

Assessment: Course Four Column

Fall 2018



El Camino: Course SLOs (BUS) - Paralegal Studies

ECC: LAW 12: Probate Procedures

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 Providing Direct Assistance to Attorneys - Apply knowledge of the Probate Code (regarding its provisions on the administration of estates, guardianships, and conservatorships) in order to provide direct assistance to attorneys including research, client interviews, problem resolution and the examination of ethics in the legal workplace.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2016-17 (Fall 2016), 2018-19 (Fall 2018)</p> <p>Input Date: 11/08/2013</p>	<p>Multiple Assessments - In addition to the final (which covers a separate SLO), this SLO was assessed using two written exams (each a combination of multiple choice and short answer questions) and a voluntary extra credit assignment. The extra credit assignment was useable by a student to replace the lower of the two exam grades. Also, the construction of the extra credit, which was a short research assignment in the area of probate law, gave students who believed they were better capable in producing subjective written work than in performing on written exams a chance to demonstrate same.</p> <p>The two exams counted each 25% of the course grade, the final (which is the subject of SLO 1) counted 50%.</p> <p>Standard and Target for Success: The exams were graded on a traditional rubric, translating the</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Results were that 67% of the students achieved an A or a B on Exam 1. 81% achieved an A or a B on Exam 2. Seven students chose to perform the extra credit assignment, and of the seven, six achieved an A and the other a B. The statistics shown for performance on the exams includes the substitution of lower exam scores with the result of the extra credit assignment by the seven students who elected that procedure. This data suggests that students were able to comprehend the material and understand the probate process. Student success was based on the fact that faculty are teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (01/30/2014)</p> <p>Faculty Assessment Leader: Vi Pham</p> <p>Faculty Contributing to Assessment: Douglas Carnahan</p>	<p>Action: Needed changes to teaching strategies to improve student learning. More focus should be had on document preparation. The final exam tests this to some extent regarding a basic probate-related document (petition for probate), but the strategies for assessment could be expanded in this area. (08/25/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: There has been a change in the text since the last SLO. The course now uses Nolo Press, "How to Probate an Estate in California." This is a user-friendly book that is both fact-rich, full of examples, and introduces the students to many of the forms and other pleadings necessary to successfully conduct a probate. (08/25/2014)</p>

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	<p>number of questions into correlative percentages (90% and up A, 80% and up B, etc.). Questions were eliminated from the two tests if more than 50% of the class missed the question. For computation of the final grade, exam grades were translated into the traditional 0-4.0 grade scale. It was anticipated that a majority of the students would achieve an A or a B on the two tests, and an A or a B on the extra credit, although, as noted, the extra credit was voluntary (nor could the performance of the extra credit hurt a student - if a lower grade on the extra credit was achieved than on either of the two exams, the student was allowed to retain the exam grades).</p> <p>Because of the subjective nature of the research assignment for extra credit, it was graded on the traditional A-F scale.</p>		
	<p>Exam/Test/Quiz - Exam designed to assess students' legal comprehension of concepts of probate law.</p> <p>Sample Exam Question:</p> <p>1. Joe works for a large corporation, earning a salary. Joe and Sally marry and Joe continues with his job. The earnings Joe makes from his job are deposited by electronic deposit into a bank account that Joe had before marriage, but after marriage Joe</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 22 students from the Fall 2018 section of Law 12 – Probate Procedures participated in and completed the assessment; students received an average grade of 85% on the assessment. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and prepare the appropriate court forms. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (10/31/2018)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: D. Carnahan</p>	<p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/31/2019)</p> <p>Action Category: Curriculum Changes</p>

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	<p>makes a point to add Sally's name to the account. After marriage, Sally also begins to deposit her paycheck into that account. If Joe and Sally divorce, which statement will be correct? Assume that Joe and Sally have lived in California at all relevant times.</p> <p>A. The bank account will be exclusively Joe's separate property, since he had established it before marriage.</p> <p>B. The bank account will be exclusively community property, since after marriage Joe and Sally both deposited community property earnings into it.</p> <p>C. The bank account will be partly separate property and partly community property, but an accountant's services will probably be necessary to "trace" the portion of it that is community and the part that is separate.</p> <p>D. The bank account will be determined to be "quasi-community property."</p> <p>Standard and Target for Success: It is expected that students will average grades of "C" (70%) or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>A total of 38 students from the Fall 2016 section of Law 12 – Probate Procedures participated in and completed the assessment; students received an average grade of 82.53% on the assessment. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and prepare the appropriate court forms. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (10/31/2016)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: P. Moore</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>A total of 24 students from the Fall 2014 section of Law 12 – Probate Procedures participated in and completed the assessment; of those, 8 received "A's", 10 received "B's", and 4 received "C's" for an average of 3.18. A 2.0 reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and prepare the appropriate court forms. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (12/19/2014)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: D. Carnahan</p>	<p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/31/2017)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/03/2015)</p> <p>Action Category: Curriculum Changes</p>

