**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **BPS - 0423 - Paralegal / 0422 - Law / 0497 - Real Estate**

Year of Last Program Review: FY 2012-2013

Year of Next Program Review: FY 2019-2020

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department continues to evaluate its required and elective courses. Based on input from the Advisory Board, internship meetings, graduate surveys and community surveys, the department is committed to expanding its selection of one- and two-hour electives, when appropriate. These courses give current students the basics for expanding their knowledge of specialty areas of the law and also provide opportunities for graduates to upgrade skills. Currently under consideration are courses in Elder Law, Mortgage Foreclosures, and Health Care Law. | In progress  Completed  No longer applicable | **The Department has created an online Criminal Law course which consolidated two other electives and has boosted our Average Class Size. As mentioned in previous Annual Updates, the department does not plan to add more one and two credit hour electives due to students being more interested in three credit hour online electives than one or two credit hour electives. In addition, having a lot of one or two credit hour electives was damaging to our ACS. The department will continue to review our electives and assess the best possible method to give students variety in electives while at the same time keeping our ACS where it needs to be. In addition, the department will attempt to hold CLEs in areas where we are not offering electives so that the students can still hear about those areas of law.** |
| There is currently no plan to offer paralegal courses at other locations. The library requirements, software requirements, and faculty limitations do not make that feasible at this time. However, the department is committed to assisting the Courseview Campus in establishing an ABA-approved paralegal program when CVCC decides to move that project forward. | In progress  Completed  No longer applicable | **There is no plan to offer paralegal courses at other locations at this time, because in doing so we would be out of compliance with the ABA. The ABA does not approve offering classes at branch campuses. Branch campuses are required to get their own ABA Approval if they plan to start an ABA Approved program. Former Chair, Mike Brigner, met with the leaders of the Courseview campus in June of 2013 and it was determined that at this time devloping a Paralegal Program is not a priority that the CVCC is pursuing at this time.** |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department noted that retention and graduation rates are a challenge – what can be done to increase graduation rates? Efforts should be made to document the number of students who fail to complete because they have accepted full-time employment and present that information along with graduation rate information. Perhaps the department should emphasize to a greater extent the benefits of finishing an associate’s degree prior to taking full-time employment in the field. | In progress  Completed  No longer applicable | **We continue to engage in several practices that we hope will assist in this area. First, in our introductory course, Paralegal Principles, students are required to create a map of their courses and present it as part of a homework assignment. This is important as many students do not realize that they must take the Paralegal courses in a certain sequence. This makes them aware of this right up front through an assignment. While we already make this very clear through all of our promotional materials, we are hopeful that getting feedback as part of a grade will also help in this endeavor. Second, our Admissions Coordinator does contact students that leave the program in their first term. She calculates these results for us and provides the data in a report to the Chair. Finally, we also hold a mandatory Orientation before school starts. We have been doing this for years, but in this orientation we do emphasize the importance of completion.** |
| Related to the issue of increasing graduation is consideration of which students are admitted into the Paralegal program. The department should explore and consider offering a survey course that students would take prior to getting into their other Paralegal courses that would serve as an introduction to the field and an opportunity for students to find out what becoming a paralegal entails. A model of this approach is used by the Dental Hygiene program, where the Introduction to Dental Hygiene course is taken prior to the student being officially admitted into the program, allowing students to know what they are getting into prior to beginning the program proper. | In progress  Completed  No longer applicable | **The department has met with the Dean about the idea of a survey course. However, with the state requirement that degrees are reduced to 65 credit hours, a survey course does not make sense at this time.** |
| Similarly, the department should consider the approaches that are being used to admit students into the program who are most likely to succeed. Exploration of additional admissions requirements would be appropriate, with an emphasis on an improved writing assessment requirement (Core Grammar was mentioned in the review as one possible example of a writing assessment). There should likewise be discussions on the appropriateness of increasing the GPA requirement to get into the program. Attempts should be made to estimate the impact of any changes to admissions policies using available data. | In progress  Completed  No longer applicable | **The department addressed this issue during the 2014 PAR retreat. The consensus of the department is to leave the admissions requirements as they stand. Faculty members have observed students starting with a 2.0 GPA being successful in our program and experiencing positive job placement. In addition, the department worries about enrollment if requirements were to be made any stricter.** |
