FALL 2014 SLO/PLO ASSESSMENT REPORT

Date: January 13, 2015

Name of Person Reporting: David Jordan

Name of Department and/or Discipline: Law/Paralegal Program

1. a. List the courses/certificates/programs your discipline/department assessed in the fall 2014 semester. Student Evaluations (all 12 law classes) & End of Class Reflections (EOCR) (all 12 law classes).

Responses – 66 responses out of 485 students, or 13.6%. This compares with 138/537 or 27.2% for Spring 2014 same survey. The lower rate is possibly due to “over surveying” our online students this semester – 4 different online surveys were taken – the biannual LACCD student services survey, law faculty student evaluations, LAMC DE online student services survey, and the EOCR survey.

The following questions were surveyey in the “End of Class” Reflections Survey:

Q1. Do you feel that this class has helped you to improve as a paralegal or law student? What improvements have you seen, and how did you achieve them?
Q2. What were some of the helpful assignments, activities, or readings in the class?
Q3. Were any assignments not helpful to you? Why not?
Q4. Is there any subject or topic you wish we had covered or spent more time on?
Q5. If you could give students were about to start this course some advice about how to be successful in this class, what would you tell them?
Q6. Is there anything you wish you had known at the beginning of the class?
Q7. Is there anything about the subject or content of the class you are still confused about or wish you had learned better or differently? If so what, and how?

Student evaluations of our Law Faculty - This was first semester we conducted a student evaluation of all of our law faculty. ( see http://goo.gl/8oPW9d ). A total of 235 students in our law classes out of a total of 485 students enrolled in Fall 2014 responded to the student evaluation survey for a 48.45%. This is a fantastic result. Almost 50% responded. The normal response rate of 10 – 15% is considered acceptable in most surveys. There are two possible reasons to
explain the high percentage of students who took the survey. First, we imbedded it automatically through our course management system. This is a new automated etudes, one click system, which makes it very easy to survey the students with the standard, end of class student survey - see the student survey questions [http://goo.gl/GycJ1B](http://goo.gl/GycJ1B)

The second reason is that our students in the paralegal certificate program are very engaged in obtaining their certificate, and as such provide us with great feedback on how we are doing, and what we need to improve in the program.

b. For each one, indicate whether the **benchmark** (standard for student success) was reached.

The student surveys have many questions which measure our program performance and success, including the overall rating of each instructor, whether the instructor clearly defined the course requirements and posted them on the web, whether the syllabus clearly defined the course objectives and grading criteria, whether the instructor’s website was well prepared and organized, did the online instruction relate to the course objective, whether the student felt they were able to communicate the course materials to others, whether the instructor regularly informed the student of their grades and provides feedback on performance, whether the instructor responds to email in a timely fashion, and a number of other important and relevant questions. A total of 20 questions in all.

In all of our 12 law classes, the benchmark of 70% for all of the 20 questions was reached, with the exception of question #7 – timely grading of work, and #8 timely response to emails. That performance was in the 60% range for all of our law classes. The law program is working on a strategy to remedy those two areas. See below

2. **Summarize** the major assessment results for courses/programs in your area.

Assessment results for each class can be found at [http://goo.gl/c0Jmbm](http://goo.gl/c0Jmbm)

3. **Summarize** what changes have been made or are planned to be made as a result of the assessments.

The Summary of planned changes can be found at [http://goo.gl/AdlC1e](http://goo.gl/AdlC1e)
Law 1
- Work on forming study groups to review before taking quizzes
- Show students how to outline their answers to case problems
- Spend more time going over how to fill in particular contracts
- Provide video tutorial at beginning of semester to all students in the law program on etudes layout and use

Law 2
- Participate more in discussion forums
- Update forum topics and make more timely and interesting
- Have a quiz for each chapter instead of multiple chapter quizzes
- Expand on assignments - shorter court opinions, more case briefs
- Re-work practical assignments such as sole proprietorship, partnership,

Articles of Incorporation

Law 10
- Work on more timely feedback and grading
- Work on improving student success and retention
- Provide instruction at start of semester on how to use and navigate etudes course management system
- Help students pick their next law class - review each law class, and what is covered in each

Law 11
- Clarify questions on exams and make sure they match the textbook
- provide more details in feedback and grading
- work on re-designing the organization of materials and the etudes site
- respond to emails in a timely fashion
- pace assignments more evenly over the semester - and reduce overall number of assignments
- provide more teaching videos
- shorten the discussion forums, make more interesting
- provide more tutoring assistance

**Law 12 (Rose)**
- more timely feedback on grades with more details
- provide teaching videos
- update and clarify lexis assignments to make more relevant to law 12
- improve clarity on instructions in assignments
- update links and materials

**Law 12 (Jordan)**
- work on group dynamics and policies on group presentations
- too many assignments - shorten
- some cases too hard to understand and too old and language too old - work on making this simpler for students to understand
- work on simplifying concepts on 3rd party liability and immunity
- provide weekly tests and maybe less reading
- spend more time on legal terminology and vocabulary
- work on clarifying lexis assignments
Law 13
- more timely feedback in grading and responding to emails
- point out how materials are relevant to today's world
- continue with interactive document creation
- comment more on discussion forums
- make sure LASC site used instead of Santa Clara
- provide teaching videos

Law 16
- have test same week it is covered online to avoid confusion
- more timely feedback on grades
- point out where course materials are relevant to daily life
- more videos and materials explaining hearsay
- some reference articles too long
- too heavy on the discussion forums - shorten number
- some links broken. review and make sure all links working
- review and clarify that quiz questions are clearly stated

