make their presentation understandable and interesting to their audience.	Student provides little or no evidence of preparation. Student mumbles, speaks too quickly and is often incomprehensible.	Student shows some evidence of rehearsal, but is occasionally ineffective in delivery. Speech runs considerably longer or shorter than scheduled time.	Student provides rehearsed presentation but appears stiff or nervous at times. Occasional confusion or loss of focus evident.	Student provides polished, confident, articulate presentation with few errors.	
Respond to audience questions respectfully and thoughtfully.	Student is unable to answer several questions and seems unable to grasp their relevance to speech.	Student provides answers to questions though not clearly thought out and perhaps becomes annoyed with questioner.	Student provides answers to clearly articulated questions and shows some evidence of having anticipated challenges to thesis.	Student handles questions with eloquence, treats all questioners with respect, maintains poised demeanor when challenged.	
Use visual aids and demonstrations effectively.	Student provides no visual aids or accompanying documents to assist audience in understanding presentation.	Student presents some visual aid during presentation but use is generally ineffective or distracting.	Student uses appropriate and effective visual aid with only minor difficulty. Visual aid clearly enhances presentation.	Student presents dramatic visual presentation that clearly augments speech text and creates strong positive reaction or obvious from audience.	

Minnesota State University Moorhead
Legal Studies, B.A.
Assessment Form
Legal Research Skills: Evaluation of Final Project for PARA 251

Qualities of Student Presentation and Related Scores

	0	1	2	3	Student Score
Competency Students will be able to:	Inadequate performance, lacking in effort and quality.	Below average performance, evidence of effort and some mastery of material with significant deficiencies	Average to above-average performance, evidence of mastery of material evident with only minor errors.	Superior performance, evidence of mastery of material evident and in some cases exceeding expectations.	
Clearly organize project in concise, cognizable format, including use of subheadings where appropriate	Student's work is disorganized and does not clearly state its purpose.	Purpose of work is implicit or may be inferred, but is unclear. Organization is ineffective and/or inefficient	Purpose of work explicitly stated and efficiently organized with only minor errors.	Student's work is clear, concise and well organized with no significant concerns.	
Evidence use of legal databases/electronic research by providing thorough coverage of relevant statutes and precedents.	Student's work shows little or no evidence of research. Several important statutes/precedents missing.	Student provides some evidence of research but significant materials are missing from analysis.	Student provides vast majority of significant materials with only minor omissions.	Student provides material supplemental to instructor's expectations.	
Intelligently identify and analyze relevant questions of law presented.	Student provides little or no analysis of the problem assigned.	Student attempts comprehensive analysis but makes major analytical errors and does not fully convey an understanding of the underlying issues presented.	Student provides competent and reasoned analysis of the problem presented.	Student analysis is proficient and thought-provoking, perhaps offering novel solution to problem presented.	
Make proper and reasoned recommendations to the instructor as to the future course of actions in the given legal scenario.	Student provides inappropriate recommendation of problem resolution.	Student provides partial solution to problem, but overall conclusion is inaccurate.	Student provides reasonable resolution of problem with minor errors in reasoning.	Student provides excellent and comprehensive analysis of the given problem.	
Display a proper understanding of uniform rules of legal citation and use those conventions properly throughout the assigned problem.	Student provides little or no evidence of understanding uniform rules of legal citation.	Student demonstrates some understanding of uniform rules, but consistently fails to observe two or more conventions.	Student demonstrates good understanding of uniform rules with only minor errors.	Student demonstrates comprehensive understanding of uniform rules with no significant concerns.	

**Minnesota State University Moorhead
Legal Studies, B.A.
Assessment Form**

Legal Research Skills: Evaluation of Major Research Paper LGST 481

Qualities of Student Presentation and Related Scores

	0	1	2	3	Student Score
Competency Students will be able to:	Inadequate performance, lacking in effort and quality.	Below average performance, evidence of effort and some mastery of material with significant deficiencies	Average to above-average performance, evidence of mastery of material evident with only minor errors.	Superior performance, evidence of mastery of material evident and in some cases exceeding expectations.	
Clearly state a research question or thesis.	Student's work is disorganized and does not clearly state its purpose.	Student's research question or thesis is implicit or may be inferred, but is unclear. Organization of essay is ineffective and/or inefficient.	Student's research question or thesis is explicitly stated and essay is efficiently organized with only minor errors.	Student's thesis or research question is clear; essay organization is concise and well organized.	
Provide a comprehensive literature review properly characterizing source materials in context of the given research question or thesis.	Student's work shows little or no evidence of research. Several important resources are missing.	Student provides some evidence of research; some materials are missing from analysis. Student fails to integrate past research into thesis or research question.	Student provides vast majority of significant materials with only minor omissions, and integrates those works into discussion of thesis or research question.	Student provides material supplemental to instructor's expectations and fully integrates those findings into discussion of thesis or research question.	
Display an understanding and awareness of contemporary critiques and arguments presented in the literature.	Student provides no evidence of understanding contemporary critiques of given problem.	Student presents superficial understanding of contemporary critiques of given problem.	Student provides competent and reasoned analysis of the problem presented.	Student analysis of previous work is thought-provoking, perhaps offering novel solution to problem presented.	
Incorporate comments from previous drafts in improving the final project.	Student provides no evidence of incorporating instructor comments in advanced drafts of essay, repeats past errors without correction.	Student provides some evidence of incorporating instructor comments, but does not fully implement necessary changes.	Student incorporates all instructor comments and makes steady progress in subsequent drafts of essay.	Student discerns which comments are most useful and makes intelligent use of instructor feedback in improving essay quality in subsequent drafts.	
Use proper citation form, punctuation, usage, and grammar in the essay.	Student provides little or no evidence of understanding uniform rules of agreed upon stylistic format.	Student demonstrates some understanding of uniform rules, but consistently fails to observe one or more major conventions.	Student demonstrates good understanding of uniform rules with only minor errors.	Student demonstrates comprehensive understanding of uniform rules with no significant concerns.	