

**INTERIM REPORT FORM
FOR ABA-APPROVED PARALEGAL EDUCATION PROGRAMS**

Institution Name: Santa Ana College

Program Name:

Address: 1530 W. 17th Street,
City: Santa Ana **State:** CA **Zip:** 92706-3398

Telephone Number: (714) 564-6858 **Fax Number:**

Institution Website URL: www.sac.edu/paralegal

Program Website:

We hereby certify that the information and materials contained in this report and supporting exhibits is complete and accurate to the best of our knowledge.

Institution President or Dean: Linda Rose, Ed.D.
E-Mail Address of President or Dean: rose_linda@sac.edu

Program Director: F. Manzano
E-Mail Address of Program Director: manzano_rick@sac.edu

Date Submitted

GENERAL INFORMATION

A Name of the Program: Paralegal Studies Program

Academic Year Start Month: January

Report Due Date/End Date: 09/15/2017

Application Start Date: 03/15/2017

B Accreditation Information

Agency	Date of most recent Accreditation (mm/yyyy)	Status
Western Association of Schools and Colleges	01/2015	Accredited

C Location of the Program:

NOTE: Please provide this complete list even if the program has one location only.

Location Name	Address	Distance from Primary Location (in miles)	LS Courses Offered?
Santa Ana	1530 W. 17th Street, , Santa Ana, CA, 92706-3398	Primary Location	YES

D Have any substantive changes been reported to the ABA during the past 4 years?

NO

E Were there any substantive changes made during the past four years that were not reported to the ABA?

NO

Program Options

D.1 Please complete the following for each program option in paralegal studies offered by the institution. (Note: Program Option is defined in G-103.A.).

Program Option	Title	Typical or Planned Duration (# of semesters)	Option approved as part of initial approval by ABA?	If option not approved at time of initial approval, please enter date option approved by ABA (mm/yyyy)
Associate of Arts	Paralegal Degree (sac.para.aa)	4	Yes	
Certificate	Paralegal Certificate (sac.para.ca)	4	Yes	

D.2 Complete Exhibit I.B, showing the number of students enrolled in each program option listed in item D.1 for the past four years.

Program Option	01/14 - 12/14	01/15 - 12/15	01/16 - 12/16	01/17 - 03/17
AA-Paralegal Degree (sac.para.aa)	306	330	322	228
Cer-Paralegal Certificate (sac.para.ca)	34	36	35	25

D.3 Complete Exhibit I.C, showing the number of graduates in each program option listed in item D.1 for the past four years.

Program Option	01/14 - 12/14	01/15 - 12/15	01/16 - 12/16	01/17 - 03/17
AA-Paralegal Degree (sac.para.aa)	26	28	18	0
Cer-Paralegal Certificate (sac.para.ca)	10	7	3	0

D.4 Does the program offer a minor which it does not consider a program option?

NO

E State verbatim each compliance issue, if any, included in your most recent site visit report and any follow-up or special visit reports. After each, state briefly the action taken by the program to resolve the compliance issues.

There were not any compliance issues.

F State verbatim each suggestion included in your most recent site visit report and any follow-up or special visit reports. After each, state briefly the action taken by the program to address the suggestions.

The Site Visit Team suggested the following:

Suggestion 1: The Program should be careful to inform the ABA in advance of offering additional online or blended/hybrid courses and to certify that these offerings are substantially the same in form and quality as those previously approved (G-104.M.3).

The program will inform the ABA in advance prior to offering hybrid or online courses.

Suggestion 2: The Program should continue its efforts to encourage diversity within its faculty (G-204.B).

The college has in place policies to encourage diversity within its faculty.

Suggestion 3: The College should evaluate the financial resources allocated to the Program to determine that they are adequate to accomplish its objectives, especially in the areas listed in the Guidelines (G-205.A and B).

Additional resources and faculty have been allocated to the program. There is a third full time faculty member, and a dedicated Paralegal resource room, a full time job developer, an additional job developer has been approved, and there is tutoring with paralegal faculty available in the Academic Computing Center.

Suggestion 4: The Program should continue to encourage its graduates to further their education, and the College should continue to make good faith efforts to enter into articulation agreements that would facilitate the transfer of paralegal students to four-year colleges (G-301.C).

The department is now part of the Pathway to Law School program which is a state supported pathway from the community college to state universities to law school.

Suggestion 5: The Program should review the curriculum on a regular basis to ensure that it is responsive to changing needs, especially in the area of technology skills in the legal workplace (G-301.D).

The program continues to participate in the scheduled curriculum review process for all programs at the college as well as having revised and updated existing course work to keep current with changing needs. The Para 144 has a focus on the electronic filing and discovery requirements in California.

Suggestion 6: The Program should extend its assessment activities to seek further input from graduates, employers, and the legal community (G-301.F).

The program has increased the membership of the advisory committee to include a broader cross section of the legal community. The program continues to survey students and graduates. Employers are surveyed in exit interviews by the cooperative work experience instructors. The assessment plan includes a formalized survey to the legal community and graduates employers.

Suggestion 7: The College should review the clerical and other support services provided to the Program staff and faculty to assure the effectiveness of the instructional program (G-403.B).

The Business Division has a new dean and new clerical support staff that are adequate for the needs of the paralegal program. The Full time intern/job developer, the part time work experience instructor and the third faculty member have provided sufficient support to the program.

Suggestion 8: The Program should add to its library collection additional periodicals devoted to the paralegal profession, such as the publications of the national paralegal associations (G-601.G.6).

The Paralegal Resource room now has additional periodicals available. Nexis has periodicals available. The main college library has online subscription services to periodicals.

A Advisory Committee:

Exhibit II.A

A.1 Complete Exhibit II.A, showing the members of the paralegal program's advisory committee during the past four years.

Category	Name	Primary Place of Employment	Initial Appt_Date (mm/yyyy)	Resignation Date(if applicable) (mm/yyyy)	Dates of Meetings Attended
Faculty	Ed Keck	Law Office Administrator, Adjunct Faculty	01/2006		05/2014, 12/2014, 05/2015, 12/2015, 03/2016, 12/2016, 05/2017
Faculty	Kristen Robinson	Professor, Santa Ana College	08/2011		05/2014, 12/2014, 05/2015, 12/2015, 12/2016,
Faculty	Kim Smith	Professor, Santa Ana College	01/2014		05/2014, 05/2015, 12/2015, 03/2016, 05/2017,
Faculty	Kai Williamson	Private Paralegal: Carrington Mortgage Serv, Adjunct Faculty	01/2010		05/2015, 03/2016,
Faculty	Bill Tanner	Attorney/Adjunct Faculty	01/2013		05/2014, 05/2015, 12/2015, 03/2016,
Faculty	Rick Manzano	Professor, Santa Ana College	01/1985		05/2014, 12/2014, 05/2015, 12/2015, 12/2016, 05/2017
General Public Member	Tom Imboden	Retired - OC Sheriff	01/2009		05/2015, 12/2015, 03/2016, 05/2017
General Public Member	West Imboden	Law Student - 3L	01/2009		05/2015, 03/2016, 05/2017
General Public Member	Don Isbell	Santa Ana Unified School District	01/2014		12/2014, 05/2015, 12/2015, 03/2016, 12/2016
General Public Member	Carol Madeja	State Bar of CA, Bar Relations Outreach	01/2014		05/2015, 12/2015, 03/2016
General Public Member	Diana Todaro	SBDC Business Development	12/2015		12/2015
General Public Member	J. Gonzalez	ACME Corporation (Grant)	01/2016		12/2015, 03/2016, 05/2017

Manager of Paralegals	Laurali Kobal	Callahan & Blaine	12/2015		12/2015, 03/2016, 12/2016
Practicing Attorney	Sheriece Smith	Childrens' Hospital of Orange County	01/2013		12/2014, 12/2015, 03/2016, 05/2017
Practicing Attorney	Joanna Burchell	Orange County District Attorney	01/2009		05/2017
Practicing Attorney	Mirna Moncado	Solo Practitioner	12/2016		12/2016
Practicing Attorney	Tim Meyers	Solo Practitioner	05/2017		05/2017
Private Sector Paralegal	Francine Leon Guerrero	Knobbe Martens	01/2014		05/2014, 12/2014, 05/2015, 12/2015, 03/2016, 12/2016
Private Sector Paralegal	Julie Hallstead	JP Morgan	01/2014		05/2014, 12/2015
Private Sector Paralegal	Jessica Feeney	Brisco & Associates	12/2015		12/2015, 12/2016, 5/2017
Public Sector Paralegal	Mary Aranda	Legal Aid Society of Orange County	01/2012		12/2015, 03/2016, 12/2016
Public Sector Paralegal	Connie Hoffman	Legal Aid Society of Orange County	12/2016		12/2016
School Administrator	Theresa Hagelbarger	Job Developer/Internship Coordinator	05/2015		03/2016
School Administrator	Madeline Grant	Dean, Business Division, Santa Ana College	08/2014		12/2014, 05/2015, 12/2015, 05/2017

Exhibit II.B

A.2 List below the details of each advisory committee meeting and any subcommittee meetings held during the past four years. Include as Exhibit II.B copies of the minutes of these meetings. The minutes must include the dates of the meetings, the names of those in attendance, and a record of substantive discussions. (G-203)

Meeting Title	Meeting Date (mm/yyyy)	Meeting Details
Paralegal Advisory Committee	05/2015	SAC_PAC_Spring_2015_Meeting_Minutes.docx
Paralegal Advisory Committee	12/2014	SAC_PAC_Fall_2014_Meeting_Minutes.docx
Paralegal Advisory Committee	12/2015	SAC_PAC_Fall_2015_Meeting_Minutes.docx
Paralegal Advisory Committee	03/2016	SAC_PAC_Minutes_Spring_2016.docx
Paralegal Advisory Committee	12/2016	SAC_PAC_Fall_2016_Meeting_Minutes.docx
Paralegal Advisory Committee	05/2017	SAC_PAC_Minutes_Spring_2017.doc
Paralegal Advisory Committee	05/2014	May_29th_2014.pdf

B Equality of Opportunity

Describe any changes in the procedures by which the institution maintains equality of opportunity and seeks to avoid prohibited discrimination regarding the treatment of personnel and students, as follows:

B.1 Have there been any changes during the past four years in the institution's non-discrimination policy or affirmative action plan relating to students and personnel?

NO

B.2 Have there been any changes during the past four years in the institution's policy or procedures for the accommodation of students and personnel with disabilities?

NO

B.3 Have there been any changes during the past four years in the methods used to encourage diversity in the student body of the paralegal program?

NO

B.4 Complete the following chart with respect to the ethnicity and gender of the paralegal students in each of the last four years.

Ethnicity	01/14 - 12/14	01/15 - 12/15	01/16 - 12/16	01/17 - 03/17
% of Minority Students	69.00	71.00	73.00	76.00
% of Female Students	74.00	77.00	76.00	72.00
% of Male Students	26.00	23.00	24.00	28.00

B.5 Have there been any changes during the last four years in the methods used to encourage diversity in the faculty of the paralegal program?

NO

Exhibit II.C

B.6 Complete Exhibit II.C showing the composition of the faculty of the paralegal program by racial/ethnic classification and gender for each of the last four years. (G-204)

Ethnicity	01/14 - 12/14		01/15 - 12/15		01/16 - 12/16		01/17 - 03/17	
	M	F	M	F	M	F	M	F
Black/African American	1	1	1	1	1	1	1	1
Native American/ Alaskan Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	1	0	1	0
Native Hawaiian/ Other Pacific Islander	0	0	0	0	0	0	0	0
White	3	2	3	3	3	4	6	3
Hispanic/ Latino	2	0	2	0	2	0	2	0
Other	1	0	1	0	1	0	1	0
Total	7	3	7	4	8	5	11	4
% Minority	57	33	57	25	62	20	45	25

C Exhibit II.D

If there have been changes in financial support for the program, complete the budget chart provided as Exhibit II.D, showing the amounts spent for each category of expense for each of the years listed.(G-205)

Category	01/14 - 12/14	01/15 - 12/15	01/16 - 12/16	01/17 - 12/17	01/18 - 12/18
Salaries	\$356,083.00	\$359,643.00	\$440,615.00	\$484,676.00	\$533,144.00
Professional Development	\$1,500.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Membership	\$2,500.00	\$1,803.00	\$3,000.00	\$3,000.00	\$3,000.00

Instructional Equipment and Supplies	\$2,500.00	\$0.00	\$52,000.00	\$3,000.00	\$3,000.00
Library Materials and Resources	\$6,155.00	\$5,800.00	\$4,000.00	\$4,000.00	\$4,000.00
Technical and Support Services	\$0.00	\$0.00	\$75,250.00	\$82,775.00	\$91,250.00
Assessment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Advisory/Faculty Meetings	\$300.00	\$300.00	\$400.00	\$400.00	\$400.00
Other	\$0.00	\$6,000.00	\$3,500.00	\$3,500.00	\$3,500.00
Total	\$369,038.00	\$379,546.00	\$584,765.00	\$587,351.00	\$644,294.00

Explain, what **Other** refers to:

FACULTY

A State the name and the title of the person who serves as program director.

Program Director

F. Richard Manzano

1 Is the program director position full-time or part-time?

Full Time

2 Describe how the program director keeps up-to-date about developments in paralegal education.

Full time faculty members attend the AAFPE regional and national conferences. The full time faculty are on the AAFPE list serve.

The AAFPE meetings are discussed at faculty meetings. The director reviews the information received from and posted by the ABA on it's web site.

The program director works directly with the job developer/internship coordinator in posting job requirements, announcements of positions and internship opportunities.

The program director subscribes to multiple legal publications including Paralegal Today, JD Journal, Orange County Business Journal, Financial Officer Weekly, and The Paralegal Educator.

The program director has engaged in online coursework that includes utilization of paralegals and ethics for CLE requirements for the California State Bar.

The program director attends the advisory meetings where utilization of paralegals is a topic discussed by the members.

The program director coordinates with the faculty teaching the legal work experience classes.

The program director does independent research and posts videos, articles and other materials in the Professional Paralegal class.

The Program director is attending the Open Education Conference in October 2017.

The Program director subscribes to the AAFPE and NALA Fact and Findings Magazines.

The Program director participates in the MCLE courses dealing with paralegal utilization, Law Office Management and Ethics.

3 Does the Program Director teach in the program?

YES

B Has the person identified as the program director been in his/her position for the past four years?

YES

C Exhibit IV.A

Provide as Exhibit IV.A a resume for the person designated as the program director. If the program director is not full-time, provide a resume for the person responsible for the program who is full-time with the institution. Also, provide a resume for all other persons having substantial responsibilities for program direction or administration. Each resume must include the beginning date of service with the institution and the program, relevant professional qualifications, and experience working with paralegals and/or as a paralegal (other than teaching paralegals). (G-401.A - E)

Manzano Resume.pdf

D Have there been any changes in the responsibilities of the person(s) responsible for the direction of the program during the past four years?

NO

E Specify the program director's teaching load and the amount of release or reassigned time granted for program direction in each year for the past four years. Indicate whether the teaching load and the amount of release time has increased, decreased, or remained the same. If there has been a decrease in the amount of release time and/or an increase in the teaching load, please explain. (G-402)

The Department chair teaches online courses. The total LHE is 15.

In addition the LHE for department chair duties from 2014-15, 2015-16, 2016-17 was 5 LHE.

Starting in the 2017-18 fall semester the LHE has been increased to 10.

Note: 15 LHE is considered a fulltime teaching load.

F Please list each faculty member who taught legal specialty courses during the reporting period. Include whether they teach full or part-time, a statement of their experience working with paralegals other than teaching, and the dates of all faculty meetings attended.

Faculty Last Name	Faculty Middle Name	Faculty First Name	FT/PT	Statement of Experience Working with or as a Paralegal (Other Than Teaching)	Dates of Faculty Meetings Attended
Taylor		Bethany	Part Time	Manages paralegals at the self help desk at the OC Court house.	8/17
Tanner		Bill	Part Time	Bill has supervised and trained paralegals with the Legal Aid Society of Orange County.	2/14, 2/15,8/16,2/17,8/17
Reints		David	Part Time	Professor Reints has worked with and supervised paralegals in his law practice.	2/14, 2/15,8/16, 2/17, 8/17

Keck		Ed	Part Time	Professor Keck has worked as a paralegal for over 10 years.	2/14, 2/15, 8/15,2/16,8/16,2/17, 8/17
Perez		Enrique	Part Time		Professor Perez attends the International Business Department meetings.
Manzano		F. Richard	Full Time	Professor Manzano is of counsel with Manzano and Associates. He has hired and supervised paralegals in his practice for the last 20+ years.	2/14,2/15,8/15,2/16,8/16,2/17,8/17
Doolittle		Glenn	Full Time	Professor Doolittle has worked with paralegals.	Professor Doolittle attends the International Business Department meetings.
Harmon		James	Part Time	Professor Harmon has worked with paralegals in the Orange County Counsel's office.	8/16, 2/17, 8/17
Marino		Jessie	Part Time	Professor Marino works with paralegals in his law practice.	8/16,
Williamson		Kai	Part Time	Professor Williamson is a working paralegal, past president of the Orange County Paralegal Association and is a board member on NALA.	Kai has been teaching on meeting nights. She has attended the Advisory meetings.
Smith		Kim	Full Time	Professor Smith supervises paralegals at the Legal Aid Society of Orange County.	2/15,8/15, 2/16,8/16,2/17,8/17
Robinson		Kristen	Full Time	Professor Robinson has hired,trained,supervised, and worked with paralegals at law firms in Washington DC and Los Angeles. She has worked with 3 paralegals recently on a civil litigation matter.	2/14,2/15,8/15,2/16,8/16,2/17,8/17
Habeeb		M	Part Time		Professor Habeeb attends the International Business Department meetings.
Liang		Mark	Part Time	Professor Laing works as an administrator at SAC and does not practice law.	8/16, 2/17
Alexander		Rasheed	Part Time	Professor Rasheed works with paralegals in the San Bernardino DAs office.	Professor Alexander attends the Criminal Justice Department meetings.
Meyers		Tim	Part Time	Experience with paralegals through his practice.	8/17

G Exhibit IV.B
Complete Exhibit IV.B, listing the program director's and each faculty member's participation in professional growth activities as both teachers and professionals for each of the three past years. (G-401.E - G)

Name	Licensed Attorney	Activity Designed to Improve Teaching Effectiveness	Date of Activity Designed to Improve Teaching Effectiveness (mm/dd/yyyy)	Activity Designed for Continued Professional Growth	Date of Activity Designed for Continued Professional Growth
Alexander Rasheed	Yes	Teaching Resource Breakout discussing results of Spring research on OER materials.	08/24/2017		
Doolittle Glenn	Yes	Teaching Resource Breakout discussing results of Spring research on OER materials.	08/24/2017		
Habeeb M	Yes	Teaching Resource Breakout discussing results of Spring research on OER materials.	08/24/2017		
Harmon James	Yes	Canvas Training	08/24/2017		
Keck Ed	No	Canvas Training	08/24/2017	Orange County Paralegal 30th Education Conference	9/17/16
Liang Mark	No	Canvas Training	08/24/2017	California Community Colleges Practices with CCCCCO team	7/10-11/17
Manzano F. Richard	Yes	Professor Manzano has taught, mentored, facilitated college wide on line teaching and Canvas training.	08/24/2017		
Marino Jessie	Yes	Canvas Training	08/24/2017		
Meyers Tim	Yes	Canvas Training	08/24/2017		
Perez Enrique	Yes	Teaching Resource Breakout discussing results of Spring research on OER materials.	08/24/2017		
Reints David	Yes	Canvas Training	08/24/2017		
Robinson Kristen	Yes	Canvas Training	08/24/2017		
Smith Kim	Yes	Canvas Training	08/24/2017		
Tanner Bill	Yes	Canvas Training	08/24/2017		
Taylor Bethany	Yes	Canvas Training	08/24/2017		
Williamson Kai	No	Canvas Training	08/24/2017	OCPA/SAC Paralegal Conference	03/04/2017

H Have there been any changes in the measures taken to support and encourage the professional growth of the program director and all faculty members in the paralegal program as both teachers and professionals (in-service training, attendance at continuing education programs and conferences, development work done at faculty meetings?)

NO

I Exhibit IV.C

List below the dates of each paralegal faculty meeting held during the past four years. Include as Exhibit IV.C copies of the minutes of these meetings. The minutes must include the dates of the meeting, the names of those in attendance, and a record of substantive discussions. (G-401.H)

Meeting Title	Meeting Date (mm/yyyy)	Meeting Details
2013 Department Meeting	08/2013	Dept_8-13_minutes.pdf
2014 Department Meeting	02/2014	Dept_2-14.pdf
2015 Department Meeting	02/2015	Dept_2-15.pdf
2016 Department Meeting	08/2016	8-18-16_department_meeting_minutes.pdf
2017 Department Meeting	02/2017	2-9-17_department_meeting_minutes.pdf
Fall 2017 Department Meeting	08/2017	8-24-17_department_meeting_minutes.pdf

EDUCATION

Additional Educational Opportunities:

- A For programs that award baccalaureate and/or associate degrees, specify whether the program has entered into any new articulation agreements with other institutions during the past four years. (G-301.C)**

No new articulation agreements for Paralegal courses. However The California Community Colleges and the State Bar of California and Santa Ana College are participating in a new initiative that will provide students at 24 (of the 107) community colleges a smoother pathway to six of California's top law schools. Santa Ana College is the only community college in Orange County to be included in this new program.

The project, sponsored by the State Bar's Council on Access and Fairness, established agreements with two dozen community colleges and six law schools and their respective undergraduate institutions. Students in the program will receive assurances that credits in prescribed courses will transfer, early exposure to the law school experience, individual advisement and mentoring from law school advisors, financial aid counseling, LSAT preparation and waived application fees for admission to the participating law schools.

Each year, a number of Paralegal students have indicated the goal to complete a bachelor's degree and continue to law school. The students are advised to participate in the Pathway to Law School program.

- B Exhibit III.A**

The adequacy of the assessment plan attached as Exhibit III.A will be evaluated by the factors listed below. Upload the assessment plan file(s) and indicate whether each area listed below is included in Exhibit III.A. Be sure the documents uploaded for Exhibit III.A include the summary and analysis of the assessment findings for the past four years.

2017 statewide report.pdf

Assessment of discussions with members of Advisory Committee 2014-Spring 17.pdf

Assessment of student employment skills.pdf

Assessment Plan and Summary.pdf

Course SLO Assessment pt1.pdf

Course SLO Assessment pt2.pdf

CTE Student Survey F2017.pdf

Frequency of Assessment.pdf

Graduate Satisfaction Survey.pdf

Graduate Survey Assessment Questions.pdf

Institutional SLO Outcome Assessment Report.pdf

Justifications for course changes.pdf

Legal Studies Quadrennial Report.pdf

Online assessments.pdf

Paralegal Program 2017-18 Goals and Progress.pdf

SAC student survey selections.pdf

Santa Ana College.pdf

SLO Assessment Report.pdf

Student Learning Outcome Fall 2017 report.pdf

Student Satisfaction Survey.pdf

- B.1 The stated goals and objectives being assessed.**

NO

- B.2 The assessment tools (i.e. survey instruments, focus group questions, etc.) used to assess each stated goal and objective.**

NO

B.3 The frequency each assessment tool/activity is administered.

NO

B.4 The degree of participation (i.e. response rate on surveys, number of participants in focus group, etc.) for each assessment tool/activity.

NO

B.5 Input sought from the following constituencies:

B.5a Graduates. NO

B.5b Employers. NO

B.5c Students. NO

B.5d Advisory Committee. NO

B.5e Faculty. NO

B.5f School Administrators. NO

B.5g Cross-Section of Members of the Legal Community. NO

B.6 Written summary and analysis of the assessment findings.

NO

B.7 Extent results are shared with the advisory committee, faculty, administrators, and others.

NO

COURSES

C.1 Enter information on all courses a student needs to take to complete the program including all Legal Specialty courses (LS), General Education Courses (GE) and Other Courses required by the Program (OPR).

GE courses may be grouped together (e.g. fields of study or discipline within the Title field). You will identify required Legal Specialty courses (LS-R) and Legal Specialty elective courses (LS-E) under the Education tab.

You may choose to enter each course directly in the chart below by clicking + and adding the information requested OR you can upload a list of courses using the template provided. If you use the template, you will need to return to the list to add the additional course information requested (Description and Objectives) for each legal specialty course uploaded by using the template.

NOTE: Please make sure all course information is complete and accurate prior to adding to the system. Courses entered here will populate sections further within the application. You will not be able to change course information once it has been saved and used in another section of the application.

Course No.	Course Title	Credits / Units	Credit Type	Course Type	Objectives	Description
Para 100	The Paralegal Profession	3.00	Sem	OPR	Students will have an understanding of the legal profession. Students will have a basic understanding of the Ethics and regulations of the legal profession. Students will have a basic understanding of the skills employers in Orange County desire for entry level positions. Students will have a basic understanding of the law office employment environment. Students will have a basic understanding of the legal system. Students will have a basic understanding of criminal and civil laws.	A study of the paralegal/legal assistant profession. A study of career opportunities and legal requirements to become a paralegal/legal assistant. A study of the ethics of the legal profession.

Course No.	Course Title	Credits / Units	Credit Type	Course Type	Objectives	Description
Para 101	Law Office Management	2.00	Sem	LS	Students will demonstrate the ability to follow instructions and submit work in a professional and timely manner. Students will demonstrate the ability to communicate in a Professional Manner. Students will demonstrate the ability to meet deadlines. Students will demonstrate the ability to use computers to access information and use appropriate technology such as Microsoft Office to submit assignments. Students will demonstrate the ability to communicate in a professional manner.	Structure and procedures of the law office. Emphasis on organization of filing systems, litigation management, calendaring, tickler systems, indexing and summarizing documents, timekeeping, fees and billing, job search, law office layout.
Para 105	Cooperative Work Experience-Occupational	4.00	Sem	LS	Experience in a law office or law related work environment, including new or expanded responsibilities.	Supervised paid or volunteer experience in student's major including new or expanded responsibilities. One unit of credit for each 5 hours worked per week to a maximum of 4 units for 20 hours work per week each semester.
Para 107	Principles and Procedures in the Criminal Justice System	3.00	Sem	OPR	Upon completion of this course a student will be able to: 1. Identify and describe the stages in the trial process. 2. Identify and critically analyze the concepts of due process as found in the 6th, 8th, and 14th amendments, including right to counsel, bail, jury trial, and due process. 3. Describe the history and application of the exclusionary rule in shaping criminal procedure. 4. Describe application of the right to counsel in a criminal case. 5. Describe application of the right to a jury trial. 6. Describe what constitutes an unreasonable search and seizure	An examination and analysis of due process in criminal proceedings from pre-arrest through trial and appeal, utilizing statutory law and state and constitutional law precedents.
Para 120	Computers in the Law Office	4.00	Sem	LS	To review basic computer concepts with a focus on hardware and software used in the law office.	Basic computer concepts for law office personnel. The focus will be on current hardware and software used in the law office.
Para 121	Ethics and Professional Responsibility	2.00	Sem	OPR	At the end of this course students will have a understanding of the rules of ethics that govern the legal profession in California. Students will independently manage their time so as to complete assignments and tasks in a timely manner. Students will understand and meet deadlines. Students will be able to independently gather information that is available via the internet. Students will demonstrate through the online discussions communication and interpersonal skills necessary for the law office environment. Students will demonstrate the ability to keep ethical time and billing logs.	Ethics and professional responsibility for paralegals: fees, client funds, billing, advertising, solicitation, unauthorized practice, deceit, and confidentiality; conflict of interest, suppressing evidence, reporting misconduct and professional practice obligations.
Para 145	Civil Litigation Overview	4.00	Sem	LS	To understand the principals and documents of civil litigation in California.	Overview of California procedures from acceptance of a case through trial. Planning litigation, motions, discovery and trial preparation. Preparation of pleadings. Overview of California discovery rules, preparation of discovery documents and responses.
Para 146	Tort Law and Alternative Dispute Resolution	4.00	Sem	LS	To understand basics of California Tort law, procedures and Alternate dispute resolution.	Intentional torts, negligence, strict liability, product liability, damages, immunity, defenses to torts. Principles of insurance law, and procedures for the investigation of personal injury cases. Principles of dispute resolution through negotiation, mediation and arbitration. Students will mediate impartially and use tools to maximize negotiation effectiveness. The course includes application of mediation skills in the law office.

Course No.	Course Title	Credits / Units	Credit Type	Course Type	Objectives	Description
Para 150	Legal Transactions	5.00	Sem	LS	Students will draft various contracts. Students will prepare deeds. Students will prepare Unlawful Detainer documents. Students will locate the relevant California Code sections that apply to the various forms of business ownership and real estate. Students will demonstrate knowledge of legal terminology through quizzes throughout the semester. Students will engage in various assignments from text/case briefs. Students will demonstrate comprehensive knowledge through a mid-term exam and final exam.	Introduction to contracts and drafting legal documents for corporations and real estate transactions. Contract formation, performance, breach and third party interests. Student will learn the laws of the California Corporations Code and the laws governing real estate transactions. Student will learn to draft various contracts and other documents and will select, edit and customize formbook and computerized forms in real property, corporations, family law, and estate planning.
Para 246	Legal Research and Analysis	4.00	Sem	OPR	Students will understand: Basic principles of legal research Basic principles of legal analysis Techniques of legal research.	Principles of research, analysis, and techniques for the Paralegal. Must be familiar with civil procedure.
Para 248	ADvanced Research and Writing	3.00	Sem	OPR	Students will demonstrate an understanding of advanced legal research. Students will demonstrate the ability to write in the proper legal form and style.	Advanced projects in legal research and writing emphasis on legal form and style. Field trips may be required.
Para 297	The Professional Paralegal	2.00	Sem	LS	Students will demonstrate their knowledge of ethics, legal principles, and the technical skills necessary for entry level employment as a paralegal	This is the capstone class to the paralegal degree. Students will demonstrate their knowledge of ethics, legal principles, and the technical skills necessary for entry level employment as a paralegal.
Bus 105	Legal Environment of Business	3.00	Sem	OPR		
Para 122	Elder Law	2.00	Sem	OPR	Students will demonstrate an understanding of: interviewing elderly clients advanced directives will trusts guardianships health care decisions entitlement programs long term care issues viatical settlements living facilities financial planning social security elder abuse	Law and procedures for the aging population. Interviewing, advance directives, wills, trusts, guardianships, patients' rights in healthcare decisions, entitlement programs, managed care, long-term care insurance, viatical settlements, living facilities, financial planning, social security, and elder abuse. Field trips may be required.
Para 132	Family Law and Procedure	2.00	Sem	OPR	Students will demonstrate an understanding of the Procedures of the California Family Law Courts. Students will have a basic understanding of the law in the following areas: divorce annulments support restraining orders community property custody adoption paternity	Study of basic substantive law and procedures in family law area: Court procedures for divorce, annulment, temporary and permanent support, restraining orders, division of community property, and child custody procedures including adoption and paternity actions. May require a field trip.
Para 133	Workers Compensation Law and Procedure	2.00	Sem	OPR	Students will demonstrate an understanding of the laws and procedures related to Worker's Compensation. including: medical legal issues disabilities benefits related litigation administrative hearings out of court processes.	Laws and procedures related to workers compensation. Covers medical-legal problems attendant to on-the-job injuries, disabilities and benefits due employees, court litigation, administrative hearings, and out-of-court processes. May require field trips.
Para 134	Probate Law and Procedure	2.00	Sem	OPR	Students will demonstrate an understanding of: Probate law and procedures Estate planning procedures Estate accounting procedures Tax ramifications of probate and estate planning.	Probate and estate planning procedures. Skills required to draft probate documents, assist attorneys in administration of estates, and monitoring asset and fiduciary accountings. Basic probate laws, wills, trusts, and taxes. Field trip may be required.
Para 135	Bankruptcy Law and Procedure	2.00	Sem	OPR	Students will have a basic understanding of U.S. Bankruptcy Law. Students will have a basic understanding of the procedures of the U.S. Bankruptcy system. Students will understand the role and function of a trustee.	Federal bankruptcy act and court procedures for the paralegal, the functions of the bankruptcy trustee, and a detailed examination of the process of being declared a bankrupt. May require a field trip.

Course No.	Course Title	Credits / Units	Credit Type	Course Type	Objectives	Description
Para 138	Law of Business Organizations	2.00	Sem	OPR	Students will demonstrate thinking and reasoning skills by demonstrating the ability to apply the appropriate law to factual scenarios and to prepare proper legal documentation where applicable.	Laws of the California Corporations Code. Students prepare articles of incorporation, minutes, by-laws, stock, and stock transfer. Agency law and partnership laws.
Para 139	Fundamentals of Labor Law	2.00	Sem	OPR	Students will demonstrate sufficient information in labor law that would allow the student to assist an attorney in a law office setting.	Principles of substantive and procedural law, stressing union representation and unfair labor practices under the National Labor Relations Act. Stresses principles of arbitration, contractual and disciplinary employment disputes, and pursuing remedies and presenting defenses for violations of equal employment, sexual harassment, and wrongful termination.
Para 140	Immigration Law and Procedure	2.00	Sem	OPR	Students will demonstrate sufficient information in immigration law and procedure that would allow the student to assist an attorney in a law office setting.	Basic study of Immigration Law in the United States, with focus on preparation of those forms used by immigrants to secure benefits. Computerized preparation of forms and procedures for filing with INS will be emphasized. Marketing procedures for paralegals involved in Immigration Law will be analyzed, and ethical considerations to avoid the illegal practice of law will be covered.
Para 147	International Commercial Agreements and Distribution Law	1.00	Sem	OPR	Students will demonstrate thinking and reasoning skills by demonstrating the ability to apply the appropriate law to factual scenarios and to prepare proper legal documentation where applicable.	Learn to create business contracts in the global marketplace and how to use the U.N. Convention on Contracts for the International Sale of Goods. Learn about contracts with foreign sales representatives and laws regulating international distribution. Learn about international limited liability companies and foreign direct investment laws.
Para 149	The Law of Global Commerce	1.00	Sem	OPR	Students will learn to make sound business decisions and recognize legal problems by applying legal concepts to international business fact patterns. They will apply specific legal information provided in the course to various international business scenarios and cases to access potential legal risks and business opportunities.	How countries join together to create trade. Includes NAFTA, GATT, the EU, and other trade agreements around the world. Explore law in different legal systems as well as U.S. export regulations.
Para 148	International Intellectual Property Law	2.00	Sem	OPR	Students will learn to make sound business decisions and recognize legal problems by applying intellectual property legal concepts to international business fact patterns. They will apply specific legal information provided in the course to various international business scenarios and cases to access potential legal risks and business opportunities.	Learn international intellectual property law - patents, copyrights, trademarks, and trade secrets. Learn international treaties relating to intellectual property rights. Learn technology licensing agreements and international franchising.
1. Language	Language	3.00	Sem	GE		
2. Composition	Composition	3.00	Sem	GE		
3. mathematics	Mathematics	3.00	Sem	GE		
4. social science	social science	3.00	Sem	GE		
5. behavioral science	behavioral science	3.00	Sem	GE		
6. natural science	natural science	3.00	Sem	GE		
7 Humanities	Humanities	3.00	Sem	GE		

Course No.	Course Title	Credits / Units	Credit Type	Course Type	Objectives	Description
8. Arts	Arts	3.00	Sem	GE		
Para 299	Cooperative Work Experience-Occupational	4.00	Sem	LS	Students will gain experience in a workplace environment.	This work experience course of supervised employment is designed to assist students to acquire career awareness, work habits, attitudes and skills related to the student's college major. A student can earn 1 to 4 units per semester, up to a maximum of 16 units total. Additionally, students must work 75 paid hours or 60 non-paid hours per unit earned.

List of courses offered in Alternative Delivery Format

Course #/Title	Method of Delivery	Submitted to ABA	Date Approved by ABA (mm/yyyy)	Date Certified by ABA (mm/yyyy)
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D Exhibit III.B

Complete Exhibit III.B showing the total curriculum for each program option listed below.

