

PROGRAM ASSESSMENT REPORT
East Central University

Program Name: LEGAL STUDIES

College/School Name: COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

PROGRAM ASSESSMENT REPORT
East Central University

Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S):

The major goal of the Legal Studies Program is to prepare students for pursuit of legal education on the graduate-school level and/or employment in law firms, business, industry, or government.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

The Legal Studies program assesses program students each year at varied stages of their progression through the program. Program students are first assessed in LSPS 2153 Intro to Law, mid-stage in LS 3233 Legal Research and Writing II, and finally in the program's capstone course, LS 4863 Legal Ethics, Professional Responsibility, and Advanced Civil Procedure. The Legal Studies program contributes to the overall mission of East Central University by offering a Bachelor of Science Degree in Legal Studies. The primary focus is to provide a baccalaureate program in Legal Studies designed to furnish the academic knowledge and skills necessary for graduate school and/or entry-level employment with law firms, private business enterprises, or federal and state governmental units.

The key stakeholders of the program for outcomes assessment purposes are the currently enrolled students, program alumni, supervisors of program interns and graduates, and the program's faculty. Data is being collected which reflects input from all stakeholder groups. Instruction within the program is offered by broadly trained academicians and highly trained and experienced specialists in specific fields of law, including both paralegals and attorneys. Some courses employ the traditional lecture/discussion format; others rely on a modified Socratic method. In addition, all majors must complete two three-hour courses in Legal Research and Writing and a three-credit-hour internship under the supervision of a licensed attorney or other qualified legal professional, i.e. court clerk, judge, etc. All legal studies courses require written assignments, and all majors are encouraged to complete courses offered by the Department of English in professional writing.

The assessment process has two main purposes. The first purpose is to comply with the requirements of accrediting bodies and the Oklahoma State Regents for Higher Education. The second major purpose is to provide the necessary information to identify program strengths and concerns, and utilize that information for making program improvements. The ECU Legal Studies Director uses the information obtained from the assessment process as guidance for revisions in curriculum, instruction, and advising. Areas identified as concerns are traced back to specific courses when possible. Thereafter, course content is evaluated to determine if the concern is due

PROGRAM ASSESSMENT REPORT
East Central University

to lack of coverage or ineffective pedagogy. Coverage deficiencies will be addressed by increasing course and assignment time devoted to the relevant subject or skill. Ineffective pedagogy will be addressed by exploring alternative methods for delivery of instruction or assignment effectiveness, as measured by student performance in these areas.

In an effort to perform continual and complete student learning assessment, the Legal Studies Assessment Plan includes embedded assessment within core LS courses at various stages of student learning.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

No appropriate external instrument is available to provide applicable program-specific assessment data.

STUDENT LEARNING OUTCOME 1:

Students should demonstrate core knowledge of the operation and structure of state and federal governments, regulation and employment requirements related to the legal profession, and an understanding of basic legal theory and concepts of specific areas of law.

Criterion 1.1: Students should demonstrate an understanding of the organizations and powers of both the federal and Oklahoma state judicial branch, the educational and skill requirements for employment as attorneys and paralegals/legal assistants, and introductory knowledge of specialty areas of legal practice.

Population/Course: Legal Studies and Pre-Law majors or minors enrolled in LSPS 2153 Introduction to Law during the reporting year.

Instrument/Measurement: The midterm examination for Introduction to Law will be evaluated by program major/minor exam averages.

Standard: Program majors and minors should score at or above 80% on the overall exam.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Intro to Law Midterm Exam	Class Range of Scores	Class Pass Rate (70% or above)	Class Average Score for Overall Exam	Program Major/Minor Average Score for Overall Exam	Total # of Exams Evaluated	# of Program Major/Minor Exams Evaluated
Spring 2016	57-96%	71%	83.6%	ND	14	ND
Fall 2016	38-101%	90%	86.5%	96.3%	10	3
Spring 2017	62-101%	85%	87.4%	83%	13	8
Fall 2017	66-100%	91%	83%	83%	12	11

PROGRAM ASSESSMENT REPORT
East Central University

Fall 2018	52-100%	86%	84%	85%	15	8
Spring 2019	76-94%	100%	87%	86%	8	7
Fall 2019	76-99%	100%	89%	86%	11	7
Spring 2020	68-96%	84%	82%	80%	13	8
Fall 2020	66.5-104%	83.3%	85.3	85.1%	12	10
Spring 2021	58-96%	78.9%	81.4%	82.4%	19	12