ECC: LAW 13:Family Law

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Legal Memoranda and Forms - Draft pleadings/memoranda including court forms in accordance with local court rules for family law cases.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017), 2018-19 (Fall 2018) Input Date: 11/08/2013</p>	<p>Exam/Test/Quiz - Written assignment designed to assess students' legal comprehension of concepts of family law.</p> <p>Sample Assignment:</p> <ol style="list-style-type: none"> There are four forms to be completed for this test/assignment. They all can be found on the internet by searching "California Court Forms" or just use this link: http://www.courts.ca.gov/formnumber.htm The forms that you will complete are: <ol style="list-style-type: none"> FL100, Petition-Marriage FL180, Judgment FL300, Request for Order FL341, Child Custody and Visitation (Parenting Time) Order Use the information below to complete each form. You will need to use logic and common sense in determining which boxes to fill in and which to leave blank. Be sure to use the forms that are fillable online so that you can print directly from the Internet. The assignment is due no later than 12.8.14 in class or you may send it to me by email attachment anytime before class. General instructions/facts: The parties to the divorce are Mary and Carl Thomas. They have one child, Emma who was born 12-2- 	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met A total of 16 students from the Fall 2018 section of Law 13 – Family Law participated in and completed the assessment with an 88% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and complete the required forms. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (12/19/2018) Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: T. Ocampo</p> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met A total of 27 students from the Fall 2017 section of Law 13 – Family Law participated in and completed the assessment with 79% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and complete the required forms. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (12/19/2017) Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: M. Bernal</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met A total of 28 students from the Fall 2014 section of Law 13 – Family Law participated in and completed the assessment with 77% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and complete the required forms. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to</p>	<p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/31/2019) Action Category: Curriculum Changes</p> <p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/03/2018) Action Category: Curriculum Changes</p> <p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/03/2015) Action Category: Curriculum Changes</p>

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	<p>2009. The parties married 6-6-2008 and separated 9-1-14 when Mary discovered that Carl was unfaithful and having an affair. She has come to your office and you are assisting her with the court forms.</p> <p>Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO.</p>	<p>the SLO are necessary at this time. (12/01/2014)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: J. Slawson</p>	

ECC: LAW 14:Tort Law

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Legal Memoranda and Pleadings - Review, analyze, or prepare pleadings/memoranda or legal documents as they relate to a civil tort case.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2018-19 (Fall 2018)</p> <p>Input Date: 02/13/2014</p>	<p>Exam/Test/Quiz - Written assignment designed to assess students' legal comprehension of concepts of tort law.</p> <p>Sample Assignment:</p> <p>Joe Salesman works at the Knick Knack Emporium. One day at work, Joe sees Mary, a shopper at the Emporium, suspiciously put something in her purse. After she leaves the store without making a purchase, Joe approaches Mary from behind with two other Emporium employees carrying baseball bats. He then gently grabs her by the elbow and politely asks her to accompany him back into the store. She agrees, and is escorted to a back storeroom where she is told to wait for the store manager.</p> <p>When the manager does arrive, two hours later, he takes her purse from her and dumps its contents out on a small table cracking her new cell phone in the process. Seeing that there was no store merchandise in the bag, the manager tells Mary she is free to go.</p> <p>Based on the above, is the Knick Knack Emporium liable to Mary for the following torts? Why/why not?</p> <ul style="list-style-type: none"> Assault Battery False Imprisonment Trespass to Chattel Conversion 	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>A total of 21 students from the Fall 2014 section of Law 14 - Torts participated in and completed the assessment with 78% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and draft effective responses. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (12/19/2014)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: S. Alexander</p>	<p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/03/2015)</p> <p>Action Category: Curriculum Changes</p>