Program Option: AA - Paralegal Degree (sac.para.aa)

Course Details	Course Designation	Pre-Requisites or Co-requisites
LS-Para 297-The Professional Paralegal-2.00	LS-R	Para 100, 101,120,121,246 and Bus 105
GE-1. Language-Language-3.00	GE	Placement Test
GE-2. Composition-Composition-3.00	GE	Placement Test
GE-3. mathamatics-Matamatics-3.00	GE	Placement Test
GE-4. social science-social science-3.00	GE	Placement Test
GE-5. behavioral scienc-behavioral science-3.00	GE	Placement Test
GE-6. natural science-natural science-3.00	GE	Placement Test
GE-7 Humanities-Humanities-3.00	GE	Placement Test
GE-8. Arts-Arts-3.00	GE	Placement Test
OPR-Para 248-ADvanced Research and Writing-3.00	OPR	PARA 100 and PARA 246
OPR-Para 246-Legal Research and Analysis-4.00	OPR	Para 100
LS-Para 150-Legal Transactions-5.00	LS-R	Para 100
OPR-Para 149-The Law of Global Commerace-1.00	OPR	none
OPR-Para 148-Internatiional Intellectual Property Law-2.00	OPR	none
OPR-Para 147-International Commercial Agreements and Distribution Law-1.00	OPR	none
LS-Para 146-Tort Law and Alternative Dispute Resolution-4.00	LS-R	Para 100
LS-Para 145-Civil Litigation Overview-4.00	LS-R	Para 100
OPR-Para 139-Fundementals of Labor Law-2.00	OPR	Para 100
OPR-Para 134-Probate Law and Procedure-2.00	OPR	Para 100
OPR-Para 135-Bankruptcy Law and Procedure-2.00	OPR	Para 100
OPR-Para 138-Law of Business Organizations-2.00	OPR	Para 100
OPR-Para 122-Elder Law-2.00	OPR	Para 100
OPR-Para 132-Family Law and Procedure-2.00	OPR	Para 100
OPR-Para 133-Workers Compensation Law and Procedure-2.00	OPR	Para 100
OPR-Para 121-Ethics and Professional Responsibility-2.00	OPR	Para 100

LS-Para 120-Computers in the Law Office-4.00	LS-R	Para 100
LS-Para 105-Cooperative Work Experience-Occupational-4.00	LS-E	Para 100
OPR-Para 100-The Paralegal Profession-3.00	OPR	none
LS-Para 101-Law Office Management-2.00	LS-R	Para 100
LS-Para 299-Cooperative Work Experience-Occupational-4.00	LS-E	Para 100

Program Option: Cer - Paralegal Certificate (sac.para.ca)

Course Details	Course Designation	Pre-Requisites or Co-requisites
LS-Para 297-The Professional Paralegal-2.00	LS-R	Para 100, 101,120,121,246 and Bus 105
LS-Para 299-Cooperative Work Experience-Occupational-4.00	LS-E	Para 100
GE-1. Language-Language-3.00	GE	Placement Test
GE-2. Composition-Composition-3.00	GE	Placement Test
GE-3. mathamatics-Matamatics-3.00	GE	Placement Test
GE-4. social science-social science-3.00	GE	Placement Test
GE-5. behavioral scienc-behavioral science-3.00	GE	Placement Test
GE-6. natural science-natural science-3.00	GE	Placement Test
GE-7 Humanities-Humanities-3.00	GE	Placement Test
GE-8. Arts-Arts-3.00	GE	Placement Test
LS-Para 145-Civil Litigation Overview-4.00	LS-R	Para 100
LS-Para 146-Tort Law and Alternative Dispute Resolution-4.00	LS-R	Para 100
LS-Para 150-Legal Transactions-5.00	LS-R	Para 100
OPR-Para 246-Legal Research and Analysis-4.00	OPR	Para 100
OPR-Para 248-ADvanced Research and Writing-3.00	OPR	Para 100 and Para 246
OPR-Para 139-Fundementals of Labor Law-2.00	OPR	Para 100
OPR-Para 147-International Commercial Agreements and Distribution Law-1.00	OPR	Para 100
OPR-Para 148-Internatiional Intellectual Property Law-2.00	OPR	none
OPR-Para 149-The Law of Global Commerace-1.00	OPR	none
OPR-Para 121-Ethics and Professional Responsibility-2.00	OPR	Para 100
OPR-Para 122-Elder Law-2.00	OPR	Para 100
OPR-Para 132-Family Law and Procedure-2.00	OPR	Para 100
OPR-Para 133-Workers Compensation Law and Procedure-2.00	OPR	Para 100
OPR-Para 134-Probate Law and Procedure-2.00	OPR	Para 100

OPR-Para 135-Bankruptcy Law and Procedure-2.00	OPR	Para 100
OPR-Para 138-Law of Business Organizations-2.00	OPR	Para 100
OPR-Para 100-The Paralegal Profession-3.00	OPR	Para 100
LS-Para 101-Law Office Management-2.00	LS-R	Para 100
LS-Para 105-Cooperative Work Experience-Occupational-4.00	LS-E	Para 100
OPR-Para 107-Principles and Procedures in the Criminal Justice System-3.00	OPR	none
LS-Para 120-Computers in the Law Office-4.00	LS-R	Para 100

Summary

Program Option	LS-R Credits/Units	LS-E Credits/Units	GE Credits/Units	OPR Credits/Units	Total Credits/Units
AA - Paralegal Degree (sac.para.aa)	21.00	8.00	24.00	30.00	83.00
Cer - Paralegal Certificate (sac.para.ca)	21.00	8.00	24.00	33.00	86.00

Total Credits Required to Complete Option

Program Option	LS-R Credits/Units	LS-E Credits/Units	GE Credits/Units	OPR Credits/Units	Total Credits/Units
AA - Paralegal Degree (sac.para.aa)	21.00	3.00	24.00	15.00	63.00
Cer - Paralegal Certificate (sac.para.ca)	21.00	6.00	18.00	15.00	60.00

D.1 Have there been any changes in the curriculum during the past four years?

NO

E Describe the program's sequencing plan for each program option listed below. All courses should be listed, not just LS courses.

Program Option : AA - Paralegal Degree (sac.para.aa)

Sequencing Order	Course #	Number of Credits/ Units	Course Type
Year 1	Para 145-Civil Litigation Overview	4.00	LS
Year 1	Para 120-Computers in the Law Office	4.00	LS
Year 1	Para 101-Law Office Management	2.00	LS
Year 1	Para 100-The Paralegal Profession	3.00	OPR
Year 1	4. social science-social science	3.00	GE
Year 1	3. mathematics-Matamatics	3.00	GE
Year 1	2. Composition-Composition	3.00	GE
Year 1	1. Language-Language	3.00	GE
Year 1	Bus 105-Legal Environment of Business	3.00	OPR

Year 1	Para 246-Legal Research and Analysis	4.00 OPR
Year 2	Para 105-Cooperative Work Experience-Occupational	4.00 LS
Year 2	8. Arts-Arts	3.00 GE
Year 2	7 Humanities-Humanities	3.00 GE
Year 2	6. natural science-natural science	3.00 GE
Year 2	5. behavioral scienc-behavioral science	3.00 GE
Year 2	Para 297-The Professional Paralegal	2.00 LS
Year 2	Para 248-ADvanced Research and Writing	3.00 OPR
Year 2	Para 150-Legal Transactions	5.00 LS
Year 2	Para 146-Tort Law and Alternative Dispute Resolution	4.00 LS
Year 2	Para 121-Ethics and Professional Responsibility	2.00 OPR

Program Option : Cer - Paralegal Certificate (sac.para.ca

Sequencing Order	Course #	Number of Credits/ Units	Course Type
Year 1	Para 105-Cooperative Work Experience-Occupational	4.00	LS
Year 1	4. social science-social science	3.00	GE
Year 1	3. mathamatics-Matamatics	3.00	GE
Year 1	2. Composition-Composition	3.00	GE
Year 1	1. Language-Language	3.00	GE
Year 1	Para 145-Civil Litigation Overview	4.00	LS
Year 1	Para 120-Computers in the Law Office	4.00	LS
Year 1	Para 101-Law Office Management	2.00	LS
Year 1	Para 100-The Paralegal Profession	3.00	OPR
Year 2	6. natural science-natural science	3.00	GE
Year 2	5. behavioral scienc-behavioral science	3.00	GE
Year 2	Para 297-The Professional Paralegal	2.00	LS
Year 2	Para 248-ADvanced Research and Writing	3.00	OPR
Year 2	Para 150-Legal Transactions	5.00	LS
Year 2	Para 146-Tort Law and Alternative Dispute Resolution	4.00	LS
Year 2	Para 121-Ethics and Professional Responsibility	2.00	OPR
Year 2	Para 299-Cooperative Work Experience-Occupational	4.00	LS

F Exhibit III.C

Has the program admitted and graduated students who have not met the general education or total unit requirement of G-302.H?

No

G Exhibit III.D

Complete the chart provided below as Exhibit III.D, showing the legal specialty courses offered for each of the last four years (G-302.I). If the legal specialty course has been added or substantially revised during the past four years, please indicate below.

Quarter/Semester	Course	# of Credits / Units	Faculty	# of Students Enrolled	Location	Method of Delivery	Added or Substantially Revised
Fall	Para 145-Civil Litigation Overview	4.00	Kristen Robinson	24	Santa Ana	Traditional	NO
Fall	Para 105-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	8	Santa Ana	Traditional	NO
Fall	Para 120-Computers in the Law Office	4.00	Ed Keck	18	Santa Ana	Traditional	NO
Fall	Para 299-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	6	Santa Ana	Traditional	NO
Fall	Para 297-The Professional Paralegal	2.00	F. Richard Manzano	23	Santa Ana	Online	NO
Fall	Para 150-Legal Transactions	5.00	Kim Smith	26	Santa Ana	Traditional	NO
Fall	Para 146-Tort Law and Alternative Dispute Resolution	4.00	Bill Tanner	14	Santa Ana	Traditional	NO
Spring	Para 145-Civil Litigation Overview	4.00	Kristen Robinson	17	Santa Ana	Traditional	NO
Spring	Para 120-Computers in the Law Office	4.00	Ed Keck	20	Santa Ana	Traditional	NO
Spring	Para 105-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	3	Santa Ana	Traditional	NO
Spring	Para 101-Law Office Management	2.00	F. Richard Manzano	19	Santa Ana	Online	NO
Spring	Para 299-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	6	Santa Ana	Traditional	NO
Spring	Para 297-The Professional Paralegal	2.00	F. Richard Manzano	23	Santa Ana	Online	NO
Spring	Para 150-Legal Transactions	5.00	Kristen Robinson	17	Santa Ana	Traditional	NO
Spring	Para 146-Tort Law and Alternative Dispute Resolution	4.00	Bill Tanner	31	Santa Ana	Traditional	NO
Summer	Para 101-Law Office Management	2.00	F. Richard Manzano	28	Santa Ana	Online	NO

Year: 01/15 - 12/15

Quarter/Semester	Course	# of Credits / Units	Faculty	# of Students Enrolled	Location	Method of Delivery	Added or Substantially Revised
Fall	Para 299-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	4	Santa Ana	Traditional	NO
Fall	Para 297-The Professional Paralegal	2.00	F. Richard Manzano	14	Santa Ana	Traditional	NO
Fall	Para 150-Legal Transactions	5.00	Kim Smith	18	Santa Ana	Traditional	NO
Fall	Para 146-Tort Law and Alternative Dispute Resolution	4.00	Bill Tanner	20	Santa Ana	Traditional	NO
Fall	Para 145-Civil Litigation Overview	4.00	Kristen Robinson	16	Santa Ana	Traditional	NO
Fall	Para 120-Computers in the Law Office	4.00	Ed Keck	25	Santa Ana	Traditional	NO
Fall	Para 105-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	6	Santa Ana	Traditional	NO
Fall	Para 101-Law Office Management	2.00	F. Richard Manzano	24	Santa Ana	Online	NO
Spring	Para 145-Civil Litigation Overview	4.00	Kristen Robinson	24	Santa Ana	Traditional	NO
Spring	Para 120-Computers in the Law Office	4.00	Ed Keck	14	Santa Ana	Traditional	NO
Spring	Para 101-Law Office Management	2.00	F. Richard Manzano	36	Santa Ana	Online	NO
Spring	Para 105-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	10	Santa Ana	Traditional	NO
Spring	Para 299-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	4	Santa Ana	Traditional	NO
Spring	Para 297-The Professional Paralegal	2.00	F. Richard Manzano	17	Santa Ana	Online	NO
Spring	Para 150-Legal Transactions	5.00	Kristen Robinson	19	Santa Ana	Traditional	NO
Summer	Para 101-Law Office Management	2.00	F. Richard Manzano	16	Santa Ana	Online	NO

Quarter/Semester	Course	# of Credits / Units	Faculty	# of Students Enrolled	Location	Method of Delivery	Added or Substantially Revised
Fall	Para 105-Cooperative Work Experience-Occupational	4.00	Kim Smith	16	Santa Ana	Traditional	NO
Fall	Para 101-Law Office Management	2.00	F. Richard Manzano	22	Santa Ana	Online	NO
Fall	Para 299-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	5	Santa Ana	Traditional	NO
Fall	Para 297-The Professional Paralegal	2.00	F. Richard Manzano	10	Santa Ana	Online	NO
Fall	Para 150-Legal Transactions	5.00	Kim Smith	24	Santa Ana	Traditional	NO
Fall	Para 146-Tort Law and Alternative Dispute Resolution	4.00	Bill Tanner	24	Santa Ana	Traditional	NO
Fall	Para 145-Civil Litigation Overview	4.00	Kristen Robinson	25	Santa Ana	Traditional	NO
Fall	Para 120-Computers in the Law Office	4.00	Ed Keck	21	Santa Ana	Traditional	NO
Spring	Para 299-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	3	Santa Ana	Traditional	NO
Spring	Para 297-The Professional Paralegal	2.00	F. Richard Manzano	16	Santa Ana	Online	NO
Spring	Para 150-Legal Transactions	5.00	Kim Smith	17	Santa Ana	Traditional	NO
Spring	Para 101-Law Office Management	2.00	F. Richard Manzano	32	Santa Ana	Online	NO
Spring	Para 146-Tort Law and Alternative Dispute Resolution	4.00	Bill Tanner	23	Santa Ana	Traditional	NO
Spring	Para 145-Civil Litigation Overview	4.00	Kristen Robinson	28	Santa Ana	Traditional	NO
Spring	Para 120-Computers in the Law Office	4.00	Ed Keck	28	Santa Ana	Traditional	NO
Spring	Para 101-Law Office Management	2.00	F. Richard Manzano	32	Santa Ana	Online	NO
Spring	Para 105-Cooperative Work Experience-Occupational	4.00	Kristen Robinson	7	Santa Ana	Traditional	NO

Summer	Para 101-Law Office Management	2.00	F. Richard Manzano	15	Santa Ana	Traditional	NO
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Year: 01/17 - 03/17

Quarter/Semester	Course	# of Credits / Units	Faculty	# of Students Enrolled	Location	Method of Delivery	Added or Substantially Revised
Spring	Para 299-Cooperative Work Experience-Occupational	4.00	Kim Smith	4	Santa Ana	Traditional	NO
Spring	Para 297-The Professional Paralegal	2.00	F. Richard Manzano	21	Santa Ana	Online	NO
Spring	Para 150-Legal Transactions	5.00	Kim Smith	14	Santa Ana	Traditional	NO
Spring	Para 146-Tort Law and Alternative Dispute Resolution	4.00	Bill Tanner	28	Santa Ana	Traditional	NO
Spring	Para 145-Civil Litigation Overview	4.00	Kristen Robinson	22	Santa Ana	Traditional	NO
Spring	Para 120-Computers in the Law Office	4.00	Ed Keck	28	Santa Ana	Traditional	NO
Spring	Para 105-Cooperative Work Experience-Occupational	4.00	Kim Smith	9	Santa Ana	Traditional	NO
Spring	Para 101-Law Office Management	2.00	F. Richard Manzano	32	Santa Ana	Online	NO

N Have there been any changes in each of the following areas during the last four years?

1 General education requirements including distribution among at least three disciplines. (G-302.E)

YES

If Yes, please explain.

Catalog statement: Students must demonstrate that they have completed 18 semester units of general education as defined by the American Bar Association. Within the requirement for 18 semester credits or the equivalent of general education course work, students must take courses in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, foreign language, and English.

2 Writing proficiency requirements. (G-302.E.3)

YES

If Yes, please explain.

Students are required to take Para 246 Legal Research and Analysis and Para 248 Advanced Research and Writing. Both of these courses learning outcomes are to demonstrate the student's ability to communicate in writing using proper grammar, punctuation and spelling as well as proper legal citations. Students are also required to take Para 297 The Professional Paralegal where they are required to submit a law office memorandum to demonstrate their writing proficiency. The general education requirements for the degree include English requirements that require placement tests and demonstration of writing proficiency.

3 Competence in oral communication. (G-302.E.4)

YES

If Yes, please explain.

One of the program student learning outcomes is students will communicate effectively orally and in writing. Para 100, The Paralegal Profession, Para 145 Civil Litigation Overview, Para 146 Tort Law and Alternative Dispute Resolution, and Para 150 Legal Transactions all have assignments that require students to make presentations to the class. In addition the general education requirements include oral communication skills.

4 Competence in technology skills. (G-302.G)

YES

If Yes, please explain.

Students are required to take Para 120 Computers in the Law Office which is a study of the technology and software used in the law office. In addition Para 101 Law Office Management has requirements for the students to prepare presentations using Power Point or similar software. The Para 121 Ethics covers the ethical considerations of technology in the law office. Para 297 The Professional Paralegal requires the students to prepare resumes, convert them to a pdf and submit in a pdf format.

Para 144 Current issues in Civil litigation is the study of the California Rules of Court, California Statutes and procedures for e-filing and discovery regulations regarding the retention and production of electronic data in a Civil Litigation case.

5 Instruction in legal research, including electronic research. (G-302.I; G-601 J – K)

YES

If Yes, please explain.

Both Para 246 Legal research and Analysis and Para 248 Advanced Research and Writing are instruction in both "hard copy" and "electronic" research. Students are required to demonstrate mastery of legal research techniques in the Para 297 The Professional Paralegal.

6 Internship program or other field experience, if offered. (G-302.I)

YES

If Yes, please explain.

The program has a dedicated job developer/internship coordinator whose efforts have greatly expanded the opportunities for students in both paid and unpaid internship opportunities.

7 Instruction in ethics and professional responsibility. (G-302.I)

YES

If Yes, please explain.

Ethics and professional responsibility is part of the curriculum in Para 100, and incorporated into all classes. All students are required to take Para 121 Ethics.

8 Policies that govern the acceptance of transfer of legal specialty credits completed at other institutions. (G-302.I)

YES

If Yes, please explain.

The following policy is posted on the program web site:

Policy for Transfer of Legal Specialty Courses

1. Students who desire to receive credit for coursework completed at an institution other than Santa Ana College must file a petition with the Chair of Legal Studies for substitution of the non-Santa Ana College legal specialty courses. The course work completed will be evaluated by the legal studies department and the student will be informed which coursework if any may be applied toward the Paralegal certificate and or degree.
2. Students must meet the following requirements which will not be waived as they are requirements of the American Bar Association and or/ approved as part of the approval process with the American Bar Association:
 - i. Students must meet the ABA requirement for 18 units of general education. See the policy on the Paralegal Program General Education requirements.
 - ii. Students must meet the total unit requirements of 60 units for the certificate.
 - iii. Students must meet the general education requirements of the ABA and the AA degree requirements of the current Santa Ana College catalog for the Paralegal AA degree.
 - iv. Students must complete 12 units of legal specialty course work at Santa Ana College including PARA 101, PARA 121, PARA 248, PARA 297 and BUS 105.
 - v. Ten units of legal specialty course work must be completed in a traditional classroom instruction format as required by the ABA approval process.

9 Policies that govern the award of legal specialty credit by course challenge, examination, or portfolio, if applicable. (G-302.I)

YES

If Yes, please explain.

The following policy is posted on the program web page:

Santa Ana Paralegal Department Policy on Credit by Examination and Pass/Fail.

No paralegal course may be taken by credit by examination with the following exception:

The department chair at his/her sole discretion may allow a substitution for the Paralegal 120 Computer in the Law Office Course. If a student is able to demonstrate to the department chair, to the department chair's satisfaction, that the student has the skill sets being taught in the class, then the student may enter into an education plan to satisfy that requirement. The education plan will include one or more advanced Microsoft class (Word, Excel etc.)

10 Policies that govern the acceptance of transfer of general education credits. (G-302.E)

YES

If Yes, please explain.

The college catalog states:

TRANSFER CREDIT

Santa Ana College will give credit for college units earned at another regionally accredited college or university. ¶ In order for transfer units to be applied towards a petition for degree or transfer certification, all official transcripts from other colleges must be on file in Admissions office.

O For each method of alternative delivery used during the past four years:

0.1 Explain how the program ensures that students take at least ten semester credits or the equivalent of legal specialty courses through traditional classroom instruction or the equivalent as defined in G-302.J.1.

Only 6 of the required 36 paralegal units are offered online. That requires students to take a minimum of 30 units in the traditional format.

0.2 Explain how courses were selected for delivery in the alternative format and how the courses were developed.

The full time faculty reviewed the curriculum and determined the Para 101 Law Office Management, Para 121 Ethics and Para 297 were best suited for online delivery. In order to assure graduates were familiar with the use of everyday office technology these courses are offered online so students will do research and submit assignments online.

It was determined that these courses would be "discussion" heavy similar to a masters degree seminar course. By having the courses offered online it allows the students to research and respond in discussions over the semester raising the quality of the discussion. It also affords students with diverse scheduling issues to participate in the courses.

Students are able to post drafts of their resumes and portfolios and receive input via the online discussions.

O.3 Provide information on how students are screened to assess their ability to succeed in the alternative format or otherwise trained or prepared to succeed in taking course work in this format.

The Distance education office has in place orientations, training modules, videos, tutors and staff to assist students. Canvas has a 24/7 800 number and multiple online assistance for students (and faculty).

Students may access tutoring and technical help in the Academic Computing Center.

O.4 Provide information on the training and support for the development and instruction of courses delivered in the alternative format.

Online faculty are required to be certified through an online teaching certificate developed and administered by the distance education office. Faculty are required to do the Canvas training modules and have their course approved by the Distance Education office.

Professor Manzano is on the Distance Education Advisory Committee, and has served as an online teaching certificate instructor and is the Business Division Canvas mentor. Professor Manzano is a Canvas mentor and is on rotation for the distance Education open Canvas lab for instructors.

O.5 Exhibit III.J

Below, provide information on the assessment that is conducted to determine the effectiveness of the alternative format and upload, as Exhibit III.J, a summary of the results of such assessment.

The distance education office conducts a DE Student survey. A copy of the Distance Education Advisory Group Minutes where the survey was assessed are attached.

The program does a review of the student learning outcomes for each of the online courses. Attached are the online course outcomes.

The instructor for Para 101, 121 and 297 has an ongoing class survey. A copy of the student survey is attached.

DEAdvisoryGroupMinutes3-01-17wStSurveyOverview.pdf

Online Course Outcomes.pdf

Online In Class Survey.pdf

6 Additionally, for totally online courses, provide the following additional information:

- a Describe the types of structured instructional activities used to substitute for classroom instruction.**

Paralegal 101 Law Office Management:

The work students turn in for this class will be held to the same standard as the paralegals who work in a law office. There is a grading rubric attached to all assignments except quizzes

DISCUSSIONS:

1. Each discussion has a first post due by date. Students are required to post an initial post by that date. Students are required to participate the entire discussion period.
2. Students will include a summary of the reading material.
3. Each discussion has a series of questions based on the reading. Students are required to use proper citations for the source of their answers. Students may be required to do

- outside research to answer the questions.
4. Students will assume the role of the office manager. In the discussion students are required to respond to a **minimum** of 5 students. The instructions for this portion of the assignment are as follows: To three students, you will give constructive criticism. This means in a positive way explain to them what they need to do to improve their performance. This is a practical exercise in giving and receiving performance evaluations as if you were working in a law office. You are to explain to 2 students why their posts meet the criteria. In these posts consider your post a department wide email, where you are using them as an example to encourage lesser mortals. This means you don't just say great post Rick. You need to say Rick your post was good because ... then explain.

VIDEOS:

1. Each module may have 1 or more videos. Students view the instructor prepared videos, then respond to the short quiz based on the video.

MODULE REVIEW:

Each module review has multiple parts

1. The first question requires a 250 word (1/2/) page minimum summary of the subject for the module
2. Students will need to attach a copy of the draft policy they will include in the final assignments. See final assignments below.
3. Students will include the student reviews (performance evaluation) which may be shared anonymously with the student.

MODULE 8: FINAL PROJECTS:

1. All of the assignments in Module 8 are 40% of the final grade.
2. There are a number of discussions that are part of the final assignment category.
3. The Policy/plan assignment is a culmination of the work in Modules 2-7. Students are required to prepare a policy handbook based on the discussions and assignments.
4. The policies will require citations to California Authority. The generally means the Business and Professions Code and or The California Rules of Professional Conduct. Both are heavily referenced on the California State Bar web page (calbar.ca.gov) ([Links to an external site.](#))Links to an external site.. Note The ABA model rules have not been adopted in California. NALA, OCPA or any other organization is a reference but not a proper authority.
5. The presentation (power point executive summary) assignment requires the student to give a summary presentation of the policy manual. It should include proper California citations.

Para 121 Ethics:

1. This course is based on the California Rules of Professional Conduct and the California Business and Professions Code.
2. The course is divided into 8 modules.
3. Each module requires the student to prepare a reading summary that is a template wherein they state the rule(s) studied in the module, in the student's words, describe what the rule means to a paralegal working in a law office in addition to using proper citations to the California rules that apply and a description of how they found the rule.
4. Each module has review questions based on the textbook reading materials.
5. Each module has an instructor moderated discussion on the application of the rules.
6. Students keep an ongoing billing log and prepare a final bill that complies with the ABA and California State Bar standards for ethical billing practices.

Para 297 The Professional Paralegal:

This course is the capstone class.

Course Learning Objectives:

At the end of this course students will have an understanding of:

1. The rules of ethics that govern the legal profession in California.
2. Students will understand and meet deadlines.
3. Students will demonstrate the ability to follow instructions and pay attention to details.
4. Students will be able to independently gather information that is available via the internet, including employment opportunities and requirements.
5. Students will demonstrate through the online discussions communication and interpersonal skills necessary for the law office environment.
6. Students will demonstrate a fundamental understanding of basic legal principles necessary for an entry level position in a law office.
7. Students will understand the proper format of resumes and cover letters seeking employment in a law office.

The methodology employed for this class is the discussions. There 21+ discussions. Students prepare research on employment requirements, resumes, cover letters, emails and post them in a discussion forum where they are critiqued by other students and the instructor. Students then submit the final product for a grade.

- b What means are used to ensure that there is interaction between faculty members and students throughout the course?**

Each online course the instructor:

1. Posts announcement which are emailed to the student.
2. Participates in the discussions.
3. Grades the discussions, with individual comments to each student.
4. There is a "ask the professor" discussion forum where the students may ask non-privacy class questions. These are responded to by students and the professor.
5. Students may e-mail the professor if they have a question that has privacy issues.
6. The instructor may email students with comments and directions regarding their participation and work.
7. All assignments include instructor comments to the students.
8. Students may visit the instructor during office hours.

- c What means are used to ensure that there is interaction among students throughout the course?**

In each course the students are required to participate in multiple discussions. Students are graded in their participation and responses to student posts.

- d By what means are faculty members accessible to students?**

1. Ask the professor discussion forum.
2. Email.
3. Phone.
4. Office hours.

- e How do faculty members respond to students who have questions?**

1. Ask the Professor discussion forum.
2. Email.
3. Telephone.
4. Office hours.

ADMISSIONS AND STUDENT SERVICES

- A Have there been any changes in admissions-related areas during the past four years?**

NO

- B Have there been any changes in the handling of job placement for graduates?**

YES

If Yes, please explain.

B.1 If the institution has a central placement office, any changes in the role it plays in placing paralegal graduates.

We no longer send students to the central placement office. We do the placement inhouse as indicated in 2 and 3 below. This has proven to increase the placement and retention rates for students in the internships and an increase in paid legal jobs.

B.2 Any changes in the role of the program director, faculty, staff, and other program personnel in placement.

Theresa Hagelbarger has been hired as a classified employee as a job developer/internship-work experience coordinator. Kim Smith was hired as a fulltime faculty member in Legal Studies. Kim and Theresa have developed connections with the Legal Aid Society of Orange County, The O.C. Superior Court, The O.C. Public Defender and Alternate Defense Counsel as well as the O.C. D.A. The program has had students placed in internship positions many of which were later hired. The program co-sponsors activities such as the Expungement/Immigration workshop with The Legal Aid Society of Orange County and UCI Law to give students experience for their resume. This also allows them to network with local volunteer attorneys.

B.3 Any other changes in services provided.

Theresa Hagelbarger works one on one with the students to improve their resumes and assist them with placement in internships and jobs. The division has hired a new general business (non-paralegal) work experience instructor who also assists with the internship web site. The Para 297 the capstone class has the students as an assignment register on the job placement web site and work on resumes, cover letters and networking activities.

The program applied for and has been awarded an Strong Workforce Grant from the State of California to fund a second fulltime job developer. The position has been funded and the College is presently going through a reorganization so the position can be hired.

C Exhibit V.B

Complete the chart provided as Exhibit V.B showing employment and related information for all graduates for the past four years. (G-502(a), 502.C - D). Include employer's name, city and state or name of institution and degree program under "Description".

01/14 - 12/14

Total Number of Graduates: 36

Last Name	First Name	WP	WAC	CE	SE	WAF	UC	NSE	Description
Martin	Jacqueline Grace	Yes	No	No	No	No	No	No	Shatford Law, Irvine CA
Thiry	Mark Anthony	Yes	No	No	No	No	No	No	KAL LAW, APC, Tustin, CA
Gonzales	Rosemarie Elizabeth	No	Yes	No	No	No	No	No	Burke Williams & Sorensen, LLP, Santa Ana, CA
Mendez	Jeannie	No	Yes	No	No	No	No	No	Brown Rudnick LLP, Irvine, CA
Roberts	Scott Eric	No	Yes	No	No	No	No	No	PRA Receivables Management, LLC, Lake Forrest, CA
Harrold	Michael James	No	No	No	Yes	No	No	No	
Schultz	Violeta S	Yes	No	No	No	No	No	No	Superior Court County of Orange, Orange, CA
Bacho	Jessica Janeth	No	No	No	No	No	Yes	No	
Cole	Virgil Edward	No	No	No	No	No	Yes	No	
Gallardo	Elizabeth Diaz	No	No	No	No	No	Yes	No	
Stockwell	Joyce A	No	No	No	No	No	Yes	No	
Vera	Michelle Joyce	No	No	No	No	No	Yes	No	
Abir	Austin Mitchell	No	No	Yes	No	No	No	No	Cornell Law School, Ithaca, NY
Montoya	Lizbeth Eveline	Yes	No	No	No	No	No	No	Borchard & Callahan, Mission Viejo, CA
Wenzel	Robert Graham	Yes	No	No	No	No	No	No	One LLP, Newport Beach, CA

Pinkney	Lisa Michelle	No	Yes	No	No	No	No	No	Service Connected Claims, Loma Linda, CA
Fine	Tateum Antionette	No	No	No	No	No	No	Yes	Cleveland, TN
Lopez	Lupe Adriana	Yes	No	No	No	No	No	No	Legal Aid Society of Orange County, Santa Ana, CA
Padilla	Alejandro	Yes	No	No	No	No	No	No	Invictus Law, Orange, CA
Bautista	Laura Patricia	No	No	No	No	No	Yes	No	
Evans	Rachel Lynne	Yes	No	No	No	No	No	No	Foley Bezek Behle & Curtis LLP, Costa Mesa, CA
Flores	Isabel Cristina	No	No	No	No	No	Yes	No	
Glinz	Dawn Lynette	No	No	No	No	No	Yes	No	
Greene	Sarah Joelle	No	No	No	No	Yes	No	No	Yoga Instructor, Seeking Employment
Kuluris	Brent J	No	No	No	Yes	No	No	No	
Leichtfuss	Charlie Allen	No	No	No	No	No	Yes	No	
Martinez	Daniella Marie Michelle	No	No	No	No	No	Yes	No	
Meier	David N	No	No	No	No	No	Yes	No	
Viramontes	Yvonne Rayner	No	Yes	No	No	No	No	No	Legal File Clerk, Western Dental, Orange, CA
Huynh	Florence	Yes	No	No	No	No	No	No	Whalen Law Office, Frisco, TYES
Nesheiwat	Amira Amy	No	No	No	No	Yes	No	No	
Kutscher	Jessica A	Yes	No	No	No	No	No	No	Van Ackeren Law, Stanton, CA
Chatham	Andrea Lynne	No	No	No	No	No	No	No	
Dalpino	David Jack	No	No	No	No	Yes	No	No	Insurance Agent, Allstate, Orange, CA
Escobar	Jose	No	No	Yes	No	No	No	No	Western State College of Law, Irvine, CA
Liau	Judy Chia-Chi	No	No	No	No	Yes	No	No	
Total: 36		10	5	2	2	4	11	1	

01/15 - 12/15

Total Number of Graduates: 35

Last Name	First Name	WP	WAC	CE	SE	WAF	UC	NSE	Description
Felix Severiano	Victor	Yes	No	No	No	No	No	No	Legal Aid Society of Orange County, Santa Ana, CA
Galvan	Monique Beatrice	Yes	No	No	No	No	No	No	Aspen Law Group, Costa Mesa, CA
Mershon	Joanne Elaine	No	No	No	No	Yes	No	No	SEO Content Writer - Self Employed, Greenville, TYES
Feeney	Jessica Erin	Yes	No	No	No	No	No	No	Todd A Brisco & Associates, Anaheim, CA
Campos	Dollie Louise Carmela	No	Yes	No	No	No	No	No	Wilkinson & Finkbeiner, LLP, Irvine, CA
Cruz	Marcela Morales	No	No	Yes	No	Yes	No	No	Santa Ana Unifed SD, Santa Ana, CA; National University: MS in Autism
McHugh	Anna Yvonne	Yes	No	No	No	No	No	No	Sunpin Holdings, LLC, Irvine, CA
Rios	Roque	Yes	No	No	No	No	No	No	Orange County District Attorney, Santa Ana, CA
Wilson	Kendall Ryan	No	Yes	No	No	No	No	No	Court Clerk, Clark County, NV
Contreras	Ronald	No	Yes	No	No	No	No	No	File Clerk, Ogletree Deakins, Costa Mesa, CA
Scherer	Sharon Anne	Yes	No	No	No	No	No	No	Macdonald & Cody, Irvine, CA

Schettini	Andrea Carolina	Yes	No	No	No	No	No	No	Law office of Courtney McDermid, Oakland, CA
Caballero	Henry Eduardo	No	No	No	No	No	Yes	No	
Foster	Michelle J	No	No	No	No	No	Yes	No	
Galang	Janice Sabio	No	Yes	No	No	No	No	No	Contract & Property Mgmt, Metro Town Square, Costa Mesa, CA
Hernandez	Stephanie Atilano	No	No	No	No	No	Yes	No	
Martinez	Jennifer Linn	No	No	No	No	No	Yes	No	
Mathews	Donald	No	No	No	No	No	Yes	No	
Thammavongsa	Danny	No	No	No	No	No	Yes	No	
Burke	John Lepire	No	No	No	No	No	Yes	No	
Vela	Debbie Marie	Yes	No	No	No	No	No	No	County of Tulare HHSA, Visalia, CA
Ziegler	Penny Jean	Yes	No	No	No	No	No	No	Children's Hospital of Orange County, Orange, CA
Rodriguez	Adriana	No	Yes	No	No	No	No	No	Records Specialist, Brown Rudnick, Irvine, CA
Rosas	Liliana	Yes	No	No	No	No	No	No	Public Law Center, Santa Ana, CA
Garcia	Mayda Esther	No	No	No	No	No	Yes	No	
Gaytan	Steven Joseph	No	No	No	No	No	Yes	No	
Koger	Julie Patricia	No	No	No	No	Yes	No	No	Public Safety Dispatcher, Irvine Police Dept, Irvine CA
Naqvi	Sadia Shoaib	No	No	No	No	No	Yes	No	
Trudeau	Jacqueline Elizabeth	Yes	No	No	No	No	No	No	Law Offices of Paul C. Herman, Hermosa Beach, CA
Walker	Shayne Aaron	No	No	No	No	No	Yes	No	
Provencio	Jack Frederick	No	No	No	No	Yes	No	No	Office Manager, Tustin Dance Center, Tustin, CA
Flores	Virginia	No	Yes	No	No	No	No	No	Legal Secretary; Law Office of J. Felix McNulty, Santa Ana, CA
Harris	Angela Anise	No	No	No	No	No	Yes	No	
Williams	Karen Denise	Yes	No	No	No	No	No	No	McGONIGLE & HUNSAKER, LLP, Santa Ana, CA
Olivos	Gay Denise	No	No	No	No	Yes	No	No	Sales & Support Manager, AT&T, Tustin, CA
Total: 35		12	6	1	0	5	12	0	

01/16 - 12/16

Total Number of Graduates: 21

Last Name	First Name	WP	WAC	CE	SE	WAF	UC	NSE	Description
Diaz	Carolyn	No	Yes	No	No	No	No	No	Sr. Office Assistant, Santa Ana Police Department, Santa Ana, CA
Belanger	Lauren E	Yes	No	No	No	No	No	No	Law Offices of Carly R. Croskrey, a P.L.C., Santa Ana, CA
Garcia-Carrillo	Eligio Alberto	No	Yes	No	No	No	No	No	Housing Specialist, City of Long Beach Housing Authority, Long Beach, CA
Mora	Priscilla Diana	No	Yes	No	No	No	No	No	Copyright Legal Assitant, Higbee & Associates, Santa Ana, CA
Rubinstein	Bernard	No	No	No	No	Yes	No	No	Security, GMI, Inc. Irvine, CA
Aragon	Gabriela	Yes	No	No	No	No	No	No	Yamaha, Cypress, CA
Flores	Ana Luisa	No	Yes	No	No	No	No	No	Court Clerk, Orange County Superior Court, Orange, CA

lasillo	Guillermo Ruben	Yes	No	No	No	No	No	No	Contract Work - Various, Orange, CA
White	Marisela	No	No	No	No	No	Yes	No	
Eller	Jennifer Ann	No	Yes	No	No	No	No	No	Legal Investigator, Harold LaFlamme, Esq. Orange, CA
Sanchez Aguirre	Lizeth	Yes	No	No	No	No	No	No	Social Justice Collaborative, Oakland, CA
Nguyen	Quinn	Yes	No	No	No	No	No	No	MV Law, Costa Mesa, CA
Rodriguez	Anahi Del Rosario	No	No	No	No	No	No	Yes	
Jimenez Espinoza	Karla Lizbeth	Yes	No	No	No	No	No	No	Paris Law Group, Irvine, CA
Avila	Amanda Rosina	No	No	No	No	No	Yes	No	
Mercier	Jena Elise	No	No	No	No	No	Yes	No	
Sequeira	Anna Rhoden	No	No	No	No	No	Yes	No	
Vela	Belem	No	No	No	No	No	Yes	No	
Knoesen	Shelley Marie	Yes	No	No	No	No	Yes	No	Murtaugh Meyer Nelson & Treglia LLP, Irvine, CA
Starr	Patricia Lee	Yes	No	No	No	No	Yes	No	Schiffer & Buus, APC, Costa Mesa, CA
Nelson	Erin Nicole	No	No	No	No	No	Yes	No	
Total: 21		8	5	0	0	1	8	1	

01/17 - 03/17

Total Number of Graduates: 0

Last Name	First Name	WP	WAC	CE	SE	WAF	UC	NSE	Description
		No	No	No	No	No	No	No	
Total: 0		0	0	0	0	0	0	0	

SECTION VI

LIBRARY

A Have there been any changes in the library facilities, services, and hours available to students in the paralegal program?