NOTE: Program students not assessed separately prior to Fall 2016.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes, the standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	While the Spring 2021 data shows a slight decrease in scores for both class and program major averages, they remain satisfactorily above the standard.
3. Discuss possible reasons why the unit performed as it did this year.	The Spring 2021 data drop (in comparison to Fall 2019 and previous evaluation years) could be related to the increased number of overall exams and program major exams evaluated, as well as the hybrid format of the course due to Covid-19 safety precautions. The course has previously been taught in a fully in-person format, and this academic year half the material was covered online via recorded lectures and materials.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Data for program majors is trending steadily in the 80-85% exam score average.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes deemed necessary at this time.

Criterion 1.2: Program students should demonstrate introductory-level knowledge of legal theory and classifications of employment within the legal profession.

Population/Course: Legal Studies and Pre-Law majors or minors enrolled in LSPS 2153 Introduction to Law during the reporting year.

Instrument/Measurement: Ten multiple-choice questions are permanently embedded in exam(s) covering core knowledge of the legal system, legal profession, ethics, and introductory legal theory. An average score on these embedded questions is separately calculated in addition to the total exam grade.

PROGRAM ASSESSMENT REPORT
East Central University

Standard: The class average score on the ten embedded questions should exceed 70%, and the average score on the embedded questions for program majors and minors should score at or above 80%.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Intro to Law Embedded MC Questions	Class Average for Embedded Questions	Program Major/Minor Average for Embedded Questions
Spring 2016	83.6%	ND
Fall 2016	87%	85%
Spring 2017	86.1%	80%
Fall 2017	85.8	85.4
Fall 2018	86%	88%
Spring 2019	88%	90%
Fall 2019	85%	88%
Spring 2020	80%	80%
Fall 2020	81%	83%
Spring 2021	79%	81%

NOTE: Program majors not assessed separately prior to Fall 2016.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes, the standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard was just met during this reporting period but was not significantly exceeded.
3. Discuss possible reasons why the unit performed as it did this year.	Possible reasons as to why the unit performed in this manner for the reporting period was due to half the class material being covered in an online format vs. in-person as it had for previous reporting periods.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	5-year data shows a consistent trend of exceeding the standard, but not so significantly that an increase in standard is warranted.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action deemed necessary at this time.

STUDENT LEARNING OUTCOME 2:

Students should demonstrate critical thinking through the integration of legal theory, ethical rules, and legal practice through application to given scenarios.

PROGRAM ASSESSMENT REPORT

East Central University

Criterion 2.1: Students should successfully identify ethical concerns or violations presented by factual scenarios and accurately apply and analyze the relevant Oklahoma Rule(s) of Professional Conduct for attorneys and or paralegal cannon(s).

Population/Course: Program students enrolled in LS 4863 Legal Ethics, Professional Responsibility & Advanced Civil Procedure and Litigation (Program capstone course.)

Instrument/Measurement: LS 4863 midterm exam

Standard: 70% of program students should score at or above 70% on the exam.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Evaluation Term	Class Score Range	% of program students that met standard (score of 70% or above)	# of Exams Evaluated
Spring 2017	66-96%	92%	13
Spring 2018	75-96%	100%	12
Spring 2019	77-95%	100%	7
Spring 2020	80-95%	100%	11
Spring 2021	71-99%	100%	7

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes, the standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	This unit performed well in relation to the standard. Most individual students/exams scored in the 85% and above range.
3. Discuss possible reasons why the unit performed as it did this year.	The slight decrease in the low range of scores may have correlated to the hybrid format of this cycle due to Covid-19 safety precautions. Some material that is usually discussed and covered in class was relayed through online material, which may have affected overall performance for some students.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Program student averages for this reporting cycle met the standard and are trending in similar range as previous years. There was a more broadened range of overall scores, but pass rate remains very consistent.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes deemed necessary at this time.

PROGRAM ASSESSMENT REPORT

East Central University

Criterion 2.2: Students should demonstrate critical thinking and the ability to locate and apply relevant legal authority to provided scenarios involving multiple areas of substantive law, i.e. torts, contracts, criminal, family, and administrative law, etc.

Population/Course: Program students enrolled in LS 4863 Legal Ethics, Professional Responsibility, and Advanced Civil Procedure and Litigation

Instrument/Measurement:

Instrument: Senior portfolio, collected at the end of the term in LS 4863, consisting of student's "best work" (student defined/chosen) collected from a minimum of three lower division (2000-3000 level) program courses and three upper-level (4000 level) program courses, including the final Brief in Support of Petitioner submitted in LS 4863.

