



SLO Assessment Cycle for PARA 93

Bankruptcy Law SLO Modified: [04/14/2011]

Stephanie Ferrill's Team Members:

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Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Compare and contrast the various the various types of Bankruptcy actions.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [09/01/2010]

Assessment Strategy Used:

Quarter: Spring 2010

Assessors:

Assessment Tools: Exams • Written Reports • Performances (Simulated)

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [09/01/2010]

Number of people involved in Phase III: 1

Changes:

Methods:

Using a mid-term and final exam, numerous questions were utilized to test the students' understanding of the many similarities and differences between the 3 main chapters of Bankruptcy we covered in the course. The questions were in the true/false, multiple choice and essay formats. The final exam contained an essay question that specifically asked for the students to "Compare and contrast the 3 types of bankruptcy proceedings we covered this quarter."

Finally, the students had most of the quarter to work on an assignment using the bankruptcy program called "Best Case Solutions." They were given a detailed client file which they were required to analyze and input the appropriate data into a "means test" to determine a clients eligibility for any particular chapter of bankruptcy. A Memorandum of "assumptions", follow-up questions for the supervising attorney and/or client, and action items was also required.

Summary:

This subject is a very difficult subject - and is probably one of the most challenging in the entire paralegal program. The results were an almost perfect "bell curve" with students completely missing the mark, to outstanding insight and understanding by some of the students. Some of the test results were clearly a result of a lack of preparation, studying and application. A few clearly "did not read the question as written" and then completed no review of their answers. The students I expected to succeed, did (they regularly attended class, asked questions, etc.) The students who failed, generally missed many classes, did not complete the required reading, and did not ask questions. There were some students who did not perform as well as expected, and about half-way, I "slowed down" and cut some material from the syllabus to accommodate them. This seemed to help. Overall, my "expectations of student proficiency or student success" was not met. I've taught this class 2 other quarters, and had slightly better success in those quarters. It seemed to me that the caliber of students was different this time.

Enhancement (Part I):

I think I will administer 2 quizzes in early and mid-quarter to assess comprehension levels and adjust the course accordingly instead of a mid-term. This class may need to be a little bit more sensitive to that particular quarter's "class make-up" - and adjusted to accommodate the

pace of the majority of the students in that particular quarter.

Enhancement (Part II):

One major component of this class, is access to the internet and Best Case Solutions in the classroom. English proficiency is also necessary.

Outcome 2: Statement Modified: []

Demonstrate an understanding of the property rights and liabilities of both debtors and creditors in a bankruptcy proceeding.

Outcome 2: Assessment Planning Modified: [09/01/2010]

Assessment Strategy Used:

Quarter: Spring 2010

Assessors:

Assessment Tools: Exams • Written Reports • Performances (Simulated)

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [09/01/2010]

Number of people involved in Phase III: 1

Changes:

Methods:

Using a mid-term and final exam, numerous questions were utilized to test the students' understanding of the property rights and liabilities of both debtors and creditors in a bankruptcy proceeding. The questions were in the true/false, multiple choice and essay formats. The final exam contained an essay question that specifically asked for the students to "Describe the various property rights and liabilities of a debtor in bankruptcy and their creditors."

Finally, the students had most of the quarter to work on an assignment using the bankruptcy program called "Best Case Solutions." They were given a detailed client file, supporting "legal" documentation (i.e. contracts, loan documents, etc.) which they were required to analyze and input the appropriate data as if they were preparing documents for filing a bankruptcy for that client. WHERE that information was entered into the forms required an understanding of the debtor's interest in that property under Bankruptcy Law, among other things. They were required to prepare the documents as if the supervising attorney was on vacation - and unreachable. A Memorandum of "assumptions", follow-up questions and action items was also required.

Summary:

This subject is a very difficult subject - and is probably one of the most challenging in the entire paralegal program. The results were an almost perfect "bell curve" with students completely missing the mark, to outstanding insight and understanding by some of the students - especially on the Best Case assignment. Some of the test results were clearly a result of a lack of preparation, studying and application. A few clearly "did not read the question as written" and then completed no review of their answers. The students I expected to succeed, did (they regularly attended class, asked questions, etc.) The students who failed, generally missed many classes, did not complete the required reading, and did not ask questions. There were some students who did not perform as well as expected, and about half-way, I "slowed down" and cut some material from the syllabus to accommodate them. This seemed to help. Overall, my "expectations of student proficiency or student success" was not met. I've taught this class 2 other quarters, and had slightly better success in those quarters. It seemed to me that the caliber of students was different this time.

Enhancement (Part I):

I think I will sever one or two components of the Best Case Solutions assignment and have those completed earlier in the quarter so that I can grade them and provide feedback. Additionally, instead of a mid-term, I may give 2 quizzes in early and mid-quarter to assess comprehension levels and adjust the course accordingly. Additionally, I will probably utilize an assignment I cut this quarter - the preparation of a creditor's claim to be filed in a bankruptcy - as another way to contrast the difference between the debtor and creditors' property rights and liabilities.

Enhancement (Part II):

One major component of this class, is access to the internet and Best Case Solutions in the classroom. English proficiency is also necessary.

Outcome 3: Statement Modified: []

Analyze the current role of the paralegal in the bankruptcy process.

Outcome 3: Assessment Planning Modified: [09/01/2010]**Assessment Strategy Used:**

Quarter: Spring 2010

Assessors:

Assessment Tools: Exams • Written Reports • Performances (Simulated)

Sections being assessed: 01

Outcome 3: Reflect & Enhance Modified: [09/01/2010]

Number of people involved in Phase III: 1

Changes:

Methods:

The final exam contained an essay question that specifically asked for the students to "Describe the role of a paralegal in the bankruptcy process." Additionally, the students had most of the quarter to work on an assignment using the bankruptcy program called "Best Case Solutions." They were given a detailed client file which they were required to analyze and input the appropriate data as if they were preparing documents for filing. They were required to prepare the documents as if the supervising attorney was on vacation - and unreachable. A Memorandum of "assumptions", follow-up questions and action items was also required.

Summary:

Overall, my "expectations of student proficiency or student success" was met on this SLO. It was the last question on the exam, so some students did not answer as they did not complete the entire exam. I could probably move it closer to the beginning of the exam. Again, some students just didn't take their time, jotted a few things, then handed the exam in. I could also have this as in class exercise. Overall, I was very satisfied with the results of this SLO.

Enhancement (Part I):

As stated above, possibly change either the assessment tool or change it's location in the final exam.

Enhancement (Part II):

None needed.

[Number of Outcomes for PARA 93: 3]