

ATTACHMENT 2

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Business Education *Program:* AA Legal Studies - Business Emphasis *Date:* 5/24/12 v. 3 2012

Courses in program, or course:

Program Core/Required Courses: BUS 218, ECON 201A, LGL 217, POLS 202,

Electives: BUS 201A, BUS 201B, BUS 245, ECON 201B, LGL 206, LGL 220, MATH 247, MATH 255

Faculty involved with the assessment and analysis: Ruth Biering (Lead Instructor)

Course-to-program outcome mapping document** is completed: Yes: X No _____

1	Student Learning Outcome Statements X Legal Studies – Business Emphasis	<ol style="list-style-type: none">1. Identify different sources and types of law and how law is created, changed, and classified.2. Recognize different theoretical perspectives on the law and functions law serves in society.3. Describe the legal decision-making process used to analyze and decide legal cases.4. Recognize the impact that law and legal institutions have on political and governmental institutions.5. Discuss the impact that law and legal institutions have on economic systems and business
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	It was not feasible to administer a Program Learning Outcome self survey to students who were advancing towards the Legal Studies degree this spring 2012 semester. Instead assessment was accomplished by reviewing SLO survey results collected in required courses and representative elective courses which measured course SLO's that were reasonably equivalent to the Legal Studies Program Learning Outcomes. More accurate data may be collected in future semester through direct survey of students who are advancing towards the Legal Studies degree.
3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	The above referenced Student Learning Outcomes Assessment Forms were administered to BUS 218, BUS 245, ECON 201A, LGL 217, and POLS 202 students in fall semester 2011 and spring semester 2012. The scoring procedure involved submitting the raw data from the Assessment Forms to Ryan Cartnal who then completed the Condensed Item Analysis Report referenced below.
4	Assessment Results Summary (summarize data)	Program Learning Outcomes #1 through #3 were generally assessed through roughly equivalent Student Learning Outcomes in BUS 218 and LGL 217. BUS 218 SLO #1 and LGL 217 SLO #1 (Identify the different sources and types of American law and demonstrate how American law is created, changed, and classified) is identical to Legal Studies PLO #1. As per the Condensed Item Analysis Reports, the mean response in BUS 218 was 4.15 and in

		<p>LGL 217 it was 4.68. LGL 217 SLO #4 (Describe and compare the most common judicial systems in the world today and how these systems may conflict with one another) is roughly equivalent to Legal Studies PLO #2 (Recognize different theoretical perspectives on the law and functions law serves in society) with a mean response of 4.10. LGL 217 SLO #5 is roughly equivalent to Legal Studies PLO #3 (Describe the legal decision-making process used to analyze and decide legal cases) with a mean response of 4.42. Legal Studies PLO #4 could not be measured through a roughly equivalent course SLO, but POLS 202 course SLO #1 (I am able to describe the structure and function of U.S. governmental institutions and political processes) and LGL 217 course SLO #8 (Discuss the impact that the U.S. Supreme Court has had in shaping governmental and social policy in the United States through its rulings in landmark constitutional cases) provide some insight into PLO #4. Assessment data were not available for POLS 202, but assessment data for LGL 217 show a 4.68 mean response to SLO #8. Finally, with regard to PLO #5 (Discuss the impact that law and legal institutions have on economic systems and business), there are three course SLO's that address different aspects of this outcome. These course SLO's are BUS 218 SLO #7 (Apply the knowledge acquired in this course to make legal and business decisions based on reasoned analysis and application of legal principles), BUS 245 SLO #1 (Differentiate between the 3 world economic systems and show the correlation between those economic systems, business and politics), and ECON 201A SLO #4 (Identify and analyze factors that contribute to or hinder economic growth and development). The clear majority of students who responded to self survey questions addressing these SLO's felt they had mastered the concepts either "fairly well" or "very well."</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>Since this is the first assessment performed on the Legal Studies Degree, there were no previous improvement plans to implement.</p> <p>It is difficult to draw much in the way of conclusions based on the assessment method used. However, it is clear that the PLO's that were most aligned with equivalent course SLO's demonstrated that a clear majority of students feel they have mastered these PLO's either "very well" or "fairly well." It is more difficult to draw any firm conclusions with regard to PLO #4 and #5 because of the inherent difficulty in aligning the PLO's in a legal studies degree that emphasizes the role of law specifically in relation to government, politics, business, and the economy with course SLO's that are more specifically related to their respective topic areas of government, business, and economics. That being said, the two SLO's from LGL 217 and BUS 218 used to assess PLO #4 and #5 respectively show a strong majority of students who mastered the concept either "very well" or "fairly well."</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>It is clear to this author that a college wide rubric needs to be established with regard to the assessment of interdisciplinary degrees such as Legal Studies. In fall 2012 it is planned that the LGL 217 (the core Legal Studies course) Student Learning Outcomes will be revised to more accurately reflect the Legal Studies Program Learning Outcomes developed spring semester 2012. A similar plan is in place to embed Legal Studies PLO's in the BUS 218 course SLO's. In addition, Legal Studies PLO surveys will be conducted throughout the next year with students who have identified themselves as advancing towards the Legal Studies degree. Finally, relevant Legal Studies PLO's will be incorporated into cumulative final exams in both LGL 217 and BUS 218.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>The only faculty directly involved with assessment and analysis of the Legal Studies degree is the author of this CPAS document and the lead instructor for the Legal Studies degree. Informal discussions regarding the Legal Studies degree have taken place among Business Division faculty, but there is no means available on campus to share and analyze survey results with faculty outside the Business Division.</p>