Measurement: Portfolios should be evaluated by a minimum of two program professors possessing a juris doctorate. Professors complete and submit a standard evaluation form for each portfolio reviewed.

Standard: Based upon a 5.0 scale, the portfolio average scores (collectively) should score at or above 3.0 for items 1, 5, and 6 on the evaluation form.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Evaluation Term	Item 1	Item 5	Item 6	# of Portfolios Evaluated
Spring 2017	4.24	4.15	4.19	11
Spring 2018	4.6	4.55	4.7	10
Spring 2019	4.0	4.0	4.14	7
Spring 2020	ND_COVID 19	ND_COVID 19	ND_COVID 19	ND_COVID
Spring 2021	ND	ND	ND	ND

NOTES: (1) Rating Scale: 5= Superior 4= Above Average 3= Average 2= Below Average 1= Poor

(2) Skill Evaluated: Item 1 – Critical thinking skills; 5 – Legal research skills; 6 – Legal writing skills

(3) No data collected in Spring 2021 - certain assignments that are typically included in portfolio were not assigned during the previous academic year or were completed in alternative formats due to Covid-19. Therefore, portfolios were not evaluated as an assessment instrument for this academic year (2020-2021).

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	ND (Please see notes for above table.)
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	ND
3. Discuss possible reasons why the unit performed as it did this year.	ND
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	ND

PROGRAM ASSESSMENT REPORT
East Central University

5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	ND
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STUDENT LEARNING OUTCOME 3:

Program students should demonstrate adequate communication skills appropriate for legal professionals.

Criterion 3.1: Students should demonstrate adequate legal written communication skills, utilizing proper grammar, providing complete legal analysis following the “IRAC” format, citing authority correctly according to Bluebook citation rules, and applying and analyzing applicable legal authority and law.

Population/Course: Program students enrolled in LS 3233 Legal Research and Writing II during the evaluation period.

Instrument/Measurement:

Instrument: Final memorandum of law submitted in LS 3233.

Measurement: Evaluation rubric evaluating multiple components of brief.

Standard: The average score and pass rate for program students should exceed 70%.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Term Evaluated	Range of Scores	Class Average	Percent of Class Pass Rate	n
Spring 2017	8-50	71.8%	64%	14
Spring 2018	25-47	79.5%	75%	5
Spring 2019	46-96	90.5%	85%	12
Spring 2020	ND_ COVID 19	ND_ COVID 19	ND_ COVID 19	ND
Spring 2021	ND	ND	ND	ND

NOTES:

- (1) This measurement was evaluated on a 50-point scale for spring 2017 and 2018, and on a 100- point scale in 2019 forward.
- (2) This instrument was not evaluated in Spring 2021 for assessment purposes due to the course being taught in a hybrid format for Covid-19 safety precautions. The hybrid format impacted the overall number of assignments (specifically memos) assigned and completed.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	ND (Please see table notes above.)

PROGRAM ASSESSMENT REPORT
East Central University

2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	ND
3. Discuss possible reasons why the unit performed as it did this year.	ND
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	ND
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Change: Revise and implement updated scoring rubric for assessment purposes on future reporting periods.

Criterion 3.2: Students should demonstrate professional interpersonal skills, the ability to clearly communicate with both legal professionals and laypersons, and proper interviewing and investigation skills.

Population/Course: Program stakeholders, including program alumni, graduating seniors, faculty, and LS 4983 Legal Internship supervisors.

Instrument/Measurement: Items 3, 4, 6, and 8 of surveys sent to program alumni, graduating seniors, faculty, and internship supervisors.