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	<p>Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO.</p> <p>Essay/Written Assignment - A writing assignment that consisted of a memorandum requiring students to assess a set of legal facts and draft a legal document to show their findings.</p> <p>Standard and Target for Success: It is expected that 75% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 10 out of 11 students from the Fall 2015 section of Law 14 participated in and completed the assessment with a 70% or higher. This reflects a 90% achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns and properly generate the appropriate legal documents in relation to a tort case. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (01/29/2016)</p> <p>Faculty Assessment Leader: N. McGrue</p>	<p>Action: Law faculty should evaluate the difficulty of assessment to ensure students are challenged at an appropriate level. (08/01/2016)</p> <p>Action Category: Curriculum Changes</p>
	<p>Essay/Written Assignment - Written assignments requiring students to prepare a legal documents consisting of both a complaint and answer.</p> <p>Standard and Target for Success: It is expected that 75% of students will score 75% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 17 students from the Fall 2018 course of Law 14 participated in and completed the assessment with 14 earning above 75% on the first assignment (complaint) and 12 earning above 75% on the second (answer). 75% reflects acceptable achievement level. This data suggests that students were able to apply the practical skills necessary to draft legal documents effectively, and understood core course concepts of writing, reasoning, and applying the law in a cogent form. Student success is based on the fact that faculty is teaching to the course outline, maintaining currency with the law, and the proper course objectives are being stressed. (02/15/2019)</p> <p>Faculty Assessment Leader: E. Hess</p>	<p>Action: Law faculty will continue to track new changes and developments in tort law and ensure up-to-date information continues to be taught. (02/15/2020)</p> <p>Action Category: Teaching Strategies</p>

ECC: LAW 17:Legal Research and Writing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Legal Memoranda and Forms - Draft pleadings/memoranda including court forms in a manner sufficient for submission to the applicable court.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2018-19 (Fall 2018) Input Date: 11/08/2013</p>	<p>Essay/Written Assignment - Written assignment designed to assess students' legal comprehension and writing ability.</p> <p>Sample Assignment: Demurrer: You have been provided with the complaint in Sam Landlord v. Mary Tenant. You are a litigation paralegal in the offices of Fred Counsel, Esq., 456 Crenshaw Blvd., Torrance, CA 90503. Mr. Counsel represents Mary Tenant. Prepare a general demurrer to the complaint in Landlord v. Tenant.</p> <p>Summary judgment motion: You still work for Fred Counsel, attorney for Mary Tenant. Assume that any defects on the face of the complaint have been resolved. Prepare a motion for summary judgment in favor of the defendant on the ground that the service of the eviction notice by posting and mailing was illegal. Facts you may use in support of this motion are as follows: 1. Mary Tenant works nights, and was home all during the day of August 3, 2011. 2. Mary Tenant filled out a renter's application when she leased the apartment, and on the application she listed her place of employment. She worked then, and continues to work, at Joe's Liquor, 999 Main St., Torrance.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met A total of 28 students from the Fall 2014 section of Law 17 – Legal Research and Writing participated in and completed the assessment; of those, 18 received “A’s”, 5 received “B’s”, 1 received a “C” and 4 received a “D” for an average of 3.32. A “C” or 2.0 reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, and prepare the appropriate court forms. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (12/19/2014) Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: D. Carnahan</p>	<p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/03/2015) Action Category: Curriculum Changes</p>

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	<p>She ordinarily works from 6 P.M. to 2 A.M., and indeed was at work on August 3-4, 2011 and for all the rest of the week following.</p> <p>Discovery motion. Assume that Mary Tenant, through Mr. Counsel's office, has in her answer to the complaint raised as defenses issues of illegal service of the 3-day notice, and uninhabitability of the premises. The answer also includes a general denial. Assume now that you work for Josephine Lawyer, who represents Sam Landlord. Ms. Lawyer has asked you to draft a set of interrogatories to Mary Tenant. Ms. Lawyer provides you with a blank set of interrogatories (see attached) and wants you to use those.</p> <ol style="list-style-type: none"> 1. Draft the interrogatories. 2. Assume that the interrogatories are served and that Mary and her lawyer ignore them. <p>Draft a motion for an order requiring responses to the interrogatories, and for sanctions.</p> <p>Standard and Target for Success: It is expected that students will average grades of "C" (2.0) or above on this SLO.</p> <p>Multiple Assessments - Students are given seven written legal work product assignments over the course of the semester, and have the chance to eliminate a low grade on a range of them by doing an extra credit assignment. The written</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 26 students from the Fall 2018 course of Law 17 participated in and completed the assessment with 71% average. 70% reflects acceptable achievement level. This data suggests that students were able to assimilate the</p>	<p>Action: Continually re-evaluate effectiveness of written assignments. (01/30/2020)</p> <p>Action Category: Teaching Strategies</p>