| Like many other departments across the college, this department struggles with getting feedback from graduates and other students. Research, Analytics, and Reporting is working with departments to try and increase response rates for graduate surveys, the department is encouraged to be actively engaged in these efforts. Other new approaches to staying in touch with graduates for the purpose of tracking their outcomes should be considered. | In progress  Completed  No longer applicable | **The department is using social media, both Facebook and LinkedIn, to keep in contact with alumni. The department is involved with the Dayton Bar Association’s Paralegal Committee. While this committee is composed of all Dayton paralegals not just Sinclair graduates, the committee is chaired by a Sinclair graduate and most participants are alumni of Sinclair. During our most recent ABA review, the department was able to contact 96% of our recent graduates. Chair Jenna Beck has worked with RAR and now survey links are sent from Jenna’s email and being posted in a private facebook group of alumni. This has greatly increased the number of responses the department has received.** |
| .  The department noted problems with student writing skills – exploring a writing assessment of some kind prior to admission to the program has already been recommended. What other things can be done to avoid having to teach students grammar in the Legal Research course? How can students be informed ahead of time of the intensive writing component of the program – is there the possibility of noting on MAPs that a high level of writing skill is required in the program? Should there be a course that addresses writing early in the curriculum, perhaps a “Composition and Contracts” course or something similar? | In progress  Completed  No longer applicable | **There are multiple ways in which the department is tackling this issue. First, more writing intensive assignments have been implemented into Paralegal Principles, our introductory course. In addition, the student can earn extra credit for writing assignments in this course for going to the Writing Center. Unfortunately, going to the Writing Center cannot be made mandatory due to the full-time work and class schedule held by some of our students. In Paralegal Principles, students will also start to learn correct citation format under the Ohio Manual of Citations in an effort to make them more prepared for the concepts they will learn in Legal Research & Writing. Second, we have already indicated successful students who did well in our writing intensive classes to tutor students who are having difficulties through tutorial services so that this option is available for a student as soon as they feel that they need extra assistance. Third, the notation has been made on department planning guides that a high level of writing skill is required. Finally, the department offered a writing workshop to all faculty, staff and students in the Fall of 2014.** |
| The upcoming retirement of a key faculty member highlights the importance of taking a close look at potential replacements as former faculty transition out and there is a need for new faculty to transition in. Formal documentation of processes and other issues should be a priority so that as little institutional memory as possible is lost with the retirement of long-time faculty members. Planning ahead for personnel changes should be a priority for the department. | In progress  Completed  No longer applicable | **At this point, this is no longer applicable.** |
| The department should give consideration to opportunities for continuing education offerings, both in the Paralegal and Real Estate programs. | In progress  Completed  No longer applicable | **The Paralegal Department has offered multiple CLEs including “Advanced Legal Writing” approved for 2 hours of general CLE credit by the Supreme Court of Ohio CLE Commission and “E-Discovery: Process and Purpose” approved for 1.5 hours of general CLE credit. The program is looking to offer another CLE by the end of 2016.**  **The Real Estate program has applied to the State of Ohio, Real Estate division for the following classes to be approved for continuing education credit: 1302 Real Estate Investing, 1402 Property Management, 1102 Abstracting. These are still in process.** |
| There are several recommendations specific to the RES program:   * + Continue the excellent ongoing work on stackable short-term certificates   + Continue the development of articulation agreements   + Explore online options once approval is given to do so by the state   + As mentioned above, explore continuing education opportunities | In progress  Completed  No longer applicable | **We are still waiting for the state to approve the online delivery of the pre-licensing classes. Currently RES 1101 is been developed and one of the instructors has completed training in online development. We sit and wait.**  **In 2015, the RES Advisory Committee recommended that the program not pursue offering a Broker Short Term Certificate.**  **The program coordinator has spoken briefly to University of Cincinnati to develop an articulation agreement for real estate finance. This is in process.** |