Law 17
- more timely feedback on assignments
- work on student success and retention
- add additional online resources for background information
- restructure assignments
- do writing assessment at start of semester and refer students to earlier, introductory law classes if they need more law classes before attempting
this class which is difficult

- restructure and re-design extra credit assignments
- provide more time and instruction on legal terminology and vocabulary
- more practical, "hands on experience" - possible working in law clinics, etc.
- visit the court house and law library for more practical, "hands on" experience

Law 18
- elaborate more in lectures on the textbook, and cover more textbook information in detail
- cover all of the family law forms required for the class
- more timely grading and feedback
- work on student success and retention
- clarify questions on quizzes and make sure they correspond with correct chapter
- provide a full 7 days for students to complete their assignments
- explore better way to attach family law documents to etudes
- redesign and restructure quizzes and assignments for this class

Law 19
- update links and materials
- more timely feedback
- too many assignments, trim them down
- more videos
- More updated cases and resources
- Make instructions clear and remove redundant materials
- Provide more actual samples of bankruptcy and eviction forms

**Law 20 (Gudino)**

- More timely response to emails
- Provide more details and more examples to assignments
- Questions on #6 assignment need to be revised to make clear
- Update questions on Probate Court site assignment

**Law 20 (Rose)**

- Provide more explanations and feedback on grading
- Add materials to class to make it more interesting and engaging
- More timely grading of assignments
- Provide more instructional videos on how to fill in the forms
- Provide more details and coverage on simple and complex wills

**Law 34**

- Update forums, reduce number, add question forums for each week, and give credit for class participation in weekly questions, conduct video conferences each week and cover final paper from start of the class
- Update lexis assignments
- Develop materials and strategy for helping students to find difficult cases
- Provide more materials, and tutorials on writing the thesis statement
4. **Follow up on previous assessments:**
   (1) If an SLO was assessed previously, compare the results with the earlier assessments:

   For our previous (Spring 2014 SLO/PLO Assessment report (6/27/14), please see [http://goo.gl/zLx5z9](http://goo.gl/zLx5z9)

   (a) Have the recommended changes been implemented?

   1. **Videos** - We are providing more videos in our class. We have obtained a new program (anymeeting.com) which is web based and very easy to use. We will train our law faculty over the Spring 2015 semester to use this platform to provide more teaching videos for each of our law classes. Students overwhelmingly have embraced the use of videos in each of our law classes.

   2. **Discussion Forums** – we will reduce the number of forums in our online classes in response to the student surveys, and update the topics so they are more timely, and interesting. In addition, we will require students to post questions each week for the instructor and that will help to improve instructor-student contact.

   3. **Number of Assignments** – we have reviewed 3 or 4 of our law classes for number of assignments, and reduced and improved upon each. We will complete this review of the remaining 8 or 9 law classes by the end of the Spring 2015 semester.

   4. **Open Educational Resources (OER)** – WE have not yet looked into OER for use in our program. We will do this over the Spring 2015 semester.

   5. **Review all classes to see that materials are current** – This is a work in progress, and it is going forward slowly.

   6. **Advise students at start of semester about difficulty of law classes** – we are working on more videos for start of semester orientation to assist students in navigating etudes, and starting their law classes. We will also start a new SLO project for the entire discipline of training our students to outline their written assignments. This last semester it became apparent through the final research papers that students in our law program have...
difficulties and do not know how to outline their legal writing, thoughts, etc. and that this skill set needs to be taught. We will start with a “pre-assessment” outlining exercise for all of our law classes at the start of the Spring 2015 semester, and then we will do a “post test” assignment at the end of the semester to see what progress students have made on this essential skill set.

(b) Has the follow-up textbox been filled in on the SLO online system? Yes.

(2) How have the findings led to improved student learning? Both the last two semesters use of the End of Class Reflections and especially this semester with the student evaluations of all of our law faculty, we have an enormous amount of data upon which we can base our strategies we will implement to improve student learning in our law program.

5. Have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence. Please also post relevant minutes in the Department Notes section of the SLO Online system.)

Each instructor was sent their student evaluation recently, and requested to respond to the evaluations and provide at least three (3) ways in which they can improve the delivery of their classes. We will hold a video conference in January to review this Fall 2014 SLO Report and its findings and recommendations, and the report will be sent to each instructor.

6. Have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?

We had our last Law Advisory in November of 2013. We did not discuss SLO/PLOS because we are embarking upon a new initiative, the Pathways to Law School, but we will discuss the Fall 2014 SLO/PLO Report in detail when we meet in March 2015 for our next Law Advisory.

7. What resource requests are planned as a result of the assessments?
No additional resource requests are planned at this point. We are obtaining a student worker for the Pathways to Law Program in February, and the student worker will be able to assist us with the many projects mentioned herein.

8. Have the assessment results been posted on the online system?

The SLO/PLO assessments have not yet been posted as of 1/13/15 but will be posted no later than Friday, 1/16/15. Forgive the delay, but it took almost twice as long as anticipated to aggregate over 200 pages of surveys, to review and analyze and compare and contrast data with our last report of Spring 2014.

submitted by email to Dept. Chair 1/13/15 @ 10:31 am
submitted in person to Dept. Chair 1/13/15 @ 1 pm

document name – Law Fall 14 Assmt Rept

Written responses to these questions are due by e-mail to the SLO Coordinator Pat Flood by Friday, January 9, 2015.

Please label your file with your department name and Fall 14 Assmt Rept; example: Business Fall 14 Assmt Rept.