

II. Program Learning Outcomes: A description of what you intend 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 as learning knowledge of case and statutory law.

An entry-level graduate with an Associate Degree in the Paralegal Program from Sinclair Community College will be able to:

Learning Outcomes **	Related Courses
1. Competently analyze substantive and procedural issues which arise in the law to prepare and interpret documents.	PAR 131, 201, 202, 205, 211, 212, 213, 215, 235, 240, 241, 242, 244, 245, 246, 291, 292
2. Exemplify a high standard of ethical and professional behavior as a member of a legal team.	PAR 105, 220, 291, 292
3. Competently conduct factual and legal research and communicate the results clearly and concisely.	PAR 111, 112, 121, 122, 243, 291, 292
4. Demonstrate fluency in information technology.	PAR 106, 113, 247, 292

** After attending Gloria Roger's training, the department modified its learning outcomes. The department developed four outcomes, per her recommendations, that are measurable.

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).**

Locally Developed Exams: In PAR 105, 106, 111, 115, 121, 131, 201, 202, 211, 205, 215, 220, 235, 243, and 247, in-class and out of

class exams have been developed by faculty to evaluate student learning.

Portfolios (notebooks): In PAR 111, 115, 122, 201, 202, 211, 205, 215, 220, 243, and 247, students are required to correct all written assignments and organize them into a course notebook.

Simulations: In PAR 105, 115, 122, 131 205, and 220, students participate in role playing to assess and analyze understanding of the course content.

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

Summative learning occurs in identified courses, above, as stated below:

External examiner: The American Bar Association (ABA) uses detailed guidelines to determine if the paralegal program meets established guidelines.

The Advisory Board oversees curriculum and makes recommendations.

Portfolios: In order to show understanding of work completed in a course, students are required to correct all assignments in courses and compile them into a class notebook. These individual course notebooks are compiled into a portfolio which becomes both a record of student performance (competency-based) and a tool for students to use in the workplace.

Exit interviews: All students are required to complete internships. The internship director, the student and the supervising attorney/paralegal/judge meet and assess the student's progress and competencies.

Measurable: Institutional Research and Planning annually sends surveys to employers of paralegal graduates.

Archival Data: Institutional Research and Planning provides data on enrollment, retention and graduation rates.

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 PAR is excellent. Students are well received by employers. Some students are hired during their internships.

Student and supervisor feedback about the internship experience is very positive. Many students indicate that the notebooks prepared in PAR 292 become office manuals. Real world experience builds confidence in students.

The Department actively uses process learning as a teaching/learning strategy to develop critical thinking skills and assessments skills. The sequence of courses is structured as building blocks for learning.

The following assessments demonstrate summative learning:

External examiner: The American Bar Association (ABA), utilizing rigorous standards, has approved the program. The Paralegal Program Advisory Board reviews curriculum and makes recommendations on an ongoing basis.

Portfolios: The portfolios are an extensive compilation of student work. They demonstrate that students have accomplished the requirements of each substantive course. Graduates utilize their portfolios in the workplace.

Exit interviews: Supervisors and the instructor assess student performance at the conclusion of the paralegal internship. These interviews indicate students are meeting, and exceeding, skills expected of graduates.

Measurable: Employer surveys consistently rank graduates as performing at very high levels of competence.

Archival Data: Data from Institutional Research and Planning shows that enrollment is exceeding projections, retention and graduation rates are high.

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

The Advisory Board recommendations resulted in modification of PAR 211, 212, 201, 202 and 131. Also, to meet community needs, two short term electives were developed, Juvenile Law and Employment Law. Three more electives, Powerpoint for Litigation, Appellate Procedure, and Attorney-Client Privilege/Work Product, are in development.

Additional learning activities on professionalism were incorporated in PAR 105 and 220, based on Employer survey results and interview exits,

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.**

The faculty continually assess and evaluate student writing skills. Faculty and students work together to determine the quality standards for written communication for each course and then use those standards consistently to assess the student's work product. Students are required to take ENG-199 to improve their writing skills.

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

Team work requires students to alternate roles as the team spokesperson. The paralegal program also includes mock trials, role playing, and peer reviews of oral presentations. Faculty use 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.**

We assess thinking skills throughout the program. In all classes, assignments and activities require students to demonstrate legal knowledge and practical application.

- 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.**

Components of the introductory courses include promoting legal ethics, understanding the court system, and valuing the Bill of Rights. Legal Ethics is covered in every course and is also a separate course students are required to complete before they do internships. Students develop a learning of community participation through teamwork, which promotes an appreciation for diverse opinions and skills.