YES

If Yes, please explain.

There has been a Paralegal resource room made available at the time of the last ABA site visit. Since that time the collection has increased and more materials are available. This classroom resource is used for the research and writing classes in addition to the library collection.

The program subscribes to Paralegal Today, The Paralegal Educator as well as access electronically to the catalog of periodicals through Lexis. The program has copies of NALA's Facts and Finding magazine available for students in the Paralegal resource room.

B Have there been any additions or deletions (not including regular continuations or supplements) to the legal library collection during the past four years? (G-601.G)

NO

C What assistance is available to students using the library collection and other resources? (G-601.C)

There are librarians available at the research desk for students for assistance in locating the legal publications in the library.

D Does the program provide access to any of the required resources exclusively in electronic format?

YES

If Yes, please explain.

D.1 Describe how the mix of print and electronic resources meets the needs of the legal community served by the program.

D.2 Describe how the program ensures that students have at least the same degree of access to the electronic materials that they would have if the materials were in hard copy. (G-601.H)

The library has passwords for students to use in the library. The students who are enrolled in the research classes receive a password.

E Describe how the program ensures that it provides sufficient electronic access to research materials of the type used in the legal community served by the program. (G-601.K)

Students are initially taught research using "hard copies" and continue to use Lexis in the research and legal writing classes similar to what they would find in an average Orange County law office.

SECTION VII

PHYSICAL PLANT

A Have there been any substantial changes to classrooms and study areas during the past four years? (G-701)

YES

If Yes, please explain.

There has been an additional classroom assigned primarily to the Paralegal Program. This is the Paralegal Resource classroom that houses the additional research materials. It is a computerized classroom used for the research and writing classes. The Paralegal program has primary use of the classroom. The Paralegal program has primary use (in addition to the Paralegal Resource room) of A 205. New lap top computers have been installed in this class room for Paralegal Student use.

The Business Division has reconfigured the use of the Academic Computer Center (ACC) to provide tutoring and technical services to students. It is located across from the department faculty offices. The college itself is undergoing major reconstruction and upgrading which already has included collaborative space in the ACC and new seating/study areas with power and wifi in the common areas of the A building where the program is housed.

B Have there been any substantial changes to equipment, technology resources, computer labs and other facilities and services during the past four years? (G-702)

YES

If Yes, please explain.

Computers have been upgraded in the classrooms. The ACC has been reconfigured to include tutoring services. Paralegal and Business faculty are the supervisors in the ACC. New study areas have been created in the A building.

C Have there been any substantial changes to office space for the program director, faculty and staff during the past four years? (G-703)

YES

If Yes, please explain.

With the addition of a third full time faculty member, there has been additional office space allocated to the program. There has been an office assigned to the job developer/internship coordinator who services the program.

SAC Paralegal Advisory Committee Meeting
Fall 2014 – December 11th, 2014
Meeting Minutes

In Attendance:

Sheniece Smith,
Ed Keck,
Rick Manzano
Kristen Robinson
Franci Leon Guerrero (by phone),
Madeline Grant,
Don Isabel from Santa Ana Unified
Carole Madeja and Bill Tanner both called in sick.

1. Intro of members
2. Kristen stated that they are looking for an advertising person or marketing person to join the committee to assist with ideas to market the program.
3. Law school pathway updates. We have worked hard on the curriculum and the certificate. Sheniece said this is a great idea as she didn't know how to go to law school.
4. Sheniece Smith recommended Antoinette Balta's Veterans' Legal Institute as a good service/internship opportunity for the students.
5. Introduction of Madeline Grant as new Interim Dean of the Business Division. Dean Grant had previously been the department chair of Global Business
6. Paralegal Classroom & Library: A226 will be a new center for the paralegal classes. Rick stated that we will be scheduling all classes in this room (unless there is a conflict).
7. Library needs. The committee thanks to Francie for the donation of books from her firm.
8. New courses: it is very difficult to offer new classes on short notice. Rick stated that the state has changed the approval process for classes so that now every class must go to the state for approval. We can no longer just approve a topics class locally, every class will go to the state which can take 2 years for approval. Sheniece stated that we need to be able to change things and respond to the market. Dean Grant agreed that this is a problem for many programs and really affects the CTE programs. She stated that the LOWDL groups are
9. considering sending something to the state on this point. Sheniece noted that a class Conservatorships and Guardianships could be a good idea. She runs a clinic for the patients at CHOC, and she has helped over 50 families.
 - Computer programs: Rick and Kristen asked the committee to report on what software they are using in their offices. microsoft office suite. Lexis/Westlaw suite. Bankruptcy software: New Hope, DissoMaster; Trusts: FORE! Estate planning package, Wills and trusts (irrevocable trusts). Sheniece smith said that she has a contact with several.
 - Madeline Grant said they could have a PSI course access course. Excel class tailored for the student. Maybe put together a legal tech certificate.

- Madeline asked does a student with a MOS certificate have an advantage: Sheniece said it does help them for getting the job.
- Adobe certificates are available.

10. ABA reapproval process updates: Rick stated that we have submitted our docs. Kristen said we will be collecting additional data as we anticipate they will ask for more information.

11. New certificate option: Rick went over the new certificate of paralegal we will be putting through curriculum. This certificate will be more in line with the ABA requirements as it will require 18 units across 3 general education areas. Kristen stated that we have had a problem with students finishing the math requirement for the Associate's Degree, so we are changing the certificate. Rick stated that he hopes this will allow for more students to finish the program. Ed and Sheniece stated that this is a good idea as the math requirements for any jobs vary greatly.

12. Santa Ana Unified Partnership:

- Kristen and Madeline noted that the program wants to have a strong connection with SAUSD to encourage their students to come to college and to consider the paralegal program.
- Rick stated that we are looking at offering a section of BUS 105 that would be scheduled at a convenient time for the SAUSD students.
- Don Isabel said the paralegal is a great option for an exit point to get work, and then continue to go to school. Maybe offer a intro to the legal profession course, aimed at hs students. Don offered that something could be done through the bridge or CAP program. Maybe something that is dual credit. Maybe offer an internship in the morning for the highschool. Don said SAUSD is shooting for college and career readiness. Internship between junior and senior year or during senior year. Madeline said we could also offer a BUS 105 course for the HS cohort.

13. Meeting was adjourned. The next meeting will be Spring of 2015

December 11th, 2014

SAC Paralegal Advisory Committee Meeting Spring 2014 – May 29th, 2014 Meeting Minutes

In Attendance:

**Ed Keck
Bill Tanner
Francine Leon-Guerrero
Julie Hallstead
Kim Smith
Rick Manzano
Kristen Robinson**

- 1. ABA reapproval process. We submitted all of the paperwork and the report. Kristen stated that after speaking with other programs at the national conference; most programs have an 18 months lag time between the report and the site visits. The ABA will be moving to online forms and the report will be submitted electronically. We will keep gathering data. Until we hear from the ABA we are in a holding pattern.**
- 2. This summer we are working on the website. We want to build a faculty profile section with photos.**
- 3. Law School Pathway program: We will be renaming the department Legal Studies to reflect both the paralegal program and the pre-law program. Street Law course. Southwestern - Lauren Cohen. Street law course: consumer law. Pro bono, low bono, gap clients. Kim said this is a great opportunity to flip the classroom.**
- 4. New Courses: Members of the committee stated that the following courses should be considered: landlord tenant; street law, corporations class, title and Survey course, mortgage class, education law, health law, admin law course, workers comp, immigration, intellectual property, employment law. Rick Manzano stated that we have a landlord/tenant law course, workers compensation course, immigration law course and a labor law class. Kristen also explained that the timeline to get a new course approved by the state is close to 18 months now, but the faculty would look at developing new courses.**
- 5. A130/Library Classroom. Rick Manzano stated that the OC law library has changed the law library hours, so we can't use it anymore for the evening research class. Kristen stated that the college did secure a large donation of the California Digest that will be used for the research course to establish a separate "paralegal classroom library." Rick discussed the possibility of adding an online certification process with either Westlaw or Lexis to supplement the research capabilities. Julie Halstead offered to ask the OCPA board if they would help fund additional locked cabinets to hold books in A130.**
- 6. Paralegal Fund: Kristen noted that the faculty has thought about opening a fund with the Santa**

Ana Foundation to pay for student events, scholarships or even book fees. The committee thinks that it is a good idea to have a fund. We will explore creating a fund and reaching out to the legal community to ask for donations.

7. **Deadlines:** Julie Halstead wants to make sure students can follow instructions. Julie said there are no late deadlines. Students have to learn how to turn in deadlines.
8. **Awards:** Committee recognizes Bill Tanner for receiving the Katherine Darmer award. Kai Williamson for being awarded the OCPA lifetime achievement award.
9. **Legal Community Update:** Bill Tanner updated the group about his Incubator project with the state bar of California partnering with the access to justice commission. Legal aid has worked on 435 case files and made 180 court appearances. This is currently being offered to new lawyers and law schools, but Bill sees that this could be a good partnership for the paralegal programs. Law schools will hire legal aide to be the professors for these incubators programs.
10. **Discussion on LLLT.** OCPA is not in favor of the LLLT. Julie Halstead said that OCPA is concerned about the quality of these programs. OCPA is pushing members to do more Pro bono. Bill Tanner said Joe Dunn at the state bar said this LLLT is partially being done to regulate the people that are already providing services. Bill Tanner said there was a bill that Gov. Brown vetoed the bill to enforce the unauthorized practice of law. Julie Halstead noted that most states with paralegal oversight, have a paralegal section of the state bar. Kristen Robinson noted that the program does want to reach out to the state bar and get more involved with policy regarding paralegals.
11. The meeting was adjourned with the next meeting set for Fall of 2014.

May 29th, 2014

SAC Paralegal Advisory Committee Meeting

Spring 2015 – May 28th, 2015

Meeting Minutes

In Attendance:

Tom West	Imboden	Retired Orange County Sheriff
Kristen Ed	Imboden	Graduate of Santa Ana College Paralegal Program
Francie	Robinson	Attorney/Full-Time Faculty, Santa Ana College
Rick	Keck	Law Office Administrator Law office of Michael Procopio
Kai	LeonGuerrero	Paralegal, Knobbe Martens
Kim	Manzano	Attorney/Chair Paralegal Department Santa Ana College
Madeline	Williamson	Vice President Orange County Paralegal Association
Gabe	Smith	Attorney – Solo Practitioner
Don	Grant	Interim Dean, Santa Ana College Business Division
Bill	Shweiri	Professor, Business Division Santa Ana College
Laurali	Isbell	SAUSD, Director, Career Development/CTE/ROP
Carol	Tanner	Legal Aid Society of Orange County
Sheniece	Kobal	Firm Administrator, Callahan & Blaine
received an award)	Madeja	Managing Director, Bar Relations Outreach, State Bar of California
Jullianna	Smith	Associate General Counsel, CHOC (unable to attend as she was sick)
	Halstead	Paralegal, Chase (unable to attend as she was sick)

1. ABA Reapproval report:
2. Program Assessment, SLOs: Rick reviewed the course SLO's for 100, 101, 121, 145, 151. Rick stated that in 297 the students have to turn in a resume. The group looked at the program assessment and review grid.
 - a. Kim Smith thinks the resume is great to measure students preparedness.
 - b. Kim Smith offered some revised language for the Ethics program outcome. She suggested that students be able to understand the difference between substantive and procedural law.
 - c. Carol wanted to know if 1 and 4 could be combined. Rick noted that we have one about research and one about using computers.
 - d. Kim said to prepare and organize legal documents.

- e. Laurali - document management. Carol manage and retrieve documents. Kim prepare and manage the documents.
 - f. Kim - examine and apply rules of legal ethics, substantive and procedural law.
 - g. Madeline said that these outcomes go to course and programs and then to the institution.
 - h. Kristen presented the assessment plan and program outcomes for program completers. The committee agreed the plan and goals are appropriate.
3. Student Satisfaction Data: we reviewed our data.
- a. Kristen Robinson stated that the satisfaction data showed that students were overall very happy with the program, but that they wanted improvements in the computers and counselling areas.
 - b. Kristen and Rick shared that there have been major improvements in the computers class (including a dedicated classroom), and that we continue to work with counselling to have better resources for students.
 - c. The committee agreed that the new classroom A-226 will be a great resource for the students.
4. EDiscovery class: Kristen stated that we are taking PARA 143 and putting it into the ediscovery class. Kristen asked the committee what programs we should be teaching our students. Relativity, as well as other technology options.
- a. Laurali stated that we should teach summation, relativity, concordance
 - b. Kim added that it is important that students understand what is data. Kim really likes to teach them about data in her classes.
 - c. Kristen reviewed with the committee an opportunity to receive training in Relativity. The company will then provide access to a live database for the students to use in the e-discovery class. This is a great opportunity to make our more competitive.
 - d. Madeline noted that there might be equity funding to send two professors to Chicago to receive the Relativity training.
 - e. Rick noted that the department is pursuing a certificate in Legal Technology that would incorporate these courses and skills. The committee agreed that is a great opportunity for the students.
5. Interpretation: Madeline asked the committee if a certificate in legal interpretation that will prepare the student to take the exam to be a certified court interpreter. Kim and Laurali said this is great.
- a. Carol said this is an important skill that helps them get a job.
 - b. Madeline: wants to talk with the languages department.
 - c. Carol has data on what languages are short for the courts and the state bar.
 - d. Kim thinks that this is really empowering for the community.
 - e. Kristen also agreed this is a great way to get a job.
 - f. Don also agreed this is a great way to get a job.
 - g. Madeline thinks we could really expand the programs into other languages.
 - h. Kristen and Rick agreed this is a great opportunity and they will look into creating the program.

6. Research courses:

- a. Kristen reviewed the updates to the Lexis access. SAC used to have 10 passwords a year, but with our new contract SAC has 60 passwords a year. Now each student in the research courses will have their own Lexis passwords for the entire semester. We should also have enough passwords to give some to the library for any student to use.
- b. Books: Kristen and Rick also reviewed with the committee that the paralegal program now has their own library collection in A-226. This way the students can use the books for classes – even when the school or county library is closed.
- c. The committee was very excited to hear about the Lexis access and the books. Kim and Kai both agree that the books being available are very important.

7. Grants: Madeline reviewed the pathway grant that we received.

- a. Don explained that the grant is a collaborative process of working together. Don said that Santa Ana Unified is the 8th largest district in the state. They have a Saturday law academy, project self with OC Bar, Santa Ana High School has 2 legal careers classes.
- b. Work with Middle college, Santa Ana HS and Godinez HS. The law pathway will be great for the more driven students.
- c. Madeline also said the Placentia/Yorba Linda to have an articulation agreement with us.
- d. Don said that they really need to get more students enrolled at the college. So we really want to connect the students to the programs.
- e. Laurali talked about working with project SELF, that she has worked with a student for the past three years.
- f. Kim and Don both agreed that students who are facing extreme poverty can really be affected by realizing that they can make 15 to 18 dollars an hour is life-changing.
- g. Kim said that Legal aid can also be a help to the parents of the children of the students as the parents will see the benefit of being in school.

8. Law Pathway update: we were selected in the program.

- a. Kristen state that we got our LAW 100.
- b. Don said that from Santa Ana they recognize the top 100 students each year. More than 20% of the top 100 students end up going to community college.

9. Rick asked the committee to fill out the survey we have given them.

10. Other matters:

- a. West Imboden: Western state is moving campuses.
- b. West and Laurali both said they may have books that can be donated. Laurali said these books like the judicial profiles are available.
- c. West asked if we had looked into Westlaw. Rick responded that the price is still too high. Kristen said we could look into it.

- d. Kim asked about how hard it was to work on a workcite with Legal Aid. Kim said there is the Public Law Center, and the self-help center at the courthouse. We are super close to the courthouse. Kim said that at Lameroux they do workshops at limited conservatorships. Grant said this could be a great work experience class. Don said that also the HS students could work in this environment. Some students are working as interpreters. Grant said this could be an interpreter. Kai said that real-world experience is key.

11. The meeting was adjourned.

SAC Paralegal Advisory Committee Meeting

Fall 2015 – December 3rd, 2015

Meeting Minutes

In Attendance:

Smith	Sheniece	Attorney, Childrens' Hospital Orange County
Aranda	Mary	Paralegal, OCLegal Aid
Hallsted	Julie	Paralegal/OCPA
LeonGuerrero	Francie	Paralegal, Knobb Martens
Keck	Ed	Law Office Administrator Law office of Michael Procopio
Smith	Kim	Attorney/Adjunct Faculty
Tanner	Bill	Attorney & Director at Legal Aid Society/ Adjunct Faculty
Robinson	Kristen	Full Time Faculty, Santa Ana College
Manzano	Rick	Attorney/Chair Paralegal Department
Grant	Madeline	Interim Dean, Business Division
Imboden	Tom	Retired Orange County Sheriff
Isbell	Don	Santa Ana Unified School Distrcit
Madeja	Carol	Managing Director/Bar Relations Outreach, State Bar of California
Todaro	Diana	SBDC Business Developer/SAC Adjunct Faculty
Gonzales	J.	ACME (Grant for SAUSD)
Campos	Dollie	Current student
McHugh	Anna	Current student
Yamamoto	Fletcher	Current student
Feeney	Jessica	Current student
Galvan	Monique	Current student
Scherer	Sharon	Current student
Mathews	Kim	CTE/Grants, Santa Ana College

1. Reviewed Site Visit: Rick Manzano told the advisory committee about the upcoming site visit by the ABA on March 29th or March 30th. He informed the committee the meeting with the advisory committee would most likely be one of those evenings. He stressed how important their attendance would be at this meeting. Sheniece Smith and Ed Keck shared their experiences of going through a site visit team at other schools and at Santa Ana College. They stated that it was a positive experience, and that members of the committee should not be nervous.

2. **Library Materials:** digest, etc. Kristen Robinson reviewed the current library offerings. Including the fact that we are working on a deal with Chapman Law School on letting our paralegal students come in to use the . Kim smith mentioned that we are working on offering Relativity software training for students. Kristen Robinson and Kim Smith received training in the software. Kristen stated that we are working on the agreement with Relativity to offer the training to students for free.
3. **Interpretation certificate:** Rick reviewed that we are working on the legal interpretation certificate. Kristen noted that the department has received grant funding from the DSN program, and faculty will be working on this in the coming semester. Kim Smith stated that this is a great addition to the paralegal program as many students speak another language and this is great way to get a job. Don Isbell also agreed this is a great addition to the program.
4. **Internships:** Anna McHugh wondered if we can require an internship at Legal Aid. Kim stated that it can be a little hard to require the internship. Rick mentioned that we are working on a partnership with legal aid, but it is hard to make it a requirement. So we are highly recommending it to students, but not requiring it. Anna said she loves her internship with Legal Aid Society.
5. **Civil Litigation:** Sharon Scherer says there is no instruction in timelines and how you coordinate the beginning of the case to the end. People may not know the basic 70, 50, 30, 15. Could be something to add to civil litigation. Sheniece suggested putting in in civil litigation. Sharon said she went to an OCPA conference that listed the timelines. Bill Tanner said it could also be added to tort law. Sharon said she appreciated Manzano's time lines and deadlines in his classes and that if students miss the deadlines they will not get any credit for the assignment. Manzano shared what he does in his class.
6. **General Writing Skills:** Bill Tanner addressed the committee regarding the writing skills of students and program graduates. Everyone agreed this is a challenging area. Bill noted it is difficult to place students at Legal Aid who have poor writing skills. He suggested that perhaps there could be better screening and/or preparation in writing. Kristen shared a simple email writing assignment she has found useful in her classes. Rick noted that the discussion boards in his classes seem to be improving the writing skills. Kim Smith suggested several texts for use in courses including Strunk and White, and the Plain English for Lawyers by Bryan Garner.
7. **Periodicals and Publications:** Kristen asked the members for suggestions of magazines and journals the program should subscribe to. Rick noted that we are finally getting Paralegal Today . Sheniece Smith suggested American Health Lawyers Association. Daily Journal - Diana Todaro, DDS Legal software for calendaring, Janney and Janney.; Martin Deans essential forms. Rick also reviewed the new books we are bringing in for the legal interpretation
8. **Program Review/Student Satisfaction Data:** Kristen says the student satisfaction surveys showed a huge improvement from Fall 2014 to Spring 2015. The committee was pleased to see this growth. Kristen noted that based on previous surveys showing a weakness in computer training that the department is revamping the computer class as well. This data also drove the decision to offer Relativity to students.
9. **Program Future/Certificates:** Kristen asked the committee if there are other areas we should be adding to the program either through individual classes or additional certificates. Sheniece stated that a course in Health law could be very useful given the current market. Bill Tanner stated that a course that emphasized basic office and computer skills might be useful like creating a case file, using a copier, phone etiquette, writing a business letter. Bill

said students don't know how to write a standard business letter. Gabe suggested his department's Business Info Working Certificate; he suggested the certificate could be customized to meet the needs Bill sees in the labor force. Rick and Kristen agreed that the program should develop a Legal Technology certificate. Sharon said that SCC (and SAC) has a free adult education classes in Microsoft. She noted that this might be useful information to publicize to students.

10. Anna McHugh: said the paralegal has changed her life, and the paralegal program has really helped her and her family. She really loved our enthusiasm for the program.
11. Bill Tanner talked about the partnership with Legal Aid. He discussed the following courses where students have a chance to work with actual clients as part of their coursework here at SAC: Family Law, torts and bankruptcy. Bill said these courses present a unique opportunity to students, but we need to send more senior students to an internship. Rick said maybe we could do more of an internship.
12. Grant Programs:
 - a. Don Isbell reviewed the SAUSD grant. He noted that while there were challenges the first semester, 19 students completed the first course. Kim Smith added that one of the challenges involved the high school marching band practicing right outside the classroom.
 - b. Kim Mathews reviewed the PYLUSD grant. Kim noted that the department is working with faculty at El Dorado high school to help with the BUS 105 course. The school is very excited with this new partnership.
13. The meeting was adjourned.

SAC Paralegal Advisory Committee Meeting Spring 2016

March 29, 2016

S-215

Minutes

1. Welcome and introduction of new members
2. Updates on SAUSD partnership
3. Meet with ABA Site Visit Team:
Jean Ryan, Chair of Site Visit, J.D., LL.M. Director, Assistant Professor,
Loyola University Chicago
Tara Murphy, Esq. Director, Graduate Career Programs, University of San Diego
4. Faculty was asked to leave and meeting was conducted by site visit team.
5. Adjourn

SAC Paralegal Advisory Committee Meeting

Fall 2016 – December 8th, 2016

Meeting Minutes

In Attendance:

Kristen	Robinson	Attorney/Full-Time Faculty, Santa Ana College
Ed	Keck	Law Office Administrator Law office of Michael Procopio
Mirna	Moncado	Attorney/Private Practice
Mary	Aranda	Paralegal, Legal Aid Society of Orange County
Rick	Manzano	Attorney/Chair Paralegal Department Santa Ana College
Don	Isbell	SAUSD, Director, Career Development/CTE/ROP
Laurali	Kobal	Firm Administrator, Callahan & Blaine
Connie	Hoffman	Paralegal/Legal Aid Society of Orange County
Jessica	Feeney	Paralegal/ Colonial House Consulting
Francine	Leon Guerrero	Paralegal/ Knobbe Martins

1. Introduction of new members: Mirna Morcado
2. Strong Workforce Grant: Rick Manzano informed the committee that the paralegal program did receive the grant. With this funding we were able to hire Job developer person to work with Theresa Hagelbarger. This person will work with the HS to make pathways. They will also work with the community to do internships and the like.
3. Kristen Robinson mentioned the legal office technician certificate that the department is developing . Don Isbell thought this certificate was a good idea.
4. Don Isbell asked about options for the high schools students and thought the Landlord tenant class for the graduating seniors at Santa Ana High School. This would be a good class to get the HS students in with. Rick Manzano suggested BUS 105, or PARA 121, PARA 101. Rick Manzano said the online classes might not be the best for the incoming HS students as they are not familiar with blackboard and the course moves very quickly.. Kristen Robinson suggested a summer orientation or summer law day for the high school students. Kristen Robinson could do the in-person BUS 105 course. Rick Manzano agreed an event or an orientation meeting be a good thing. Don Isbell said the summer bridge could be counseling class where the students prepare their education plans. Don Isbell said the study skill class could be good as well. Don Isbell suggested a google questionnaire to see what they want to do. Laurali Kobal said she has had

- project-self students in her firm who are from the high school and it has been an great experience. Don Isbell said the counseling class is a great idea.
5. Rick Manzano went over new course offerings for Fall 2017: LAW 58 – Legal Interpreting will debut in Fall, Legal Terminology for Fall. Kristen said that another new class would be continuing: PARA 138. The course was taught by Kai Williamson, and the department received wonderful feedback from the students in the course. The committee thought corporate compliance was a great area to include in the program.
 6. OER Initiative - Open Education Resources. Kristen Robinson explained that the college is trying to reduce the cost of textbooks for students, and is considering several OER programs. Rick Manzano explained his use of OER in the business law class, and the grant opportunities. Francie said she can ask her firm librarian for youtube video suggestions that could be incorporated in the classes as OER or just as additional resources. Don Isbell asked how students access the textbook for OER - is it embedded in the online LMS. Rick Manzano said the material is just a PDF of the book available for free. Kristen Robinson stated that it can be other web-based materials besides just PDFs. Rick Manzano is developing the OER material for BUS105. Kristen said they are still looking for the perfect textbook for Intro to Paralegal. Rick said the books for the program are 1700\$ for total semester. Don Isbell and Connie Hoffman both agreed that books are really expensive and could be a barrier for student success. Kristen said Rick is a leader in OER on campus. Don Isbell asked what OER really is, and Francie explained that OER is open license materials. Jessica says you can also get books for cheaper on Amazon, and the sell back is cheaper there as well. Connie also said she used half.com for her books. Jessica said she got her book very cheap by comparison shopping.
 7. Pathway to Law School: Kristen Robinson updated the group on the Pathway to Law School, and that several paralegal students are interested in the program. Don Isbell wants to make their own flyers. Registration starts for the younger high school kids in mid-february.
 8. Committees: Kristen Robinson suggested doing targeted zoom conference calls for different task groups.. Laurali thought this was a great idea and suggested we call themt Task Teams. The group thinks this is a great idea. Kristen will email the group these titles, and people can join up what they like.
 9. Professional Dress: Mirna Moncado said the HS students said they might need help for finding professional clothing. Rick Manzano said Talleur San Jose has a program to get professional clothing for students. Working Women's Wardrobe is a good charity. Don Isbell said this would be very interesting for the high school students. Connie and Mary shared that LASOC offered a CLE on professional dress and it was very well received. They are forwarding the name of the group that put the training on.
 10. Meeting was adjourned. The group will meet again Spring semester.



Santa Ana College

1530 West 17th Street, Santa Ana, California 92706

Business Division

Paralegal Program

Pathways to Law School Program

Manzano_rick@sac.edu

714-538-6806

Robinson_kristen@sac.edu

714-538-6813

Minutes

Advisory Committee 5/31/2017

1. Welcome and introduction members and guests.

Present at the meeting:

Rick Manzano, Department Chair, SAC Legal Studies

Kim Smith, Assistant Professor, SAC Legal Studies

Joanna Burchell, OC District Attorney

Tom Imboden, Community Member at Large, Ret. OCSD

West Imboden, Alumnus SAC PL program, Law School Grad

Sheniece Smith, Choc Legal Department

Tim Myers, Practicing Attorney

Jessica Feeney, PL alumni, Brisco and Assoc.

Jay Gonzalez, ACME Network, Grant Partner, Industry Intermediate

Madeline Grant, Business Division Dean

Ed Keck, Adjunct and PL

The meeting was called to order at 6:12 PM by Rick Manzano. Rick welcomed committee members and introductions were made. Kim Smith took minutes.

2. Changes in the Business Division office.

- a. Staff: Rick discussed staff and marketing changes in the Business division office. Madeline Grant has been appointed Business Dean. Secretarial changes have also been made, and new to the office is Chrissie Talarigo, who is an exceptional fit to the department.
- b. Marketing: Two division videos to promote the department, Paralegal and Pathway to Law are under development. The 90 second videos will become part of the website, on social media, and other outreach presentations. Marketing to benefit the college and various programs has long been championed by Madeline Grant, who provided the information above.

3. Update on ABA interim report.

Rick provided an update on the ABA interim report. The interim report is due in Sept. and the LS program will use the ABA online program. Kristen Robinson has reported a good early response rate to the student survey information that is required as part of the report. Smith discussed why student graduate data was important to program.

Internship update:

Kim Smith provided an update on SAC work experience program. During the Spring semester, Kim instructed 20 students (at census), placed in a variety of legal sites, including Legal Aid Society, OC Courts Self Help, Catholic Charities and numerous private law firms. Kim Smith, Joanna Burchell and Sheniece Smith will look towards initiating some committee work in this area.

Joanna informed the committee about Orange County District Attorney ("OCDA") initiative to revamp the training unit in the area of paralegal. In fact, they have 18 slots to fill for fall, in the following areas: Gang Unit, Sex Assault Unit, Insurance Fraud, Traffic, Consumer Fraud, Court Services, and Appellate. Positions will be offered 10 hours per week during fall and spring and 20 hours per week in summer.

Applicants interested in the Fall semester class should apply before July 30, to begin working on Sept. 4. Resume and cover required by e-mail, then interview, followed up with background and finger prints. Background packet will be mailed. We will look into if LPR or DACA students can apply. Simple DUI ok. Students will be asked which three units they would like to work in, and one will be assigned.

The committee discussed forming an Internship Sub-committee. Kim Smith, Joanna Burchell and Sheniece Smith agreed to coordinate the sub-committee with Kim Smith.

4. High School updates.

Per Kim Smith, reporting for Kristen Robinson, SAC now has an articulation agreement with SAHS for a Paralegal 100 class, and nearly have an agreement with Godena HS. Kristen is serving on SAHS Law Academy's Advisory Board as the Co-Chair for Higher Education. The Committee is planning to host 60 SAHS students on Aug. 8 for a law-day as part of their week long law academy orientation. This is jointly funded through our SACTEC grant and equity. Jay Gonzalez discussed the Aug 8 program and members to the advisory committee, mock trial, coaching efforts being undertaken at the SAHS. SAC, UCI, and Court visits are also planned.

5. Distance Education update.

Rick reported that Blackboard to Canvas transition is taking place. Early adopters will run classes in the summer, including Ethics, Legal Env. of Business, Ethics. Hybrid classes will convert in Fall. All classes will be on Canvas in Spring 2018.

6. Pathway to Law update.

Smith reported that we will have our first completers, 8-10 students, of the certificate. Committee discussed the pathway, also known as 2+2+3.

7. Legal Interpretation and Law Office Technician Certificate update.

Grant congratulated the committee with the idea for Legal Interpretation and Law Office Technical Certificates and noted how well staff followed up with that recommendation to create new programs in the area. Tim Myers has been hired as an adjunct, classes start in fall.

8. Program assessment update.

Rick discussed program assessment and it includes data gathering this semester. Data will be reported out to the committee during the fall.

9. LEX

Kim discussed LEX, or Lambda Epsilon Chi, which is a national honor society, inducted 10 SAC students this year. It has been several years since they were active on the campus. Rick reported that Alumni are eligible to apply as Jessica Feeney expressed interest in doing so.

10. Starting a legal studies "foundation."

Rick mentioned starting a legal studies "foundation" and several ideas were provided regarding potential donors. Rick will follow up with the SAC Foundation. Joanna mentioned that the DA associations and the Peace Officer Associations generally are willing to donate to these types of foundations.

11. Continuing Legal Education needs in the community for paralegals.

Rick discussed providing continuing legal education needs in the community for paralegals. The ABA has discussed this with the department. Shanice talked about offering paralegal specific topics and the committee was generally supportive of the idea. Rick talked about students who will come back to the school to learn on a topic. Having a program may also increase paralegal compliance with the education requirement and compliance, in general, was discussed. The committee felt this would also act as a marketing tool for internships and the program as SAC becomes known through the CLE outreach as an ABA approved paralegal program.

The meeting adjourned at 7:32 PM



Santa Ana College

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Business Division

F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
Pathways to Law School Program
Manzano_rick@sac.edu
714-538-6806

Legal Studies Department Meeting **Minutes 8/25/2017**

Faculty Present: Rick Manzano, Kristen Robinson, Kim Smith, Ed Keck, David Rients, James Harmon, Mark Liang, Jessie Marino, Bill Tanner, Bethany Taylor, Tim Myers.

General Meeting with all Division Faculty:

Madeline Grant, Dean conducted a Faculty Development activity on flex requirements, the division marketing plan, the College branding initiative, budget realignment, the Guided Pathways initiative, and changes to the Academic Computing Center.

DEPARTMENT Faculty Meeting:

1. Introduction of Faculty.

- a. Bethany Taylor and Tim Myers were welcomed.

2. Update on ABA approval process.

- a. The interim report is due September 17, 2017. Rick and Kristen are gathering and inputting the data into the ABA automated reporting system. The goal is completion by September 4, 2017. Both Rick and President Dr. Rose will need to sign the report prior to submission.

3. Review of available library materials.

Kristen went over the library materials that are available in the Paralegal resource room.

4. Professional Development

- a. Review of SAC Blackboard/Canvas migration.
- b. Review of Canvas template pages.
- c. Introduction of the faculty Canvas training modules.
- d. Review of Para 101, 121 and Bus 105 that ran on Canvas.

5. Assessment

- a. Rick demonstrated the assessment tools and rubric usage for student learning outcomes available on Canvas.
- b. Rick demonstrated the Canvas assessment report from the Summer 17 Para 121 class.
- c. The assessment plan was updated as follows:
 - i. Faculty will forward to Rick by end 9/1/17 the description of the outcome and assessment for the class they taught in the spring 2017.
 - ii. Rick will forward to adjunct faculty the Course Outline of Record for review and updating of course content and learning outcomes.
 - iii. Rick will update the Course Outlines and learning outcomes in Curricunet and Rick and Kristen will navigate the updates through the curriculum process.
 - iv. Faculty will work on migrating their classes from Blackboard to Canvas during the fall 17 semester with the goal of running Canvas in Spring 18. Note: Blackboard to Canvas migration will be completed in spring 18 and Blackboard will not be available after the spring 18 semester.
 - v. When faculty upload assignments into Canvas they will create the rubrics including the outcomes for the assignments and forward at the end of the semester the assessment report generated through Canvas.



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F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
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Manzano_rick@sac.edu
714-538-6806

Legal Studies Department Meeting **Minutes 2/9/2017**

Paralegal Faculty Present: Rick Manzano, Kristen Robinson, Kim Smith, Ed Keck, David Rients, James Harmon, Mark Liang, Theresa Hagelbarger.

General Meeting with all Division Faculty:

Madeline Grant, Dean conducted a Faculty Development activity on Student Success, flex requirements, part time teaching administrative requirements and the division marketing plan.

1. **Welcome of faculty.**
2. **Update on Internships and Job Placement.**

Theresa Hagelbarger presented information on internship opportunities with the Orange County Superior Court, Orange County, City of Santa Ana City Attorneys office. Theresa explained the procedures and process followed by her office. Theresa shared input she has received from students.

3. **Update on ABA re-approval process.**
 - a. The interim report is due September 17, 2017.

4. **Review of available library materials.**

Kristen went over the library materials that are available in the Paralegal resource room.

5. **Q & A on scheduling of classes.**

Rick discussed the schedule for spring and additions of the Legal Studies courses for Fall 2018..

6. Update on Department Activities.

Rick Manzano updated the faculty on the two new certificates for Legal Office Technician and the Legal Interpreting/Spanish certificates. The certificates have been approved by the State Chancellors office and courses will be offered in Fall 2018.

Kristen Robinson updated the faculty on the Pathway to Law School Program.

Kim Smith updated the faculty on the classes (Law 100 and Immigration Law) classes offered at SAUSD.

7. Professional Development

- a. Review of SAC Blackboard availability policy.
- b. Review of Blackboard class pages.
- c. Overview of loading syllabus and grades into Blackboard.
- d. How to use Blackboard as a teaching tool in a traditional instruction classroom.
- e. Q & A.
- f. Faculty paired off at the computers and uploaded where necessary the course syllabus and how to navigate the pages on Blackboard.