Standard: Stakeholder response averages should meet or exceed 4.0 for all items.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Item 3 of Survey	Item 4 of Survey	Item 6 of Survey	Item 8 of Survey	n
Alumni					
2016-2017	4.33	5.0	4.88	4.88	9
2017-2018	5.0	5.0	5.0	5.0	7
2018-2019	4.87	4.87	4.87	4.37	8
2019-2020	ND_COVID 19				
2020-2021	4.66	5.0	5.0	5.0	3
Faculty					
2016-2017	3.87	4.0	3.87	3.66	4
2017-2018	3.66	4.0	4.0	4.0	3
2018-2019	3.5	4.0	3.5	3.5	2
2019-2020	ND_COVID 19				
2020-2021	ND	ND	ND	ND	ND
Senior					
2016-2017	4.33	4.16	4.75	4.08	12

PROGRAM ASSESSMENT REPORT
East Central University

2017-2018	4.80	4.80	4.80	4.4	7
2018-2019	4.85	4.71	4.85	4.0	7
2019-2020	ND_COVID 19				
2020-2021	4.3	4.4	4.6	4.4	5
Internship					
2016-2017	5.0	4.60	4.62	4.66	10
2017-2018	4.43	4.29	4.80	4.58	6
2018-2019	4.55	4.62	4.66	4.53	10
2019-2020	ND_COVID 19				
2020-2021	ND	ND	ND	ND	ND

NOTES: (1) Rating Scale: 5= Superior 4= Above Average 3= Average 2= Below Average 1= Poor
 (2) Items/Skills Evaluated: Item 3 – General communication skills; Item 4 – Interpersonal skills; Item 6 – Legal writing skills; Item 8 – Interviewing and investigation skills
 (3) Data was not collected from certain stakeholders during this evaluation period, i.e. faculty and internship supervisors. This was due to the senior portfolios, which faculty in part base their evaluations upon, were not collected this academic year. Program internships were also postponed and subbed for additional program courses due to Covid-19 precautions, therefore, no internship supervisor evaluations were collected during this reporting period.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes; standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	All items evaluated exceeded the standard and were found to be “above average” by most all individual surveys.
3. Discuss possible reasons why the unit performed as it did this year.	There was a slight (approximately .5) increase and decrease on items for this unit in comparison to previous years’ data. This could be attributed to a lesser number of surveys being returned and/or the unit being assessed while Covid-19 precautions were in place, affecting the type and number of assignments being completed. Specifically, there was a slight decrease in the average for “general communication skills” (Item 3). Assignments geared towards developing these skills (e.g. mock law office client and witness interviews) were postponed for the evaluation period due to the face-to-face nature of them, thereby likely affecting and causing the decrease in evaluation score.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The data presents a fairly linear trend in scores/averages for all items evaluated over a 5-year period. Based upon stakeholder feedback, there is above-average and consistent preparation provided to students in these areas.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the	Current Action: Consider utilizing data from the annual ECU Student Satisfaction Survey managed by the Office of Institutional Effectiveness for future reporting periods to increase response rate and glean

PROGRAM ASSESSMENT REPORT

East Central University

#5 response to Current Actions and/or Changes (end of template)	additional information/data related to skills evaluated. Also re-implement the previously assigned coursework focused on developing general communication and investigation skills when safe to do so.
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Summary Table of Student Learning Outcomes/Criteria/Instruments				
Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SLO1: Students should demonstrate core knowledge of the operation and structure of state and federal governments, regulation and employment requirements related to the legal profession, and an understanding of basic legal theory and concepts of specific areas of law.	1.1: Students should demonstrate an understanding of the organizations and powers of both the federal and Oklahoma state judicial branch, the educational and skill requirements for employment as attorneys and paralegals/legal assistants, and introductory knowledge of specialty areas of legal practice. Instrument: LSPS 2153 midterm examination	Direct	X	
	1.2: Program students should demonstrate introductory-level knowledge of legal theory and classifications of employment within the legal profession. Instrument: Ten multiple-choice questions permanently embedded in LSPS 2153 exam(s).	Direct	X	
SLO2: Students should demonstrate critical thinking through the integration of legal theory, ethical rules, and legal practice through application to given scenarios.	2.1: Students should successfully identify ethical concerns or violations presented by factual scenarios and accurately apply and analyze the relevant Oklahoma Rule(s) of Professional Conduct for attorneys and or paralegal cannon(s). Instrument: LS 4863 midterm exam	Direct	X	
	2.2: Students should demonstrate critical thinking and the ability to locate and apply relevant legal authority to provided scenarios involving multiple areas of	Indirect	ND	ND