ATTACHMENT 3

Course or Program Assessment Summary

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This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Business Education *Program:* AA Legal Studies – Social Science Emphasis *Date:* 5/24/12 v. 3 2012

Courses in program, or course:

Program Core/Required Courses: BUS 218, LGL 217, POLS 202, SOC 201A

Electives: ANTH 203, ECON 201A, ECON 201B, LGL 220, POLS 201, POLS 206, POLS 209, HIST 204A, HIST 204B, HIST 207A, HIST 207B, PHIL 208, PHIL 213

Faculty involved with the assessment and analysis: Ruth Biering (Lead Instructor)

Course-to-program outcome mapping document** is completed: Yes: ☒ No: ☐

1	Student Learning Outcome Statements X Legal Studies – Social Science Emphasis	<ol style="list-style-type: none">1. Identify different sources and types of law and how law is created, changed, and classified.2. Recognize different theoretical perspectives on the law and functions law serves in society.3. Describe the legal decision-making process used to analyze and decide legal cases.4. Recognize the impact that law and legal institutions have on political and governmental institutions.5. Discuss the impact that law and legal institutions have on different social groups and society as a whole.
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	It was not feasible to administer a Program Learning Outcome self survey to students who were advancing towards the Legal Studies degree this spring 2012 semester. Instead assessment was accomplished by reviewing SLO survey results collected in required courses and representative elective courses which measured course SLO's that were reasonably equivalent to the Legal Studies Program Learning Outcomes. More accurate data may be collected in future semester through direct survey of students who are advancing towards the Legal Studies degree.
3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	The above referenced Student Learning Outcomes Assessment Forms were administered to BUS 218, LGL 217, POLS 202, and SOC 201A students in fall semester 2011 and spring semester 2012. The scoring procedure involved submitting the raw data from the Assessment Forms to Ryan Cartnal who then completed the Condensed Item Analysis Report referenced below.
4	Assessment Results Summary (summarize data)	Program Learning Outcomes #1 through #3 were generally assessed through roughly equivalent Student Learning Outcomes in BUS 218 and LGL 217. BUS 218 SLO #1 and LGL 217 SLO #1 (Identify the different sources and types of American law and demonstrate how American law is created, changed, and classified) is identical to Legal Studies PLO #1. As per the Condensed Item Analysis Reports, the mean response in BUS 218 was 4.15