8. Assessment

- a. Rick reviewed the results of the assessments for each course offered in Fall 2016.
- b. Each faculty member was assigned the task of choosing an assignment that reflects one or more of the student learning outcomes for their course. They will report the results of their assessment with their final grades for the course.
- c. Curriculum will be reviewed in the summer to determine if any revisions are required.
- d. Kim Smith will conduct interviews with her employer contacts in her Para 105/299 and Law 105/299 (Cooperative Work Experience) classes to determine skill sets needed for successful paralegals.
- e. Theresa Hagelbarger (Job Developer) will continue to work with Lim Smith to gather skill requirements for matching students to internships and will report her findings to the Legal Studies chair.



Santa Ana College

1530 West 17th Street, Santa Ana, California 92706

Business Division

F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
Pathways to Law School Program
Manzano_rick@sac.edu
714-538-6806

Legal Studies Department Meeting **Minutes 8/18/16**

Paralegal Faculty Present: Rick Manzano, Kristen Robinson, Kim Smith, Ed Keck, Jesse Marino, Bill Tanner, David Rients, James Harmon, Mark Liang, Theresa Hagelbarger.

General Meeting with all Division Faculty:

Madeline Grant, Dean conducted a Faculty Development activity on Student Success.

1. **Welcome of faculty.** Introduction of new full time faculty, Kim Smith.
2. **Update on Internships and Job Placement.**

Theresa Hagelbarger presented information on new internship opportunities with the Orange County Superior Court, Orange County, City of Santa Ana City Attorneys office. Theresa explained the procedures and process followed by her office. Theresa shared input she has received from students.

3. **Update on ABA re-approval process.**

- a. Rick Manzano shared the August 16, 2016 ABA standing committee letter. Kristen and Rick thanked all of the faculty for their participation in the process.
- b. The interim report is due September 17, 2017.

4. **Review of available library materials.**

Kristen went over the library materials that are available in the Paralegal resource room.

5. **Q & A on scheduling of classes.**

Rick discussed the schedule for fall and spring.

6. Update on Department Activities.

Rick Manzano updated the faculty on the two new certificates for Legal Office Technician and the Legal Interpreting/Spanish certificates. The certificates have been placed on the LAOCRC agenda for approval. The certificates are in the college curriculum system for approval.

Kristen Robinson updated the faculty on the Pathway to Law School Program.

Kim Smith updated the faculty on the classes (Law 100 and Immigration Law) classes offered at SAUSD.

Kim Smith is also working on organizing a community event on Development, Relief, and Education for Alien Minors.

7. Professional Development

- a. Review of SAC Blackboard availability policy.
- b. Review of Blackboard class pages.
- c. Overview of loading syllabus and grades into Blackboard.
- d. How to use Blackboard as a teaching tool in a traditional instruction classroom.
- e. Q & A.
- f. Faculty paired off at the computers and uploaded where necessary the course syllabus and how to navigate the pages on Blackboard.

8. Assessment

- a. Rick reviewed the assessment process. Each faculty member was assigned the task of assessing one activity in their course that would demonstrate student success with regards to the program learning outcomes or the course student learning outcome. The faculty were to report their findings at the next department meeting in Spring 2017.



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Business Division

F. Richard Manzano, J.D.
Paralegal Department
Manzano_rick@sac.edu
714-538-6806

Department Meeting 2/12/15

Faculty: Rick Manzano, Kristen Robinson, Kim Smith, Ed Keck, Bill Tanner, David Reints, and Louise Mills.

After the all division faculty meeting where the Dean handed out and explained district documents related to the semester the department faculty met as a department with Chair Manzano.

Enrollment in each faculty member's class was discussed. Instructors were encouraged to email their present and past students with information on open classes.

Professors Manzano and Robinson conducted a faculty development activity training faculty in how to appropriately use Blackboard in their class. The discussion board feature for student questions was demonstrated. The comment section in assignments and test were reviewed. The department goal is to have all classes available on Blackboard with minimum information such as the syllabus, grades and assignment information.

The department surveys were discussed. Kristen will be conducting employer and graduate surveys. Student surveys will be imbedded in the Para 297 class regarding the program.



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1530 West 17th Street, Santa Ana, California 92706

Business Division

F. Richard Manzano, J.D.
Chair, Legal Paralegal Department
Manzano_rick@sac.edu
714-538-6806

Department Faculty Meeting 2/6/14

Faculty: Rick Manzano, Kristen Robinson, Kim Smith, Ed Keck, Bill Tanner, David Reints, and Louise Mills.

After the all division faculty meeting where the Dean handed out and explained district documents related to the semester the department faculty met as a department with Chair Manzano.

Enrollment in each faculty member's class was discussed. Methods of recruitment for students were discussed. Professor Robinson indicated she was emailing past students with information on open classes. Instructors were encouraged to email their present and past students with information on open classes.

Professors Manzano and Robinson conducted a faculty development activity training faculty in how to appropriately use Blackboard in their class for communication with students. The discussion board feature for student questions was discussed. The comment section in assignments and test were reviewed.

The state requirement on certification of faculty who teach an online or hybrid class was discussed. Professor Manzano will be facilitating a special section of the online teaching certificate for adjunct faculty in the Business Division. The modules will be 4 separate sections centered on teaching techniques and proper student and faculty interaction. All of the Paralegal faculty are enrolled in the workshops.

The department student surveys were discussed. The focus for the coming year will be on updating access to technology and updating the Para 120 class. Ed Keck was requested to review new textbooks for adoption.



Business Division

Professor F. Richard Manzano, J.D.

Chair, Paralegal Department

email: manzano_rick@sac.edu

**Minutes Paralegal Department Meeting
8/22/13**

Faculty: Rick Manzano, Kristen Robinson, Ed Keck, Kai Williamson, Dave Reints, Kim Smith and Bill Tanner

After the all division faculty meeting where the Dean handed out and explained district documents related to the Fall 2013 semester the department faculty met as a department with Chair Manzano.

Due to personal issues, Keith La Marra will be taking a sabbatical. Kai Williamson, former President of the OCPA and Director of Education will be joining the faculty this semester.

Best practices for course overviews, posting of assignments, grading and communication with students were discussed. The new curriculum that was approved by the ABA was discussed and explained to the faculty. Faculty were requested to recruit new members for the advisory committee. The LinkedIn profile for the program was discussed and demonstrated to faculty. The importance of social media in professions was discussed and added to the list to be evaluated in Spring 2014.

The faculty discussed the upcoming American Bar Association reapproval application currently underway. All faculty are requested to update Kristen on their professional development activities for the past four years.

All faculty using Blackboard will be required to be certified by the distance education office to use Blackboard even though they may be teaching a traditional instruction class. Both Rick and Kristen are involved in the Online teaching Certificate. In order to teach online or hybrid classes, an instructor will be required to complete the 5-module course as part of their faculty development.

Professor Manzano updated the adjunct faculty on Blackboard. One of the reasons the program has made available Blackboard is to require students to become comfortable with using the internet. Faculty were updated on the use of Blackboards new features for posting due dates, assignments and as an alternative way to communicate with students. Discussion boards are a good way to get students to express themselves and to develop their communication skills.



Business Division

Professor F. Richard Manzano, J.D.

Chair, Paralegal Department

email: manzano_rick@sac.edu

Vita
Francis Richard Manzano, Esq.

Educational Background

- May 1982 Juris Doctorate
Southwestern University School of Law
Los Angeles, California
- May 1978 Bachelor of Science/ Political Science
California State University at Los Angeles
Los Angeles, California
- May 1975 Associate of Arts/ History
Glendale Community College
Glendale, California

Credential

Community College Instructor - Life
Subject Matter: Law

Work History

June 1986 to Present Rancho Santiago Community College District
1530 West 17th Street
Santa Ana, California 92706

Present assignment: Department Chair of the Paralegal Department and full time instructor.

In June of 1986 was hired as a part time instructor in the Paralegal Department. In 1988 was hired as a full time instructor. In addition to full time teaching responsibilities, duties have included the positions of Division Curriculum Representative, Vice President of the Academic Senate, President of the Academic Senate for Santa Ana College, President of the Academic Senate for Rancho Santiago Community College District, College and District Curriculum Chair.

January 1983 to Present F. R. Manzano and Associates
Attorney at Law
Orange, California

March 1984 to January 1986 Mountain High Properties
General Partner
Big Bear Lake, California

January 1978 to January 1983 Los Angeles County
111 N. Hill Street
Los Angeles, California 90012

Served as a hearing officer for the Los Angeles County Business License Division, Administrative Assistant in the Treasurer Tax Collector's office and as a Superior Court Clerk.

Experience with Paralegals: Professor Manzano has employed paralegals for over 20 years in his private practice. He also worked in law firms that employed paralegals.



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UPDATED PARALEGAL ASSESSMENT PLAN

At the fall 2017 Department meeting the assessment plan was updated to read as follows:

Goals and Objectives:

1. Goals and Objectives will be discussed and assessed at each advisory and department faculty meeting.
2. Goals and objectives and the assessment plan will be updated after each advisory and department meeting as needed.

STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES:

1. All Paralegal Curriculum will be reviewed by faculty based on which section they are teaching.
2. The coursework and outcomes will be reviewed and forwarded to Professor Manzano for review and updating of curriculum.
3. In the fall semester adjunct faculty will create their course shell in Canvas and incorporate the student learning outcomes into the rubrics for a minimum of one assignment, with the goal by Summer 18 a minimum of 3 assignments per class will include the SLOs in the rubric for assessment.
4. When grades are turned in the assessment report generated by Canvas will be forwarded to the department chair and included in the next semester department meeting for review and assessment.
5. Para 101, 121 and 297 (the three capstone classes) program and course outcomes have been incorporated into the rubrics for all assignments.
6. Para 101 and 121 outcomes were piloted in Summer 17 and have been assessed.
7. Para 101, 121 and 297 fall 17 outcomes will be assessed over the winter intersession and be reviewed in the spring faculty meeting.
8. The department will staff the faculty station in the Academic Computing Center to coordinate the tutoring for paralegal classes, with a focus on communication skills.
9. Writing assignments will be reviewed and additional assignments incorporated into the course curriculum where appropriate.
10. The curriculum will be reviewed and appropriate communication assignments, similar to the law office manager critique in Para 101 will be incorporated and assessed.
1. Students will be informed and encouraged to take BA 058 58 Legal Interpreting and Translation/Spanish.

Program Effectiveness:

1. The surveys sent for Para 297 and graduates have been gathered and assessed in spring and summer 17.
2. Surveys will be sent to students in Para 297 fall 17 and spring 18. Results will be assessed in summer 18.
3. Graduation Data will be gathered for 16-17 and 17-18.
4. Student surveys will be sent out to graduates of the program in Fall 17/ assessed Spring 18.
5. Kristen will continue to gather data and surveys from graduates.
6. Ongoing surveys have been incorporated into the Para 101, 121 and 297 courses.
7. Data from the student surveys will be gathered at the end of each semester and assessed in the department meeting at the beginning of the next semester.

Employer Survey:

1. Kim Smith and Theresa Hagelbarger will continue to gather information from employers on our internship sites and job placements regarding skills students bring to the workplace.
2. Kim and Theresa will compile specific questions to be asked of each employer on the exit interview for Para internships.
3. Kristen will continue to develop a formal employer survey that will be sent to our graduates for their supervisor to complete.
4. The goal is to send the survey in the Fall 17 semester and assess in the Spring 18 semester.

Advisory Committee:

The program will have two advisory meetings per year. The advisory committee will review the surveys, and give advice to the faculty on the effectiveness and direction of the program.

Faculty:

The program will continue to discuss the effectiveness of the program with faculty at the semester faculty meeting. Faculty and the advisory committee will have input into the goals and objectives of the program. The faculty and advisory committee will participate in the review and evaluation of the surveys, goals and objectives.

Administrators:

The main input from the administration is through the division dean. The division dean meets on a regular basis with the program director and full time faculty. The division dean collaborates with the faculty to insure curriculum is updated, faculty evaluations are timely completed, tenure review process is met for new faculty. The division dean collaborates on the planning and scheduling of curriculum offerings, new certificates, internship and job placement opportunities. The Division Dean plans with the faculty and is the compliance officer for the college on faculty development activities.

The division dean will continue to be the liaison to the Vice Presidents of instruction and Vice President of Student Services. She will continue to create bridges with counseling.

The department will continue to participate in the formal "program review" process. The cap stone report is completed every four years where it is assessed at the division department chair meeting, goes to the Academic Senate for review and is presented to the Vice Presidents for review.

Cross Section Members of the Legal Community:

The Paralegal Advisory committee has a cross section of the legal community on its advisory board. Ed Keck has been a paralegal/IT coordinator at a major law firm and is currently working for a smaller law firm. Kim Smith has recently had a private practice and is a contract attorney with the Legal Aid Society of Orange County. Kai Williamson is a private paralegal in the corporate sector. Bill Tanner is a former director of the Legal Aid Society of Orange County and presently is in private practice. Rick Manzano has been practicing law since 1982. He has

been associated with major law firms as well as in private practice. West Imboden has been associated with the Orange County District Attorney's office/ major crimes unit. Carol Madeja is with the California State Bar. Laurali is a manager of paralegals with a large Orange County law firm. Sheniece Smith is corporate counsel with the Children's Hospital of Orange County. Kevin Mueller is a solo practitioner. Colby Burchell and Joanna Burchell are attorneys with the Orange County District Attorney. Julie Hallstead is a private sector/corporate paralegal. Susie Boyle is a private sector paralegal. Sylvia Lebeda is a corporate paralegal with Pacific Life Insurance. Roxie McClintock is an independent contractor/paralegal. Coreen Mueller is a corporate paralegal. Sheri Webb is a paralegal with a large Orange County Law firm. Mary Aranda is a paralegal with the Legal Aid Society of Orange County. Alicia Roane is a paralegal with the Orange County District attorney.

The advisory committee is charged with developing specific questions to be included in the employer survey. This will be included in the spring 18 meeting. At each of the advisory meetings there is a general discussion regarding the needs of the legal community. The advisory committee advises the program faculty on the needs and expectations of the legal community.



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714-538-6806

Assessment of discussions with members of the Advisory Committee, 2014-spring 17.

The program faculty relies on discussions at the advisory committee meeting as a focus group to discuss the needs of the legal community. The discussions in the past have been an informal discussion as to what do the members see as the skill sets they would expect from an entry level paralegal. The discussion was not formalized with an assessment tool. It was a general discussion of "tell me what skills you think are important for us to make sure graduates of the program are able to demonstrate for an entry level position." This informal discussion has taken place at each of the advisory meetings and has been incorporated into curriculum revisions and the outcomes assessments discussed below.

The outcomes being assessed in PARA 101 Law Office Management, 121 Ethics and 297 the capstone class, The Professional Paralegal are a direct outcome of these discussions. The outcomes being assessed are as follows:

- 1. Time management:** The student needs to independently manage their time so as to complete assignments in a timely manner. Student will understand and meet deadlines. The advisory committee agreed that paralegals need to be very conscious of deadlines. They need to be able to independently manage their time. They need to be able to schedule tasks that may take weeks or months to gather the necessary data to complete, with sufficient lead time so as to meet deadlines. The rubric that has been developed to assess the program outcomes includes meeting deadlines. The activities created in the assessed assignments include activities that require the students to wait for other students input and to compile data over the semester. The discussion boards have been designed to require posts by a certain date, to review the posts over a week's period and then to do a final assessment post by the due date. Another assignment is the final billing assignment. The students are required to post time sheets and a weekly analysis over the entire semester. There is one assignment for the entire semester. The students are given the assignment with a due date. They need to schedule the weekly posts, as they are done online and time stamped. If they "forget" to post it will be reflected in the outcome assessment. There is a due date given at the beginning of the semester by which they have to compile the data they inputted over the 16 weeks and create a final bill.
- 2. Instructions:** The advisory committee indicated there is a need for paralegals to follow the instructions as posted on the courts web site or documents will be rejected. As a result of this input the outcomes rubric includes "instructions." The discussion assignments are very similar in their format; however unique instructions are used where students have to prepare either the discussion and or an assignment in a specific manner. In some cases they must attach a file in others they are instructed not to. The rubric assesses the student having strictly followed the instructions.
- 3. Time and Billing:** Another skill the committee felt was important was in the area of Time and Billing. Specific assignments in Para 101 Law Office Management and Para 121 Ethics deal with the semester long time and billing assignment. The assignment uses a discussion board format to track the students time sheet. The student posts the time on a minimum of one time per week. The instructor comments on the students post as to format and proper time keeping protocols. Students are instructed to review all of

the entries, the Professor's comments and to comment on the other student's entries. The student will use this assignment as the data to support the final bill they submit in the final week of the class.

4. **Citations:** The advisory committee agreed that when the legal staff is asked to gather any information for the attorneys, the attorney needs to know the veracity of the information. Proper citation styles are taught in Para 246 Legal Research and Para 248 Advanced Research and Writing. The outcomes assessment for Para 101 Law Office Management, Para 121 Ethics and Para 297 the Professional Paralegal includes assessing the proper use of citation to sources of information as well as the formal citation requirements when appropriate. Students should always include the source for their information in all assignments.
5. **Information:** Both employers and the advisory committee have indicated that they have noticed a lack of employees to feel confident in gathering information that is readily available. Students tend to show mastery of this skill in the research classes where they receive specific instruction and direction. The committee indicated it is not so much in the area of legal research but in other forms of information, such as what is the proper place to file a document, where can you get certain information, as so on. As a result of these discussions specific assignments have been created and assessed that require the students to gather information and present the information. An example of this type of assignment is the "Textbook assignment" in Para 101 Law Office Management. The assignment states that they have been given the assignment of procuring the text with an extremely limited budget. They have a deadline that the textbook must be on hand. The text is not in the college bookstore. They must find a minimum of three separate sources, and present an analysis of their research and have the text on hand by a date certain. They then post their findings and the result on a discussion forum. This assignment has been very successful. Sometimes they have to pay a little more to meet the deadline that is part of the analysis. The text costs around \$160.00 new. Most students find the text for \$5 with \$3-\$5 shipping. In the discussion they state that is what they will do in the future for all text books. Some take a risk based on price and find it is not always the best choice. In the Para 121 class, the students are required to find the California rules that correspond with the rule discussed in the text. They must post their findings with proper citations in a discussion. They cannot copy each other's work as they cannot see other student posts until they post their answer.
6. **Ethics:** Everyone agreed that ethics is a key trait that is important in a legal setting. The legal profession has a unique set of ethical rules such as confidentiality that may not apply in non-legal settings. The outcome is assessed in the assignments for Para 121 Ethics and in Para 101 Law Office Management. The time and billing assignments are assessed according to the standards set by the ABA and the California State Bar.
7. **Communication:** One area that has been identified as needing improvement is in communication, both oral and written. Paralegals need to use proper spelling, grammar and format as well as showing respect for clients and fellow employees. The discussions include a communications assessment in the rubric. The students are assessed for spelling, grammar, format as well as the respect they show toward fellow participants in the discussions.

The focus group discussions have been informal in the past. Starting with the fall advisory meeting toward the end of the fall 17 semester a formal assessment tool will be used with the advisory committee.



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Business Division

F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
Pathways to Law School Program
Manzano_rick@sac.edu
714-538-6806

Assessment of Student employment skills

The work experience instructor (Kim Smith) does an exit interview with supervisors on locations where students are placed in internship positions. Part of the exit interview is a discussion on the level of skills the student demonstrates and any gap the supervisor feels would be appropriate for an entry level paralegal.

Bill Tanner until recently when he went into private practice was one of the directors at the Legal Aid Society of Orange County. Fernanda Regalato is a supervisor at the Legal Aid Society of Orange County. Kim Smith is a contract attorney with the Legal Aid Society of Orange County. All three have contact with the many interns placed in various positions with LASOC. Bethany Taylor is a supervising attorney with the Orange County Superior Courts. The consensus is the areas that need improvement are:

1. Communication skills
2. Writing skills
3. Appropriate dress for a law office

As a result of the input from employers the following actions have been taken by the program.

1. Kim Smith will man the faculty station in the Academic Computing Center to coordinate tutoring for Paralegal related classes, aimed at oral and written communication skills.
2. Para 101 and 121 have incorporated a module writing assignment.
3. Para 101 requires the students to act as the office manager and critique the discussions of a minimum of 5 students per discussion.
4. A law office memorandum assignment has been added to Para 297.
5. Students are required to prepare presentations for Para 101 and Para 121.
6. Faculty are reviewing assignments to include oral presentations. This is being piloted in Para 150 and 145. Feedback on the assignments will be assessed after fall 17 semesters.
7. The Para 100, 105 and 299 have incorporated discussions on appropriate law office attire.
8. A discussion has been added to the Para 297 class on what to wear in a law office. This discussion assignment will be assessed after the fall 17 semester.

Attached is the Site Visitation Form that I am instructed to use when I visit interns at work in order to document the meeting. During this visit I will sit down with the student intern and their supervisor in order to discuss the achievement of that students objectives, discuss the paralegal certificate if the supervisor is unclear about the degree, and address any skill deficits that student may be exhibiting at work. As a result of these meetings I have changed the instruction I give to students as such:

- I have a conversation about “business casual” dress with students. For instance, even though an office is business casual, students must still wear a collared shirt.
- All students in my Paralegal 100, Introduction to Paralegal, now write a business letter for me. This was surprising to me that students weren’t more experienced in this, but I suppose with e-mail and all. We have gone from about 60% to 95% proficiency since I have started to teach this skill, once learning from the legal community it was a problem.
- Seeing students in their worksites allows me to “cull out” any firms who may be asking for interns but don’t necessarily provide a good learning environment. For instance, the school had placed PL interns with Rezai, and after a phone call and visit, I stopped it. There was not adequate supervision there. Out of about 15 worksite partners, Rezai is the only firm I have identified as to NOT of sufficient professionalism to work with as an internship work site. The others are of exceptional quality: District Attorney, Public Defender, City Attorney, etc.

Thus far, I can think of one student who we have not been able to place, out of a total of at least 35 students over the past year in our work study program.

Let me know if you need additional information.

Kim Smith, Esq.
Assistant Professor
Legal Studies
Santa Ana College
714-564-6770



COOPERATIVE WORK EXPERIENCE EDUCATION
SITE VISITATION REPORT



Student Completes This Section	Course Name:		Section Number:		Term/Year			
					Fall			
	Instructor's Name:				Interession			
	Student Name:				Spring			
	Student Major:				Summer			
	Student ID:							
	Student Phone:		Supervisor Phone:					
	Company Name:		Supervisor Email:					
	Contact/Supervisor Name:							
	Company Address: Street, city, zip code							
Student Internship / Work Schedule								
Day of Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Schedule From-To								

Instructors have the responsibility for each student enrolled in Cooperative Work Experience Education to verify items listed below.

- To ensure the direct supervisor is aware of his/her responsibilities.
- To ensure the work conditions appear safe.
- To ensure the student is adequately supervised.
- To ensure the work environment provides appropriate college level learning experience.

A Site Visitation Report is to be completed for each of the required site visits/contacts. (Minimum of one on-site visit is required each term).

- An initial on-site visit for new sites with the student and the student's supervisor during the first four weeks.
- A telephone/Skype consultation with the supervisor at the mid-term.
- Either an on-site visit or telephone/Skype consultation at the end of the term.

Instructors: Respond to the questions below after conducting each required on-site or telephone/skype consultation.

#1 - Initial Site Visit (New Sites)

Date	Time			Other Info
		Yes	No	Notes
1. Working conditions appear to be safe.				
2. Work environment provides opportunities for the student to complete the three stated objectives satisfactorily.				
3. Student is adequately supervised.				

Instructor Signature

Supervisor Signature (In Person Visit)

Print Supervisor Name

Date

Date

#2 - Mid Term Telephone/Skype Consultation

Date	Time			Other Info
		Yes	No	Notes
1. Student has completed or will complete identified performance objectives.				
2. Student is adhering to company policies and procedures.				
3. Student is maintaining consistent attendance.				
4. Are there any concerns?				

Instructor Signature

Date

Supervisor Signature (In Person Visit)

Date

Print Supervisor

#3 - Final Telephone/Skype Consultation

Date	Time			Other Info
		Yes	No	Notes
1. Student is completing or has completed identified performance objectives.				
2. Student is adhering to company policies and procedures.				
3. Student is maintaining consistent attendance.				
4. Are there any concerns?				
4. I have met with the student and discussed the supervisor's responses.				

Instructor Signature

Date

Supervisor Signature (In Person Visit)

Date

If A Telephone/Skype Consultation

Supervisor Name

Supervisor Phone Number

Instructor Notes

Theresa Hagelbarger, Internship Coordinator/Job Developer assessment of Student Job skills.

Questions asked of employers:

- 1. When an employer has utilized SAC students previously, they are asked are there any job skills that the student needs to improve.**
- 2. When an intern has completed an internship Theresa asks what skills could use improvement.**

The responses are as follows:

- 1. Communication skills both oral and written are very important.**
 - a. For Spanish speakers, they need to understand the importance of their English Communication skills. Being bi-lingual is not as important as proper English grammar and spelling.**
- 2. Proper office attire. Students need to be aware of the appropriate dress code for working in an office.**
- 3. Confidentiality: Students need to understand the importance of confidentiality.**

Plan to address the issues:

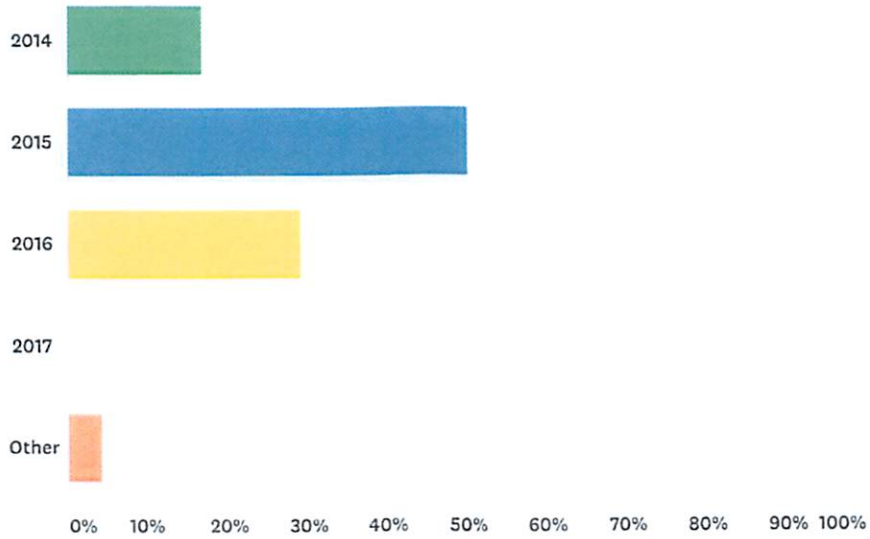
- 1. Discussions have been included on appropriate dress code in both Para 100 and Para 297.**
- 2. The curriculum has been reviewed and written assignments have been incorporated into the curriculum.**
- 3. The curriculum will be reviewed for oral communication projects.**
- 4. Faculty will work in the Academic Computing Center with a focus on tutoring in communication skills.**
- 5. The internship flyer has included a recommendation for BA 58 Legal Interpreting and Translation/Spanish.**
- 6. Students have assignments on Ethics in Para 100, 101, 121 and 297.**

**Santa Ana College
Frequency of Assessments**

Assessment	Sp14	F14	Sp15	F15	Sp16	F16	Sp17	Sum 17	F17
Student Satisfaction Survey Capstone Class	x	x	x	x	x	x	x		
Graduate Survey		x		x		x			ongoing
Online Student Survey (DE)							x		
Focus Advisory Committee	x	x	x	x	x	x	x		
Employer Exit Survey	x	x	x	x	x	x	x	x	
On going online survey								x	x
Student Learning Outcomes	x	x	x	x	x	x	x	x	
Program/Institutional Outcomes			x		x		x		
Quadrenial Program Review	x		x		x		x		

Q1 In which year did you graduate?

Answered: 24 Skipped: 0



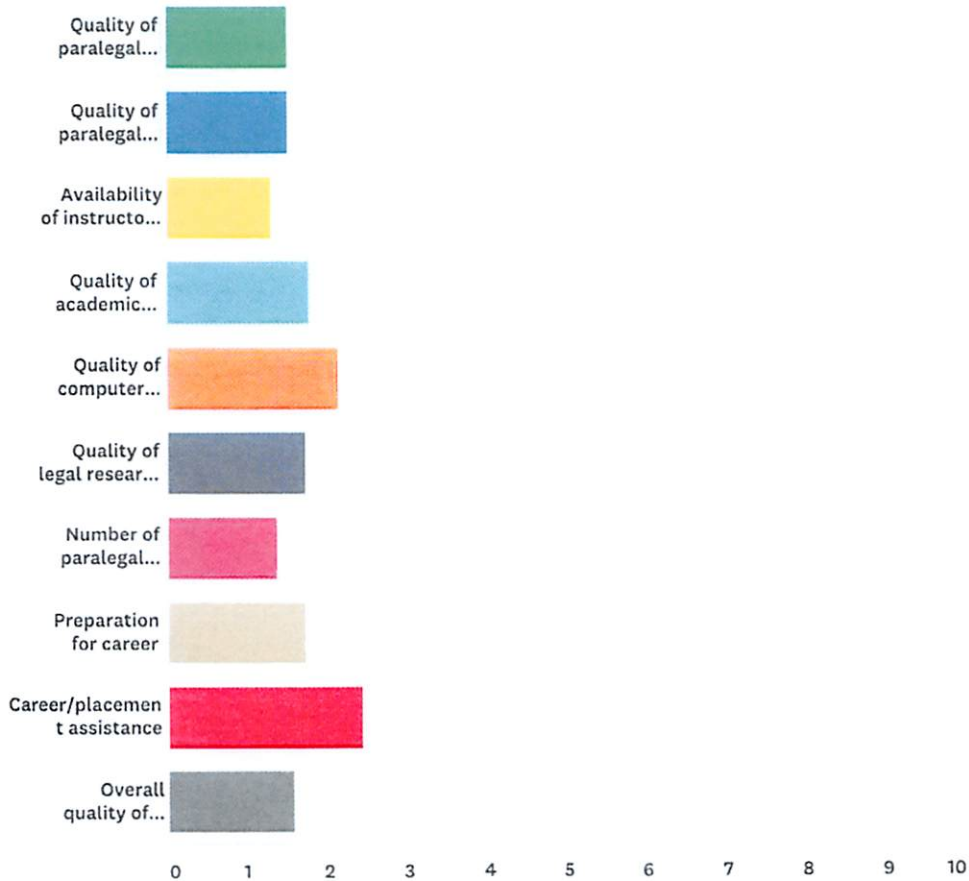
ANSWER CHOICES

RESPONSES

2014	16.67%	4
2015	50.00%	12
2016	29.17%	7
2017	0.00%	0
Other	4.17%	1
TOTAL		24

Q2 Please rate your educational experience in Santa Ana College's Paralegal Program:

Answered: 14 Skipped: 10



	SUPERIOR	GOOD	AVERAGE	FAIR	POOR	N/A	TOTAL	WEIGHTED AVERAGE
Quality of paralegal courses	50.00% 7	50.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.50
Quality of paralegal instruction	50.00% 7	50.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.50
Availability of instructors to answer any questions I had	71.43% 10	28.57% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.29
Quality of academic advising	42.86% 6	28.57% 4	21.43% 3	0.00% 0	0.00% 0	7.14% 1	14	1.77
Quality of computer training	21.43% 3	57.14% 8	7.14% 1	14.29% 2	0.00% 0	0.00% 0	14	2.14
Quality of legal research materials	35.71% 5	57.14% 8	7.14% 1	0.00% 0	0.00% 0	0.00% 0	14	1.71
Number of paralegal courses offered	64.29% 9	35.71% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.36

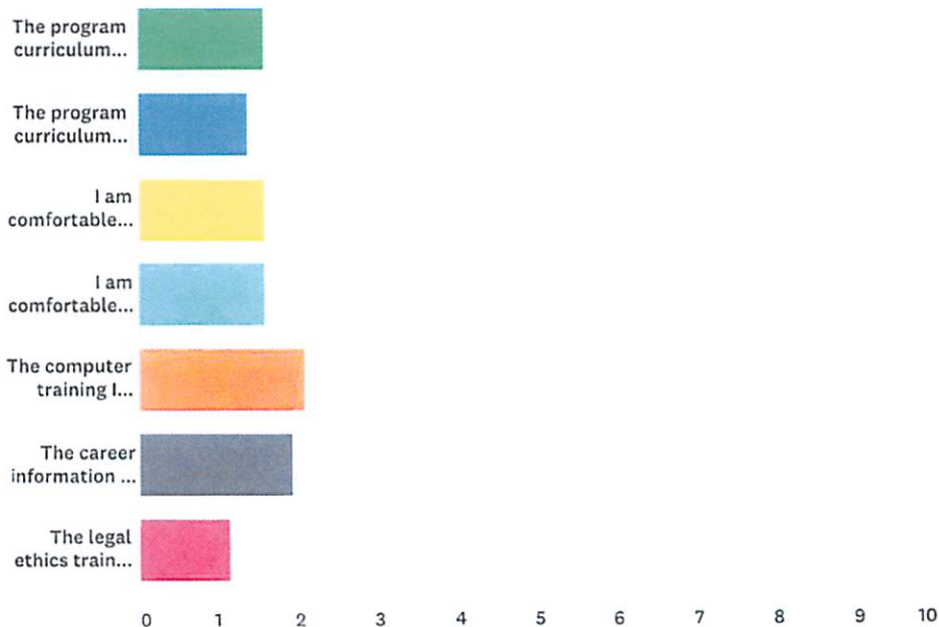
SAC Paralegal Graduate Satisfaction Survey 2014-2017

SurveyMonkey

Preparation for career	57.14% 8	21.43% 3	14.29% 2	7.14% 1	0.00% 0	0.00% 0	14	1.71
Career/placement assistance	21.43% 3	21.43% 3	28.57% 4	14.29% 2	0.00% 0	14.29% 2	14	2.42
Overall quality of educational experience	42.86% 6	57.14% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.57

Q3 Please respond to the following statements.

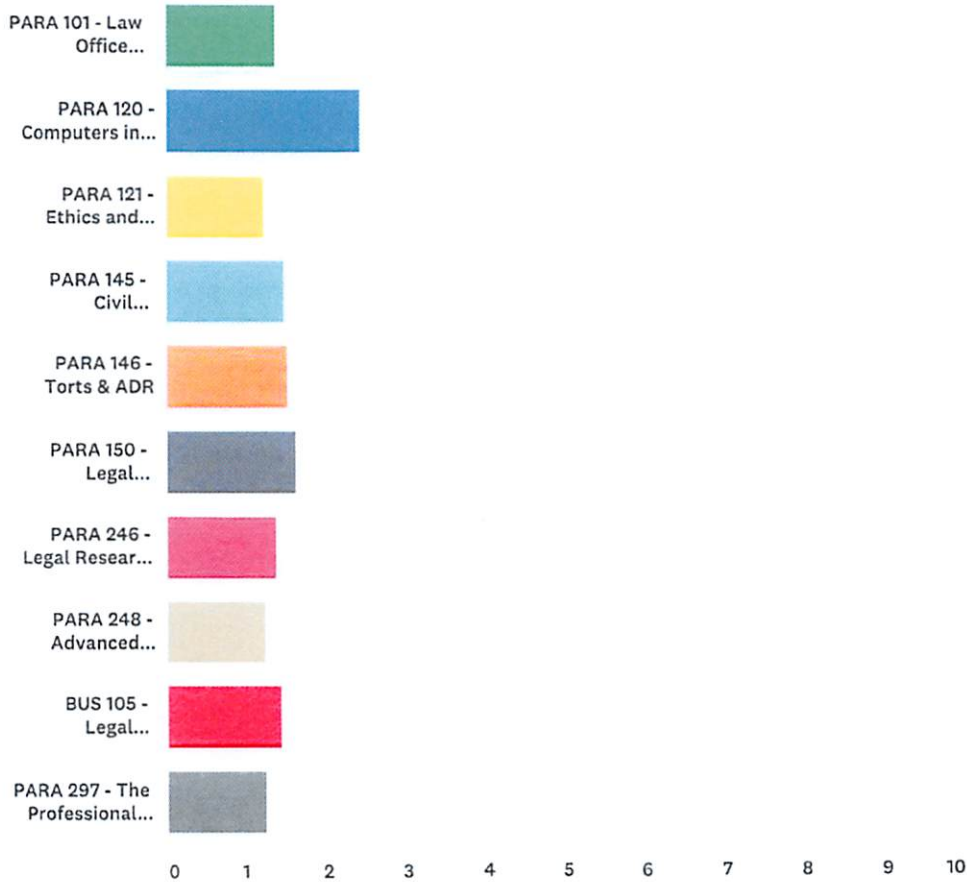
Answered: 14 Skipped: 10



	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
The program curriculum provided me with sufficient knowledge of substantive law to enable me to function competently as a paralegal.	42.86% 6	57.14% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.57
The program curriculum helped prepare me to communicate effectively as a paralegal.	64.29% 9	35.71% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.36
I am comfortable reading, interpreting and applying sources of law to legal issues.	57.14% 8	28.57% 4	14.29% 2	0.00% 0	0.00% 0	0.00% 0	14	1.57
I am comfortable preparing legal documentation relevant to my career as a paralegal.	50.00% 7	42.86% 6	7.14% 1	0.00% 0	0.00% 0	0.00% 0	14	1.57
The computer training I received at Santa Ana College helped me in performing assignments and projects for my law classes.	42.86% 6	21.43% 3	14.29% 2	7.14% 1	7.14% 1	7.14% 1	14	2.08
The career information and counseling I received while a student has/will be helpful to me in my job search.	35.71% 5	35.71% 5	14.29% 2	7.14% 1	0.00% 0	7.14% 1	14	1.92
The legal ethics training I have received has prepared me to work as a legal professional.	85.71% 12	14.29% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14	1.14

Q4 Please rate the following classes.