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	<p>assignments are, serially: a legal memo, a set of legal letters, a demurrer, a motion for summary judgment, a discovery motion, a jury instruction, and an appellate brief (the extra credit assignment involves viewing or reading transcripts of a prominent cable television program on public affairs and producing a written summary of them).</p> <p>Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO. Memo is 10% of grade, letters 10%, demurrer 10%, MSJ 10%, discovery motion 10%, jury instruction 5%, appellate brief 45% (extra credit can eliminate the lowest of the grades on the first five assignments). Grading rubric is 3.5-4, A; 2.5-3.5, B; 1.5-2.5, C; .5-1.5, D; below 0.5, F. Summary of rubric for evaluation: A (superior work of a paralegal in a CA law office), B (could improve on minor points), C (average work), D (barely adequate work), F (completely inadequate, incomplete, or non-existent work).</p>	<p>course material effectively. Student success is based on the fact that faculty is teaching to the syllabus, to course/session outlines, and making use of lectures dealing with the assigned projects. Students are encouraged to submit drafts of their assignments to the instructor for review before final hand-in. The proper course objectives are being stressed. (12/22/2018)</p> <p>Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: T. Klinkner</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>In the fall of 2015, 9 students achieved an A in the course, 8 students achieved a B, 5 students achieved a C. Five students (out of a final total of 22) availed themselves of the extra credit assignment, and the grades were all A's. This data suggests that students were able to assimilate the course material effectively. Student success is based on the fact that faculty is teaching to the syllabus, to course/session outlines, and making use of lectures dealing with the assigned projects. Students are encouraged to submit drafts of their assignments to the instructor for review before final hand-in. The proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (12/22/2015)</p> <p>Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: D. Carnahan</p>	<p>Action: Continually re-evaluate effectiveness of written assignments. (01/30/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Law 17 could benefit from continual re-evaluation of the effectiveness of the written assignments in light of changing practices in law firm management and technology. Some attention might be paid to written work for federal courts, since the historical emphasis of the course has been on state court practice. (01/06/2016)</p>

ECC: LAW 4: Legal Environment of Business

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Legal Comprehension - Describe the constitutional basis for federal government regulation of business, including limits of government power. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2018-19 (Fall 2018) Input Date: 11/08/2013</p>	<p>Exam/Test/Quiz - Objective questions designed to test students' knowledge of course material. Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met A total of 91 students from the Fall 2014 sections of Law 4 participated in and completed the assessment with 76% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns and respond in a critical way. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (12/12/2014) Faculty Assessment Leader: M. Botello Faculty Contributing to Assessment: Dagmar Halamka, John Slawson, Al Matthews</p>	<p>Action: Law department needs to change the assessment process based on results to assure all faculty are giving assessment at same time prior to final examination. (08/24/2015) Action Category: SLO/PLO Assessment Process</p>
	<p>Multiple Assessments - The students in the above sections performed the following assignment (e.g. homework, examinations, quizzes) which included questions that described the constitutional basis for federal government regulation of business, including limits of government power. Standard and Target for Success: It is expected that the class will average above 70%.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Class averaged above 70% on those questions. The students were able to identify and apply the US Constitutional restraint on exercise of federal legislation. (02/03/2016) Faculty Assessment Leader: M. Botello Faculty Contributing to Assessment: N. McGrue, J. Slawson</p>	<p>Action: Review textbook for latest and most current edition (01/15/2016) Action Category: Teaching Strategies Follow-Up: Reviewed latest textbooks and adopted new edition of textbook. (01/31/2016)</p>
	<p>Exam/Test/Quiz - Students completed an assignment that consisted of short answers. The assignment presented them with a simulated fact pattern. The students were required to identify, discuss, and resolve the constitutional and legal issues. The assessment tool used is examination # 1 which is a 50</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met Of the 48 students that took the assessment, 41 received a 70% or better. This equates to approximately 85.4% achievement percentage. This data suggests that students were able to absorb the material, and understood how the controls and limitations of the government and constitution on businesses. Student success is based on the fact that faculty is teaching to the course outline and the proper</p>	<p>Action: Law faculty should evaluate changes in the industry and make sure assessments reflect the current industry needs as well as incorporating current events. (09/01/2019) Action Category: Curriculum Changes</p>

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	<p>question objective exam dealing the overall legal environment including the concept of jurisprudence and how laws are classified and the source of laws as well as specific laws such as torts, crimes, constitution and the legal process of how disputes are resolved.</p> <p>Standard and Target for Success: It is expected that at least 75 % of the students will achieve a grade of 70 % or better on this assessment.</p>	<p>course objectives are being stressed. (02/19/2019)</p> <p>Faculty Assessment Leader: N. McGrue</p> <p>Faculty Contributing to Assessment: J. Muraoka</p>	