		and in LGL 217 it was 4.68. LGL 217 SLO #4 (Describe and compare the most common judicial systems in the world today and how these systems may conflict with one another) is roughly equivalent to Legal Studies PLO #2 (Recognize different theoretical perspectives on the law and functions law serves in society) with a mean response of 4.10. LGL 217 SLO #5 is roughly equivalent to Legal Studies PLO #3 (Describe the legal decision-making process used to analyze and decide legal cases) with a mean response of 4.42. Legal Studies PLO #4 could not be measured through a roughly equivalent course SLO, but POLS 202 course SLO #1 (I am able to describe the structure and function of U.S. governmental institutions and political processes) and LGL 217 course SLO #8 (Discuss the impact that the U.S. Supreme Court has had in shaping governmental and social policy in the United States through its rulings in landmark constitutional cases) provide some insight into PLO #4. Assessment data were not available for POLS 202, but assessment data for LGL 217 show a 4.68 mean response to SLO #8. Finally, with regard to PLO #5 (Discuss the impact that law and legal institutions have on different social groups and society as a whole), there are three course SLO's that address this outcome. These course SLO's are LGL 217 SLO #5 (Explain the judicial decision making process and what impact this process has on different social groups and overall social policy), LGL 217 SLO #8 (Discuss the impact that the U.S. Supreme Court has had in shaping governmental and social policy in the United States through its rulings in landmark constitutional cases), and SOC 201A SLO #7 (I am able to analyze social events using major sociological perspectives). The clear majority of students who responded to self survey questions addressing these SLO's felt they had mastered the concepts either "fairly well" or "very well."
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Since this is the first assessment performed on the Legal Studies Degree, there were no previous improvement plans to implement. It is difficult to draw much in the way of conclusions based on the assessment method used. However, it is clear that the PLO's that were most aligned with equivalent course SLO's demonstrated that a clear majority of students feel they have mastered these PLO's either "very well" or "fairly well." It is more difficult to draw any firm conclusions with regard to PLO #4 and #5 because of the inherent difficulty in aligning the PLO's in a legal studies degree that emphasizes the role of law specifically in government, politics, and society as a whole along with business and the economy with course SLO's that are more specifically related to their respective topic areas of government, politics, and sociology. That being said, the two SLO's from LGL 217 used to assess PLO #4 and #5 respectively show a strong majority of students who mastered the concept either "very well" or "fairly well."
6	Recommended Changes & Plans for Implementation of Improvements	It is clear to this author that a college wide rubric needs to be established with regard to the assessment of interdisciplinary degrees such as Legal Studies. In fall 2012 it is planned that the LGL 217 (the core Legal Studies course) Student Learning Outcomes will be revised to more accurately reflect the Legal Studies Program Learning Outcomes developed spring semester 2012. A similar plan is in place to embed Legal Studies PLO's in the BUS 218 course SLO's. In addition, Legal Studies PLO surveys will be conducted throughout the next year with students who have identified themselves as advancing towards the Legal Studies degree. Finally, relevant Legal Studies PLO's will be incorporated into cumulative final exams in both LGL 217 and BUS 218.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The only faculty directly involved with assessment and analysis of the Legal Studies degree is the author of this CPAS document and the lead instructor for the Legal Studies degree. Informal discussions regarding the Legal Studies degree have taken place among Business Division faculty, but there is no means available on campus to share and analyze survey results with faculty outside the Business Division.

ATTACHMENT 4

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This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Business Education *Program:* AA, CA Paralegal *Date:* 9/7/14 v. 3 2012

Courses in program, or course:

Program Core/Required Courses: BUS 218, BUS 227, LGL 217, PLGL 131, PLGL 203, PLGL 205, PLGL 209, PLGL 220

Electives: CJ 206, CJ 208, PLGL 206, PLGL 207, PLGL 208

Faculty involved with the assessment and analysis: Ruth Biering (Lead Paralegal Instructor), Stacey Hunt, Janet Wallace