PROGRAM ASSESSMENT REPORT
East Central University

	<p>substantive law, i.e. torts, contracts, criminal, family, and administrative law, etc.</p> <p>Instrument: Senior portfolio, collected at the end of the term in LS 4863, consisting of student's "best work" (student defined/chosen) collected from a minimum of three lower division (2000-3000 level) program courses and three upper-level (4000 level) program courses, including the final Brief in Support of Petitioner submitted in LS 4863.</p>			
SLO3:	<p>3.1: Students should demonstrate adequate legal written communication skills, utilizing proper grammar, providing complete legal analysis following the "IRAC" format, citing authority correctly according to Bluebook citation rules, and applying and analyzing applicable legal authority and law.</p> <p>Instrument: Final memorandum of law submitted in LS 3233.</p>	Direct	ND	ND
	<p>3.2: Students should demonstrate professional interpersonal skills, the ability to clearly communicate with both legal professionals and laypersons, and proper interviewing and investigation skills.</p> <p>Items 3, 4, 6, and 8 of surveys sent to program alumni, graduating seniors, faculty, and internship supervisors.</p>	Indirect	X *Only partial stakeholder data collected for reporting period	

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	32
Program census for Fall	34
Program census for Spring	33
Total number of Fall Program graduates	5
Total number of Spring/Summer graduates	8
Mean major GPA of Fall graduates	3.10

PROGRAM ASSESSMENT REPORT
East Central University

Mean major GPA of Spring/Summer graduates	3.29
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NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting: List meeting date(s) and a roster of those in attendance.

9/25/20: Christine Pappas (Dept. Chair), Jenna Owens, Jacintha Webster, Charlie Peaden, Erick Ananga, Marc Petrowsky, Holly Jones, and Terrie Beccera.

Sharing with Stakeholders:

1. Stakeholders for this Program include: Program students, graduates, faculty, and internship supervisors/employers.
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:
https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2020-2021	<p>CHANGE: (3.1) Revise and implement updated scoring rubric for assessment purposes on future reporting periods.</p> <p>CURRENT ACTION: (3.2) Consider utilizing data from the annual ECU Student Satisfaction Survey managed by the Office of Institutional Effectiveness for future reporting periods to increase response rate and glean additional information/data related to skills evaluated. Also re-implement the previously assigned coursework focused on developing general communication and investigation skills when safe to do so.</p> <p>UPDATE: LS 3233 Legal Research and Writing II incorporated the Core Grammar for Lawyers online program during this evaluation period. A marked improvement was noted in students' overall grammar, punctuation, and general written communication skills. This will likely be reflected in data for criterion 3.1 instrument data for the 2021-2022 reporting period, barring any additional complications or deviations from the usual course format (fully in-person).</p>
2019-2020	<p>UPDATE: SLO criteria revised based upon the program no longer being subject to ABA's reporting guidelines, however, they will be revisited and possibly revised again next cycle (2020-2021) in order to streamline and clarify language, as well as possibly combine or reorganize under alternative SLOs.</p> <p>CHANGE: Due to COVID-19, the LS 3233 Legal Research and Writing II was not able to incorporate "Core Grammar for Lawyers" (an online grammar review and testing tool) as</p>

PROGRAM ASSESSMENT REPORT

East Central University

	<p>planned. No licenses were purchased /activated before March, therefore, no money was lost by the institution or students. This program will allow students to further develop and hone their grammar skills outside of class, and will hopefully provide a marked improvement in this area of evaluation in future cycles.</p> <p>CHANGE: An additional embedded assessment instrument will be added under SLO3 to included 10 questions from LS 3223 Legal Research and Writing I midterm exam. Due to COVID-19, no data was collected for the planned embedded questions, however, this should be implemented in Spring 2021.</p> <p>CHANGE: Consider increasing program standards for 7.1.1 and 8.1.1.2, as students consistently score at or above the current standards</p>
2018-2019	<p>UPDATE: Tables include 5 years of cumulative data analysis for all instruments</p> <p>CHANGE: Assessment criteria should be revised to be standard vs. instrument-based Criteria revision can be incorporated into the 2019-2020 assessment report after voluntary withdrawal from the ABA (and its standardized reporting method) has been finalized.</p>
2017-2018	<p>Criterion should be revised to be standard vs. instrument-based.</p> <p>Tables should continue to be gathered to include 5 years of data for cumulative analysis</p>
2016-2017	<p>CHANGE: The measurement for Criterion 9.1 and others should be revised to include a breakout analysis of only program majors.</p> <p>CHANGE: Grading rubrics for the measurement included for criterion 9.1 should be re-evaluated and revised in spring 2018 to include additional detail on student expectations in an effort to improve the overall and individual averages /standard for this measurement. Populations were revised for all criteria to include program course numbers. Breakout data was revised for 7.1 to include information for program majors only. Criteria was combined in 9.1 to include one criterion and 2 data tables with corresponding analyses. Standards for all criteria should be re-assessed after 3 full years of data have been collected to determine whether the standards should be adjusted based upon averaged results. Assessed items to be presented by students in the portfolio measurement should be continually assessed by both full-time program faculty members to ensure that the assignments included within become more standardized to aid in overall end-of-program comparison and assessment.</p>

