

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (BUS) - Paralegal Studies

ECC: LAW 11:Introduction to Legal Research

| Course SLOs | Assessment Method Description | Results | Actions |
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| SLO #2 Providing Direct Assistance to Attorneys - Apply knowledge of the law in order to provide direct assistance to attorneys including legal research. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 11/08/2013 | Exam/Test/Quiz - Final exam which assesses students' knowledge and understanding of legal research methods. Sample Exam Question: True or False: When the 9th circuit hands down a ruling, stare decisis dictates that all federal trial courts must follow that ruling. Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO. | Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met A total of 36 students from the Fall 2014 section of Law 11 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, understood legal research concepts and were able to demonstrate their knowledge. Given their knowledge, they should be able to effectively communicate those results to their supervising attorneys. 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: N. McGrue | Action: Law faculty need to re-evaluate course material to ensure legal research methods and materials are up-to-date. (08/03/2015) Action Category: Curriculum Changes |
| | Essay/Written Assignment - A memorandum that assesses a student's ability to apply the law to a set of facts and perform research that simulates directly assisting an attorney. Standard and Target for Success: It is expected that 70% of students will score of 75% or above on this SLO. | Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met A total of 18 students enrolled in Law 11 during Spring 2017 participated in and completed the assessment. 14/18 students or 77% of students received a 75% or better. A 70% reflects an acceptable achievement level. This data suggests that students were able to absorb the material, analyze fact patterns properly, research the legal issues, and | Action: Talk with advisory board to discuss the types of assignments the industry requires and ensure that our assignments are in line with those needs. (03/01/2018) Action Category: Curriculum Changes |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | | <p>communicate their findings in a manner that would provide direct assistance to an attorney. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (08/31/2017)</p> <p>Faculty Assessment Leader: N. McGrue Faculty Contributing to Assessment: V. Pham</p> | |
| | | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>A total of 25 students enrolled in Law 11 during Spring 2016 participated in and completed the assessment. 18/25 students or 72% of students received a 75% or better. A 70% reflects an acceptable achievement level. This data suggests that students were able to absorb the material, analyze fact patters properly, research the legal issues, and communicate their findings in a manner that would provide direct assistance to an attorney. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (09/01/2016)</p> <p>Faculty Assessment Leader: N. McGrue Faculty Contributing to Assessment: V. Pham</p> | <p>Action: Talk with advisory board to discuss the types of assignments the industry requires and ensure that our assignments are in line with those needed. (11/01/2016)</p> <p>Action Category: Curriculum Changes</p> |
| | <p>Essay/Written Assignment - A memorandum that assesses a student's ability to apply legal principals and theories to a set of facts and then communicate their findings after conducting legal research in order to provide direct assistance to attorneys.</p> <p>Standard and Target for Success: It is expected that 70% of students will score of 75% or above on this SLO.</p> | <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>21/27 students or 77% of students received a 75% or better. 70% reflects an acceptable achievement level. This data suggests that students were able to absorb the material, analyze fact patters properly, research the legal issues, understand legal principles and theories, and communicate their findings in a manner that would provide direct assistance to an attorney. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (09/05/2018)</p> <p>Faculty Assessment Leader: N. McGrue Faculty Contributing to Assessment: V. Pham, C. Lofgren</p> | <p>Action: Talk with advisory board to discuss the types of assignments the industry requires and ensure that our assignments are in line with those needs. (06/01/2019)</p> <p>Action Category: Curriculum Changes</p> |