Course-to-program outcome mapping document** is completed: Yes: X No _____

1	Student Learning Outcome Statements X Paralegal Program	<ol style="list-style-type: none">1. Students will be able to perform different law office management functions such as utilization of legal software programs, correspondence, billing and financial management, file and record management, and library management.2. Students will be able to prepare and interpret various legal documents and forms, including litigation, non-litigation, and transactional documents and forms.3. Students will be able to conduct library and computerized legal research that involves the selection, compilation, and analysis of relevant reference materials.4. Students will be able to discuss and explain the different subject areas of the law, including the substantive and procedural areas of civil and criminal law.5. Students will be able to conduct themselves in a professional and ethical manner in the workplace environment, and interact and communicate effectively with attorneys, other staff, and clients.
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	Students were asked to complete a Program Learning Outcome student self-survey that included the PLO statements listed above.
3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	The above referenced Program Student Learning Outcomes Assessment Form was administered to PLGL 220 (Legal Research and Writing) and PLGL 203 (Internship class) students spring semester 2014 who self-identified as students who were nearing completion of the Program. 24 students responded to the survey. The scoring procedure involved submitting the raw data from the Assessment Forms to Ryan Cartnal who then completed the Condensed Item Analysis Report referenced below.

4	Assessment Results Summary (summarize data)	As per the Condensed Item Analysis Report, students responded to the PLO statements with a “fairly well” or “very well” response from the lowest percentage of 91.66% for statement #1 the highest percentage of 100% for statement #5. The highest percentage of “very well” responses was to statement #5 and the lowest percentage was to statement # 3. Statements #1 had a “somewhat” response of 8.33% and #5 had no “somewhat” responses.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Since the first assessment performed on the Paralegal Program, improvement plans have been implemented to address the lower percentages in Questions #1 and #3. A new course, PLGL 209 (Technology in the Law Office) has been added to the required classes while CAO 123 (Business English) has been deleted. Despite the addition of a new class (PLGL 209) that specifically addresses technology in the law office as related to law office management and computerized research, students still feel the least confident in their ability to perform different law office management functions (Statement #1) but, on the other hand, relatively more confident (mean 4.46 – 2014 versus 4.28 – 2012) to conduct library and computerized legal research (Statement #3). Overall, the assessment results indicate as they did last time that the large majority of students feel they have mastered all the student learning outcomes either fairly well or very well. The percentage of “very well” or “fairly well” ranged from 91.66% to 100%. Students feel the most confident in their ability to conduct themselves in a professional and ethical manner in the workplace environment, and interact and communicate effectively with attorneys, other staff, and clients (Statement #5).
6	Recommended Changes & Plans for Implementation of Improvements	The results of the student program survey indicate that the courses in the Paralegal Program provide a solid basis for the Paralegal students to achieve the stated Paralegal Program Student Learning Outcomes. The lower level of confidence in conducting library and computerized legal research (Statement #3) may still be due in part to the fact that the primary course involved, PLGL 220, is a difficult course and is generally viewed as one of the most difficult courses in the Program. As previously mentioned in the CPAS for PLGL 220, the skills introduced in that course evolve over time once the student becomes a practicing paralegal and it is not practical to address this issue as other larger colleges do by offering a second semester of legal research. The lower level of confidence in performing different law office management functions continues to be challenging, but plans have been implemented to address this concern not only by creating a new class devoted to different aspects of technology in the law office but also by working with the relevant instructors in an ongoing effort to integrate skills introduced in PLGL 201 (Introduction to Paralegal) that are later refined and reinforced in such classes as PLGL 205 (Civil Litigation and Procedure) and PLGL 209. In terms of ongoing assessment, efforts are being directed towards using some of the specific course SLO survey outcomes that are mapped to specific Program Student Learning Outcomes to create a more detailed and comprehensive analysis of the Program Student Learning Outcome survey results.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	In discussions with both Stacey Hunt and Janet Wallace who teach, respectively, PLGL 205 and PLGL 209 about the results of the Paralegal Program Student Learning Outcome survey, they both agree that further integration of key courses would help refine and reinforce knowledge and skills across the paralegal curriculum. Both have also expressed concern over the lack of instructor/student access to professional software and fee based legal research data bases. The high cost of providing students even limited access to these professional resources has been a deterrent in the past. CTE funds might be a short term solution, but the ongoing nature of the cost of access to these resources is a cost that ultimately the Business Division would have to absorb in its annual budget. As such, without greater “hands on” access to and practice with these professional resources, the percentages for questions #1 and #3 will continue to be among the lowest in the Paralegal Program Student Learning Outcome survey.