Answered: 14 Skipped: 10



	SUPERIOR	GOOD	AVERAGE	FAIR	POOR	TOTAL	WEIGHTED AVERAGE
PARA 101 - Law Office Management	64.29% 9	35.71% 5	0.00% 0	0.00% 0	0.00% 0	14	1.36
PARA 120 - Computers in the Law Office	21.43% 3	42.86% 6	21.43% 3	0.00% 0	14.29% 2	14	2.43
PARA 121 - Ethics and Professional Responsibility	78.57% 11	21.43% 3	0.00% 0	0.00% 0	0.00% 0	14	1.21
PARA 145 - Civil Litigation Overview	53.85% 7	46.15% 6	0.00% 0	0.00% 0	0.00% 0	13	1.46
PARA 146 - Torts & ADR	50.00% 6	50.00% 6	0.00% 0	0.00% 0	0.00% 0	12	1.50
PARA 150 - Legal Transactions	46.15% 6	46.15% 6	7.69% 1	0.00% 0	0.00% 0	13	1.62
PARA 246 - Legal Research & Analysis	64.29% 9	35.71% 5	0.00% 0	0.00% 0	0.00% 0	14	1.36
PARA 248 - Advanced Research & Writing	76.92% 10	23.08% 3	0.00% 0	0.00% 0	0.00% 0	13	1.23

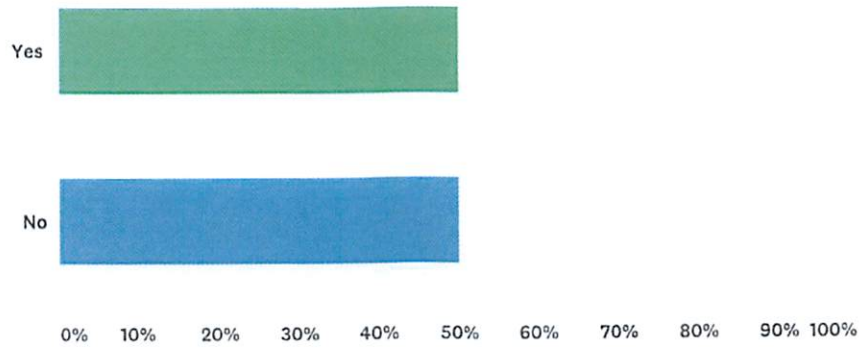
SAC Paralegal Graduate Satisfaction Survey 2014-2017

SurveyMonkey

BUS 105 - Legal Environment of Business	64.29%	28.57%	7.14%	0.00%	0.00%	14	1.43
	9	4	1	0	0		
PARA 297 - The Professional Paralegal	76.92%	23.08%	0.00%	0.00%	0.00%	13	1.23
	10	3	0	0	0		

Q5 Did you have an internship or a cooperative work experience while at SAC?

Answered: 14 Skipped: 10



ANSWER CHOICES

Yes

No

TOTAL

RESPONSES

50.00%

50.00%

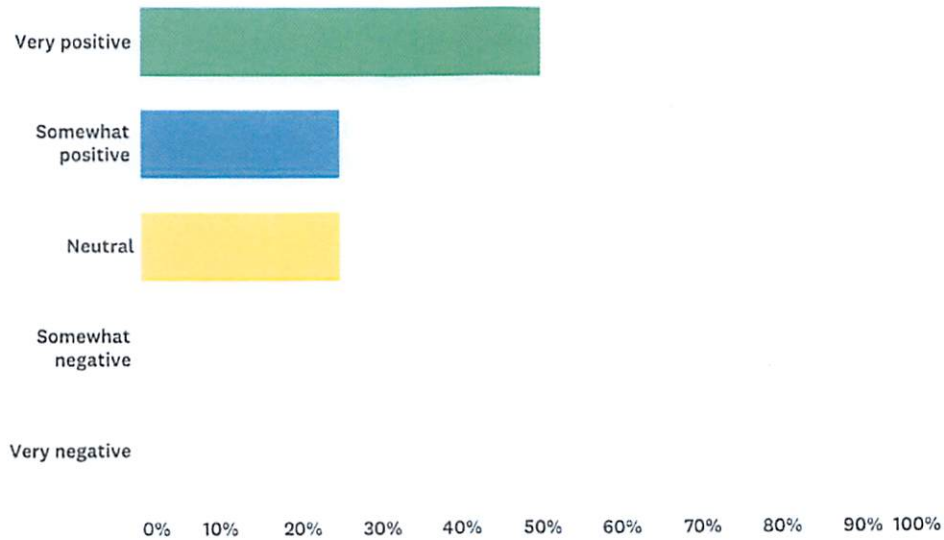
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7

14

Q6 Overall, how would you rate the quality of your internship or cooperative work experience at SAC.

Answered: 8 Skipped: 16



ANSWER CHOICES	RESPONSES	
Very positive	50.00%	4
Somewhat positive	25.00%	2
Neutral	25.00%	2
Somewhat negative	0.00%	0
Very negative	0.00%	0
TOTAL		8

Q7 Are there any courses or programs you think we should offer at Santa Ana College in the Paralegal Program?

Answered: 5 Skipped: 19

#	RESPONSES	DATE
1	More legal clinics	9/27/2017 4:50 PM
2	Maybe how to use legal databases such as Westlaw & LexisNexis.	9/1/2017 6:19 PM
3	Medical marijuana law	8/30/2017 6:23 PM
4	Yes. Interview skills, job hunting, dressing professionally, etc.	8/30/2017 3:59 PM
5	Stronger computer courses including Lexus, Prolaw	8/30/2017 2:44 PM

Q8 In your own words, what are the things that you would most like to improve in this new program?

Answered: 7 Skipped: 17

#	RESPONSES	DATE
1	Better counseling	9/27/2017 4:50 PM
2	Computer class should be improved. The professor taught everyone at entry level for all programs such as Microsoft excel , Microsoft word etc	9/5/2017 6:19 PM
3	The computer program was very boring. The professor actually took pride in it, which made it even worse.	9/5/2017 2:00 PM
4	N/A	9/1/2017 6:19 PM
5	Better understanding of medical marijuana laws and regulations	8/30/2017 6:23 PM
6	n/a	8/30/2017 3:59 PM
7	More computer courses based off of actual job requirements. We dont really have time to do a ton of internships to gain that knowledge after graduation. Eliminate the three weeks in 120 going over the history of computers, its a waste of time. Expand the 297 course, and base the extra time on actual job requirements that are found in job ads. Have a specialized paralegal internship director that ONLY handles paralegals. Have two internship divisions, current student interns and grad internship opportunities.	8/30/2017 2:44 PM

Q9 What is something you think Santa Ana College could improve at the campus level?

Answered: 4 Skipped: 20

#	RESPONSES	DATE
1	parking	9/27/2017 4:50 PM
2	Provide a place for students who work graveyard shift to take a nap before class.	9/1/2017 6:19 PM
3	More left handed desks	8/30/2017 6:23 PM
4	A few more night classes in the required section	8/30/2017 2:44 PM



SAC Paralegal Graduate Satisfaction Survey 2014-2017

Graduate Satisfaction Survey

1. In which year did you graduate?

- 2014
- 2015
- 2016
- 2017
- Other

2. Please rate your educational experience in Santa Ana College's Paralegal Program:

	Superior	Good	Average	Fair	Poor	N/A
Quality of paralegal courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of paralegal instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of instructors to answer any questions I had	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of computer training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of legal research materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of paralegal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career/placement assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DESKTOP TABLET PHONE

3. Please respond to the following statements.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
The program curriculum provided me with sufficient knowledge of substantive law to enable me to function competently as a paralegal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program curriculum helped prepare me to communicate effectively as a paralegal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable reading, interpreting and applying sources of law to legal issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SANTA ANA COLLEGE
ACADEMIC PROGRAM REVIEW

Quadrennial Capstone Report

Academic Year:

2015-16

Mission Statement: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

Vision Themes: 1) Student Achievement 2) Use of Technology 3) Innovation 4) Community 5) Workforce Development 6) Emerging American Community

Program/Department:

Legal Studies

I. Goals

1. What are the department's annual goals, currently in progress, as related to the Mission and Strategic Plan Vision Themes of Santa Ana College? The [Santa Ana College Strategic Plan 2014-2016](#) is a great resource to correlate each annual goal with respective Vision Theme.

1a. Department Annual Goal:

1. To be recognized in the local legal community as an institution that produces graduates of a high caliber in their paralegal education enabling them to be capable and prepared to enter the job market with the ability to complete the tasks assigned to a paralegal.

1a. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1b. Department Annual Goal:

To provide the paralegal students with a quality legal education that provides them with an ethical foundation, applied skills, proficiency and the ability needed to perform tasks competently and succeed in their paralegal career.

1b. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1c. Department Annual Goal:

The Santa Ana College paralegal graduate shall be able to perform many tasks normally handled by an attorney, such as preparing and understanding needed forms and pleadings, interviewing clients and witnesses, legal research and document preparation and organization.

1c. Strategic Plan Vision Theme: (select one)

5. Workforce Development



SANTA ANA COLLEGE ACADEMIC PROGRAM REVIEW

Quadrennial Capstone Report

Academic Year:

2015-16

Mission Statement: *The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.*

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Program/Department:

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1. To be recognized in the local legal community as an institution that produces graduates of a high caliber in their paralegal education enabling them to be capable and prepared to enter the job market with the ability to complete the tasks assigned to a paralegal.

1a. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1b. Department Annual Goal:

To provide the paralegal students with a quality legal education that provides them with an ethical foundation, applied skills, proficiency and the ability needed to perform tasks competently and succeed in their paralegal career.

1b. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1c. Department Annual Goal:

The Santa Ana College paralegal graduate shall be able to perform many tasks normally handled by an attorney, such as preparing and understanding needed forms and pleadings, interviewing clients and witnesses, legal research and document preparation and organization.

1c. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1d. Department Annual Goal:

To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.

1d. Strategic Plan Vision Theme: (select one)

5. Workforce Development

2. Has the department achieved, restructured, or eliminated any goals from the prior academic year? Please be sure to access the prior year Annual Program Review (or [APR](#)) reports and explain.

2a. Achieved, Restructured, or Eliminated? (select one)

Achieved

2a. Explain why:

To provide state-of-the art computer literacy skills to the students by training students in the use of varied computer programs available to the legal practitioner. We have provided access to Lexus to our research students and additional passwords to the Library for student use.

2b. Achieved, Restructured, or Eliminated? (select one)

2b. Explain why:

2c. Achieved, Restructured, or Eliminated? (select one)

2c. Explain why:

3. What new department goals are planned for the future? (Departments may want to reference the [Santa Ana College Educational Master Plan](#), the [Santa Ana College Facilities Master Plan](#), the [Student Success & Support Program report](#), and the [Student Equity Plan](#) when considering their new goals.)

3a. New Goal:

To develop new legal specialties appropriate for cross listing.



SANTA ANA COLLEGE
ACADEMIC PROGRAM REVIEW

Quadrennial Capstone Report

Academic Year:

2015-16

Mission Statement: *The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.*

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1. To be recognized in the local legal community as an institution that produces graduates of a high caliber in their paralegal education enabling them to be capable and prepared to enter the job market with the ability to complete the tasks assigned to a paralegal.

1a. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1b. Department Annual Goal:

To provide the paralegal students with a quality legal education that provides them with an ethical foundation, applied skills, proficiency and the ability needed to perform tasks competently and succeed in their paralegal career.

1b. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1c. Department Annual Goal:

The Santa Ana College paralegal graduate shall be able to perform many tasks normally handled by an attorney, such as preparing and understanding needed forms and pleadings, interviewing clients and witnesses, legal research and document preparation and organization.

1c. Strategic Plan Vision Theme: (select one)

5. Workforce Development

1d. Department Annual Goal:

To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.

1d. Strategic Plan Vision Theme: (select one)

5. Workforce Development

2. Has the department achieved, restructured, or eliminated any goals from the prior academic year? Please be sure to access the prior year Annual Program Review (or [APR](#)) reports and explain.

2a. Achieved, Restructured, or Eliminated? (select one)

Achieved

2a. Explain why:

To provide state-of-the art computer literacy skills to the students by training students in the use of varied computer programs available to the legal practitioner. We have provided access to Lexus to our research students and additional passwords to the Library for student use.

2b. Achieved, Restructured, or Eliminated? (select one)

2b. Explain why:

2c. Achieved, Restructured, or Eliminated? (select one)

2c. Explain why:

3. What new department goals are planned for the future? (Departments may want to reference the [Santa Ana College Educational Master Plan](#), the [Santa Ana College Facilities Master Plan](#), the [Student Success & Support Program report](#), and the [Student Equity Plan](#) when considering their new goals.)

3a. New Goal:

To develop new legal specialties appropriate for cross listing.

3a. Strategic Plan Vision Theme: (select one)

1. Student Achievement

3b. New Goal:

To explore additional certificates of achievement for students.

3b. Strategic Plan Vision Theme: (select one)

1. Student Achievement

3c. New Goal:

3c. Strategic Plan Vision Theme: (select one)

II. Learning Outcomes

Faculty members are responsible for recording all institutional, program, and course-level student learning outcomes assessment plans and results through [APR](#). Please refer to those assessment reports and respond to the prompts below, providing an analysis of these results.

4. How has your department used assessment of SLOs, PLOs, and ILOs to initiate program improvement (i.e., curriculum updates or changes, delivery of content/services, and/or the development of new department goals) since the last program review cycle? How have these changes positively impacted student learning and achievement?

The program has revised the SLO and PLOs to align with the ILOs. The SLOs have been assessed. Based on the assessment the curriculum has been reviewed and revised to help meet the SLOs. The OLOs have been assessed and the program is achieving its goals.

5. Based on SLO, PLO, and ILO results, what additional needs have been identified through the department's Resource Allocation Request or RAR budget process? Please refer to the prior RAR submissions, commenting on whether an identified need was funded (through any source) or not, and if funded, the impact it has had on student learning.

Equipment/ Instructional Supplies:

The RAR submissions reflect the needs for updated equipment and supplies to continue to achieve the PLO of currency for the skill sets students graduate with from the program.

Facilities:

The RAR for additional facilities for the research materials for the program have been achieved. Students now have access to the types of research materials necessary for achieving the PLOs on research.

Non-Faculty Personnel:

The program reviews indicated the needs for directed counseling and intern/ job placement personnel. Steps toward this goal have been started and students are receiving appropriate counseling and intern/job placement assistance from the adjunct faculty hired with grant funding. The time for the counselors and intern/job placement coordinator is limited. Additional funding is necessary to broaden the impact of these services.

Certain counselors do understand and support the CTE programs, however the student services faculty need to be counseled on the District Mission statement as it relates to Workforce Development. Although this has been brought to the attention of the administration in counseling and student services, there is are continued complaints that some counselors tell students our classes are a waste of time and they need to do a transfer degree.

Technology:

Requesters have been made for technology for research. In response the RARs have provided for access to online research through Lexus. Students are now being appropriately trained for online legal research.

A specific computer mediated classroom has been assigned to the department. The equipment in the classroom is outdated and needs to be brought current in order for students to learn the state of the art procedures for success in the legal profession.

Other:

Based on the expansions of the number of certificates and programs, additional full time faculty is needed. The Department recently participated in the college faculty hiring process and are scheduled to hire an additional full time faculty member.

6. The [Accreditation 2014 Standards](#) require departments to disaggregate and analyze program learning outcomes and achievement data for subpopulations (e.g., ethnicity, age, daytime/evening student, full-time/part-time, gender, disability, etc.) of students (Standard I.B.6). Using the *disaggregated PLO data* provided from the Office of Institutional Effectiveness, has the department identified any performance gaps in these subpopulations of students served? If so, what steps is the department taking to mitigate those gaps?

No data available.

III. Data/Trends

7. What research has the department conducted when formulating, restructuring, and/or eliminating its goals? Please refer to the [Reports Directory](#) and [Program Review Resources](#) sites for an updated listing of recently conducted research reports. You may also include other resources (e.g., department research, external articles) obtained by your department. Any specific references to a particular report should be cited when answering this prompt.

Our department utilizes several campus reports and we conduct our own surveys to formulate and plan our goals.

We review the following district reports:

SAC Transfers to Four-Year Institutions by Degree-Earners 2013-2014

SAC Summary of Degrees and Certificates Earned, 2013-2014

We also work with the District research department and Nga Pham each year to get our list of Paralegal Program Graduates. We must personally contact all graduates to track them after they leave our program for the ABA. Nga and the research department are very helpful in this process.

We also conduct several department surveys each semester:

Student Satisfaction Exit Survey: students are surveyed in the capstone class each semester to get their perspective on our program.

General Exit Survey: students are surveyed in the capstone class each semester to get their contact information, and what they plan on doing after graduation.

ABA Graduate Survey: Every year we survey all paralegal graduates to determine what they are doing after they complete the program. We must be able to provide information for each student by noting if they are working as paralegals, working in the legal field, continuing their education, seeking employment or not seeking employment at this time.

Advisory Board Surveys/Legal Market: we periodically survey our advisory board to find out about the legal market and any emerging trends.

AAfPE: Our program is a voting-member of the American Association for Paralegal Education. We attend the national and regional conferences each year to find out about the latest trends in pedagogy and the current position of the American Bar Association ("ABA"). AAfPE provides various research on emerging nationwide market trends. AAfPE also gives reports on the current ABA standards and issues with compliance.

Please review your department portfolio data, provided by the Office of Institutional Effectiveness, as well as newly available Student Equity Action Tool or [SEAT](#) data, for the prompts below.

8. Describe any observed trends (including growth/decline) as related to the various key indicators (e.g., FTES generated and productivity, success and retention rates compared to the College's institution set-standards, degrees and certificates awarded by your department). Based on the above trend data analysis, what are the strengths of your department? What improvements are needed, and how do these perceived improvements correlate with SLOs assessment (based on questions #4, 5, and 6 above)?

n/a

IV. Curriculum and Pedagogy

9. Describe any substantial changes made to the curriculum (e.g., new courses/degrees, course deletions, distance education additions) as well as any pedagogical innovation (e.g., learning communities, contextualized learning, supplemental instruction, technological) designed to support student learning, based on outcomes and data analyses.

We have made several significant changes to our curriculum over the last several years.

Paralegal Program

We noticed a trend in our program completion data (and indicated from anecdotal conversations with students) that many students were getting stuck completing the math requirements for the associate degree. We were able to talk with other program directors at the AAPE conferences, as well as receive guidance on the ABA standards about this problem. We discovered that we could change our program to offer the certificate without having a math requirement. This would be in line with the ABA guidelines and was also mirror many other programs across the country. The paralegal certificate was changed in the 2015-16 catalog; now a student can get a certificate without having to take math classes. If a student wants the associate degree, they will still need to complete math classes, but this change allows students to enter the workforce earlier.

Pathway to Law School

We made a dramatic change by creating a new certificate of achievement for the Pathway to Law School program. We are still waiting for final approval on the certificate from the state chancellors' office, but we hope to offer this to students in the 2016-17 catalog. We created the LAW 100 – Introduction to Legal Studies course, and started offering it Fall of 2015. We have almost doubled the students registered in our introductory classes in Fall of 2015.

10. How have academic and student support services enhanced student learning within your department?

Academic Support Services

We have students in our program who are registered with DSPS and receive appropriate services. We also have several veteran students who work with the Veteran's Center. As for other campus academic support services, we are not aware of other services students may be receiving.

Student Support Services

We continue to work with counseling to provide appropriate information to our students. We invite representatives from counseling to attend our orientation meetings each semester, and this activity has proven very useful to students. We recommend students use the Career Counseling Center and we have had good feedback from students on the information they receive.

Our student satisfaction surveys reveal that counseling and job counseling are some of our lowest areas of satisfaction. Through some of our grants we have been able to work with an internship coordinator to help connect students with relevant opportunities. We expect this service will improve our survey results in the future.

Unfortunately, we still here from various students each semester that a counselor told them our program is not useful as it does not transfer or that the classes are a "waste." It is difficult to identify the source of these comments, but we try to educate the students and the counselors about our program.

V. External

11. What are the opinions of key stakeholders (e.g., students, transfer institutions, employers, advisory boards) of the department's quality, indicating the method of analysis used (e.g., student survey results available from the RSCCD Research Office)? What are emerging trends in related industries that the department should consider as part of its student success efforts (where applicable)? Please also summarize arrangements/collaborations with other academic institutions, industry, government, and any other agencies outside the academic community.

The legal studies department receives input from two external groups each semester: graduating students and the advisory board. Graduating students are surveyed in the PARA 297, which is the capstone course for the paralegal program. We ask students numerous questions about their perceptions of the program, faculty, courses, and services. We started surveying our students in Fall 2014; so we only have two semesters of student data.

An analysis of the data shows that our students are generally very happy with our program, the faculty and the courses that we offer. Students indicated two areas that could be improved: computer training and counseling services. To address this needs we dramatically improved our computer research options for Spring 2015 by offering Lexis to all of our research students. We continue to work with counseling to educate them about our programs and our students. We have also added a program orientation that representatives from counseling attend. We saw improvements in both of these areas in the Spring 2015 surveys.

The advisory board meets once per semester and has met continuously for more than ten years. We have a robust group made up of attorneys, paralegals, alumni, community partners, administration, and faculty. The advisory board is also generally very pleased with our program. They agreed that we needed to offer more computer training to our students and suggested we pursue Lexis and Relativity. As previously noted, we increased our Lexis offerings, and faculty recently attended training in Relativity so we can offer it to students.

An emerging trend in our industry is E-Discovery. We are going to create a legal technology certificate to address this need, and offer more E-Discovery and computer training to our students. Our advisory board agrees this certificate will prepare students for the job market. There is also a high demand for court interpreters. We are creating a legal interpretation (Spanish to English) certificate, and we hope to have it ready for students in the next year.

12. If applicable, please describe any mandated, externally imposed regulations or external reviews (accreditations or standards) of your program that have implications for program planning and review.

Our paralegal program is approved (similar to accreditation) by the American Bar Association. Every seven years we must submit an application for re-approval. We successfully submitted a report of over 250 pages that deeply analyzes our program. As part of this process, the ABA will be visiting our campus on March 30 - 21, 2016. This is a holistic review of our program by an external body. They will essentially audit our program, and meet with virtually all parts of campus.

Planning for the site visit has already begun, and we will be very busy preparing reports and other information for the site visit team. This review process involves current students, alumni, all program faculty, administration and our advisory board. We must survey all program graduates for the last four years to determine if they are working, continuing their education, or doing something else entirely. Most of this work is completed, but we will continue to update our data.

Our program has to pay the site visit teams costs; and we have already requested the funds to do so. We are working with our dean; this money was also listed on the past years' RARs.

13. What grants has the program been involved with? How has this changed the program?

We have received four significant grants in the past year and a half.

Pathway to Law School

Our department applied for the innovation Pathway to Law School program and was the only community college in Orange County selected in the initial launch. This is an innovation partnership between the State Bar of California, Chancellor's office, community colleges and law schools in this state to increase diversity in the students applying to law school. Basically if a student completes 7 general education courses, along with two law courses, they will be given special benefits when they apply to law school. We have already seen tremendous student interest in this program. We have hosted admissions representatives from UC Davis and UC Irvine schools of law. This program has increased enrollment in our department as well.

Career Pathways Trust Grant: Santa Ana Unified School District

We partnered and supported SAUSD in their application for a CPTG last year. This grant covers several career pathways, and our department focused on the legal careers. We have seen growth in our program because of this grant, and Fall 2015 we offered our first ever college now class at Santa Ana High School. We had over 30 students registered for LAW 100 - Intro to Law. This is a new partnership and we expect even more growth.

Career Pathways Trust Grant: Placentia Yorba Linda School District

Similar to SAUSD, we also worked with PYLSD on their application for this grant. This creates a pathway into legal career education with the high school and SAC. We have articulated our BUS 101 - Business Law course with El Dorado High School, and we are looking for other ways to work together. We have met with their faculty and we are planning several events for Spring 2016.

Regional Funding through the DSN for Small Business and Entrepreneurship: Legal Interpretation

We have also received direct funding from the Deputy Sector Navigator to create a certificate of achievement in Legal Interpretation. We have already started working on the curriculum for this new program. We have received funds to hire an adjunct to work on the labor market survey we will have to submit to the Chancellor's office. Our advisory committee thinks this program will be a great addition to our department.

VI. Conclusions

14. Based on the department's comprehensive analyses, what changes are needed overall to enhance student success and achievement? What issues have emerged that may require interdisciplinary dialogue and possible inclusion in overall college planning?

1. The institution as a whole needs to recognize the merit of the career education programs. The college as an institution needs to support the mission statement which states in part: "The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and WORKFORCE DEVELOPMENT NEEDS of our diverse community." Transfer is not the only goal. It is a goal recognized by our department, we developed the Pathway to Law School program. However, transfer is not the only path students should be directed to. Students should not be told by representatives of the college that our classes and programs lack merit. Students in our program when armed with their Paralegal certificate or degree are able to earn \$45,000. per year as an entry level position!
2. The work place is evolving into a digital work place. Students need to be armed with the latest skill sets that will allow them to compete in the work place. To that end the technology presently provided to students needs to be constantly updated to insure current skills required to compete.
3. The program needs to continually insure compliance with the ABA approval requirements and needs of the employment community. Resources need to be made available to insure the continued development of critical certificates and programs to allow our students the ability to achieve their goal of a well paid career. To that end the department is reviewing the curriculum in current programs and developing a new programs for legal technicians and legal interpreters.

15. Please list the faculty who were consulted in this program planning and review.

Department Chair:

F. Richard Manzano J.D.

Full-time Faculty:

Kristen Robinson J.D.

Part-time Faculty:

Justifications on course changes:

1. Para 100:

- a. Change title, course description from Introduction to Paralegal to Introduction to the Paralegal Profession, and include in the course description paralegal/legal assistant.**
 - i. The rationale is based on student confusion that a legal assistant and a paralegal are different. The California Business and Professions Code states they are the same. Students in the 298 cap stone class stated they were legal assistants when they in fact had not met the legal requirements to use that term. The emphasis on the course is the legal requirements to be a paralegal/legal assistant, job opportunities, and ethics.**
 - ii. Updated Course content and text used.**
 - iii. Updated SLOs to bring in line with new program SLOs.**
 - iv. Updated learning activities to reflect current learning activities.**
 - v. TMI checklist. Course will always be an in class lecture, however there are online assignment associated with the class.**

2. Paralegal 101 Law Office Management:

- i. Updated Course content and text used.**
- ii. Updated SLOs to bring in line with new program SLOs.**
- iii. Updated learning activities to reflect current learning activities.**
- iv. TMI checklist, this is an online class.**

3. Paralegal 120 Computers in the Law Office:

- i. Updated Course content and text used.**
- ii. Updated SLOs to bring in line with new program SLOs.**
- iii. Updated learning activities to reflect current learning activities.**
- iv. TMI checklist. There are online assignments associated with this course.**

4. Para 121 Ethics:

- i. Updated Course content and text used.**
- ii. Updated SLOs to bring in line with new program SLOs.**
- iii. Updated learning activities to reflect current learning activities.**
- iv. TMI checklist, this is an online class.**

5. Para 146 Tort Law and Alternative Dispute Resolution (New Course)

- a. Combines Para 137 Torts and Para 131 ADR**
 - i. The majority of personal injury cases (Torts) in California are sent to a mandated Court Ordered Arbitration (ADR). This**

students must meet the Santa Ana College AA degree requirements, which include the same 18 units of general education. No change in process, it will now appear as two entries in the catalog, one for the AA degree and one for the certificate.


- 3. The program now will have the one option as stated above the required courses include all of the previously required courses and the following courses:**
 - a. Para 146 Tort Law and Alternative Dispute Resolution**
 - b. Para 150 Legal Transactions, which replaces Para 130 Legal Transactions.**
 - c. Business 105 The Legal Environment of Business (previously an elective).**
 - d. Para 105 Cooperative Work Experience (previously an elective).**
 - i. The department has developed a viable internship program using CETEA funding. Employers are looking to hire staff that has "experience." The Para 105 course either has a student employed in a legal office or they will participate in the internship program. We are working with the Legal Aid Society of Orange County as well as other employers for positions for the intern program.**
- 4. The student then has a minimum of 3 units from the legal electives list, which has been modified to remove the required courses.**

Program/Degree/Certificate SLO ASSESSMENT REPORT, SAC

Division: Business **Department:** Legal Studies
Program/Degree/Certificate: Paralegal
Courses : Paralegal
Semester: Spring 2014
Faculty Members: Manzano and Robinson

Institutional SLO	Program SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation
1. Communication skills	1.1 Students will be able to draft law office memorandum.	1.1 Assignment in Capstone Para 298.	1.1 90% received 100% on the assignment. 10 % received 90%.	1.1 Students will receive instruction in Para 246 and 248.	Spring 2016		
1. Communication skills	1.2 Students will analyze fact patterns to demonstrate the application of legal concepts to fact patterns.	1.2 Assignments in Capstone Para 298.	1.2 90% received 100% on the assignment. 10 % received 90%.	1.2 Students will receive instruction in Para 100, 121, 246 and 248.	Spring 2016		
1. Communication skills	1.3 Students will prepare professional correspondence.	1.3 Assignments in Capstone Para 298.	Students participate in 15 discussion boards. The rubric includes assessments for professional communications. Students are required to communicate with fellow students via the discussion board, sixteen blogs, sixteen journal assignments.	Each Paralegal course requires professional communication in discussion boards, email communication assignments and written assignments.	Spring 2016		
3. Information Management	3.1 Students will be able to use research skills to find information and resolve simple issues.	3.1 In Para 298 multiple assignments that require students to do independent research and upload the	94% of the students who completed the research assignment in unit 1 were in the 90 percentile.	Implement research assignments starting in Para 100. Continue with research assignments in Para 101 and 121. Assessment for program SLO will			

4. Life Skills	4.1 Students will demonstrate habits of personal responsibility through time management, working independently, following instructions and meeting deadlines.	information onto the discussion boards. 4.1 Para 298 assessment through assignments require submittal of different portions of the assignments and participation in multiple activities for each unit that run simultaneously and have multiple due dates.	4.1	continue in Para 298.			
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Signature Chair  Date 8/15/14

Summary of Assessment of Online Courses

Plan: At the end of each semester each student must submit the student survey form. The survey is part of the final project. The survey is downloaded by the program director after the final grades have been entered. The questions are then used to improve on the delivery of the course.

In addition the various assignments are used to assess the effectiveness of the course.

The student learning outcome for each course was evaluated as follows:

- 1. Communication:** The discussion board assignment is moderated by the instructor. Improvement in the discussion over the course of the semester supports the use of the discussion boards. The students prepare office policies. Other students read the policies and discuss on line the clarity and inclusiveness of the ethical rules in the policies.
- 2. Thinking and Reasoning:** The discussion board and the final exam demonstrate the student's ability to take a factual scenario and prepare an analysis. In the Law Office management class students take the fact scenarios for handling of client's funds and prepare an office policy.
- 3. Information Competency.** Do the students show a mastery of the material covered in the class. On the essay exam students are given fact patterns and must demonstrate knowledge of the subject matter. Over 90% of the students completing the course score 90% or above on the final exam. Those students who do not score 90% or above generally have not completed the study guides and or were participating in the discussion boards at more than a minimum. The student survey supported the use of the study guides and discussion board.
- 4. Diversity:** The students demonstrate the ability in the instructor moderated discussion boards to communicate with students from a diverse background.
- 5. Life skills/job skills:** The students demonstrate the ability to manage time and meet deadlines. The assignments are posted online with due dates. The students are required to manage their time so they can appropriately participate in the discussion boards and turn their assignments in on time. Their grades reflect their participation. No credit is given for late assignments. In the student survey it was indicated by a number of students that they could not see the reason for the rigidity of deadlines in the class. They felt they should at least get

partial credit. In response in the fall 2010 class information for the online classes the student learning outcomes were explained and tied to the deadlines. In the first three weeks of the course, only one student asked why he did not get credit for a late assignment. Other students on the discussion board explained it to him and where to look for the information.

6. **Careers:** Will acquire skills necessary to work as a paralegal in a law office. Will demonstrate an understanding of ethics and issues prevalent in a law office. The students demonstrate the ability to manage time and meet deadlines. The assignments are posted online with due dates. The students are required to manage their time so they can appropriately participate in the discussion boards and turn their assignments in on time. Their grades reflect their participation. No credit is given for late assignments. In the student survey it was indicated by a number of students that they could not see the reason for the rigidity of deadlines in the class. They felt they should at least get partial credit. In response in the fall 2010 class information for the online classes the student learning outcomes were explained and tied to the deadlines. In the first three weeks of the course, only one student asked why he did not get credit for a late assignment. Other students on the discussion board explained it to him and where to look for the information. The classes include using fact scenarios to create policies for the office that include the rules of Professional Conduct.

Based on the surveys the classes have been modified to give more information to the students in the course information section. There are now FAQ sections and a quiz that requires the students to demonstrate the understand the manner in which the class will be administered through the semester.

The course was initially offered in an 8 week format. However based on student comments on how stressful but doable the course is now offered over the entire 16 week semester.

[Grades](#) [Learning Mastery](#)

[Individual View](#)

Showing All Sections ▾

[Course average](#) ▾

9.51 /8.5

20 /17

9.83



Learning Outcome

Instructions

Time Management

Time an

Exceeds Mastery

[Kelly Arcadio](#)

8.25 /8.5

20 /17

10

Meets Mastery

[Jessica Grima](#)

[Angela Gutierrez](#)

[Lizette Pena](#)

[Akram Rasouli](#)

[Tracy Razi](#)

[Brandi Revis](#)

[Peter Smith](#)

[Jasmine Trejo](#)

[Marlin Valenzuela](#)

[Cesar Vega](#)

[Mingjun Yang](#)

[Sonia Chamu](#)

[Jose Galvan](#)

[Lynda Higareda](#)

[Vanessa Romero Moyron](#)

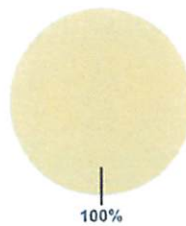
[Fabiola Romero](#)

[Jenny Santos](#)

[Daisy Silvar](#)

[Test Student](#)

Time Management



- Meets Expectations
- Needs Improvement
- Does Not Meet Expectations

Mastery set at: 17

Students will independently manage their time so as to complete assignments and tasks in a timely manner. Students will understand and meet deadlines.

Calculation Method: 65/35 Decaying Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6

2- Final score: 4.95

10 /8.5

Grades Learning Mastery

Individual View

Showing All Sections ▾

Course average ▾ 9.51 /8.5 20 /17 9.83 >

Learning Outcome Instructions Time Management Time an Exceeds Mastery

[Lynda Higareda](#) 5 /8.5 Meets Mastery

[Kelly Arcadio](#) 5 /8.5 Meets Mastery

[Jessica Grima](#) 5 /8.5 Exceeds Mastery

[Angela Gutierr](#) 5 /8.5 Exceeds Mastery

[Lizette Pena](#) 5 /8.5 Exceeds Mastery

[Akram Rasouli](#) 5 /8.5 Exceeds Mastery

[Tracy Razi](#) 5 /8.5 Exceeds Mastery

[Brandi Revis](#) 5 /8.5 Exceeds Mastery

[Jenny Santos](#) 5 /8.5 Exceeds Mastery

[Peter Smith](#) 5 /8.5 Exceeds Mastery

[Jasmine Trejo](#) 5 /8.5 Exceeds Mastery

[Marlin Valenzu](#) 5 /8.5 Exceeds Mastery

[Cesar Vega](#) 5 /8.5 Exceeds Mastery

[Mingjun Yang](#) 5 /8.5 Exceeds Mastery

[Sonia Chamu](#) 5 /8.5 Exceeds Mastery

[Jose Galvan](#) 5 /8.5 Exceeds Mastery

[Vanessa Romero Moyron](#) 5 /8.5 Exceeds Mastery

[Fabiola Romero](#) 5 /8.5 Exceeds Mastery

[Daisy Silvar](#) 5 /8.5 Exceeds Mastery

[Test Student](#) 5 /8.5 Exceeds Mastery

Instructions

Mastery Level	Percentage
Meets Expectations	86%
Needs Improvement	14%
Does Not Meet Expectations	0%

Meets Expectations
Needs Improvement
Does Not Meet Expectations

Mastery set at: 8.5

Students will demonstrate the ability to follow instructions.

