

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

The program is housed in the Center for Interactive Learning in a “fictitious” law office environment. Every course includes practical assignments as well learning knowledge of case and statutory law.

An entry-level graduate with an Associate Degree in Legal Assisting from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Analyze substantive and procedural issues which arise in the litigation, real estate, business organizations, probate, criminal, family and other areas of the law.	LAP 105, 115, 121, 122, 131, 132, 201, 202, 205, 211, 212, 213, 215, 220, 225, 235, 245
2. Conduct legal research.	LAP 111, 112, 113
3. Prepare and interpret legal documents.	LAP 105, 115, 121, 122, 131, 132, 201, 202, 205, 211, 212, 213, 215, 220, 225, 235, 245
4. Apply critical thinking skills.	LAP 105, 115, 121, 122, 131, 132, 201, 202, 205, 211, 212, 213, 215, 220, 225, 235, 245
5. Communicate clearly and concisely.	ENG 111, 112; COM 206; SOC 111 or PSY 121; all LAP courses
6. Serve as a member of a legal team.	LAP 105, 115, 121, 122, 131, 132, 201, 202, 205, 211, 212, 213, 215, 220, 225, 235, 245
7. Exemplify a high standard of ethics as a legal professional.	LAP 105, 115, 121, 122, 131, 132, 201, 202, 205, 211, 212, 213, 215, 220, 225, 235, 245

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Methods(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

As students progress through the program, they compile a notebook of corrected assignments in each course. These notebooks are used as a measure of determining the competency of the student. In that way, both formative and summative assessment is on going.

Students have access to computer workstations through the CIL lab which allows for group work and individual work. Students are able to receive immediate feedback and perform student self-assessment as well as assessment of the group process.

b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment is completed in LAP 291 and 292, both internship courses, lead by a full-time faculty member. The notebooks, which students have prepared throughout their program, are compiled into a portfolio which is a requirement for LAP 292. This portfolio becomes both a record of student performance (competency-based) and a tool for students to use to take to the workplace.

LAP 291 and 292 students complete an internship in a law office and are evaluated by their supervisor at the site. In addition, students in the 291 class complete a unit on career skills which includes resume writing and interviews with local attorneys. Videotaping of job interviews has been added to this course.

LAP has departmental-specific employer and graduate surveys. Results of the surveys indicate that students are well prepared for the workplace and are very likely to be promoted.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Extraordinary effort has gone into creating a realistic workplace situation. The placement rate in LAP is excellent. Students are well received by employers and many are placed before the internship experience. Others continue full-time employment at the internship site.

Student and supervisor feedback about the internship experience is very positive. Many indicate that the notebooks prepared in LAP 292 become office manuals upon placement. Real world experience builds confidence in students and assures that their skills are adequate for employment.

The department actively uses process education as a teaching/learning strategy. That methodology is a useful approach to this content area. This pedagogy is being implemented across all aspects of courses including distance learning. The intentional sequencing of courses appears to have a positive impact on student success.

Advisory committee feedback is also highly supportive and views the program as the premier program in the Miami valley.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The recommendations of the subcommittees of the LAP Advisory Board (See Part I) will play a large part in the development of the curriculum in the next year. The law constantly changes and we need to revise our curriculum to meet those changes. For example, there have been significant revisions to the probate laws. The probate committee will recommend changes to the curriculum based on the statutory changes.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Beginning with Paralegal Principles, LAP 105, students assess each other and the professor. Throughout the program students are required to do self assessments and program assessments. This includes constant assessment and evaluation of writing skills. Faculty and students work together to determine the quality standards for written communication for each course, then use those standards consistently. Writing skills are mandatory for success as a paralegal. Students are required to take ENG-199 to help hone technical writing skills.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.**

Process learning requires that students take turns with oral communication presentations. Team work includes students alternating roles as the team spokesperson. The department also conducts mock trials, role playing and peer reviews of oral presentations. The faculty the oral communication checklist.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.**

There is on going emphasis of critical thinking skills. Process learning exercises, case studies and writing activities are used as a means of assessing and improving thinking skills. A variety of assessment tools are used to assist in this effort, including activities that transfer skills learned in the classroom.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.**

Legal ethics, understanding the court system and the Constitution, are components of the introductory classes. The role of legal ethics as it is part of professional behavior is part of every course in the program. Additionally, a course in Legal Ethics is required before students may do internships. We are having an increased emphasis on teamwork and peer and self-assessment throughout the curriculum.

Internships are placed with area agencies and student deal with local issues and agencies including both private and public agencies.