ECC: LAW 15:Civil and Criminal Evidence

| Course SLOs | Assessment Method Description | Results | Actions |
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| <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</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2017-18 (Spring 2018)</p> <p>Input Date: 02/13/2014</p> | <p>Multiple Assessments - Two written exams over the course of the semester, and a written final. An extra credit assignment in the nature of a research memo/case study available to substitute for the lower of the two exam grades.</p> <p>Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO. Each exam is 25% of the total grade, the final is 50%. Grading rubric is 90% A, 80% B, 70% C, 60% D.</p> | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>In the spring of 2015, 40% of students achieved 90 or higher in Exam #1, 33% 80, 20% 70 and 7% 60. On Exam #2 the data were; 90 - 26%, 80 - 40%, 70 - 7%, 60 - 7%. On the final the data were: 90 - 43%, 80 - 43%, 70 - 7%, 60 - 7%. Four students availed themselves of the extra credit assignment, and the grades were: A, B, B, C. 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 study guides. The proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. Fifteen students took the two exams, fourteen the final. (09/23/2015)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: D. Carnahan</p> | <p>Action: Devise some practical problems to enhance student learning in this subject. (02/01/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Law 15 can benefit from enhanced strategies relating to the performance of practical problems in the subject area of Civil and Criminal Evidence. The testing methodologies employed up to this assessment period to accurately reflect student learning in a theoretical sense, but student performance would be enhanced, and able to be more accurately measured, by the devising of some practical assignments, relating to the law of Evidence. Examples might be: motions in limine, evidence-based pretrial motions (such as motions for summary judgment), further (beyond the extra credit) research assignments involving evidentiary principles, and the drafting of proposed witness direct and cross-examinations to ferret out either the elements of or defenses to particular causes of action in litigated matters. (09/30/2015)</p> |
| | <p>Exam/Test/Quiz - A written exam that evaluated students' comprehension of the elements of a sufficient pleading.</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>In the spring of 2016, 50% of students achieved 90 or higher</p> | <p>Action: Continue to revise some practical problems to enhance student learning in this subject. (01/15/2017)</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | <p>Standard and Target for Success: It is expected that students will average scores of 70% or above on all assignments, individually and collectively. Grading rubric is 90% A, 80% B, 70% C, 60% D.</p> | <p>on Exam #1, 31% 80, 6% 70 and 1% 60. Three students availed themselves of the extra credit assignment, and the grades were: C, C, C. All this data suggests that students were able to assimilate the course material effectively. The action plan for the most recent SLO for this course did recommend devising a practicum, and that was done. Otherwise, student success is based on the fact that faculty is teaching to the syllabus, to course/session outlines, and making use of study guides. The proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. There were sixteen students in this class. (05/23/2016)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: D. Carnahan</p> | <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Law faculty need to re-evaluate assessment to ensure students understand the current requirements. (01/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Law 15 can continue to benefit from enhanced strategies relating to the performance of practical problems in the subject area of Civil and Criminal Evidence. The testing methodologies employed up to this assessment period to accurately reflect student learning in a theoretical sense, but student performance is enhanced, and is perhaps able to be more accurately measured, by the continued devising and revision of some practical assignments, relating to the law of Evidence. Examples might be: motions in limine, evidence-based pretrial motions (such as motions for summary judgment), further (beyond the extra credit) research assignments involving evidentiary principles, and the drafting of proposed witness direct and cross-examinations to ferret out either the elements of or defenses to particular causes of action in litigated matters. See the above data with regard to the initial practicum in the spring semester, 2016. One major defect in the presentation and</p> |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | <p>Essay/Written Assignment - Written assignment requiring students to prepare a motion in limine.</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: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 27 out of 27 students from the Spring 2018 course of Law 15 participated in and completed the assessment with 23 (23 out of 27 = 85%) earning above 70% on the assessment. 70% reflects acceptable achievement level. This data suggests that students were able to apply knowledge of the rules of evidence 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 and the proper course objectives are being stressed. (06/01/2018)</p> <p>Faculty Assessment Leader: E. Hess</p> | <p>evaluation of the assignment has to do with getting the students motivated to show drafts to the instructor, perhaps by including the presentation of drafts as part of the grade. (09/14/2016)</p> <p>Action: Law faculty need to re-evaluate curriculum to ensure students understand the current requirements of the rules of evidence. (02/16/2019)</p> <p>Action Category: Teaching Strategies</p> |
| | <p>Multiple Assessments - Written assignment requiring students to perform legal research and prepare a motion in limine as well as a hands-on client interviewing skills and problem solving assessment exercise.</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: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>A total of 15 out of 25 students from the Spring 2019 course of Law 15 participated in and completed the problem solving skills assessment with 14 (93.4%) earning above 70% on the assessment. 70% reflects acceptable achievement level. This data suggests that students were able to apply knowledge of the legal research, problem solving, and practical paralegal skills in a competent fashion. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed.</p> <p>A total of 25 out of 25 students from the Spring 2019 course of Law 15 participated in and completed the research and writing assignment (motion in limine), with 19 (76%) earning above 70% on the assignment. 70% reflects</p> | <p>Action: Law faculty need to re-evaluate curriculum to ensure students understand the current requirements of the rules of evidence. (02/15/2020)</p> <p>Action Category: Teaching Strategies</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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acceptable achievement level. This data suggests that students were able to apply knowledge of the legal research, problem solving, and practical paralegal skills in a competent fashion. Student success is based on the fact that faculty is utilizes a hands-on, iterative writing process that encourages learning from student errors. (08/21/2019)
Faculty Assessment Leader: E. Hess

