

# Program Learning Outcome Assessment Plan Template

## General Information

Academic Year of Implementation: 2010 – 2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

PARALEGAL STUDIES

Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Carin Gordon	East	cgordon15@valenciacc.edu	2556	3-25
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Carin Gordon	East	cgordon15@valenciacc.edu	2556	3-25
Joe Lynn look		jlook@valenciacc.edu	2013	3-25
Kathy Fedell	East	kfedell@valenciacc.edu	2388	3-25
Cathy Mestre		cmestre@valenciacc.edu	2514	3-25
PSP Advisory Committee				

## Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: PARALEGAL STUDIES

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<sup>2</sup> Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

<p><b>Targeted Program Learning Outcome:</b>  <u>Transactional Specialization</u>  At the completion of this program, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Research and analyze a legal issue under the supervision of a member of the Bar.</li> <li>2. Draft certain legal documents used in litigation and transactional matters, including wills and trust documents, under the supervision of a member of the Bar.</li> <li>3. Apply the appropriate ethics rules to hypothetical ethical scenarios which may arise in the legal setting under the supervision of a member of the Bar.</li> <li>4. Describe practices and traits required to work effectively in a group or individually under the supervision of a member of the Bar.</li> </ol> <p><u>Litigation Specialization</u>  At the completion of this program, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Research and analyze a legal issue under the supervision of a member of the Bar.</li> <li>2. Draft certain legal documents used in litigation and transactional matters, including bankruptcy and debtor-creditor filings, under the supervision of a member of the Bar.</li> <li>3. Apply the appropriate ethics rules to hypothetical ethical scenarios which may arise in the legal setting under the supervision of a member of the Bar.</li> <li>4. Describe practices and traits required to work effectively in a group or individually under the supervision of a member of the Bar.</li> </ol>	<p><b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>  PLA 2192</p> <p><b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b></p> <p><b><u>PLA 2192 Legal Research &amp; Theory III: Capstone</u></b>  At the completion of this course, a student should be able to</p> <ol style="list-style-type: none"> <li>1. Analyze a legal problem and identify and evaluate alternative solutions, using online resources.</li> <li>2. Draft appropriate pleadings, instruments and documents relating to legal problems.</li> <li>3. Recognize the ethical considerations involved in drafting and researching.</li> </ol>
<p><b>Performance Indicators for the Program Learning Outcome(s) selected:</b>  Prepare Portfolio with appropriate instruments and pleadings</p>	<p><b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> Same</p>
<p><b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Portfolio Checklist</p>	
<p><b>Description of the Proposed Common Assessment</b> (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): Completed portfolio</p>	
<p><b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Portfolio Checklist</p>	

## Implementation Process

### Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	November 1, 2010	Carin Gordon
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	N/A	Carin Gordon

Draft assessment plan is revised to reflect input	February 1, 2010	Carin Gordon
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	✓	Carin Gordon

**Faculty / Professional Development Needs Associated with the Proposed Common Assessment**

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?  
Call Wendi and Kurt : )

**Collection of Student Artifacts**

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?  
Consent & collection  
Checklist to PLA 2003 Introduction to Paralegal Practices & Ethics, e-mail reminders

How will student artifacts or data associated with student performance be collected?  
From PLA 2192 Capstone course portfolios of all graduates

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?  
N/A

How will information about faculty / staff participation in the assessment project be communicated?  
Via e-mail and at faculty and Advisory Committee meetings

Who will be responsible for coordinating the collection of student artifacts?  
Carin Gordon

At what point in the academic year / semester will the student artifacts be collected?  
Midpoint of each semester in PLA 2192

**Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results**

When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)?  
Assessment Day

Which faculty or staff from the program/discipline will evaluate student artifacts?  
PSP Advisory Committee, Carin Gordon and Cathy Mestre

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?  
Train-The-Trainer on assessment evaluation

When will the results / data associated with the assessment plan be analyzed?  
Following each evaluation and at Advisory Committee meetings

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? N/A
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? N/A
In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)? N/A
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? E-mail, Advisory Committee and Faculty meetings

### **Improvement Plan and the Use of Assessment Results**

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)? None at this time
What changes to the common course outlines, if any, need to be considered? Add outcome to PLA 2192 relating to describing practices and traits required to work effectively in a group or individually under the supervision of a member of the Bar.
What do the results of this assessment plan suggest about changes / improvements to the program assessment process? None at this time