Calculation Method: 65/35 Decaying Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6

2- Final score: 4.95

Grades Learning Mastery

Individual View

Showing All Sections ▾

Course average ▾

9.51 /8.5

20 /17

9.83



Learning Outcome

Instructions

Time Management

Time an

Exceeds Mastery

[Tracy Razi](#)

10 /8.5

20 /17

9,

Meets Mastery

[Marlin Valenzuela](#)

10 /8.5

[Kelly Arcadio](#)

8.25 /8.5

[Jessica Grima](#)

10 /8.5

[Angela Gutierrez](#)

10 /8.5

[Lizette Pena](#)

10 /8.5

[Akram Rasouli](#)

10 /8.5

[Brandi Revis](#)

10 /8.5

[Peter Smith](#)

10 /8.5

[Jasmine Trejo](#)

10 /8.5

[Cesar Vega](#)

10 /8.5

[Mingjun Yang](#)

10 /8.5

[Sonia Chamu](#)

[Jose Galvan](#)

[Lynda Higareda](#)

5 /8.5

[Vanessa Romero Moyron](#)

[Fabiola Romero](#)

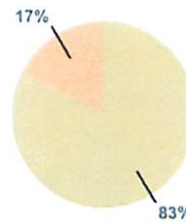
[Jenny Santos](#)

10 /8.5

[Daisy Silvar](#)

[Test Student](#)

Time and Billing



Meets Expectations
Needs Improvement.
Does Not Meet Expectations

Mastery set at: 8.5

Students will demonstrate the ability to keep ethical time and billing records.

Calculation Method: 65/35 Decaying Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

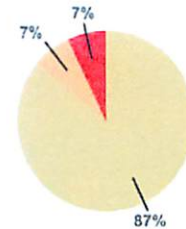
1- Item scores: 1, 4, 2, 3, 5, 3, 6

2- Final score: 4.95

Course average ▾ 9.51 /8.5 20 /17 9.83 /8.5 >

Learning Outcome	Instructions	Time Management	Time and Bill	Exceeds Mastery
Peter Smith	10 /8.5	20 /17	10 /8.5	Meets Mastery
Lynda Higareda	5 /8.5			
Kelly Arcadio	8.25 /8.5	20 /17		
Jessica Grima	10 /8.5	20 /17		
Angela Gutierrez	10 /8.5	20 /17		
Lizette Pena	10 /8.5	20 /17		
Akram Rasouli	10 /8.5	20 /17		
Tracy Razi	10 /8.5	20 /17		
Brandi Revis	10 /8.5	20 /17		
Jenny Santos	10 /8.5			
Daisy Silvar				
Jasmine Trejo	10 /8.5	20 /17		
Marlin Valenzuela	10 /8.5	20 /17		
Cesar Vega	10 /8.5	20 /17		
Mingjun Yang	10 /8.5	20 /17		
Sonia Chamu				
Jose Galvan				
Vanessa Romero Moyron				
Fabiola Romero				
Test Student				

Citations



Meets criteria
Needs improvement
Does Not Meet Expectations

Mastery set at: 8.5

Students will use proper citations when gathering information.

1. Citations will be in proper format.
2. Citations will be to California authority when appropriate.

Calculation Method: 65/35
Decaying Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will

Grades Learning Mastery

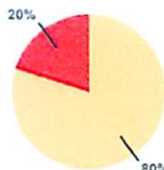
Individual View

Showing All Sections ▾

Course average ▾ 9.51 /8.5 20 /17 9.83 /8.5 9.23 /8.5 >

Learning Outcome	Instructions	Time Management	Time and Billing	Citations	Exceeds Mastery
Daisy Silvar				10 /8.5	Meets Mastery
Cesar Vega	10 /8.5	20 /17	10 /8.5		
Lynda Higareda	5 /8.5				
Kelly Arcadio	8.25 /8.5	20 /17	10 /8.5		
Jessica Grima	10 /8.5	20 /17	10 /8.5		
Angela Gutierrez	10 /8.5	20 /17	10 /8.5		
Lizette Pena	10 /8.5	20 /17	10 /8.5		
Akram Rasouli	10 /8.5	20 /17	10 /8.5		
Tracy Razi	10 /8.5	20 /17	9 /8.5		
Brandi Revis	10 /8.5	20 /17	10 /8.5		
Jenny Santos	10 /8.5				
Peter Smith	10 /8.5	20 /17	10 /8.5		
Jasmine Trejo	10 /8.5	20 /17	10 /8.5		
Marlin Valenzuela	10 /8.5	20 /17	9 /8.5		
Mingjun Yang	10 /8.5	20 /17	10 /8.5		
Sonia Chamu					
Jose Galvan					
Vanessa Romero Moyron					
Fabiola Romero					
Test Student					

Information



Meets standard and uses proper citations
Needs improvement

Mastery set at: 8.5

Students will be able to independently gather information that is available via the internet.

Calculation Method: 65/35
Decaying Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6
2- Final score: 4.95

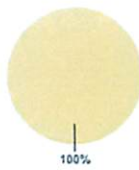
Course average ▾	9.51 /8.5	20 /17	9.83 /8.5	9.23 /8.5	9.3 /8.5
Learning Outcome	Instructions	Time Management	Time and Billing	Citations	Information
Kelly Arcadio	8.25 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Jessica Grima	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Angela Gutierrez	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Lizette Pena	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Akram Rasouli	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Tracy Razi	10 /8.5	20 /17	9 /8.5	10 /8.5	10 /8.5
Brandi Revis	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Jenny Santos	10 /8.5			10 /8.5	10 /8.5
Daisy Silvar				10 /8.5	10 /8.5
Peter Smith	10 /8.5	20 /17	10 /8.5	3.5 /8.5	10 /8.5
Jasmine Trejo	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Marlin Valenzuela	10 /8.5	20 /17	9 /8.5	10 /8.5	10 /8.5
Cesar Vega	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Mingjun Yang	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Sonia Chamu					
Jose Galvan					
Lynda Higareda	5 /8.5			5 /8.5	
Vanessa Romero Moyron					
Fabiola Romero					
Test Student					

9.3 /8.5 >

Exceeds Mastery

Meets Mastery

Ethics



100%

meets criteria
needs improvement
Does Not Meet Expectations

Mastery set at: 8.5

The student will demonstrate an understanding of the rules of ethics that apply to legal professionals in the State of California.

- students will cite to appropriate California authority.
- Students will demonstrate an understanding of the ethical rules that apply in a legal setting.

Calculation Method: 65/35
Decaying Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6

2- Final score: 4.95

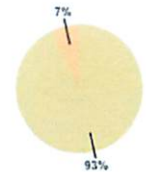
Course average	9.51 /8.5	20 /17	9.83 /8.5	9.23 /8.5	9.3 /8.5
Learning Outcome	Instructions	Time Management	Time and Billing	Citations	Information
Cesar Vega	10 /8.5	20 /17	10 /8.5	10 /8.5	6.5 /8.5
Kelly Arcadio	8.25 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Jessica Grima	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Angela Gutierrez	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Lizette Pena	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Akram Rasouli	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Tracy Razi	10 /8.5	20 /17	9 /8.5	10 /8.5	10 /8.5
Brandi Revis	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Jenny Santos	10 /8.5			10 /8.5	10 /8.5
Daisy Silvar				10 /8.5	5 /8.5
Peter Smith	10 /8.5	20 /17	10 /8.5	3.5 /8.5	10 /8.5
Jasmine Trejo	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Marlin Valenzuela	10 /8.5	20 /17	9 /8.5	10 /8.5	10 /8.5
Mingjun Yang	10 /8.5	20 /17	10 /8.5	10 /8.5	10 /8.5
Sonia Chamu					
Jose Galvan					
Lynda Higareda	5 /8.5			5 /8.5	8 /8.5
Vanessa Romero Moyron					
Fabiola Romero					
Test Student					



Exceeds Mastery

Meets Mastery

Communication



Meets criteria
Needs improvement
Does Not Meet Expectations

Mastery set at: 8.5

Students will demonstrate through their online discussions communication and interpersonal skills necessary for the office environment.

1. Spelling
2. Grammar
3. format
4. respect

Calculation Method: 65/35
Decay/ Average

Example: Most recent result counts 65% of master weight, average all other results count a 35% of weight. there is only one result, the single score will be returned

1- Item scores: 1, 4, 2, 3, 6

2- Final score: 4.95



Santa Ana College

1530 West 17th Street, Santa Ana, California 92706

Business Division

F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
Pathways to Law School Program
Manzano_rick@sac.edu
714-538-6806

In Para 101 Law Office Management, the following survey is available to students. As of 9/20/17, (week 3) there have been 22 participants in the survey.

Ongoing Class Survey

No unread replies. 22 replies.

This is a voluntary discussion on the format of the class, assignments and the ease of using Canvas. I will give extra credit at the end of the semester for students who participate in this discussion.

Please post your opinions, both good and bad about assignments, and the ease of using Canvas. Your input will be greatly appreciated.

In addition as part of our program ongoing assessment, we send out surveys, require surveys in Para 297 from students. We would also appreciate any comments, good or bad that you have about the program. In particular a response to the following:

1. How would you rate the effectiveness of the program?
2. How well do you feel the program is/has prepared you for a job as a paralegal?
3. What suggestions do you have to improve the program?

The same survey is available in Para 121 Ethics and Para 297 The Professional Paralegal.



Santa Ana College
Distance Education Advisory Group
Minutes – March 1, 2017

To: Distribution

From: Cherylee Kushida, Chair, Distance Education Advisory Group

District Mission: The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

College Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

Distance Education Mission: Our mission in Distance Education at Santa Ana College is to provide our students and faculty with the highest quality distance education program. We accomplish this mission by assuring that coursework for our students provides the depth and breadth of a quality post-secondary degree education while insuring the use of leading edge technology and excellence in teaching.

Members Present: Kyle Bradley, Jodi Coffman, Zach Fish, Mary Funaoka, Jaki King, Crystal Jenkins, Annie Knight, Cherylee Kushida, Rick Manzano, John Ross, Jr.

Topics:

- **Canvas Recommendation**
 - Canvas Personnel and 24/7 Canvas support recommendations were brought forward to SACTAC on March 23, 2017, and approved to bring to Planning & Budget
 - Integrated "badges" will be used for Canvas Training and Canvas Certificates. There will be three levels of each that can be earned. It is expected that DE faculty will need to complete the Canvas Certification, which will be a verification of their course in Canvas to assure that Canvas tools and template are appropriately used. There is not a 1:1 correspondence between Blackboard and Canvas tools and a concern that DE faculty many need assistance in course migration. Badges are planned for student Canvas training and Online Orientation. This will enable a transparent view for students and faculty of training and certification received.
 - Cherylee will move to create the joint Canvas Migration Taskforce with SCC.

- **Review of DE Student Survey Spring 2016**
 - Survey response was 18%
 - Increase of 24% of enrolled DE students from Spring 2015, a greater number of DE students and many are new to DE.
 - SAC students prefer a mix of traditional and online courses. (47% preferred a mix, 27% preferred entirely online delivery, 13% preferred hybrid and 13% preferred and entirely face-to-face delivery mode.)
 - Many student comments reflected a preference for online learning due to their learning style preference of written instructions, discussion board rather than talking in class, and ability to focus.

- **Plans on Canvas**
 - All current training needs to be migrated to Canvas. This time will be used as a refresh of material.
 - Online Teaching Certification
 - Online Student Orientation
 - Student Canvas Training
 - Faculty Canvas Training
 - Accessibility Training to be expanded in the Online Teaching Certification with plans for a separate training available

- OER training

Next Meeting: March 31, 2017, 8:00 – 9:30am, A-101

Members:

**Kyle Bradley
Jodi Coffman
Zachary Fish
Mary Funaoka
Crystal Jenkins
Elliott Jones
Jaki King
Annie Knight
Cherylee Kushida
Rick Manzano
John Ross Jr.
Dennis Sadler
Roy Shahbazian**

cc: Carlos Lopez

DISTANCE EDUCATION STUDENT SURVEY – SPRING 2016

Executive Summary:

18% of DE students responded to our survey. (593 of 3,307 enrolled students in DE at the time of the survey)

Our findings show an **increase of 24% of enrolled DE students** from Spring 2015. 60% of students have taken an online/hybrid course before, 6% less than last year's poll. Thus, **we are seeing a greater number of DE students and many are new to DE.**

Students are finding that **DE offerings enable them to complete their degree (96%** Strongly Agree or Agree) and are satisfied (93%) with their DE courses at SAC.

SAC students prefer a mix of traditional and online courses. 47% prefer a mix, 27% prefer online delivery only 13% prefer hybrid and 13% prefer face-to-face to online.

Survey Facts/Findings:

- **60% of students have taken an online/hybrid course before. (6% less than 2015)**
- 85% access the Internet for their course at home most often, 6% from campus, 5% from work.
- **48% take exclusively online classes at SAC.** 8% take online/hybrid courses at SAC and other colleges. **44% are also taking traditional (classroom) courses.** (similar to 2015 survey data.)
- **Devices owned:**

<u>Device</u>	<u>2016 Response %</u>
Smart Phone	91%
Webcam ("built in" or USB attached)	38%
Desktop computer	46%
Full-size laptop computer	79%
Small netbook/tablet computer	53%

- **Students rated "Strongly Agree" or "Agree":**
 - The instructor provides adequate feedback for this class -- > 92%
 - The instructor provides timely feedback for this class -- > 89%
 - The instructor actively participates in discussions -- > 86%
 - The instructor uses multimedia (video, audio, etc.) in this class -- >81%
 - The instructions for assignments are clear -- > 91%
 - I feel engaged in my course -- > 89%
 - **Overall, I am satisfied with this course -- > 91%**

- **Students felt instructors “respond to student questions”:**

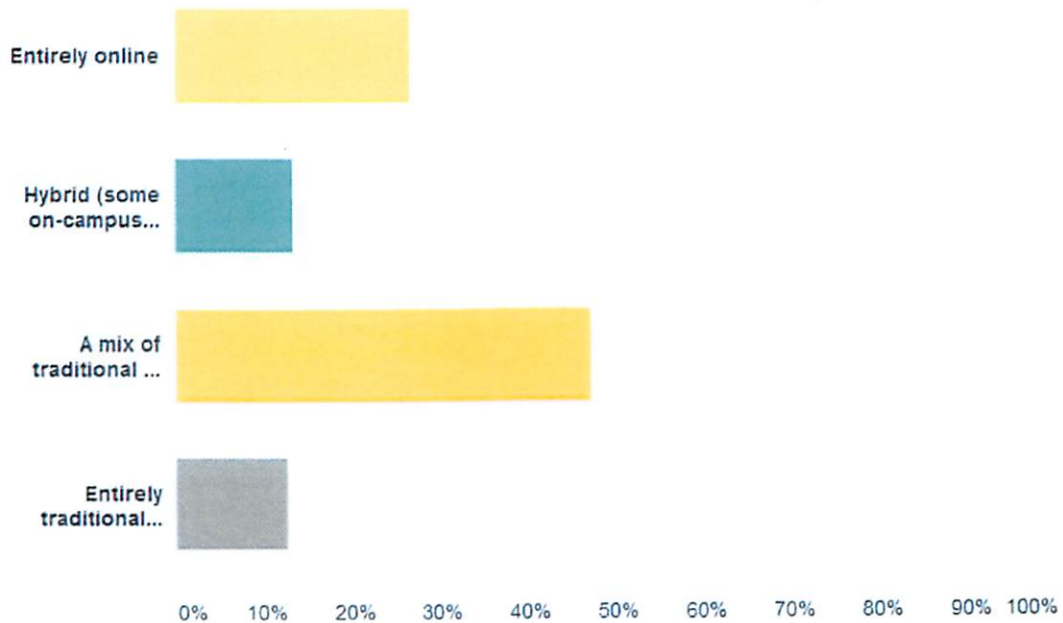
Within 24 hours of receipt	72%
Within 48 hours of receipt	21%
Within 72 hours of receipt	4%
Within 86+ hours of receipt	3%

- **SAC Student Course Delivery Preferences:**

- **47% prefer a mix of traditional and online classes**
- **27% prefer an entirely online delivery**
- **13% prefer hybrid delivery**
- **13% prefer an entirely traditional (classroom only) delivery mode**

Which type of course delivery mode do you prefer?

Answered: 590 Skipped: 0



- The Student Support Programs/Services most utilized are the Library walk-in (54%), Counseling Center (51%), Financial Aid Office (45%), Admissions Services walk-in (42%), Registration WebAdvisor (39%), Testing Center (44%), Academic Computing Center (30%). Multiple students wrote in that they would like to have “tutoring”

online, but did not mention the subject. *** Online NetTutor was piloted in 2016 and will be added for students within their Bb course beginning Spring 2017. ***

- The **greatest benefits** of the online class are: flexibility of class time and time saved on commute. **14% selected better instruction, 21% selected improved learning, 12% more interaction with instructor and 16% selected more interaction with classmates.**
 - Selected comments:
 - *"Written instructions work better for me."*
 - *"I love the quarter system on line classes provide."*
 - *"I'm not a talkative person, so through online class I can ask more questions to the instructor and classmates. I don't have to worry about getting all the attention while asking a question to the professor. Also, I like to work on my assignments and record the class at night time when I am more relaxed. Believe it or not I can focus better if I am at home."*
- **93% would take another online course at Santa Ana College.** (+3% from 2015)
- **96% Strongly Agree or Agree that "The online/hybrid courses offered at SAC allow me to complete my degree/certification/transfer program".** (+2% from 2015)

Selected Additional Student Comments:

- "I am really happy that there are not obstacles in my life to finish my education. I can work and keep learning thanks to the online classes."
- "Although I prefer traditional classroom classes to see face to face to my classmates and instructors, Online classes is a good choice due to the long hours I spend at work. Definitely , thanks to online classes, I can set aside time at home when I can. This is the only way which enables me to continue my education."
- "If it were not for online classes, I would not be able to go to school. I work full time and am a single mother of four kids. I have no one to babysit my children once I get out of work. Having the ability to go to school online has not only improved my life, it has also improved and motivated my children. I wish more courses were able online for people in my situation. Thank you."
- "I believe the online system is well planned out for Santa Ana and I have much enjoyed being able to complete my schooling while working full time with three kids. So helpful!!!"
- "I have taken online courses at other schools but Santa Ana College has the best system in my opinion."



Santa Ana College

1530 West 17th Street, Santa Ana, California 92706

Business Division

F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
Pathways to Law School Program
Manzano_rick@sac.edu
714-538-6806

PARALEGAL PROGRAM 2017-18 GOALS AND PROGRESS

Goal	Activity	Progress
To be recognized in the local legal community as an institution that produces graduates of a high caliber in their paralegal education enabling them to be capable and prepared to enter the job market with the ability to complete the tasks assigned to a paralegal.	Track graduates and certificate recipients for success. Survey graduates for skills and preparation readiness.	Ongoing, current data available.
To be recognized in the local legal community as an institution that produces graduates of a high caliber in their paralegal education enabling them to be capable and prepared to enter the job market with the ability to complete the tasks assigned to a paralegal.	Seek input from advisory committee on program curriculum to stay current with the local job market requirements.	On agenda for Fall 2017 advisory meeting.

Paralegal Program Goals and Activities for 2017-18.

<p>To provide the paralegal students with a quality legal education that provides them with an ethical foundation, applied skills, proficiency and the ability needed to perform tasks competently and succeed in their paralegal career.</p>	<p>Faculty will develop their courses on the Canvas platform and the outcome assessment tool will be utilized.</p>	<p>Goal is to complete all present offerings in fall 17.</p>
<p>The Santa Ana College paralegal graduate shall be able to perform many tasks normally handled by an attorney, such as preparing and understanding needed forms and pleadings, interviewing clients and witnesses, legal research and document preparation and organization.</p>	<p>Seek input from advisory committee on program curriculum to stay current with the local job market requirements.</p> <p>Gather input from employers.</p>	<p>On agenda for Spring 2018 advisory meeting.</p> <p>Input has been received and evaluated from LASOC and OCSC intern supervisors. Modifications have been made to the curriculum. See assessment report.</p>

Paralegal Program Goals and Activities for 2017-18.

<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Require the students in the Para 297 Professional Paralegal class to attend networking opportunities such as the OCPA and Orange County Bar Association meetings.</p>	<p>Assigned as part of the requirements of the Para 297 class. Is also assigned as extra credit opportunities in Para 297 and Para 101.</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Survey graduates and employers to determine if skills taught meet skills needed in workplace.</p>	<p>Ongoing, current data available.</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Create learning opportunities for students to apply the skills learned in the program.</p>	<p>Intern positions in place since Spring 2013. Will continue to place interns with the Legal Aid society of Orange County. Para 105 added to summer and winter intersession.</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Inform the legal community through the OCPA, advisory committee.</p>	<p>Full time professors are members of OCPLA. Members of advisory committee are members of OCPA and members of the legal community.</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Maintain social media contacts such as Facebook and LinkedIn.</p>	<p>Maintained by Kristen Robinson</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Update marketing materials such as the brochure and the department web page.</p>	<p>Web page updated by Rick Manzano</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Send out a season's greeting card to the legal community.</p>	<p>In planning for end of Fall 2017</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Expand internship opportunities with Public Sector employers.</p>	<p>Robust internship program in place. Assignment in 297 to explore the internship webpage. Have increased number of internships in the program.</p>

Paralegal Program Goals and Activities for 2017-18.

<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Host the OCPA job conference.</p>	<p>Done Spring 2015, 16, 17. Planning for fall 17/Spring 2018</p>
<p>To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.</p>	<p>Host an expungement Clinique in association with LASOC, UCI Law</p>	<p>Scheduled 9/30/17</p>
<p>To provide state-of-the art computer literacy skills to the students by training students in the use of varied computer programs available to the legal practitioner.</p>	<p>Research online research alternatives.</p>	<p>New license agreement with Nexis/Lexis for 60 passwords in place. New text for Para 120 ordered.</p>
<p>To ensure and maintain the high quality of teaching.</p>	<p>SLO and curriculum/program review.</p>	<p>Current. Para 100, 101, 105, 107, 120, 121, 140, 145, 150, 246,248, and 297 SLOs have been gathered are in the evaluation cycle for Fall 17.</p>
<p>To ensure and maintain the high quality of teaching.</p>	<p>AAFPE meetings. LOWDL meetings. Attend the Annual State Bar meeting and CLE opportunities. Attend the Distance Education Advisory Workforce meetings. Attend the SACTAC meetings (College Technical Advisory Committee). Be involved in college faculty committees.</p>	<p>1. Kristen attended the Spring AAFPE meeting. 2.State Bar meeting planned. 3.FTF up to date on CLE. 4.Rick participates in the Distance Education Committee and the Open Education Resource committee. 5.The division has a representative at SACTAC who reports to the chairs meetings. 6. Kristen is the SAC Business Division curriculum chair/representative. 7. Kristen is on the Pathways committee. Kristen attends the statewide Pathway to Law School meetings.</p>

Paralegal Program Goals and Activities for 2017-18.

<p>To ensure and maintain the high quality of teaching.</p>	<p>Faculty will participate in teaching training opportunities at SAC.</p>	<ol style="list-style-type: none"> 1. Kim Smith is attending the new faculty institute. 2. Kim, Kristen and Rick have participated in the online learning certificate program and the Canvas training. 3. The Canvas training was incorporated into the Fall 17 department meeting. 4. The online Canvas certificate training is available for all adjuncts with a completion goal and Canvas class completed of the end of fall 17 semester.
<p>To continue to assess and respond to the needs of the local legal community.</p>	<p>Expand membership of the Industry and Community Advisory Committee. Hold minimum of two Advisory Committee meetings per year. Survey members of the committee and of the legal profession.</p>	<p>New members have been added to the PAC. The program has held two meetings per year.</p>
<p>To ensure that students are current in all areas of study, as well as keeping abreast of the growing trend for legal specialization areas in which paralegals are employed</p>	<p>Continue program review, SLO assessment. Survey members of the committee and of the legal profession. Attend the Annual State Bar meeting and CLE opportunities.</p>	<p>Ongoing.</p>
<p>To maintain relationships with the Orange County Bar Association, local and national paralegal associations like NFPA, NALA, Orange County Paralegal Association, Los Angeles Paralegal Association and AAFPE.</p>	<p>Maintain membership in the AAFPE, the California State Bar and the OCPLA. Students are required as part of course work in Para 297 "The Professional Paralegal" to attend networking activities with these organizations.</p>	<p>ongoing</p>

Paralegal Program Goals and Activities for 2017-18.

<p>To meet and exceed the high standards set by the ABA for the education and training of paralegals.</p>	<p>Conduct the ABA self-study and reapproval application and submit it to the ABA.</p>	<p>Interim report in progress. Intended submission date on or before 9/15/17.</p>
<p>To continue to maintain contacts and presence in the local legal community for the employment of our paralegal program undergraduates and graduates.</p>	<p>Expand Internship opportunities.</p>	<p>CTE internship coordinator works with program students. Have internship opportunities with Legal Aid of Orange County, various agencies with the County of Orange, Self Help Center, as well as law firms. The program offerings have been greatly expanded.</p> <p>The division has hired a new general business work experience faculty who will assist the coordinator with the program.</p>
<p>To continue to maintain contacts and presence in the local legal community for the employment of our paralegal program undergraduates and graduates.</p>	<p>Host the OCPA job conference.</p>	<p>Hosted in Spring 2015. Planned for Fall 2015/Spring/2016</p>
<p>To continue to work with other departments in the college to develop new legal specialties appropriate for cross listing.</p>	<p>Maintain the Para/CJ 107 "Criminal Procedure" class. Include Bus 105 "The Legal Environment of Business" as a requirement for the program. Maintain cross listings with International Business</p>	<p>Completed.</p>

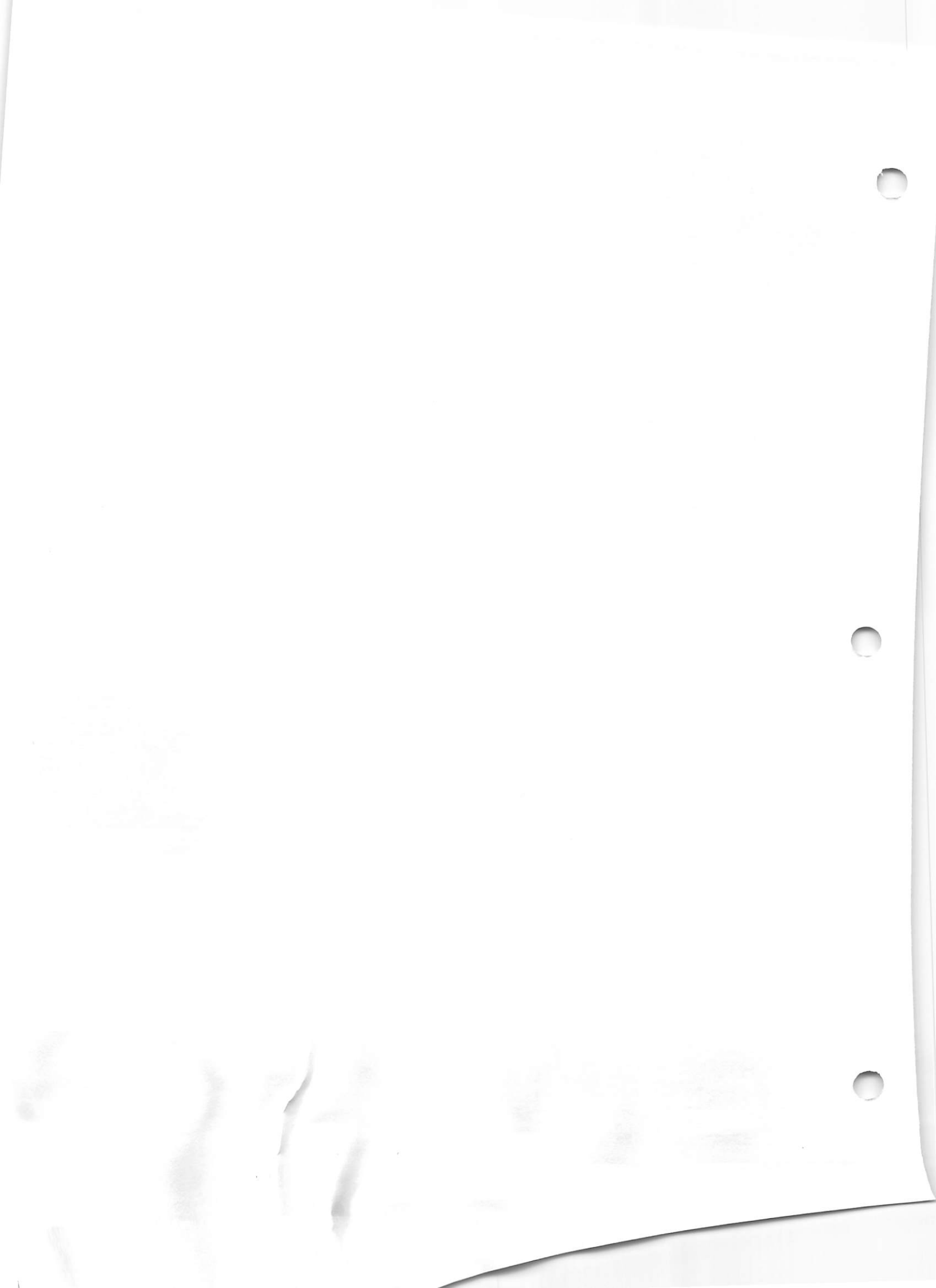
Paralegal Program Goals and Activities for 2017-18.

<p>To maintain and expand our library resources, acquisitions and on-line access for the paralegal students to have access to, and hands-on familiarity with contemporary legal materials, resources, cases and codes relevant to the research and practice of law in California.</p>	<p>Complete and maintain the legal collection for A 130 (Paralegal Legal Resource Classroom).</p>	<p>A-226 has been designated the Paralegal Resource classroom. The library collection is in A-226. Updates for the digest were purchased from lottery funds.</p> <p>Additional materials have been added.</p> <p>Periodicals are available in the resource room.</p> <p>LEXIS subscriptions to legal resources are available to students in the resource room and college library.</p>
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2015

Santa Ana College Student Satisfaction Study

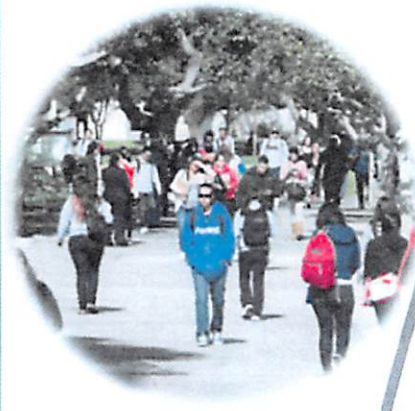




2015



Santa Ana College Student Satisfaction Study



Introduction

In Summer 2015, the RSCCD Research Department conducted its comprehensive student satisfaction survey of students enrolled at Santa Ana College (SAC). The survey provided an opportunity for students to report their levels of satisfaction with their educational experience and academic preparation provided by the college. In addition, the survey included questions regarding areas of student learning outcomes and student engagement in related school activities, as well as questions regarding their family background.

This survey was administered online to all SAC students who were enrolled during Spring 2015 semester and who listed a valid email address on their college application. This report summarizes the opinions and perceptions of the 975 students who completed the survey. The comments (in the appendices) are respondents' own words in which they freely complimented the helpfulness of the staff and faculty, as well as the many services and resources available to them at SAC. Similarly, they did not hesitate to offer suggestions for improvements. Program staff should read this section thoroughly as these comments are very revealing.

Student Satisfaction

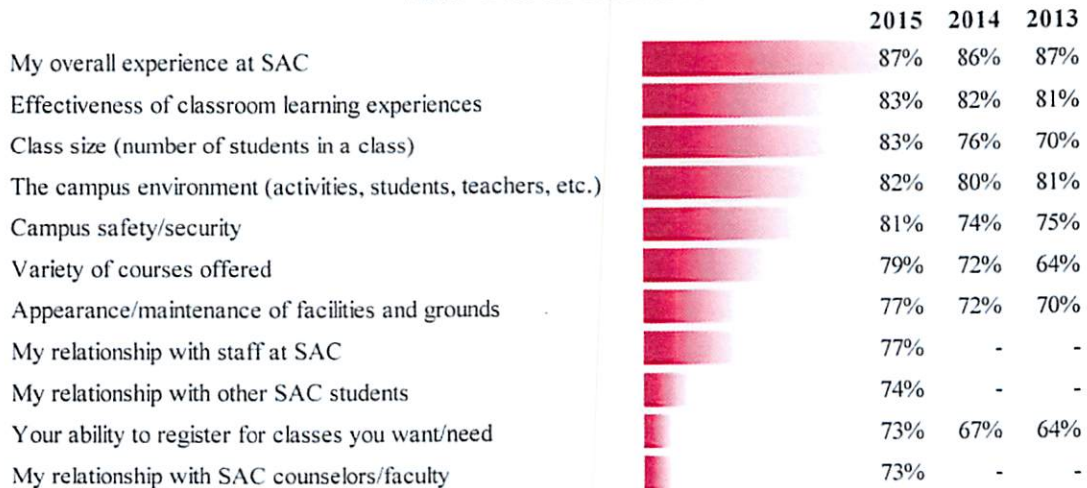
Overall Satisfaction

Respondents were generally satisfied with the quality of education, college facilities and the services they received at Santa Ana College. 2015 survey respondents consistently rated most of these categories slightly higher than 2014 respondents did, which were also mostly higher than 2013 ratings. "Class size" and "variety of classes" had the highest increase among the satisfaction categories (13 and 15 percentage point gains).

While respondents expressed higher satisfaction in all categories, general categories such as "overall experience," "effectiveness of classroom learning experience," "class size" and "campus environment" received higher ratings than "ability to register for classes needed" and "my relationship with SAC faculty/counselors."

	Percent of Respondents				
	Excellent	Good	Average	Below Average	Poor
My overall experience at SAC	49%	38%	10%	2%	1%
The SAC campus environment (students, activities, etc.)	41%	41%	14%	3%	1%
Effectiveness of classroom learning experience	40%	43%	13%	3%	1%
My ability to register for classes I want or need	40%	33%	19%	5%	3%
Variety of classes offered	40%	39%	16%	3%	2%
Class size (# of students in a class)	38%	45%	14%	2%	1%
Campus safety/security	42%	39%	16%	3%	2%
Appearance and maintenance of grounds/facilities	38%	39%	17%	5%	2%
Your relationship with SAC counselor/instructors	41%	32%	18%	6%	3%
Your relationship with staff at SAC	39%	38%	17%	4%	2%
Your relationship with other SAC students	38%	36%	19%	5%	3%

2015 Overall Satisfaction



Percent of "good" and "excellent" ratings

Personal Experience at SAC

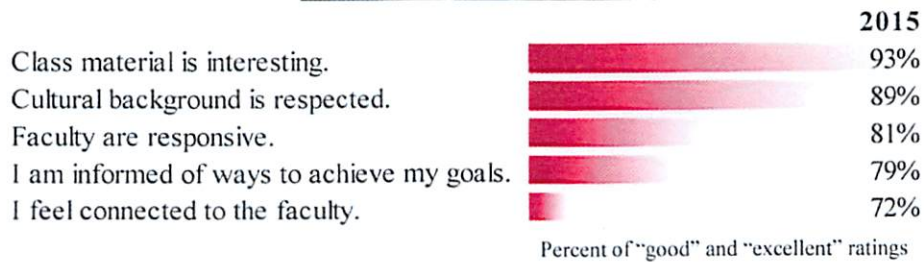
Respondents were generally in agreement that what they learn in class is interesting (93% “strongly agree” and “agree”) and felt that their cultural background is respected by those around them (89%).

Whereas the majority of student-respondents feel connected with faculty (72% “strongly agree” or “agree”), about one fifth (19%) of the respondents were “uncertain” of this relationship.

Respondents also stated they have been adequately informed in regards to the steps they need to take to achieve their specific goals (79% “strongly agree” or “agree”).

	Percent of Respondents				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
My cultural background is respected.	51%	38%	8%	2%	1%
I feel connected to the faculty.	32%	40%	19%	5%	4%
Faculty are responsive to students’ communications.	34%	47%	11%	5%	3%
I have been adequately informed regarding the steps I need to take to achieve my specific goals.	39%	40%	12%	5%	4%
What I learn in class is interesting.	52%	41%	4%	2%	1%

Personal Experience at SAC



Satisfaction by Ethnicity

Overall, Asian students reported the highest satisfaction in seven of the 11 categories listed. African-American respondents voted lowest satisfaction in four of the 11 categories. Note that the number of African-American respondents was relatively small (n=17) and variation in percentages is usually higher. Comparisons to other groups should be used with caution. White students reported highest “overall experience” satisfaction (92%), while African-American respondents reported lowest satisfaction with campus safety/security (65%).

In regards to their personal experience, Latinos believe that their “cultural background is respected” at SAC at a higher rate than do Whites students (93% and 73%, respectively). All ethnic groups stated what they “learn in class is interesting.”