ECC: LAW 16:Civil Procedure

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| SLO #2 Providing Direct Assistance to Attorneys - Apply knowledge of civil procedure in order to provide direct assistance to attorneys including research, client interviews, problem resolution and the examination of ethics in the legal workplace. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2017-18 (Spring 2018) Input Date: 11/08/2013 | Essay/Written Assignment - Written assignment requiring students to prepare a Summons and Complaint. Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO. | Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met A total of 19 students from the Spring 2018 course of Law 16 participated in and completed the assessment with 84.7% average. 70% reflects acceptable achievement level. This data suggests that students were able to apply knowledge of the rules of civil procedure effectively, and understood core course concepts. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (05/18/2018) Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: S. Alexander | Action: Law faculty need to re-evaluate curriculum to ensure students understand the current requirements of the rules of civil procedure. (02/16/2019) Action Category: Teaching Strategies |
| | | Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met A total of 30 students from the Spring 2016 course of Law 16 participated in and completed the assessment with 87.9% average. 70% reflects acceptable achievement level. This data suggests that students were able to apply knowledge of the rules of civil procedure effectively, and understood core course concepts. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (05/18/2016) Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: S. Alexander | Action: Law faculty need to re-evaluate curriculum to ensure students understand the current requirements of the rules of civil procedure. (02/16/2017) Action Category: Teaching Strategies |
| | | Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met A total of 25 students from the Spring 2015 course of Law 16 participated in and completed the assessment with 87% average. 70% reflects acceptable achievement level. This data suggests that students were able to draft pleadings effectively, and understood core course concepts. Student success is based on the fact that faculty is teaching to the | Action: Law faculty need to re-evaluate curriculum to ensure students understand the current requirements of submitting pleadings. (02/16/2016) Action Category: Teaching Strategies |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (05/18/2015)