ECC: PARA 1: Intro to Paralegal Studies

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 Providing Direct Assistance to Attorneys - Apply knowledge of the law in order to provide direct assistance to attorneys including, but not limited to research, client interviews, problem resolution and the examination of ethics in the legal workplace.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2016-17 (Spring 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 11/08/2013</p>	<p>Essay/Written Assignment - Written assignment designed to assess students' research and writing ability.</p> <p>Sample Assignment: PARALEGAL STUDIES 1 WILL EXERCISE ASSIGNMENT Facts: Betsy Barn, who is 17, has just inherited property from her grandparents. She would like to make a will to insure that her friend "Bruno" will get this property if she should die. Her parents despise Bruno as they believe he is the source of drugs that Betsy is allegedly hooked on.</p> <p>Analyze the three issues below using the California Probate Code (California Probate Code §§ 6100-6105, 6400-6407 and 8250-8254). Please use the IRAC form format. Be sure to fully recite the Probate Code section(s) applicable to completely resolve the issue raised and discuss the facts under each issue under the analysis of the issue and finally be sure to answer the specific question raised under each issue.</p> <p>Note: California Probate Code is accessible online at www.leginfo.ca.gov by going to the link to the California Law you will be able to find the Probate Code.</p> <p>Issue # 1 Can Betsy make a will at this time? (5 points)</p> <p>Rule:</p> <p>Analysis:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>In two sections (3758 13 students) and (3759 18 students) 28 of the 31 students enrolled in the courses submitted the assignment. It is noted that the 3 students who did not submit this assignment subsequently either withdrew from class or received a "D" grade for the course. Of the 28 students who did submit the assignment that 23 (82%) did meet the expected grade of 70% (28 points) or higher for the assignment. This data suggests that students did under the material , analyze the fact pattern, and were able to perform the necessary research and draft acceptable memorandum to communicate the results of their research. (06/15/2017)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: J. Muraoka</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 35 students from the Spring 2015 sections of Paralegal Studies 1 participated in and completed the assessment with 79% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, perform necessary research and draft effective memorandums to communicate the results of their research. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (02/15/2015)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: J. Muraoka</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>A total of 43 students from the Fall 2014 sections of Paralegal Studies 1 participated in and completed the</p>	<p>Action: Second or additional writing assignments to reinforce SLO objective (02/28/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (02/15/2016)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: Law faculty need to re-evaluate course material to ensure compliance with current code and court requirements. (08/03/2015)</p> <p>Action Category: Curriculum</p>

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	<p>Conclusion: Issue # 2 Who gets the property on her death at this time if she does not make a will? (10 points) Rule (s) # 2: Analysis # 2: Conclusion # 2: Issue # 3: If Betsy makes a valid will (later) could her parents successfully challenge the validity of any will on either her alleged drug use (lack of testamentary capacity) or her choice of beneficiary (undue influence)? (25 points) Note: Be sure to include/discuss all relevant code sections under the rules for this question Rule(s) # 3: Analysis # 3: Conclusion# 3:</p> <p>Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO.</p> <p>Essay/Written Assignment - A writing assignment simulating a law office setting that required review a case and assist the attorney in resolving the client's issue. Standard and Target for Success: It is expected that 75% of students will score 75% or above on this SLO.</p>	<p>assessment with 79% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns, perform necessary research and draft effective memorandums to communicate the results of their research. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (12/19/2014) Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: J. Muraoka</p>	<p>Changes</p>
		<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met A total of 11 out of 14 students from the Fall 2018 section of Para 1 participated in and completed the assessment with a 75% or higher. This reflects a 78% achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns and properly provide assistance to the attorney. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (02/14/2019) Faculty Assessment Leader: N. McGrue</p>	<p>Action: Law faculty should evaluate changes in the industry and make sure assessments reflect the current industry needs. (08/01/2019) Action Category: Curriculum Changes</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p>	<p>Action: Law faculty should evaluate changes in the industry</p>

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		<p>Standard Met? : Standard Met</p> <p>A total of 31 out of 39 students from the Fall 2016 section of Law 14 participated in and completed the assessment with a 75% or higher. This reflects a 79% achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns and properly provide assistance to the attorney. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (02/23/2017)</p> <p>Faculty Assessment Leader: N. McGrue</p>	<p>and make sure assessments reflect the current industry needs. (08/01/2017)</p> <p>Action Category: Curriculum Changes</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 36 out of 47 students from the Fall 2015 section of Law 14 participated in and completed the assessment with a 75% or higher. This reflects a 76% achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns and properly provide assistance to the attorney. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (01/29/2016)</p> <p>Faculty Assessment Leader: N. McGrue</p>	<p>Action: Law faculty should evaluate changes in the industry and make sure assessments reflect the current industry needs. (08/01/2016)</p> <p>Action Category: Curriculum Changes</p>