Overall Satisfaction by Ethnicity Percent of “Good” and “Excellent”

	Ethnicity				
	African-American (n=17)	Asian (n=126)	Latino (n=515)	White (n=65)	Other (n=35)
My overall experience at SAC	82%	87%	90%	92%	77%
The SAC campus environment (students, activities, etc.)	71%	85%	86%	83%	80%
Effectiveness of classroom learning experience	76%	90%	86%	82%	80%
Ability to register for classes	82%	73%	74%	73%	80%
Variety of classes offered	71%	82%	82%	70%	66%
Class size	82%	88%	84%	80%	85%
Campus safety/security	65%	89%	79%	80%	76%
Appearance and maintenance of grounds/facilities	76%	81%	78%	75%	77%
Your relationship with SAC counselor/instructors	88%	86%	73%	77%	69%
Your relationship with staff at SAC	71%	82%	77%	73%	71%
Your relationship with other SAC students	71%	82%	73%	78%	69%

Personal Experience by Ethnicity Percent of “Strongly Agree” and “Agree”

	Ethnicity				
	African-American (n=17)	Asian (n=126)	Latino (n=515)	White (n=65)	Other (n=35)
My cultural background is respected.	76%	84%	93%	73%	71%
I feel connected to the faculty.	65%	78%	71%	77%	66%
Faculty are responsive to students’ communications.	71%	84%	81%	86%	65%
I have been adequately informed regarding the steps I need to take to achieve my specific goals.	82%	83%	79%	72%	79%
What I learn in class is interesting.	100%	95%	94%	89%	94%

Student Learning Outcomes and Engagement

Contribution to Knowledge and Skills

Respondents were asked to rate the preparation they have received at SAC in 16 areas of skills and knowledge that are in line with six of the seven student learning outcomes (SLO) established by SAC faculty. Even though some of these skills and knowledge may be relevant in more than one SLO category, they are only listed once in the most appropriate outcome category.

Overall, respondents were satisfied with SAC preparing them in all of these skills and knowledge (80% to 90% of “excellent” and “good” compared to 75% to 80% in 2014 cohort). This year’s respondents rated ALL of the skills and knowledge slightly higher than prior years.

Respondents also reported that SAC faculty are contributing more to their knowledge and skills in the low ratings of “not applicable” (1% to 4% as compared to prior years of 3% to 7%).

Level of Preparation Received at SAC in Skills and Knowledge Associated with Student Learning Outcomes

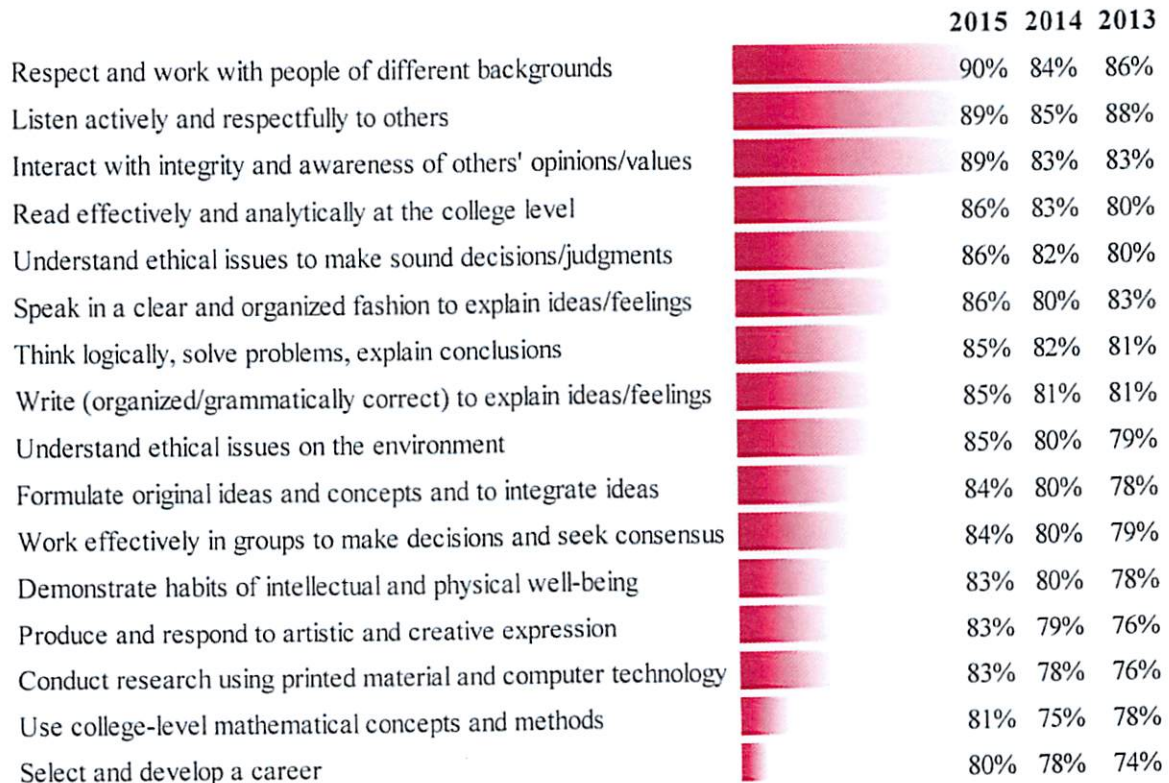
SLO	Skills and Knowledge	N/A	SAC preparation reported by respondents*				
			Excellent	Good	Average	Below Ave.	Poor
Communication	Listen actively and respectfully to others	1%	47%	42%	10%	1%	1%
	Speak in a clear and organized fashion to explain ideas, feelings and conclusions	2%	42%	44%	13%	1%	1%
	Read effectively & analytically at the college level	2%	44%	42%	12%	2%	1%
	Write in an organized and grammatically correct fashion to explain ideas, feelings, and conclusions	3%	42%	43%	12%	2%	1%
Thinking & Reasoning	Formulate original ideas and concepts and integrate ideas	2%	41%	43%	14%	2%	1%
	Think logically, solve problems, explain conclusions, and evaluate ideas of others	2%	43%	42%	12%	2%	1%
	Understand ethical issues in order to make sound decisions and judgments	3%	44%	42%	11%	2%	1%
	Use college-level mathematical concepts and methods	4%	39%	42%	15%	3%	2%
Information Competency	Conduct research using printed materials and computer technology	3%	41%	42%	14%	2%	1%
Diversity	Respect and work with people of different cultural and linguistic backgrounds and abilities	2%	51%	39%	8%	2%	1%
	Interact with others with integrity and awareness of others’ opinions and values	2%	48%	41%	10%	1%	1%
	Understand ethical issues on the environment	3%	45%	40%	12%	2%	1%
Life Skills	Produce and respond to artistic/creative expression	4%	42%	41%	14%	3%	1%
	Demonstrate habits of intellectual and physical well-being	2%	42%	41%	14%	2%	1%
	Participate effectively in teams and groups to make decisions and seek consensus	2%	43%	41%	13%	2%	1%
Career	Select and develop a career	3%	41%	39%	14%	3%	2%

Respondents rated SAC to have contributed greatly in the areas of “communication” and “diversity.” The most highly-rated skills preparation received at SAC were the abilities “to respect and work with people of different backgrounds” (90%), “to listen actively and respectfully to others” and “to interact with integrity and awareness of others’ opinions and values (89% each).

Respondents reported the lowest contribution by SAC in their abilities to “select and develop a career” (80%) and “use college-level mathematical concepts and methods” (81%).

This year’s survey respondents consistently rated most of these skills slightly higher than did 2013 and 2014 respondents. The most significant positive changes between 2013 and 2015 were to “produce and respond to artistic and creative expression” and to “conduct research using printed material and computer technology” (7 percentage point gain each).

Level of Preparation Received at SAC in Skills and Knowledge Associated with Student Learning Outcomes



Percent of “good” and “excellent” ratings

Student Engagement in College Activities

Respondents were asked how often they participated (within the previous 12 months) in 16 different activities that supported those student learning outcomes.

Classroom activities ranked highest in participation and non-academic activities had much lower participation. More than four-fifths of the respondents “used the Internet for information resources for a class assignment” (87%) and “worked on a paper/project using ideas from different sources” (82%). “Attendance and/or participation in student clubs, theater, music, and sports events” (22%) and “participated in a student club, organization or government” had lowest participation rates.

On average, 2015 survey respondents participated in these learning activities at higher rates than did 2013 and 2014 respondents. The most significant positive changes included “attended/participated in art, theater, music or dance activities” (19% to 34%, 15 percentage point gain) and “had an appointment with a counselor to discuss class requirements” (42% to 58%, 16 percentage point gain).

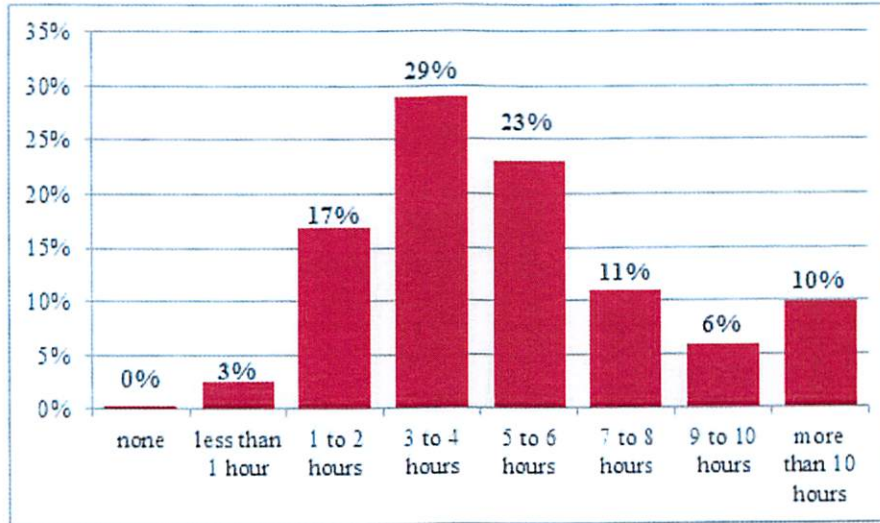
Level of Participation in Student Learning Outcome Activities

	2015	2014	2013
Used the Internet for info resources for a class assignment	87%	80%	80%
Worked on a project using ideas from diff. sources	82%	75%	77%
Participated in class discussions	78%	75%	73%
Collaborated with other students in a class project	75%	68%	73%
Had a discussion with students of diff. backgrounds	63%	58%	61%
Read info about a university or a career you're interested in	63%	50%	58%
Used computer software to create charts/graphics for a project	61%	59%	60%
Did extra study of topics introduced in class (not assigned)	60%	55%	55%
Had an appointment with a counselor to discuss class reqs	58%	42%	49%
Used library resources for a research paper or project	56%	49%	53%
Discussed your interests/plans with a counselor	52%	40%	47%
Used the SAC library to read mat. not assigned by a class	39%	36%	40%
Completed an experiment/project using scientific method(s)	36%	27%	31%
Attended/participated in art, theater, music or dance act.	34%	21%	19%
Participated in a student club, organization or government	28%	19%	21%
Attended or participated in a sports event on campus	22%	17%	17%

Percent of “very often” and “often” participation

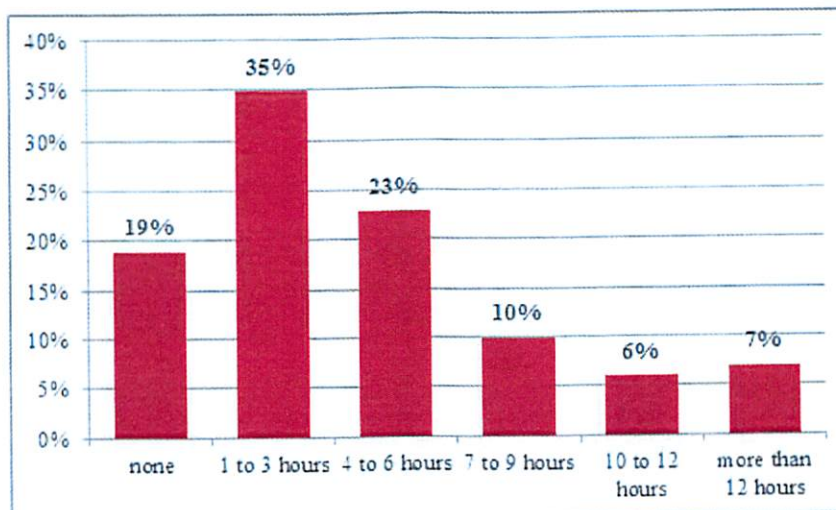
Study Hours

One-half of the respondents spent, on average, one to four hours a week studying for a typical three-unit class at SAC. Sixteen percent of the respondents reported spending more than 8 hours a week studying for a class.



Number of Hours on Campus Other than Attending Class

Other than attending classes, respondents spent very little time on campus. Only 13% of them spent more than 10 hours a week and 19% spent NO time on campus participating in other non-classroom activities, such as student government, student clubs, library use, performing arts, and athletics.



Student Support Programs and Services

Students were asked to rate 28 programs and services made available to students as they study at SAC. The second column in the table below shows the percentage of respondents who did not know the program/service existed, the third column shows percentage of those who have used the given SAC program or service; subsequent columns list the program ratings given by those respondents.

Programs and Services	Did not know program exist	Percent of Respondents Who Used	Percent of Program/Service Ratings by Users				
			Excellent	Good	Average	Below Average	Poor
Academic Computing Center	8%	65%	50%	39%	8%	2%	1%
Admissions & Records/Registration	2%	92%	47%	41%	8%	2%	2%
Career Development/CTE/Success Center	11%	50%	44%	41%	11%	2%	2%
Center for Teacher Education (CFTE)	21%	27%	49%	34%	12%	3%	2%
Child Development Center	11%	29%	50%	34%	12%	2%	2%
Counseling Center	2%	83%	50%	33%	11%	3%	3%
Cross Cultural Resource Center	30%	20%	42%	37%	15%	3%	3%
Disabled Student Programs & Services	8%	26%	57%	26%	11%	3%	3%
EOPS	8%	37%	56%	30%	9%	1%	4%
Financial Aid Office	2%	80%	45%	33%	15%	3%	4%
Freshman Experience	14%	44%	49%	33%	12%	3%	3%
Health and Wellness Center	10%	40%	51%	32%	10%	4%	3%
High School and Community Outreach	20%	24%	49%	34%	14%	1%	2%
Honors Transfer Program	14%	24%	47%	36%	11%	3%	3%
International Student Program	17%	22%	48%	34%	10%	4%	4%
Learning Center	5%	65%	54%	34%	10%	1%	1%
Library	3%	86%	56%	35%	7%	1%	1%
Math Center	5%	65%	55%	32%	9%	1%	3%
MESA (Math, Engineering and Science)	9%	26%	52%	36%	8%	1%	3%
Santa Ana ¡Adelante!	18%	34%	60%	28%	7%	1%	4%
Scholarship Services	9%	38%	54%	30%	9%	3%	4%
Service Learning Center	9%	46%	54%	34%	7%	2%	3%
Student Activities	9%	43%	52%	36%	8%	1%	3%
Student Placement	8%	50%	41%	43%	11%	2%	3%
Testing Center	5%	63%	43%	41%	10%	3%	3%
University Transfer Center	7%	41%	57%	32%	7%	1%	3%
Veteran Resource Center	11%	20%	50%	33%	12%	1%	4%
YESS (Youth Empowerment Strategies Success)	28%	16%	48%	38%	9%	1%	4%

Respondents do not use the many programs and services made available to support them as they pursue their college education. The most often used programs/services are usually "required" ones with which students need to interact, such as Admissions and Records/Registration, Library and Counseling in order to select and enroll in their classes, complete their assignments, etc. Less than a quarter of respondents participated in "optional" programs, such as MESA, DSPS, Honors Transfer Program, Cross Cultural Resource Center, Child Development Center, CTE, International Student Program, YESS, High School and Community Outreach, and Veteran Resource Center. Overall, regardless of the number of users, participants rated the quality of the various support programs and services from a low of 79% to a high of 91% "good" and "excellent." 2015 survey respondents consistently rated ALL student support programs and services higher than 2014 and 2013 respondents did. The most significant positive changes from 2013 to 2015 included EOPS, Scholarship Services, Child Development Center, Veterans Resource Center, Honors Transfer Program (15+ percentage point gains). It is recommended that further research be conducted to understand the changes as there are many reasons.

Ratings of SAC Programs and Services

	2015	2014	2013
Library (n=625)	91%	88%	89%
Academic Computer Center (n=473)	89%	86%	86%
University Transfer Center (n=300)	89%	81%	77%
Admissions & Records (n=665)	88%	81%	79%
Learning Center (n=471)	88%	-	-
MESA (Math, Engineering and Science) (n=190)	88%	78%	74%
Santa Ana ¡Adelante! (n=243)	88%	-	-
Service Learning Center (n=327)	88%	83%	80%
Student Activities (n=305)	88%	-	-
Math Center (n=465)	87%	83%	85%
EOPS (n=265)	86%	78%	71%
YESS (Youth Empowerment Strategies Success) (n=119)	86%	-	-
Career Development/CTE/Success Center (n=359)	85%	81%	71%
Child Development Center (n=209)	84%	73%	67%
Scholarship Services (n=270)	84%	75%	68%
Student Placement (n=362)	84%	77%	75%
Testing Center (n=454)	84%	-	-
Center for Teacher Education (CFTE) (n=192)	83%	80%	70%
Counseling Center (n=602)	83%	79%	73%
Health and Wellness Center (n=288)	83%	79%	77%
High School and Community Outreach (n=172)	83%	-	-
Honors Transfer Program (n=175)	83%	72%	65%
Veterans Resource Center (n=147)	83%	72%	60%
Freshman Experience (n=316)	82%	75%	76%
International Student Program (n=156)	82%	-	-
Disabled Student Programs & Services (n=191)	81%	73%	71%
Cross Cultural Resource Center (n=143)	79%	70%	68%
Financial Aid Office (n=576)	78%	72%	64%

Percent of "good" and "excellent" ratings

Characteristics of Survey Respondents

Demographics and Characteristics

Respondents are nearly two-thirds (63%) female, Latino (71%), and young (25 years of age or younger, 55%).

Less than one-half (42%) of the respondents speak English as their primary language, 43% speak Spanish and 12% speak Vietnamese.

Few respondents (11%) concurrently attend other colleges/universities while attending SAC; most of those are at nearby colleges/universities, such as Santiago Canyon College, Fullerton College, Golden West College, Coastline College and CSU Fullerton.

Ethnicity*	
Latino	71%
Asian/Pacific Islander	17%
White	94%
African-American	2%
Other	5%
Age	
< 19 yrs.	15%
20 yrs. to 25 yrs.	40%
26 yrs. to 29 yrs.	11%
30 yrs. to 39 yrs.	16%
40 yrs.+	18%
Gender	
Female	63%
Male	37%
Primary Language	
English	42%
Spanish	43%
Vietnamese	12%
Other	3%
Attending other colleges/universities?	
No	89%
Yes	11%

*Total does not equal 100% due to multiple response option

Special Populations

Even though the college understands there may be small numbers of students/respondents of these “special populations” (foster youth, veterans, disabled and financial aid students), it is important to ensure we appropriate representation within our respondent pool, similar to that of our general student body.

Few respondents (3%) are currently active, dependent and or discharged members of the United States military.

A very small number of respondents have been in the foster care program.

One-tenth of the respondents have requested and received assistance for their learning, physical, psychological and/or medication conditions. More than two-thirds (70%) of respondents applied for and received financial aid.

United States Military Status	
Currently active military	.13%
Dependent of currently active military	.50%
Member discharged within last year	.37%
Member discharged over a year ago (veteran)	2%
None of the above	97%
Foster Youth or were in Foster Care System	
Yes	2%
No	96%
Decline to state	2%
Received/Requested assistance for learning, physical, psychological and/or medication condition	
Yes	9%
No	88%
Decline to state	3%
Apply and received financial aid at SAC	
Yes	70%
No	21%
I wanted to, but did not know how to	5%
I did not know that I could	1%
I do not remembered/I don't know	3%

Family Background

Less than half (44%) of respondents lived in households of 3 or fewer members; a tenth of the respondents lived alone. About one-third (32%) of respondents reportedly did not have any dependents to support in 2014; another 33% were supported by someone else. Only 16% of respondents reported a household income of over \$40,000.

More than one-half (56%) of the respondents work (full- and part-time); another one-third (32%) reported that they are unemployed but would like to work.

Number of members in the household:	
Only myself	11%
2-3 members	33%
4-5 members	37%
6 or more members	19%
Number of people you support:	
None, supported by someone else	33%
Only myself	32%
2-3 members	24%
4-5 members	9%
6 or more members	2%
Respondents' 2014 household income:	
≤ \$12,000	23%
\$12,001-\$18,000	11%
\$18,001-\$24,000	15%
\$24,001-\$30,000	11%
\$30,001-\$40,000	9%
>\$40,000	16%
Do Not Know	15%
Respondents' employment status:	
Work full time	26%
Work part time	32%
Homemaker	5%
Unemployed, but would like to work	32%
Unemployed, do not care to work	5%

Sixty-four percent of respondents (as shown in the shaded cell) reported that they are “first-generation” college students, defined here as students for whom neither parent had ever attended college.

Father's Education	Mother's Education			Total
	No College	Some College, No Degree	College Degree	
No College	64%	7%	4%	75%
Some College, No Degree	6%	4%	1%	12%
College Degree	5%	2%	6%	13%
Total	76%	13%	11%	100%

Additional Comments

Overall experience:

- I am very satisfied overall. (11)
- Santa Ana College is the best college to attend! (11)
- I will never attend SAC again. I suffer from a medical condition, and was unable to attend my classes due to this condition, and I was still dismissed from the college.
- I was embarrassed to attend SAC and never once got welcomed by other students or faculty.
- I recommend every departments to have a suggestion/complimentary box so we can make suggestions on a regular basis and let department know what a great a job they are doing. This will make a difference. Thanks for the opportunity to share by thoughts.
- I had a great semester at SAC and it was really easy.
- Attending SAC has been the best decision I've made after high school. I'm welcomed and it feels like home. It saddens my heart to transfer out from a school with great resources and opportunities. Staff, teachers and counselors are always willing to help. They will help the student transfer out in 2 years if the student is willing to contribute their time and dedication. I am now an alumni and transferring to UCI. Thank You SAC for a great education!
- SCC is really nice compared to SAC.
- SAC is awesome. You have the best resources that a student could use. I recommend SAC to any student who is seeking an education. The faculty care and develop us into leaders. Thank you!
- SAC has become home for me. It is where professors submerge me into the learning. Tutors in the Math and Learning Centers encourage me to continue despite of school or life circumstances. SAC has provided me with the essential tools to continue my studies; therefore, one day I want to become a teacher and give back to the new generations.
- Great experience except some rude staff at the Counseling Center, Learning Center and Cashiers Office. Great professors/counselors to help you and the campus is clean with a laid back attitude.
- Great school for those that want to finish their general education and want more time to think about which university to go. Staff members are very helpful and supportive.
- Need to reach out to students!
- Going to SAC at my age is a wonderful thing in my life. Thank you so much for teaching me.
- Bad experiences with this school from the beginning, Financial Aid Office, Testing Center.
- Events need to be advertised better and with more notice.
- SAC is a good place. The library and the Math Center are very quiet, otherwise, my registration date at SAC is always late, so sometimes I couldn't register for my classes.
- SAC is a wonderful institution that has excellent professors who care for their students and invest in their learning experience.
- SAC helped me flourished in academic and professional development. The resources offered are great.
- I have difficulty adapting to the college environment. The transition from high school to college can be a scary thing because I have to be accountable of my academics.
- I had a GREAT experience at SAC, so much I had my nephew transfer from OCC. The only problems I have are: 1. they don't offer student email addresses. 2. the grading system doesn't allow for +/- of grades. I'm in the nursing program and finished the semester with an 89.6%. Just .4% from an A. But my B carries the same credit points as the person who got a B with 82%. Technically, my grade should have been an A-. The universities grade this way and so should community colleges.
- I think it is unfair to count "Ws" into cumulative gpa. I have problems outside of school that I have no control over. This impact financial aid and if we are disqualified it discourages them from continuing college especially when jobs are so hard to come. Thank you for reading. I hope my statement will bring this issue as other students also experience this.
- I would like to continue my college education, but the restriction of financial aid and scholarships keep me from being able to continue my education.
- It would be nice if the scholarship office actually helped find scholarships. (3)

Classes:

- I would love to take computer and design classes in Spanish.
- Course catalog 2014-2015 and counselor provided an incorrect course works. ENGR 140A, ENGR 140B have never opened, but been still recommended to students.
- Classes that are part of degree programs' requirement need to be available or removed altogether. For example, the computer science degree has not offered several classes needed in the last four years. These "incompletable" degree programs give students a false sense of hope.
- More open classes during summer!
- Please add a German course. I have attended Fullerton College for it, but I don't want to keep going back between the two colleges.
- You are not offering Physics 217 after 2:00 pm. Most of your physics classes are before noon which is not considerate of students who works in the morning.
- We need more classes at night during summer and intersession. We parents need nigh classes.
- I would like to know about clubs and programs that the school offers.
- I was in the Bridge to Engineering Program, but it's too fast. I recommend regular math courses instead of combined classes.
- Hard experience for new upgraded blackboard.
- Open the Math Center one to two hours longer. Thank you for your time.
- Very hard to take classes that are needed if SAC keeps canceling or getting rid of classes.
- Need to spend more money in mechanical Engineering Department with new computers and software. My computer crashed during testing and lost a lot of work.

Counseling:

- My first year at SAC was an adjustment but I got through it because of the dedicated counselors and great programs such as U-Link and Adelante.
- Add another counselor to the Counseling Center.
- I've experienced racial intolerance from a counselor who has a history of racial issues directed towards white students. Why is this person still employed?
- The Counseling Center needs more staff. The wait time is VERY long during walk-ins. Also, have more appointment slots and evenings hours for those people who work. Perhaps, having Saturday an option for normal business hours for ALL services of the college.
- Counseling Center as well does not have friendly front desk employee; appeared at the time in a rush and impatient. Obviously the lack of staff creates a tense work setting anywhere which puts too much stress on people and lowers the quality of the department.
- I think SAC is a really good institution; the only problem is when you are new at the school the counselors don't explain you all of the options that you have.
- The Disability Learning Center counselors/interns are not punctual. I attended the Health & Wellness Center and they were always punctual when I had an appointment and the counselor that I was assigned to was very nice, and she helped me with my stress.
- The counselor are too busy to see students. Why do I have to wait months to be seen?
- I would like counselors to show more interest when talking to students instead of being distracted with other things when meeting with us. But most importantly, please make is feel comfortable and encouraged instead of making us feel like total failures. Because even if the students are failures, counselors' job is to support and advise us on how to improve as students.
- I wish there was more help in planning our education plan. The counseling and financial aid offices are always full. It can be a little challenging to move forward.
- The Counseling Center should really take the time to meet the needs of students, inform them of possible options, and never say that they are incapable of transferring into a particular university.
- The Counseling Center is always overbooked! When you have an academic emergency you have to wait almost a month to be seen and when you are finally seen, you are rushed in and out. Also, the receptionist is rude and unprofessional. College staff should be professional and helpful.

Facilities/Campus Appearance:

- More study spaces: under the trees and along the hallways. (2)
- More parking lots please (2)
- Restrooms need to be revamped because they are disgusting, some of the doors don't close or the locks don't slide into the proper hole. (2)
- PLEASE replace the water fountains because the water tastes like rusty pipes! (2)
- The N building needs to be refurbished because it's not in an adequate state for music students. The practice rooms are not soundproof and students are able to hear the person next door which interferes with a person's ability to focus. The band room's carpet needs to be replaced.
- Older classrooms do not have air, but a big fan which can't be on since we can't hear the teacher.
- The campus is clean, but some classrooms in the H building are horrible.
- SAC needs to be remodeled as I don't like having the feeling that the roof is going to fall on me.
- More security.
- Fix restroom shower curtain in building R. Parking is a big issue, maybe increase the price of parking passes. Clean building's carpets; a lot of stains.
- I don't like to see students smoking marijuana around campus especially around the village and the building right next to the pool.

Faculty/Staff:

- My teachers have been amazing and I have learned a lot. (3)
- Some faculty don't like to have a solid relationship with their students. (2)
- Please do not switch teachers for classes we already registered for. When I select a class, I select a specific teacher as they are highly recommended by my peers.
- My experience with the teachers was amazing, but my math instructor was not always available, so it made it a bit difficult. My freshman experience was wonderful.
- **Jennifer Giddings** is an excellent math professor. She fosters a culture of communication, learning and peer support.
- Instructors need to be more attentive with students who need academic assistance; and, they need to learn how to TEACH the subject, NOT just give INSTRUCTIONS to the subject only!
- I prefer to be in classes where the lectures are presented in PowerPoint slides because it's a lot easier for me to understand the material.
- I do not like the teaching methods currently used by the Chemistry Department. I felt very lost and stressed out. The professors do not lecture until students ask "appropriate" questions. I do even worse in chemistry because I am put down because I don't ask questions. I wish the teachers would just lecture and I can ask my own questions when I am ready to.
- **Maria Garibay** is very helpful. She guided me to do better and achieve my goals. She showed me ways to get to know my professors. I also want to give a special thanks to **Donato Martinez** who has motivated me to pursue my education. Truly an inspiration.
- **Professor Emley** and **Professor Seitez** are wonderful teachers.
- The music theory class teacher speak too fast. There isn't enough time for doing exercises and explain homework in classes. Tutors don't have experience in teaching this course.
- I have been to several colleges and by far SAC is my favorite because of the professors, students, and overall campus experience. Thank you! A concern I do have is the Ceramics Department. I have been deeply inspired by **Patrick Crabb** and **Joe Craemar**. Unfortunately, I had a very poor ceramic class this spring. Fortunately, I will continue my interest in ceramics with **Joe C.** Again, my experiences have been enlightening and generally had and having a great time at SAC!
- I had a professor who was obviously new. His grading and expectations were too grand. I received the highest grade in the class and it was a B. He tried, but he was way over his head.
- They have some great instructors at Santa Ana College. I really enjoying being a student at SAC.
- Need more full-time math professors rather than part time. That way I can attend office hours when needed. The Math Center is helpful, but the 1:1 experience with the professor is better.

- School is what a student makes of it. In my three years I used all resources that gave me the assurance for my transferring to the CSU and I was accepted to three CSUs. Without my professors' guidance I would not be where I am. My sincere gratitude to the staff and professors of this college.
- A lot of wonderful teachers, and some who do not possess the ability to enunciate or speak clearly enough to effectively learn from. Perhaps an evaluation of clarity should be administered to insure the teacher is able to communicate effectively. It is tough to learn subjects in which you struggle from someone who cannot explain things clearly.
- Majority of teachers are awesome but you run into those that don't care and make u feel like you're they're gas money and that the class doesn't really matter. I hate that.
- Also, I am disappointed in SAC for allowing Professor _____ to teach English 103. I have never had an experience where I felt afraid to go to class, and I have never been in a classroom where a teacher spends the entire time going on tangents. She constantly yelled at us for asking a question, and threatened to fail every single students because she was retiring and didn't care. Please evaluate your teachers! I pay for my classes and expect a learning experience!
- Every teacher I've had has been outstanding, and, for the first time in years, I was able to get a B in math thanks to Mr. Zeller. He is a great teacher!
- SAC professors are incredibly helpful, dedicated and respectful. I think that SAC professors are the best I've ever had. Professors Eddie Muniz and Jorge Guerra were helpful and go above and beyond to help us understand the class. I'm very satisfied with such encouraging professors.
- Please help the poor instructors like _____ who have way too much work or outside life activities that gives no time for some extra rest. By the time these instructors get into the classroom, they are not motivated to TEACH. I don't want any more instructors falling asleep, and or not wanting to teach. I don't want to waste classroom time hearing about their lives. School curriculum and standards need to be higher in terms of requiring students to critically think and act. Make sure professors hear out the student completely before cutting them off which also helps to answer questions more effectively. A couple excellent professors are Dr. Soriano and Dori Dumon. They are very good in engaging students in the class material and made the class interesting/challenging.
- Patricia Waterman is the best professor at SAC and all other colleges that I have attended. She spends a lot of time after class with all her students. She has my vote for Professor of the Year award!
- The Business Program is amazing! Professor Shweiri is the best.
- The Business Division: staff and administrators are an excellent team. They go above and beyond to help a student succeed and to overcome any issues that arise. They are all appreciated.
- Have your staff be friendly and helpful instead of us guess what it is they're trying to tell us.
- Wellness Center has great nurses and doctors, but the greeters at the front aren't as friendly.
- Testing Center needs nicer people who aren't in a terrible mood. All counselors should be as nice and helpful as Cathy Fernandez
- Staff should be nicer when students ask questions instead of giving us attitude and not helpful. The Admission Office should be polite and clear about registration process, instead of sending you back and forth to other persons who directs you back to Admissions again. Other than that, I had a wonderful experience with my professors, they did an amazing job in teaching, lecturing, and making sure that I understood the material. Thanks SAC.
- EOPS Computer Center should be open more often to students, and the schedule posted on the front door does not correlate to the time that it actually opens. They should open on time with a set schedule so it won't leave the students second guessing.
- I attend afternoon classes and everything closes often early, like the library and Learning Center.
- I can feel how every SAC staff member's priority is for the students to succeed, I love it!
- There is a female staff member that works at tin the Learning Center that made my SAC experience extremely disappointing. She gave me attitude and did not allow the professors to help me. It got way out of hand. She was not acting professionally; giving me attitude and being extremely rude. It is very sad that nothing was done to her. Next time I will be reporting her to the Dean!

- I was lost as a first time student, even though I went to the orientation. I'm not aware of the programs available to me as an evening student. The counseling receptionists need to be kinder; if they don't like their job or are stressed they need to be moved. Specifically "older workers" in Admissions Office do not have patience or be kind. I do understand they deal with immature students but not all of us are. I'm a wife and mother of four children. It's unprofessional and would be great if you took this in consideration and addressed the matter. Thank you.
- The Testing Center is ridiculous. The computers are very old and freeze up during test taking and the staff is very rude. In a common conversation among all my class mates, we all agree the computers need to be replaced and the staff is very rude. Students are stressed out when taking test as it is, the last thing we need to is deal with unhelpful staff who pretend they don't know why we are there, and do not help when we have an issue with the computer.
- Some of the staff I encounter were not too friendly and they seemed to be bothered and annoyed! First impression means a lot and when someone doesn't talk to you then you don't feel good.
- The Testing Center staff were very rude and disrespectful to students. I took quizzes almost weekly for my program and witnessed them being rude to students.
- The people at the front desk are not helpful and disrespectful.
- The Math Center was extremely helpful. I don't think I could've passed my classes without it.
- Please offer earlier registration to those doing well academically!
- Please extend Tutoring Center hours so evening students can attend.
- My math teacher never gave us daily homework, which I think would have been good practice. He instead just told us to do the chapter reviews in our book and turn them in at the end of the semester. I love that twice in my math class we had speakers come in to talk about programs/services the school offered; I think all programs should have representatives come to speak to students in classes, that way students are more aware of the services the school provides.
- The DSPS office is excellent and I get great assistance there. I think all college students could benefit from some type of assistance. I also wish you had more work study programs.

Financial Aid:

- The Financial Office needs more staff. The wait time is VERY long. (2)
- The front desk people in the Financial Aid Office are rude. (2)
- If there is anyway or program that assists those that aren't eligible for FAFSA. (2)
- Need better assistance at the Financial Aid Office!! The schools website claims you guys will help pay for education, yet this office offers low quality assistance. I and other students have talked so much bad stuff about it, because you never get 100% satisfaction from that office. I transferred from Saddleback College and their financial aid counselors were so nice and everyone in the office was willing to help you. The financial aid specialist, _____ offers no help.
- Financial Aid office seems to be understaffed so they don't come off very friendly. I've had multiple employees "help" me read web advisor to me. They post information very late and every time I call I could never get through. They need a bigger and better staff. Financial Aid
- Financial Aid Office seems to always request the same forms that have been submitted.
- I feel proud and happy that I was able to complete two classes with an A and B grades. I hope to keep it up and be able to qualify for financial aid this year to finish what I started long time ago.
- I have used my 90 attempted units here at SAC in regard to financial aid, I'm hoping that my upcoming appeal is approved and I can accomplish my goal of graduating here at SAC and transferring to a university, any assistance in this area would be greatly appreciated.
- I rated financial aid "poor" because each time I waited more than an hour to get help, I understand there were other students but as my turn finally came, the advisor decided to leave and I did not any help after I wasted 2.5 hours waiting. My financial aid was never processed.
- More flexible hours in the Financial Aid Office
- At the beginning of the semester there should be more people helping students in the Financial Aid Office. There should also be maybe like a shortcut for people that just are missing a signature.

Food Services:

- Open cafeteria for more food variety. (2)
- Cafeteria is inconvenient and falling apart. (2)
- Cafeteria food need to be upgraded. There is not a proper food selection. (2)
- I hope there are more than microwavable foods in the cafeteria.
- What happened to the cafeteria food? Particularly, the delicious pizza. I am very displeased.
- We need a cafeteria, or some other food options. I am appalled at the "so called cafeteria"....I have attended several colleges and they all had decent food options... it is embarrassing.
- More gluten free food available would greatly improve my experience at SAC. I have to bring my own food which limits the amount of time and money I can spent at SAC. Thank you.

Library:

- I really love the library.
- Library should be open later hours for evening students. (2)
- The Library needs to have up-to-date books, most books are useless in this generation.
- I feel uncomfortable in the library. A staff member always check my bag when I come in.
- The Library is old and has few good computers and books. It's small, uncomfortable, and not enough fresh air. It is too dark and restrooms are not great. I always feel tired and sleepy when studying in the library. Finally, the opening hours of the library need to be extended. Some people said that the school does not have enough budget. However, it is really ridiculous when the school spends a lot money to remodel buildings and parking lots except the library, one of the most important places of a college. SAC has many good points, except the Library. In my view, SAC's library contributed to the bad academic results of SAC students. I love professors here, and I also love the culture here. However, I never love the Library here.
- Library too cramped, needs more computers, desks, too loud; needs better monitoring for loud people throughout. So spreading out the computers.