Faculty Assessment Leader: V. Pham

Faculty Contributing to Assessment: S. Alexander

ECC: LAW 18:Wills, Trusts and Estate Planning

| Course SLOs | Assessment Method Description | Results | Actions |
|--|--|---|--|
| <p>SLO #2 Providing Direct Assistance to Attorneys - Apply knowledge of the theories of estate planning and the Probate Code 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: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2017-18 (Spring 2018)</p> <p>Input Date: 11/08/2013</p> | <p>Essay/Written Assignment - Written assignment designed to evaluate students' knowledge of the theories of estate planning.</p> <p>LAW 18 - LETTER DRAFTING ASSIGNMENT</p> | <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 16 students from the Spring 2018 course of Law 18 participated in and completed the assessment with 84% average. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend the material and understand the theories of estate planning and draft a professional business letter using appropriate legal language. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (04/25/2018)</p> <p>Faculty Assessment Leader: V. Pham</p> | <p>Action: Law faculty need to re-evaluate assessment to ensure students understand the theories of estate planning. (02/23/2019)</p> <p>Action Category: Teaching Strategies</p> |
| | <p>Mr. and Mrs. Smith have called your (California) law office. They have no estate planning to date, and say they are possibly interested in a Will or perhaps a Trust. They are uncertain if they need a Trust due to the size of their Estate. They have also heard about "living wills," and wonder if they should have one of those, too. They own a condominium, although they currently have very little equity. Their total net worth is approximately \$450,000, and they say they are concerned about inheritance taxes. They have three children, ages 3, 11, and 18. Your employer has asked you to draft a letter to the Smiths, addressing their concerns, and giving them a brief description of the documents they asked about. This letter should include recommendations on what, if anything, they should do in the way of estate planning, and why. It should be approximately one to two pages, typed, double-spaced—as much or as little as you feel is needed to cover the subject. Remember, your audience is the Smiths, so you want to be accurate</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>A total of 21 students from the Spring 2016 course of Law 18 participated in and completed the assessment with 77% average. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend the material and understand the theories of estate planning and draft a professional business letter using appropriate legal language. 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. (04/25/2016)</p> <p>Faculty Assessment Leader: V. Pham</p> | <p>Action: Law faculty need to re-evaluate assessment to ensure students understand the theories of estate planning. (02/23/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> |
| | | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 19 students from the Spring 2015 course of Law 18 participated in and completed the assessment with 74% average. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend the material and understand the theories of estate planning and draft a professional business letter using appropriate legal language. Student success is based on the fact that</p> | <p>Action: Law faculty need to re-evaluate curriculum to ensure students understand the theories of estate planning. (02/23/2016)</p> <p>Action Category: Teaching Strategies</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | <p>and thorough, but also clear to the average reader.</p> <p>Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO.</p> | <p>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. (04/22/2015)</p> <p>Faculty Assessment Leader: V. Pham</p> | |

ECC: LAW 19:Law and Computers

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| SLO #2 Providing Direct Assistance to Attorneys - Apply knowledge of the law and related legal specific software in order to provide direct assistance to attorneys including case management, time and billing and document management. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 11/08/2013 | Performance - Lab assignment which assesses students' knowledge and understanding of preparing court forms. Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO. | Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met A total of 18 students from the Spring 2015 section of Law 19 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 properly generate the appropriate time and billing invoices. 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. (09/15/2015) Faculty Assessment Leader: V. Pham Faculty Contributing to Assessment: N. McGrue | Action: Law faculty need to re-evaluate course material to ensure compliance with current court requirements. (08/03/2016) Action Category: Curriculum Changes |
| | | Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met A total of 22 students from the Fall 2014 section of Law 19 participated in and completed the assessment with 82% average. 70% reflects acceptable achievement level. This data suggests that students were able to absorb the material, analyze the fact patterns and properly generate the appropriate time and billing invoices. 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 | Action: Law faculty need to re-evaluate course material to ensure compliance with current court requirements. (08/03/2015) Action Category: Curriculum Changes |
| | Laboratory Project/Report - Lab assignment which assesses students' knowledge and understanding of using specific legal software in a simulated law office environment to provide support and assistance to an attorney. Standard and Target for Success: It | Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met A total of 13/17 students from the Spring 2017 section of Law 19 participated in and completed the assessment with a 70% 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 generate | Action: Law faculty need to re-evaluate course material to ensure compliance with current court requirements. (03/01/2018) Action Category: Curriculum Changes |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | <p>is expected that 75% of students will score 70% or above on this SLO.</p> <p>Laboratory Project/Report - Lab assignment which assesses students' knowledge and understanding of using legal software to increase efficiencies for legal tasks while assisting attorneys.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 75% or above on this SLO.</p> | <p>the appropriate time and billing invoices using specific legal software. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (08/31/2017)</p> <p>Faculty Assessment Leader: N. McGrue</p> <p>Faculty Contributing to Assessment: V. Pham</p> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 15/18 students from the Spring 2018 section of Law 19 participated in and completed the assessment with 75 % or better. This is an 83% achievement level. 70% reflects acceptable achievement level. This data suggests that students were able to apply knowledge of the law and related specific legal software to provide direct assistance to attorneys. Student success is because faculty is teaching to the course outline and the proper course objectives are being stressed. Faculty should continue consultations with its advisory committee to ensure assessments reflect industry needs. (09/04/2018)</p> <p>Faculty Assessment Leader: N. McGrue</p> | <p>Action: Correspond with advisory committee to ensure assessments conform to current industry needs. (06/14/2019)</p> <p>Action Category: Curriculum Changes</p> |

