Arapahoe Community College

2013-2014 Paralegal Assessment
Plan Data

Learning Outcome
Accountability and Responsibility - Student will display a knowledge of the ethical requirements for paralegal professionals.

Measure 1 Type:
Please select

Measure 1 Description:
This outcome was not assessed for 2013.

The faculty member whose responsibility it was to collect the data for this outcome, is no longer working at ACC and did not provide the Department with the data prior to his leaving the college.

Assessment of this outcome will resume for 2014.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?
Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Measure 1 Results:

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

2) How does the data compare to the previous year, if applicable?

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark,
neutral – meets benchmark, or weak – misses benchmark)?

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Further Action:

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

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Learning Outcome

Possession of a broad and basic legal knowledge base.

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

1. Students are required to draft a legal memorandum of law.
2. The research for the legal memo demonstrates the basic level of understanding that students have of case law and enacted law.
3. The outcome is measured fall and spring semesters because of the importance of the learning
outcome to the paralegal program and to the paralegal profession.
4. 24 student memos were assessed in 2013.

Measure 1 Sample Size:
24

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Benchmark for success: 85% of students should be in the Proficient through Excellent range of
categories. A subset benchmark is that 65% of the students should be rated in the Very Good and
Excellent categories (combined).

2) What is the rationale for choosing this benchmark?
This benchmark reflects the general percentages necessary for success working in a legal environment
and is also based upon historical assessment.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark
Measure 1 Results:

![Basic Legal Knowledge](image)

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

1. All benchmarks were met. 89.6% of the students achieved a rating of Proficient or higher; 66.7% achieved ratings in the Very Good and Excellent categories combined.
2. Although the benchmarks were met, the total number of students rated at Proficient or higher, has decreased slightly (10.4%) over the last three years. A 5.5% decrease occurred between 2012 and 2013; 4.9 decrease from 2011 to 2012. Thus there has been an average 5.2% decrease each year for the past two years. If this trend continues, there may need to be adjustments made to the curriculum.
3. Multiple measures were not used.

2) How does the data compare to the previous year, if applicable?

1. Student performance is rated as strong; overall performance was good.
2. No changes are anticipated for the coming year. Though if a downward trend continues, the program may focus on integrating more research and analysis in many more of the required classes.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate
performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

1. Student performance is rated as strong; overall performance was good.
2. No changes are anticipated for the coming year. Though if a downward trend continues, the program may focus on integrating more research and analysis in many more of the required classes.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Critical Thinking – Ability to analyze and apply law to fact situations

Measure 1 Type:
Direct
Rubric-graded report

Measure 1 Description:

1. Students are required to draft a legal memorandum of law.
2. The legal memo demonstrates the level of understanding that students have of the law and also demonstrates their ability to perform legal analysis (critical thinking).
3. The outcome is measured fall and spring semesters because of the importance of the learning outcome to the paralegal program and to the paralegal profession.
4. 24 student memos were assessed in 2013.

Measure 1 Sample Size:

24

Measure 1 Benchmark

1) Describe the benchmark for this measure.

Benchmark for success: 85% of students should be in the Proficient through Excellent range of categories. A subset benchmark is that 65% of the students should be rated in the Very Good and Excellent categories.

2) What is the rationale for choosing this benchmark?

This benchmark reflects the general percentages necessary for success working in a legal environment and is also based upon historical assessment

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.
2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Met benchmark

Measure 1 Results:

![Critical Thinking Graph](image)

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

All benchmarks were met. 89.6% of the students achieved a rating of Proficient or higher; 68.75% achieved ratings in the Very Good and Excellent categories combined.

2) How does the data compare to the previous year, if applicable?

The results over the past three years are comparable, although there has been a slight increase in the total students who achieved ratings in the Accomplished and Exemplary categories (combined). In 2011, 60.49% were in the two higher categories as compared to this year’s results, which reveals an 8.26% increase of students in this category.

3) If multiple measures were used, how do they compare to each other?
Multiple measures were not used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
   Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
   Student performance is rated as strong; overall performance was good.
   No changes are anticipated for the coming year

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Communication - Student will display written communication that is clear and effective in a legal setting.

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:

1. Students are required to draft a legal memorandum of law.
2. The legal memo demonstrates not only the level of understanding that students have of the law and their ability to perform legal analysis (critical thinking), but it also demonstrates whether they can communicate in writing the results of their research and analysis.
3. The outcome is measured fall and spring semesters because of the importance of the learning outcome to the paralegal program and to the paralegal profession.
4. 24 student memos were assessed in 2013.

Measure 1 Sample Size:

24

Measure 1 Benchmark

1) Describe the benchmark for this measure.

Benchmark for success: 85% of students should be in the Proficient through Excellent range of categories. A subset benchmark is that 65% of the students should be rated in the Very Good and Excellent categories.

2) What is the rationale for choosing this benchmark?

This benchmark reflects the general percentages necessary for success working in a legal environment and is also based upon historical assessment.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark
1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:

![Written Communication Chart]

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

All benchmarks were met. 86.09% of the students achieved a rating of Proficient or higher; 72.21% achieved ratings in the Very Good and Excellent categories combined.

2) How does the data compare to the previous year, if applicable?

Although the benchmarks were met, the total number of students rated at Proficient or higher, has decreased over the last three years. There was a 14% decrease in ratings when comparing 2013 to 2011; the decrease from 2011 to 2012 was negligible (2.4%). Thus, there appears to be a significant decline in students’ writing ability in 2013, which is of great concern given the nature of the paralegal profession. This result was also evident in a 10% decline in the students who achieved a rating of Very Good and
Excellent (combined) for this year as compared to the prior two years.

3) If multiple measures were used, how do they compare to each other?
Multiple measures were not used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
Student performance is rated as good. Although overall performance was good and benchmarks were met, the downward trend in writing ability is a concern. The program will pay careful attention to see if 2013 was an anomaly or the beginning of a trend.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)