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020	UAC/Dean report not found in Teams.	NONE
2018-2019	UAC/Dean report not found in Teams.	NONE
2017-2018	No UAC report found in Teams. No recommended changes from Dean's report.	NONE

PROGRAM ASSESSMENT REPORT
East Central University

2016-2017	No UAC report found in Teams. Dean's report recommended that report criteria be updated to reflect "criteria" vs. "instruments."	Criteria and instrument sections re-aligned to reflect proper classification.
2015-2016	No UAC report found in Teams. No recommended changes from Dean's report.	NONE

APPENDIX

1.1 INSTRUMENT: LSPS 2153 INTRO TO LAW MIDTERM EXAM



Preview Test Exam 1
- Spring 2021 Intro to

1.2. INSTRUMENT: LSPS 2153 EXAM(S) EMBEDDED QUESTIONS

1. The federal judicial system is a _____ system
 - a. 2 tiered
 - b. 3 tiered
 - c. 2 and 3-tiered hybrid
 - d. 4 tiered

2. Oklahoma's judicial structure for CIVIL cases is a _____ system
 - a. 2 tiered
 - b. 3 tiered
 - c. 4 tiered
 - d. Hybrid

3. The highest Oklahoma state court that an Oklahoma criminal case can appeal to is the
 - a. Pontotoc County Trial Court
 - b. Oklahoma Court of Civil Appeals
 - c. Oklahoma Court of Criminal Appeals
 - d. Oklahoma Supreme Court

4. Paralegals who give legal advice
 - a. May be sued by the client for damages
 - b. May be subject to criminal prosecution
 - c. May put their attorney at risk for disbarment
 - d. All of the above

5. Prominent national paralegal associations which offer rigorous testing through which paralegals can obtain certified or registered status include
 - a. NALA
 - b. NFPA
 - c. NPAR
 - d. All of the above
 - e. A and B only

PROGRAM ASSESSMENT REPORT

East Central University

6. The number of Oklahoma district judges in each county is based upon population, and these judges are
 - a. Elected
 - b. Appointed by the governor
 - c. Appointed by the judicial conduct committee
 - d. None of the above
7. Paralegals are responsible for
 - a. Administrative duties
 - b. Legal research
 - c. Clerical work
 - d. All of the above
8. Paralegals are NOT allowed to
 - a. Draft pleadings
 - b. Interview clients/witnesses
 - c. Perform legal research
 - d. Advise clients on their legal situation
9. The sociological theory is based on the belief that:
 - a. All people should disobey laws when they feel it is necessary
 - b. The government should change laws to reflect the changing views and standards of the people
 - c. As members of society, the people inherently know right from wrong
 - d. The government sets the legal standards which society does not have the right to question
10. Exhaustion of Remedies requires that
 - a. Specific procedures must be followed before agency action can be challenged in regular court system
 - b. Supreme Court decisions are the supreme law of the land
 - c. Congress may not exercise powers outside of those enumerated in Article I
 - d. None of the above

2.1 INSTRUMENT: LS 4863 LEGAL ETHICS EXAM

This exam is given mid-semester in the program's capstone course. It covers the Oklahoma Rules of Professional Conduct for Attorneys, NALA/NFPA paralegal cannons, and the reporting procedures/repercussions for violation of these rules. The exam consists of approximately 20 short answer and essay questions and prompts which require students to read and analyze given scenarios, as well as watch clips from legal-based television shows to "issue spot" ethical violations and cite, apply, and analyze relevant ethical rules.

2.2 INSTRUMENT: SENIOR PORTFOLIO EVALUATION

Note: Instrument/measurement not utilized or collected for this reporting period. See notes under table for further explanation.

3.1 INSTRUMENT: FINAL MEMORANDUM OF LAW GRADING RUBRIC

Note: Instrument/measurement not utilized or collected for this reporting period. See notes under table for further explanation.

3.2 INSTRUMENTS: STAKEHOLDER SURVEYS

Graduate: <https://form.jotform.com/41145583927157>

Senior Program Major: <https://form.jotform.com/41074878860161>