ECC: LAW 20:Paralegal Seminar

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #2 Providing Direct Assistance to Attorneys - Apply knowledge of the theories of the law and legal services 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: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2017-18 (Spring 2018)</p> <p>Input Date: 11/08/2013</p> | <p>Essay/Written Assignment - Students must draft a non-representational, representational or close-out letter to a potential or former client.</p> <p>Standard and Target for Success: It is expected that students will average scores of 75% or above on this SLO.</p> | <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 26 students from the Spring 2018 course of Law 20 participated in and completed the assessment with 92% average. 75% reflects acceptable achievement level. This data suggests that students were able to research proper business letter formats, perform the relevant research and draft professional business letters effectively. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (03/21/2018)</p> <p>Faculty Assessment Leader: V. Pham</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>A total of 12 students from the Spring 2016 course of Law 20 participated in and completed the assessment with 89% average. 75% reflects acceptable achievement level. This data suggests that students were able to research proper business letter formats, perform the relevant research and draft professional business letters effectively. 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. (03/23/2016)</p> <p>Faculty Assessment Leader: V. Pham</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>A total of 29 students from the Spring 2015 course of Law 20 participated in and completed the assessment with 84% average. 75% reflects acceptable achievement level. This data suggests that students were able to research proper business letter formats, perform the relevant research and draft professional business letters effectively. Student success is based on the fact that faculty is teaching to the</p> | <p>Action: Law faculty need to re-evaluate assessment to ensure students understand the nature and consequences of ethics in a legal environment. (02/16/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Law faculty need to re-evaluate assessment to ensure students understand the nature and consequences of ethics in a legal environment. (02/16/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Law faculty need to re-evaluate assessment to ensure students understand the nature and consequences of ethics in a legal environment. (02/16/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. (03/12/2015)

Faculty Assessment Leader: V. Pham

ECC: LAW 5: Business Law

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| SLO #1 Crimes and Torts - Differentiate between crimes and torts and evaluate business entity's exposure to each respective legal area. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 03/10/2014 | Exam/Test/Quiz - Final exams consisting of multiple choice, short answer and essay questions. Standard and Target for Success: It is expected that students will average scores of 70% or above on this SLO. | Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met A total of 265 students from six sections of Law 5 participated in and completed the assessment with 77% average. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend the material and understand the difference between crimes and torts and evaluate a business entity's liability exposure. Student success was based on the fact that all full- and part-time 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. (12/02/2013) Faculty Assessment Leader: Vi Pham Faculty Contributing to Assessment: Vi Pham, Michael Botello, Walker Matthews, Allan Fork, John Slawson | Action: Law faculty need to better coordinate assessment methodologies to concurrently measure SLO achievement. (05/16/2014) Action Category: SLO Assessment Process |
| | Exam/Test/Quiz - Ten point quiz 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. | Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met A total of 144 students from the Spring 2015 sections of Law 5 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 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. A slight adjustment to the teaching strategy may be necessary to ensure students understand the concepts of criminal law and negligence. No adjustments to the SLO are necessary at this time. (05/07/2015) Faculty Assessment Leader: Vi Pham Faculty Contributing to Assessment: V. Pham, M. Botello, N. McGrue | Action: Law faculty need to re-evaluate course material regarding crimes and negligence theories. (02/22/2016) Action Category: Curriculum Changes |
| | | Semester and Year Assessment Conducted: 2014-15 (Fall 2014) | Action: Law faculty need to re-evaluate course material regarding |

