

**Report:** Assessment Cycle Details for: Legal and Ethical Studies

**Report Generated by Taskstream**

**Workspace:** Academic Program Assessment Workspace

**Assessment Plan:** 2014-2015 Assessment Cycle: Assessment Plan and Assessment Findings

**Assessment Plan Template:** Academic Program Assessment Plan

**Report Generated:** Tuesday, January 12, 2016

## Measures and Findings

### *Legal and Ethical Studies Outcome Set*

#### Outcome

#### **SLO 3**

*Assess the likely social impacts and implications of legal rules.*

#### Mapped to:

- **RI - University of Baltimore Learning Goals:** Measurable Outcome 2A, Measurable Outcome 2B, Measurable Outcome 2C, Measurable Outcome 2D

#### *Measure*

*Final Exam*

**COURSE LEVEL; DIRECT - EXAM**

#### **Details/Description:**

The LEST 607 Property Law final examination will involve questions asking students to apply the law to different fact scenarios and propose a reasoned and sound resolution and essay questions asking students to construct reasoned arguments describing the theory, doctrine and policy behind a particular legal rule or principle. We will develop a rubric to determine to what extent students are achieving this outcome in the assignment, on a scale from not successfully constructing such an argument at all to proficient in constructing such an argument.

#### **Acceptable Target:**

We will consider the achievement of the learning outcome successful if at least 25 percent score at the highest level of proficiency and no more than 10 percent score at the lowest level.

#### **Ideal Target:**

#### **Implementation Plan (timeline):**

#### **Key/Responsible Personnel:**

#### **Supporting Attachments:**

#### *Findings*

*for Final Exam*

#### **Summary of Findings:**

We focused on Part Two of the Property Law exam for evaluation. It asked students to consider some of the doctrine around property law in terms of whether it reflects relativist or absolutist views of property, and to support whichever of these views the student found preferable. Our three evaluators each looked at the answers for one-third of the 22 total exams. The breakdown in scores for the exams on this learning outcome was as follows:

4.5-5: 1  
4: 7  
3-3.5: 5  
2-2.5: 2  
1: 6  
0: 1

We did not see 25 percent of students achieving the very highest level of proficiency. Nonetheless, 8 of the 22 students – nearly a third of the students – still got high scores. The real disappointment here was the relatively large number of students scoring at the lowest levels, with 7 of the 22 students doing so.

**Acceptable Target Achievement:**

Not Met

**Ideal Target Achievement :**

**Recommendations :**

One of the suggested actions was to discuss with the instructor how the exam question might be designed to better bring out the social impacts and implications of the legal rules. Although this question was the best available artifact for assessing the learning outcome, there was still a misalignment, because it didn't directly elicit an evaluation of social impacts.

**Reflections/Notes :**

**Substantiating Evidence:**

**SLO 4**

*Apply the law and legal concepts to fact patterns to develop defensible solutions to problems and resolutions of disputes.*

**Mapped to:**

- **RI - University of Baltimore Learning Goals:** Measurable Outcome 5A, Measurable Outcome 7a, Measurable Outcome 7b, Measurable Outcome 7c

**Measure**

*LEST 501 Legal and Ethical Foundations final memorandum*

**COURSE LEVEL; DIRECT - OTHER**

**Details/Description:**

LEST 501 Legal and Ethical Foundations final memorandum, which is predicated on a case that occurred in New Orleans during Mardi Gras time involving a celebrity and was actually tried in the United States District Court for the District of Maryland, but the facts of which have been somewhat altered. We will develop a rubric to determine to what extent students are achieving this outcome in the assignment, on a scale from not successfully constructing such an argument at all to proficient in constructing such an argument.

**Acceptable Target:**

We will consider the achievement of the learning outcome successful if at least 25 percent score at the highest level of proficiency and no more than 10 percent score at the lowest level.

**Ideal Target:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Supporting Attachments:**

## ***Findings***

*for LEST 501 Legal and Ethical Foundations final memorandum*

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### **Summary of Findings:**

Our three evaluators each look at the memoranda for one-third of the total 16 assignments. The breakdown in scores for the assignment on this learning outcome was as follows:

5: 5

4: 4

3-3.5: 4

2-2.5: 2

1: 1

0: 0

For this assignment, more than a third of the students did work of the highest level, exceeding our expectations. In fact, more than half the class scored at the two highest levels. Only one student did poorly, which is also better than expected.

### **Acceptable Target Achievement:**

Exceeded

### **Ideal Target Achievement :**

### **Recommendations :**

### **Reflections/Notes :**

This assignment worked very well for students and allowed them to demonstrate the learning goal successfully. It was an interesting contrast to the exam, which was work done under pressure. It is possible that our students perform better on writing assignments than on exams. It might be worth considering how we might help students improve their test-taking skills.

### **Substantiating Evidence:**