Instructional Program Review
Legal Studies

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

    Legal Studies

2. **Department and/or Program(s) Purpose Statement:**

3. **Program Review Year (i.e. Most Recent Academic Year)**

    2014-2015

4. **Date of Submission:**

    2015SU

5. *Lead Person Responsible for this Program Review:*

    Bruce Moseley

6. *Additional Individuals (Name and Title) Responsible for Completing this Program Review:*

    Bruce Moseley

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). <u>Please use Firefox or Chrome browser to open links.</u>

1. Based on the most recent reported data, please evaluate your program(s).

    A .Overall Program Data (Complete this section <u>if</u> your dept. produces any certificate and/or terminal degree.)
    (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)		X		
b. Completion		X		
c. Licensure Pass Rates		X		
d. Retention (FA-SP) and (FA-FA)		X		
e. Grades A-C		X		
f. Annual Enrollment		X		
g. Survey, Focus Group, & Related Data		X		

Based on the data in Part A, respond to the following two questions:
   i.   Identify one area in which your program(s) excel.

   Completion – program redesign has eliminated many barriers

   ii.   Identify one area in which your program(s) need to most focus for the next few years.

   Licensure – more graduates should take certification exam

    B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
    (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS – Age)		X	
c. Grades A-C (IDS – Gender)		X	
d. Grades A-C (IDS – First Generation)		X	
e. Grades A-C (IDS – Pell)		X	
f. Grades A-C (IDS – Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		X	

Based on the data in Part B, respond to the following two questions:
   i.   Identify two courses that are doing well.

   The data did not bear out any significant differences

   ii.   Identify two courses in which your dept./program(s) needs to most focus for the next few years.

   The data did not bear out any significant differences

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

> Active and service learning throughout the curriculum, including portfolios, legal clinics and mock trials

PART B – Strategic Planning:

Each department/program is expected to support AC's Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

> We redesigned the AAS so that 16/20 courses can be completed online (2.2)

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

> N/A

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the ACGM/WECM.

   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	All courses
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	LGLA 1353 – Family Law
Teamwork	All courses
Personal Responsibility	All courses
Social Responsibility	All courses
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

> All LGLA courses have practical portfolio assignments and teamwork that simulate law office projects

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	All courses
Embedded Questions	All courses
Licensure Exam	N/A
Portfolios	LGLA 1307 – Introduction to Law and Legal Professions
Projects/Essays	All courses
Testing (i.e. course-based testing; finals)	All courses
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

> We have added more practical assignments and legal clinics to the curriculum based on student feedback

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

> N/A

PART E: Curriculum Assessment - Program Outcomes:
This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses
SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

> Ensure students understand unauthorized practice of law

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> Answers to imbedded questions in midterm and final exam in LGLA 1307

3. Identify your results and analyze your data.

> In both semesters in the past academic year, 100% of students identified all 5 acts that constitute UPL on the Final Exam. 1/17 identified 4/5 on the Midterm.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

> Faculty have discussed adding this question to the Midterm and Final of all upper-level LGLA classes.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

> Added practical assignments across the curriculum

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

> American Association for Paralegal Education national and Regional conferences

3. What is the biggest issue/obstacle that your program currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

> Recruiting new students

4. Additional Comments Pertinent to this Review (Not Required):

> N/A