| Course SLOs | Assessment Method Description | Results | Actions |
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| | | <p>Standard Met? : Standard Met</p> <p>A total of 105 students from the Fall 2014 sections of Law 5 participated in and completed the assessment with 72% 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. A slight adjustment to the teaching strategy may be necessary to ensure students understand the concepts of criminal law and negligence. No adjustments to the SLO are necessary at this time. (02/02/2015)</p> <p>Faculty Assessment Leader: V. Pham</p> <p>Faculty Contributing to Assessment: M. Botello, N. McGrue</p> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> | <p>crimes and negligence theories. (08/03/2015)</p> <p>Action Category: Curriculum Changes</p> |
| | <p>Exam/Test/Quiz - An objective, multiple choice exam that required students to distinguish crimes from torts in a practical manner as well as demonstrate an understanding of potential business liabilities.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 75% or higher on this SLO.</p> | <p>Standard Met? : Standard Met</p> <p>A total of 131 out of 165 students from the Spring 2017 sections of Law 5 participated in and completed the assessment with a 75% or higher. This reflects a 79% achievement level. This data suggests that students are able to distinguish different categories of law and determine potential business liabilities. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. The achievement level was almost 10% more than the expected level. Law faculty should evaluate whether to increase the standard of success. (08/31/2017)</p> <p>Faculty Assessment Leader: N. McGrue</p> <p>Faculty Contributing to Assessment: V. Pham, J. Muraoka, W. Matthews</p> | <p>Action: Law faculty should confer with each other to determine if a higher metric for determination of success should be used being that a significant percentage of students, above expectations, achieved the current success metrics. (03/01/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Law faculty should evaluate changes in the industry and make sure assessments reflect the current industry needs. (03/01/2018)</p> <p>Action Category: Curriculum Changes</p> |
| | <p>Homework Problems - Three homework assignments with discussion questions stressing tort law, criminal law and their effects on business.</p> <p>Standard and Target for Success: It is expected that 75% of students will</p> | <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>A total of 94 students from the Spring 2018 course of Law 5 were assessed; 76 completed the assessments with 67 (67 out of 76 = 88%) earning above 70% on the assessments. 70% reflects acceptable achievement level. This data</p> | <p>Action: Law faculty need to re-evaluate curriculum to ensure students understand the current requirements of the business law. (02/16/2019)</p> <p>Action Category: Teaching Strategies</p> |

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|--------------------|---|---|--|
| | score 70% or above on this SLO. | suggests that students were able to apply knowledge of the law of crime and torts effectively, and understood core course concepts of the sections covered, including application of the law to business settings. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (03/05/2018) | |
| | <p>Exam/Test/Quiz - Students were given an exam on the first unit of the course that encompassed the historical development of the law, operation of the court system and sources of commercial law.</p> <p>Standard and Target for Success: It is expected that 75% of students will score 70% or above on this SLO.</p> | <p>Faculty Assessment Leader: E. Hess</p> <p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>A total of 131 students from four sections of the Spring 2019 course of Law 5 were assessed; 125 completed the assessments with 102 (81.6%) earning above 70% on the assessments. 70% reflects acceptable achievement level. This data suggests that students were able to apply knowledge of the historical development of law, the operation of the court system, and the development and sources of commercial law. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. (08/21/2019)</p> <p>Faculty Assessment Leader: E. Hess</p> <p>Faculty Contributing to Assessment: J. Muraoka</p> | <p>Action: Law faculty need to re-evaluate curriculum to ensure students understand the current requirements of the business law. (02/15/2020)</p> <p>Action Category: Teaching Strategies</p> |