**Section II: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: In all actuality, all courses in the Paralegal program really explore issues of Cultural Diversity and Global Citizenship due to the fact that we are frequently talking about current day legal issues and how it impacts people across the country and potentially the world. To best assess this, it is probably best measured in PAR 1101: Paralegal Principles. This is our introductory course which introduces our students to the legal field and Paralegal profession as a whole.**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: While the answer to the above question is “yes,” there also electives in the Paralegal Program where Cultural Diversity & Global Citizenship can be assessed. In LAW 1104: Employment Law, students are introduced to issues of workplace discrimination and asked to analyze the perspectives of those potentially impacted. This forces students to view the perspectives of different races, genders, religions, ethnicities, and sexual orientation. In addition PAR 2507: Legal Interviewing Skills is another class where Cultural Diversity and Global Citizenship can be assessed as the class’ primary function is to prepare students to interview clients of many different backgrounds and in many different places in their life.**

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Competently conduct factual and legal research and communicate the results clearly and concisely. | COM-2206 ENG-1101 ENG-1199 ENG-1201 PAR-1103 PAR-1201 PAR-1203 PAR-2301 PAR-2401 PSY-1100 SOC-1101 | 13-14  13-14  14-15  15-16 | Assignment | PAR 2301: Advanced Legal Research & Writing   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Class | Citation Review  5 points max | Legal Corr.  5 points max | Internet Research  5 points max | Lexis Shepardizing  5 points max | Effective Writing  5 points max | | 1 | 4.1 | 4.7 | 4.3 | 0.6 | 3.75 | | 2 | 4.91 | 5 | 5 | 1.64 | 5 | | 3 | 4.63 | 4.94 | 4.78 | 1.93 | 4.78 |   Students performed well. There were low scores in the “Lexis Shepardizing section, which was thought to be due to a change in how the Lexis system presents information. |
| Competently prepare and interpret legal documents. | ACC-1210 LAW-1101 MAT-1120 PAR-1201 PAR-2302 PAR-2303 | 14-15  13-14  15-16 |  | PAR 2303: Probate Law   |  |  | | --- | --- | | Section | Grade | | Day | 92.66% | | Night | 96.86% |   The percentages above represent the average final grades in Probate Law during 15/FA. These high marks show that students overall were meeting this program objective. |
| Demonstrate competency in current technology. | BIS-1120 PAR-1102 PAR-1202 | 15-16  13-14  14-15 | PowerPoint Assignment | BIS 1120: Introduction to Software Applications  Students demonstrated competency in using PowerPoint. The average grade for the assignment for the Fall term was 97%. |
| Exemplify a high standard of ethical and professional behavior individually and as a member of a legal team. | PAR-1101 ~~PAR-2304~~ PAR-2401 | 14-15, 15-16  removed  13-14 | Ethics Role Play Assignment & Ethics Quiz | PAR 1101: Paralegal Principles  Data suggests that students generally do better in the active role play assignment than they do on the Ethics quiz. |
| Demonstrate correct and appropriate use of oral and written communication, mathematics, and computer technology in real estate activities. | BIS-1410 COM-2206 ENG-1101 ENG-1131 RES-1101 RES-2301 RES-2302 | RES 1101  RES 2301 Note RES 2301 was deactivated and replaced with RES 1301 and RES 1401 | RES 1101, 1201, 1301, 1401 are State of Ohio approved pre-license courses for the Ohio Real Estate Sales Agent exam. The majority of the courses are taught in 8 hour days (either 3 weekends or 3 days in a row). Seat time is also calculated into the grade. In 1101, 1201, 1301 and 1401 the students are assessed using projects, quizzes and exams. | The grade distribution for the pre-license courses   |  |  |  |  | | --- | --- | --- | --- | | 1101 | 15/SP | 15/SU | 15/FA | | A | 31 | 9 | 30 | | B | 7 | 1 | 11 | | C | 4 | 0 | 2 | | D | 1 | 0 | 0 | | F | 1 | 0 | 0 | | W or X or Z | 8 | 1 | 7 | | TOTAL | 52 | 11 | 50 |  |  |  |  |  | | --- | --- | --- | --- | | 1201 | 15/SP | 15/SU | 15/FA | | A | 16 | 5 | 26 | | B | 12 | 5 | 10 | | C | 4 | 5 | 3 | | D | 0 | 2 | 0 | | F | 3 | 2 | 5 | | W or X or Z | 3 | 1 | 2 | | TOTAL | 38 | 16 | 46 |  |  |  |  |  | | --- | --- | --- | --- | | 1301 | 15/SP | 15/SU | 15/FA | | A | 15 | 2 | 18 | | B | 16 | 7 | 11 | | C | 2 | 2 | 8 | | D | 2 | 1 | 1 | | F | 0 | 1 | 2 | | W or X or Z | 4 | 1 | 7 | | TOTAL | 39 | 14 | 47 |  |  |  |  |  | | --- | --- | --- | --- | | 1401 | 15/SP | 15/SU | 15/FA | | A | 25 | 13 | 28 | | B | 5 | 1 | 3 | | C | 0 | 0 | 0 | | D | 0 | 0 | 0 | | F | 1 | 0 | 0 | | W or X or Z | 4 | 1 | 9 | | TOTAL | 35 | 15 | 40 | |
| Exemplify a high standard of ethics as a real estate professional. | RES-1201 RES-2401 | RES 1201 | In RES 1201 the project consist of student’s research and respond to 20 different scenarios. | Average grade for the project   |  |  | | --- | --- | | Summer 2015 | 92 | | Fall 2015 | 97 | | Spring 2016 | 92 | |
| Real Estate Skills  Demonstrate knowledge in managing real estate, investing in real estate, real estate contracts, valuing real estate and real estate financial instruments. | ACC-1210 ACC-1220 ECO-2180 LAW-1101 MAT-1120 PLS-1120 PLS-1232 PSY-1100 RES-1101 RES-1102 RES-2301 SOC-1145 | RES 1101 | All the assessments in the pre-license classes assess the outcome. | The grade distribution for the pre-license courses   |  |  |  |  | | --- | --- | --- | --- | | 1101 | 15/SP | 15/SU | 15/FA | | A | 31 | 9 | 30 | | B | 7 | 1 | 11 | | C | 4 | 0 | 2 | | D | 1 | 0 | 0 | | F | 1 | 0 | 0 | | W or X or Z | 8 | 1 | 7 | | TOTAL | 52 | 11 | 50 |  |  |  |  |  | | --- | --- | --- | --- | | 1301 | 15/SP | 15/SU | 15/FA | | A | 15 | 2 | 18 | | B | 16 | 7 | 11 | | C | 2 | 2 | 8 | | D | 2 | 1 | 1 | | F | 0 | 1 | 2 | | W or X or Z | 4 | 1 | 7 | | TOTAL | 39 | 14 | 47 | |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | No changes are planned as a result of the assessment of program outcomes at this time. The Paralegal Program does plan to take the next few years to review all curriculum and assignments now that the American Bar Association review is over and there are seven years until the next review. While we will keep this assessment data in mind, the impetus for change is to make sure that our curriculum adequately reflects the changes being made in the legal field. |
| **How will you determine whether those changes had an impact?** |  |