SAC Student Satisfaction Survey, 2015

Because your education is important to us, we would like to ask you a few questions regarding your experiences and satisfaction with your academic preparation and support services you received at SAC. We will use the results to assist our staff to strategize plans to ensure your educational experience at SAC is a productive one. Your answers will remain anonymous and confidential.

Thank you for being a part of this very important feedback to our staff and faculty!

1. Based on your experiences and satisfaction, please rate the following:

	Excellent	Good	Average	Below Average	Poor
My overall experience at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus environment (activities, students, teachers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness of classroom learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to register for classes you want/need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size (number of students in a class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus safety/security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appearance/maintenance of facilities and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relationship with SAC counselors/instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relationship with other students at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relationship with staff at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Santa Ana College

SAC Student Satisfaction Survey, 2015

3. IN THE PAST 12 MONTHS, how often have you done the following?

	Very often	Often	A few times	Never
Participated in class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper/project using ideas from different information sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborated with other students in a class project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did additional study of topics introduced in class (not an assignment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used library resources for a research paper or project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the SAC library to read materials not assigned by a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet or WWW for information resources for a class assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used computer software to create charts/graphics/presentations for a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a discussion with students whose ethnic, religious, political, or cultural background was different from your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended or participated in a sports event on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended or participated in student activities or sponsored events such as cultural programs, speakers, open forums, or concerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a student club, organization or government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment/project using scientific method(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your interests, abilities and plans with a counselor/advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read information about a university or a career you're interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had an appointment with a counselor to discuss classes, requirements, plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate your level of agreement with the following statements regarding your personal experience at SAC:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
My cultural background is respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are responsive to students' communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been adequately informed regarding the steps I need to take to achieve my specific goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I learn in class is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Santa Ana College

SAC Student Satisfaction Survey, 2015

6. Your gender:

- male
- female

7. Your age:

- 19 and under
- 20 to 21
- 22 to 25
- 26 to 29
- 30 to 39
- 40 to 49
- 50 to 64
- 65 and over

8. Your ethnic background: (check all that apply)

- African-American
- Hispanic/Latino
- Asian/Pacific Islander
- Non-Hispanic Caucasian
- Other

9. Have you or are you currently serving in the United States military? (check all that apply)

- Currently Active Military
- Dependent of currently active military
- Member discharged within last year
- Member discharged over a year ago (veteran)
- None apply to me



SAC Student Satisfaction Survey, 2015

10. Are you a foster youth or were you at any time in the foster care system?

- Yes
- No
- Decline to state

11. Have you ever received or requested assistance as a result of a learning, physical, psychological, and/or medical condition?

- Yes
- No
- Decline to state

12. Did you apply for and receive financial aid at SAC?

- Yes
- No
- I wanted to but I did not know how to
- I did not know that I could
- I do not remember/I don't know

I am not eligible (please explain why)

13. Your employment status at this time:

- employed full time
- employed part time
- homemaker, not employed outside of the home
- not employed but would like to work
- not employed and do not care to work at this time



SAC Student Satisfaction Survey, 2015

14. Your gross household income for 2014: (Include incomes of all household members)

- | | |
|--|--|
| <input type="radio"/> below \$9,000 | <input type="radio"/> \$24,001 to \$27,000 |
| <input type="radio"/> \$9,000 to \$12,000 | <input type="radio"/> \$27,001 to \$30,000 |
| <input type="radio"/> \$12,001 to \$15,000 | <input type="radio"/> \$30,001 to \$40,000 |
| <input type="radio"/> \$15,001 to \$18,000 | <input type="radio"/> over \$40,000 |
| <input type="radio"/> \$18,001 to \$21,000 | <input type="radio"/> I don't know |
| <input type="radio"/> \$21,001 to \$24,000 | |

15. Including yourself, how many household members live in your residence?

16. How many people did you support (provide more than half of their housing, food, and expenses) in 2014?
(include yourself in the count)

- none, I'm supported by family/spouse
- only myself
- two, including myself
- three, including myself
- four, including myself
- five, including myself
- six or more, including myself



Santa Ana College

SAC Student Satisfaction Survey, 2015

17. What is your native language?

- English
- Spanish
- Vietnamese
- Other, please specify native language

18. What is your mother's highest level of education?

- 8th grade or less
- some high school
- high school graduate
- college, no degree
- Associate degree
- Bachelor's degree
- Master's or Doctorate degree
- I don't know

19. What is your father's highest level of education?

- 8th grade or less
- some high school
- high school graduate
- college, no degree
- Associate degree
- Bachelor's degree
- Master's or Doctorate degree
- I don't know



SAC Student Satisfaction Survey, 2015

20. In addition to attending SAC, are you attending another college or university this semester?

- no
- yes, name of other college
- Other (please specify)

21. On average, how many hours a week do you spend studying or preparing outside of class for a typical 3-unit class?

- none
- less than 1 hour
- 1 to 2 hours
- 3 to 4 hours
- 5 to 6 hours
- 7 to 8 hours
- 9 to 10 hours
- more than 10 hours

22. On average, how many hours a week do you spend on campus other than attending classes?

- none
- 1 to 3 hours
- 4 to 6 hours
- 7 to 9 hours
- 10 to 12 hours
- more than 12 hours

23. Additional comments, concerns or experiences about SAC you would like to share with us:



Santa Ana College

1530 West 17th Street, Santa Ana, California 92706

Business Division

F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
Pathways to Law School Program
Manzano_rick@sac.edu
714-538-6806

The attached documents are the pages from the online tracking system used by Santa Ana College to track assessment of Student Learning Outcomes at the course level.

The Legal Studies Department assessment plan has piloted the review in the classes attached with assessments. The plan has been updated at the 2017 Fall faculty meeting to include the assessment tools available in Canvas. (See the Canvas Assessment document). All courses offered during the semester will have a minimum of one outcome assessment at the close of the Fall 2017 semester.

[Contact Us \(/AboutSAC/Pages/Contact-Us.aspx\)](#)**General Education / Institutional Learning Outcomes for Current Courses****General Education / Institutional Learning Outcomes for Current Courses**

	I	II	III	IV	V	VI	VII
Para 100	x	x			x		x
Para 101	x	x		x	x		x
Para 120			x				x
Para 121	x	x		x			x
Para 145	x	x					x
Para 146	x	x					x
Para 150	x	x					x
Para 246	x	x					x
Para 248	x	x					x
Para 297	x	x					x
Bus 105			x				x
Bus 101		x					x
Para 105							x
Para 107		x					x
Para 122							x
Para 132							x
Para 133							x
Para 134							x
Para 135							x
Para 139							x
Para 140							x
Para 147							x
Para 148							x
Para 149							x
Para 299							x

Institutional Learning Outcomes (Core Competencies) Mapping

- I. Communication Skills
- II. Thinking & Reasoning
- III. Information Management
- IV. Diversity
- V. Civic Responsibility
- VI. Life Skills
- VII. Careers



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 - Reports ▼
- «

Course Planning Summary - Owned

	Courses	Course SLOs	Methods of Assessment	Results	Actions	Follow-Up
▶	BUS-101 - Business Law	1	2	5	6	3
▶	BUS-105 - Legal Environment of Business	1	1	1	1	0
▶	PARA-100 - The Paralegal Profession	3	3	3	4	4
▶	PARA-101 - Law Office Management	4	4	4	4	3
▶ <input checked="" type="checkbox"/>	PARA-105 - Cooperative Work Experience Education -Occupational	1	1	1	1	1
▶	PARA-107 - Principles and Procedures in theCriminal Justice System	1	2	3	4	3
▶	PARA-120 - Computers in the Law Office	3	3	3	4	0
▶	PARA-121 - Ethics and Professional Responsibility	2	2	2	2	0
	PARA-122 - Elder Law	0	0	0	0	0
	PARA-130 - Legal Transactions	0	0	0	0	0
	PARA-132 - Family Law and Procedure	0	0	0	0	0

Home

 Course Planning

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 «

	Courses	Course SLOs	Methods of Assessment	Results	Actions	Follow-Up
	PARA-133 - Workers Compensation Law and Procedure	0	0	0	0	0
	PARA-134 - Probate Law and Procedure	0	0	0	0	0
	PARA-135 - Bankruptcy Law and Procedure	0	0	0	0	0
	PARA-138 - Law of Business Organizations	0	0	0	0	0
	PARA-139 - Fundamentals of Labor Law	0	0	0	0	0
▶	PARA-140 - Immigration Law and Procedure	2	2	0	0	0
▶	PARA-145 - Civil Litigation Overview	3	3	0	0	0
	PARA-146 - Tort Law and Alternative DisputeResolution	0	0	0	0	0
▶ ✓	PARA-150 - Legal Transactions	1	1	1	1	1
▶	PARA-246 - Legal Research and Analysis	2	2	0	0	0
▶	PARA-248 - Advanced Research and Writing	2	2	6	6	0
▶	PARA-297 - The Professional Paralegal (Formerly: Paralegal 298)	3	4	4	4	0

Navigation menu with icons: Home, Course Planning, Reports, and a back arrow.

Courses	Course SLOs	Methods of Assessment	Results	Actions	Follow-Up
PARA-299 - Cooperative Work Experience Education	1	1	0	0	0



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PARA-100 - The Paralegal Profession

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Ethics Students will demonstrate a basic understanding of the ethical regulations for the legal profession. (Active)

Course Assessment Cycle: 2013 - 2014 (Fall 2013)
Start Date: 09/01/2013
Inactive Date:

Methods of Assessment

Exam/Quiz - In Course A comprehensive assessment is given at the end of the semester. The instructor discusses the materials with the students in addition to the written assignment. (Active)

Criterion/Target: 90% of course completers will understand the ethical considerations of paralegals in California.

Notes:
Date Added: 01/28/2016
Active: Yes

Related Documents

Assignment

Related Items

Communication Students will demonstrate the ability to communicate in a professional manner. (Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)



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Start Date: 01/01/2016

Inactive Date:

Methods of Assessment

Written Assignment Students

will brief a case using the appropriate IRAC method.

(Active)

Criterion/Target: 70% of the students will prepare a professional case brief using appropriate grammar and spelling.

Notes:

Date Added: 03/23/2016

Active: Yes

Related Documents

Assignment

Related Items

Job Market Students will demonstrate an understanding of the requirements to be hired as a paralegal in California. (Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 01/01/2016

Inactive Date:

Methods of Assessment

Written Assignment Students

will prepare a resume for an entry level position in the legal profession. (Active)

Criterion/Target: 90% of the course completers will achieve a score based on a rubric of 70% or better.

Notes:

Date Added: 01/28/2016


Active: Yes

Related Documents

Assignment

 Related Items



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PARA-101 - Law Office Management

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Independent work skills Students will be able to follow instructions and submit work in a professional and timely manner. (Active)

Course Assessment Cycle:
Start Date: 09/01/2015
Inactive Date:

Methods of Assessment

Written Assignment The client property plan presentation rubric will assess the students ability to follow the instructions as well as the professional presentation of the material in the final assignment for the "plan." (Active)

Criterion/Target: 80% of the students will follow the instructions and present the material in a professional manner.

Notes:
Date Added: 10/01/2015
Active: Yes

Related Documents

Assignment

Related Items



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Understanding Law Office Procedures
Students will be able to demonstrate a fundamental understanding of law office procedures. (Active)

Course Assessment Cycle:

Start Date: 09/01/2015

Inactive Date:

Methods of Assessment

Written Assignment Students will demonstrate an understanding of the California rules regarding client property and the law office through a presentation of a plan for the law office for the generic handling of all client property. (Active)
Criterion/Target: 80% of the course completers will receive a score of 90% or greater on assignment.
Notes:
Date Added: 10/01/2015
Active: Yes
Related Documents
Assignment

Related Items

Time Management Submit work in a professional and timely manner. Deadlines: In a law office, you will be responsible for meeting deadlines. Just like in the legal profession, missing deadlines has consequences. Manage your time so you can meet deadlines. (Active)

Course Assessment Cycle: 2016 - 2017 (Spring 2017)

Start Date: 06/26/2017

Inactive Date:

Methods of Assessment



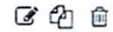
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Written Assignment The course assignments will include a rubric that will track the timeliness of the students submissions over the semester. (Active)

Criterion/Target: 90% of the students will successfully demonstrate meeting deadlines and managing time to meet the deadlines.

Notes: Canvas will gather and report the data for assessment.

Date Added: 07/26/2017

Active: Yes

Related Documents



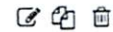
Assignment



Related Items



Communication Students will demonstrate the ability to communicate in a professional manner. (Active)

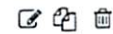


Course Assessment Cycle: 2016 - 2017 (Spring 2017)

Start Date: 02/01/2017

Inactive Date:

Methods of Assessment



Written Assignment The students will participate in discussion boards and written assignments. (Active)

Criterion/Target: 90% of the students will demonstrate the ability to use proper grammar, spelling and formatting of their discussion posts and written assignments.

Notes:

Date Added: 07/26/2017

Active: Yes

Related Documents





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PARA-105 - Cooperative Work Experience Education -Occupational

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Work Experience Students will gain experience in a workplace environment.

(Active)

Course Assessment Cycle: 2016 - 2017 (Spring 2017)

Start Date: 02/01/2017

Inactive Date:

Methods of Assessment

Performance/Presentation

Student will participate in a legal office setting work experience. (Active)

Criterion/Target: All successful course completers will have met the state regulations for work experience.

Notes: See course outline for state regulations.

Date Added: 07/26/2017

Active: Yes

Related Documents

Assignment

Related Items



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PARA-107 - Principles and Procedures in theCriminal Justice System

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Procedures in the Justice System Students will demonstrate a general understanding of the Bill of Rights and procedures in the criminal justice system. (Active)

Course Assessment Cycle: 2013 - 2014 (Spring 2014)
Start Date: 01/31/2014
Inactive Date:

Methods of Assessment

Exam/Quiz - In Course
Students will complete a comprehensive final exam. (Active)

Criterion/Target: 90% of the course completers will achieve 70% or greater on the comprehensive final exam.

Notes:
Date Added: 01/28/2016
Active: Yes

Related Documents

Assignment

Performance/Presentation
Students will participate in a "Mock Trial" as a final assignment (Active)

Criterion/Target: 70% of the students will achieve 80% or greater on the assignment.



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Notes:
Date Added: 07/26/2017
Active: Yes

Related Documents 

Assignment 

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PARA-120 - Computers in the Law Office

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Application of Word Students will be demonstrate the ability to use Microsoft Word to draft a document and proof of service that meets the criteria of the Orange

County Superior Court. (Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 08/24/2015

Inactive Date:

Methods of Assessment

Written Assignment Students will draft a document and proof of service that meets the criteria of the Orange County Superior Court. (Active)

Criterion/Target: 70% or greater of the course completers shall achieve a score of 70% or greater on the assignment.

Notes:

Date Added: 02/23/2016

Active: Yes

Related Documents

Assignment

Related Items

Spreadsheet Application Students shall demonstrate the ability to create a spreadsheet detailing damages for a civil

lawsuit. (Active)



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Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 08/24/2015

Inactive Date:

Methods of Assessment

Written Assignment Students

will create a spreadsheet detailing damages for a civil lawsuit. (Active)

Criterion/Target: 70% or greater of the course completers shall achieve 70% or greater on the assignment.

Notes:

Date Added: 02/23/2016

Active: Yes

Related Documents

Assignment

Related Items

Legal Software Students will demonstrate basic understanding of locating legal information, timekeeping and docketing.

(Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 08/24/2015

Inactive Date:

Methods of Assessment

Written Assignment Students

will complete a project utilizing gathering of legal information, timekeeping and docketing skills. (Active)

Criterion/Target: 70% OF THE STUDENTS SHALL ACHIEVE 70% OR GREATER ON THE ASSIGNMENT.

Notes:

Date Added: 02/23/2016

Active: Yes

Related Documents



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PARA-121 - Ethics and Professional Responsibility

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Ethical Obligations Students will demonstrate an understanding of the Rules of Ethical Conduct that apply to a law office.

(Active)

Course Assessment Cycle:
Start Date: 09/01/2015
Inactive Date:

Methods of Assessment

Written Assignment Students will prepare a final memo discussing the rules of ethics that apply to a law office.

(Active)

Criterion/Target: 80% of the course completers will score 70% or above on the final memo assignment.

Notes:
Date Added: 10/01/2015
Active: Yes

Related Documents

Assignment

Related Items

Independent Research Students will demonstrate the ability to independently find information in order to complete

assignments. (Active)

Course Assessment Cycle:
Start Date: 09/01/2015



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Course Planning ▾

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Results
(/tracdat/faces/assessme

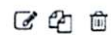
Reports ▾



Inactive Date:

▾ Methods of Assessment

▾



Written Assignment The students will prepare a final memo demonstrating independent research and proper citation to sources. (Active)

Criterion/Target: 70% of the course completers will demonstrate the ability to cite to their independently gathered sources.

Notes:

Date Added: 10/01/2015

Active: Yes

Related Documents

Assignment

Related Items



Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

Home (/tracdat/fac...

Course Planning

Course Assessment Plan

Results
(/tracdat/faces/assessme

Reports



PARA-140 - Immigration Law and Procedure

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Immigration Public Policy Students will demonstrate an understanding of the history, public policy and Federal supremacy in immigration law. (Active)

Course Assessment Cycle: 2015 - 2016 (Spring 2016)
Start Date: 02/23/2016
Inactive Date:

Methods of Assessment

Exam/Quiz - In Course
Students will be assessed on the history, public policy and Federal supremacy in Federal immigration law. (Active)

Criterion/Target: 80% of the course completers shall achieve a score of 80% or greater on the exam.

Notes:
Date Added: 02/23/2016
Active: Yes

Related Documents

Assignment

Related Items

Immigration Documents Students will demonstrate a basic understanding of the immigration/visa categories. (Active)

Course Assessment Cycle: 2015 - 2016 (Spring 2016)
Start Date: 02/22/2016
Inactive Date:



Home (/tracdat/fac...

Course Planning ▾

Course Assessment Plan

Results
(/tracdat/faces/assessme

Reports ▾



▼ Methods of Assessment

▼

Performance/Presentation
Students will present to the class on a visa type. (Active)

Criterion/Target: The presentation will be scored for accuracy. 90% of the course completers shall score 90% or greater on the accuracy of their presentation.

Notes:
Date Added: 02/23/2016
Active: Yes

Related Documents

Assignment

Related Items



Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

- Home (/tracdat/fac...)
- Course Planning
- Course Assessment Plan
- Results (/tracdat/faces/assessme)
- Reports

PARA-145 - Civil Litigation Overview

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Stages The student will demonstrate an understanding of the stages of civil litigation.

(Active)

Course Assessment Cycle: 2015 - 2016 (Spring 2016)

Start Date: 08/18/2016

Inactive Date:

Methods of Assessment

Written Assignment Class

activity (Active)

Criterion/Target: 70% of course completers will score 80% or greater.

Notes:

Date Added: 07/26/2017

Active: Yes

Related Documents

Assignment

Related Items

Documentation The student will demonstrate an understanding of the documentation used in civil litigation.

(Active)

Course Assessment Cycle: 2015 - 2016 (Spring 2016)

Start Date: 08/18/2016

Inactive Date:

Methods of Assessment



Home (/tracdat/fac...

Course Planning

Course Assessment Plan

Results
(/tracdat/faces/assessme

Reports



Exam/Quiz - In Course

Comprehensive Exam (Active)

Criterion/Target: 70% of the course completers will score 80% or greater.

Notes:

Date Added: 07/26/2017

Active: Yes

Related Documents



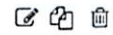
Assignment



Related Items



Role The student will demonstrate an understanding of the role of a paralegal in civil litigation. (Active)



Course Assessment Cycle:

Start Date: 08/18/2016

Inactive Date:

Methods of Assessment



Exam/Quiz - In Course Essay

question on exam (Active)

Criterion/Target: 70% of the students will receive 80% or greater.

Notes:

Date Added: 07/26/2017

Active: Yes

Related Documents



Assignment



Related Items





Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

Home (/tracdat/fac...

Course Planning

Course Assessment Plan

Results
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Reports



PARA-150 - Legal Transactions

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Drafting Legal Documents The student shall demonstrate an understanding of the principles of drafting legal documents.

(Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 09/01/2015

Inactive Date:

Methods of Assessment

Written Assignment
Comprehensive assessment
(Active)

Criterion/Target: 90% of the course completers shall achieve a minimum of 70% on the comprehensive assessment.

Notes:

Date Added: 01/28/2016

Active: Yes

Related Documents

Assignment

Related Items



Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

- Home (/tracdat/fac...)
- Course Planning
- Course Assessment Plan
- Results (/tracdat/faces/assessme...)
- Reports

PARA-150 - Legal Transactions

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Drafting Legal Documents The student shall demonstrate an understanding of the principles of drafting legal documents.

(Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 09/01/2015

Inactive Date:

Methods of Assessment

Written Assignment

Comprehensive assessment
(Active)

Criterion/Target: 90% of the course completers shall achieve a minimum of 70% on the comprehensive assessment.

Notes:

Date Added: 01/28/2016

Active: Yes

Related Documents

Assignment

Related Items



Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

Home (/tracdat/fac...

Course Planning

Course Assessment Plan

Results (/tracdat/faces/assessme

Reports



PARA-246 - Legal Research and Analysis

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Technical Principles Students will demonstrate the basic technical principles of

legal research. (Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 09/01/2015

Inactive Date:

Methods of Assessment

Written Assignment The students will complete a memorandum assignment utilizing basic legal research principles. (Active)

Criterion/Target: 90% of the course completers will achieve 70% or greater on the assignment.

Notes:

Date Added: 01/28/2016

Active: Yes

Related Documents

Assignment

Related Items

Legal Analysis and Communication Students will be able to analyze legal issues and communicate their analysis in a professional

manner. (Active)

Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 09/01/2015

Inactive Date:



Home (/tracdat/fac...

Course Planning ▾

Course Assessment Plan

Results
(/tracdat/faces/assessme

Reports ▾



▼ Methods of Assessment

▼

Written Assignment Students will complete a memo assignment demonstrating their ability to communicate their legal analysis in a professional manner. (Active)

Criterion/Target: 90% of the course completers shall achieve 70% or greater on the memo assignment.

Notes:
Date Added: 01/28/2016
Active: Yes

Related Documents

Assignment

Related Items



Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

Home (/tracdat/fac...

Course Planning

Course Assessment Plan

Results (/tracdat/faces/assessme

Reports



PARA-248 - Advanced Research and Writing

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Legal Reasoning Students will demonstrate an understanding of the court's analytical approach to law as applied to facts. (Active)

Course Assessment Cycle: 2014 - 2015 (Fall 2014)

Start Date: 08/24/2015

Inactive Date:

Methods of Assessment

Written Assignment Students will prepare written law office memorandum. (Active)

Criterion/Target: 70% or greater of the course completers will achieve the criteria.

Notes:

Date Added: 02/23/2016

Active: Yes

Related Documents

Assignment

Related Items

Communication Students will think logically in solving problems, explaining their conclusions, and evaluating the analysis of others. (Active)


Course Assessment Cycle: 2015 - 2016 (Fall 2015)

Start Date: 08/24/2015

Inactive Date:

Methods of Assessment



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 Course Planning ▼

Course Assessment Plan

Results
(/tracdat/faces/assessme

 Reports ▼



Written Assignment Students
will prepare law office
memorandum. (Active)

Criterion/Target: 70% or greater will
achieve the desired level of legal
analysis.

Notes:

Date Added: 02/23/2016

Active: Yes

Related Documents 

Assignment 

 Related Items 



Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

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Course Planning

Course Assessment Plan

Results
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Reports



PARA-297 - The Professional Paralegal(Formerly: Paralegal 298)

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Professional Communication Students shall demonstrate the ability to communicate in a professional manner as required in a law office. (Active)

Course Assessment Cycle:
Start Date: 09/01/2015
Inactive Date:

Methods of Assessment

Written Assignment The students shall demonstrate the ability to communicate in a professional manner through the online discussions. (Active)

Criterion/Target: 90% of the course completers shall score 90% or above on the online discussion forums.

Notes:
Date Added: 10/01/2015
Active: Yes

Related Documents

Assignment

Written Assignment Students shall prepare a professional cover letter (Active)

Criterion/Target: 90% or greater of the course completers shall receive 90% or greater on the cover letter assignment.



Home (/tracdat/fac...

Course Planning

Course Assessment Plan

Results (/tracdat/faces/assessme

Reports



Notes:

Date Added: 10/01/2015

Active: Yes

Related Documents



Assignment



Related Items



Employment requirements Students shall demonstrate their understanding of the requirements for employment in the legal profession. (Active)

Course Assessment Cycle:

Start Date: 09/01/2015

Inactive Date:

Methods of Assessment



Written Assignment Students shall independently gather information and present a professional resume and cover letter. (Active)

Criterion/Target: 90% of course completers shall score 90% or greater on the resume and cover letter assignments.

Notes: Date Added: 10/01/2015 Active: Yes

Related Documents



Assignment



Related Items



Ethical Rules of Conduct Students will demonstrate an understanding of the ethical rules of conduct. (Active)

Course Assessment Cycle:

Start Date: 09/01/2015

Inactive Date:

Methods of Assessment





Home (/tracdat/fac...

Course Planning ▼

Course Assessment Plan

Results
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Reports ▼



Written Assignment Students will prepare a law office memorandum demonstrating common ethical issues including the billing of paralegal time. Students will apply California law to a fact scenario. (Active)

Criterion/Target: 90% of the course completers shall score 90% or greater on law office memorandum.

Notes:

Date Added: 10/01/2015

Active: Yes

Related Documents

Assignment

Related Items



Business (Course SLOs) - Paralegal > Course Planning
> Course Assessment Plan

Home (/tracdat/fac...

Course Planning

Course Assessment Plan

Results
(/tracdat/faces/assessme

Reports



PARA-299 - Cooperative Work Experience Education

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Course SLOs

Professional Communication The student will be able to communicate in a professional manner. (Active)

Course Assessment Cycle:

Start Date: 09/01/2015

Inactive Date:

Methods of Assessment

Written Assignment Students will create a Professional Resume, cover letter and email as part of the assessed assignment. (Active)

Criterion/Target: 90% of course completers will achieve 90% or greater on the assignment.

Notes:

Date Added: 10/01/2015

Active: Yes

Related Documents

Assignment

Related Items

INSTITUTIONAL LEARNING OUTCOME ASSESSMENT REPORT, SAC

Division: Business _____ **Departments: Acct, BATs, LS** _____

ILO Information Management _____

Courses: _____

Semester: Fall **Year:** 2016

Faculty Members: J. Trone, D. Dumon, R. Manzano

Institutional SLO	Departments	Methods of Assessment	Outcomes	GE Categories (credit)/ Program (SCE)	Plan for Implementation	Reassessment	Outcome	Plan for Implementation
Information Management – Technology Competency	Bus Admin/Acct	ACCT 035 - QuickBooks Students learn to use QuickBooks culminates to the final project in class. Grade earned - shows proficiency in the use of QuickBooks relational database.	88% of the students or 29 out of 33 students successfully demonstrated proficiency in use of QuickBooks software.					

Technology competency	BATs	Chapter project assignments 4 written exams Final Project	90% of students successfully passed course with high scores. 10% of students with a non-passing grade. Several students passed the industry certification exam after completing this course.		Continue to use current software version to meet demand of jobs requiring skills in Adobe Illustrator	Compare success rate of students passing course projects and exams and industry exam		
Technology competency	Legal Studies (Paralegal)	Capstone class Portfolio assignment	90% of course completers will successfully completed the portfolio assignment with a score of 90% or greater.		The assignment will be assigned in the capstone class. The assignment requires the student to successfully research and compile information in a professional manner. The student needs to organize the materials in such a manner as to communicate the information in a professional manner.	The data was gathered in Fall 2016.	90% of the course completers did successfully complete the assignment with a score of 90% or greater. Conclusion: Program completers are demonstrating the ILO from the program.	The data will be gathered in the Spring 2017 course and reassessed to compare the Fall 2016. The course also requires a final memorandum which requires students to gather information and organize the results into a professional law office memorandum. Data from this assignment will also be gathered for analysis.

Notes and References: Engineering Department does not have a class mapped to the Information Management ILO.

COURSE-LEVEL SLO ASSESSMENT CHART, SAC

Department: Legal Studies/Paralegal

Course: Para 101

Semester: Spring Year: 2015

Faculty Member: Manzano

Institutional SLO	Course SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation
<p>I. Communication Skills</p> <hr/> <p>VII: Careers</p>	<p>Students will demonstrate the ability to communicate in a Professional Manner.</p> <hr/> <p>Students will demonstrate the ability to work independently and follow complex instructions.</p>	<p>Discussion Assignments</p> <hr/> <p>The client property plan assignment.</p>	<p>100% of the completers successfully completed 80% of the discussion boards in a professional manner.</p> <hr/> <p>17 completers. 5 followed 90% 12 followed 100%</p>	<p>Continue to use discussion boards to implement professional communication skills.</p> <hr/> <p>Continue to have multiple assignments with varied instructions prior to the property assignment. Create announcements underscoring the need to follow instructions.</p> <p>Students will be re-assed in Para 297.</p>			

Assessment report from Ed Keck, adjunct faculty for PARA 120 Computers in the Law Office:

Detail on the measuring device I used for SLO 3:

Student will demonstrate basic understanding of locating legal information on the Internet, basic docketing skills, and basic timekeeping skills as measured by successful completion of an at-home project.

There were 26 completes of the course.

9 received an A (90 to 100 points out of 100 for the project [Project 3])

9 received a B (80 to 89 points out of 100 for the project)

0 received a C (70 to 79 points out of 100 for the project)

3 received a D (60 to 69 points out of 100 for the project)

4 received an F (59 points and below for the project)

1 didn't turn in a completed project (0 points, F)

The project also included elements of the first two SLOs:

Student will be able to successfully draft a document for filing with court and accompanying Proof of Service using Microsoft Word as measured by completion of an at-home project.

Student will be able to create a spreadsheet detailing damages in a class action as measured by completion of an at-home project.

The Final Exam was cumulative and had two parts, a set of exercises that included elements of all three SLOs and a True/False - Multiple Choice part. It is interesting to compare the results of the in-class Final Exam Exercises to the results of the at-home project:

20 received an A (135 to 150 out of 150 points for the exam)

0 received a B (120 to 134 out of 150 points for the exam)

2 received a C (105 to 119 out of 150 points for the exam)

3 received a D (90 to 104 points out of 150 points for the exam)

1 received an F (89 points or below for the exam)

And finally, overall grades for the class:

10 received an A (900 points and above for the course)

5 received a B (800 to 899 points for the course)

6 received a C (700 to 799 points for the course)

4 received a D (600 to 699 points for the course)

1 F (599 or below points for the course)

**Student Learning Outcome Assessment Report from James Harman, Adjunct Faculty for PARA 248
Advanced Research and Writing.**

The learning outcomes for Legal Studies 248 in the spring 2017 semester were as follows:

Students will demonstrate an understanding of the court's analytical approach to law as applied to facts. Students will think logically in solving problems, explaining their conclusions, and evaluating the analysis of others.

The results are taken from Assignment 9, the next to last assignment (I did not use the last assignment because three students were caught cheating on it, resulting in a "0" for their scores). 22/23 students demonstrated the learning outcomes. Of those who demonstrated it, four showed a complete mastery of the outcomes.

8/27/17

Para 100 Course Objectives/ Student Learning Outcomes

After completing this course, students will:

- **Have an understanding of the paralegal's role in society.**
- **Have an understanding of a paralegal's role in a law office.**
- **Understand the ethical issues of the legal profession.**
- **Have a basic understanding of legal concepts and terminology.**
- **Have a basic understanding of the technology used in the legal profession.**

Assessment:

Students in Para 100 at the end of the semester took a comprehensive assessment. The results of the assessment were reviewed by the department and the following was concluded:

1. The text was a resource guide, and not easily utilized by students to understand their roles in society and or the law office. The text did not cover any office technology. It is a good resource for ethics and regulations.

The plan: The full time faculty developed with the Mc Graw Hill publishing company a new text book which is being utilized in the Fall 2014 Para 100 classes. The effectiveness of the text will be re-assessed in the Winter intersession.

Student Learning Outcome Assessment for Para 121 Ethics

At the end of this course students will:

- 1. Have an understanding of the rules of ethics that govern the legal profession in California.**
 - 2. Students will independently manage their time so as to complete assignments and tasks in a timely manner.**
 - 3. Students will understand and meet deadlines.**
 - 4. Students will be able to independently gather information that is available via the internet.**
 - 5. Students will demonstrate through the online discussions communication and interpersonal skills necessary for the law office environment.**
 - 6. Students will demonstrate the ability to keep ethical time and billing logs.**
-
- 1. Have an understanding of the rules of ethics that govern the legal profession in California.**
 - 1.1. Students summarize each of the 10 rules of Professional Conduct as set forth in the text. The assignment requires the student to determine which of the California Rules of Professional Conduct apply to the text rule, cite to the proper authority and where they found the rule.**
 - 1.2. Students complete a review at the end of each chapter that requires application of the rule(s).**
 - 1.3. Students participate in a discussion on each rule.**
 - 1.4. There is a study guide on each rule.**
 - 2. Students will independently manage their time so as to complete assignments and tasks in a timely manner.**
 - 2.1. The students are given the due dates for the assignments. Assignments must be turned in on time to receive credit.**
 - 2.2. There is a semester long assignment "time and bill log". Students must make regular entries on their "time sheet", at the end of the semester the entries are used to complete the billing assignment.**
 - 3. Students will understand and meet deadlines.**
 - 3.1. The students are given the due dates for the assignments. Assignments must be turned in on time to receive credit.**
 - 4. Students will be able to independently gather information that is available via the internet.**
 - 4.1. Students are required to research the California Rules of Professional Conduct online . The assignments require proper citations and sources for their research.**
 - 5. Students will demonstrate through the online discussions communication and interpersonal skills necessary for the law office environment.**
 - 5.1. The discussion boards are monitored. Students must communicate in a professional manner on the discussion boards.**
 - 5.2. All communications with the instructor must be done using proper grammar.**
 - 5.3. All communications must be done in a respectful manner.**

- 6. Students will demonstrate the ability to keep ethical time and billing logs.**
 - 6.1. The final assignment in the class is to prepare a "bill" to the instructor using their time log as the basis for the bill. The billing log is an ongoing assignment. The instructor interacts with the students to insure their billing log meets the ethical standards for a law office.**

Practical Assignments in Para 121 Ethics

- 1. All assignments must be turned in by the due date. This meets the program learning outcome of understanding the need to meet deadlines.**
- 2. Students are required to professional communicate with the other students in the class in order to receive credit for the discussion assignments.**
- 3. Students maintain a "time log".**
- 4. Students will prepare a bill at the end of the semester.**

11/14/14

Student Learning Outcome Assessment for Para 297: The Professional Paralegal

1. Students will have an understanding of the rules of ethics that govern the legal profession in California.
 - 1.1. The final memo assignment requires the student to take a fact pattern and apply the California Rules of Professional Conduct to the fact pattern.
2. Students will understand and meet deadlines.
 - 2.1. Students must meet the deadlines for each assignment to receive credit.
3. Students will be able to independently gather information that is available via the internet, including employment opportunities and requirements.
 - 3.1. Multiple assignments require the students to independently gather information readily available on the internet. The assignments include:
 - 3.1.1. Research the qualification Law Office Employers require in their advertisements for employment.
 - 3.1.2. Locating employment opportunities via online sources.
 - 3.1.3. Researching articles on the ethical use of Social Media.
 - 3.1.4. Students must research online via the Cal Bar Web site Professor Manzano's law office mailing address and email address for the resume assignments.
4. Students will demonstrate through the online discussions communication and interpersonal skills necessary for the law office environment.
 - 4.1. Students must communicate in a Professional manner on the multiple discussion boards.
 - 4.2. Students prepare a cover letter using appropriate professional style, grammar and content.
 - 4.3. Students complete an email assignment wherein they send an email with an attachment in a professional manner.
5. Students will demonstrate a fundamental understanding of basic legal principles necessary for an entry level position in a law office.
 - 5.1. Students participate in discussions.
6. Students will understand the proper format of resumes and cover letters seeking employment in a law office.
 - 6.1. The cover letter, email and resume assignments demonstrate this skill.

Practical Assignments:

1. Students keep a daily time log.
2. Students prepare a "bill" at the end of the semester.
3. Students research employment opportunities.
4. Students work as a team to explore the qualifications for employment.
5. Students prepare a professional cover letter.
6. Students prepare a professional email with attachments.
7. Students prepare a professional resume.
8. Students research "networking" activities.
9. Students participate in "networking" activities.
10. Students prepare a law office memorandum applying the California Rules of Professional Conduct and the California Business and Professions code to a fact pattern.

Areas to be assessed in the Fall 2017 semester:

Transactions – Para 150

1. Understand contract law, including formation, defenses, breach and remedies;
 - a. Midterm on the concepts. Multiple choice and essay.
2. Apply those concepts to a variety of documents, including contracts governing business organizations, real property; family law and estate planning; and
 - a. Portfolio assignments on drafting a letter, lease documents, and statutory estate planning documents.
3. Select, edit and customize formbook and computerized forms.
 - a. Formatting and editing company bylaws beginning with “formbook” document.
 - b. Content on contract drafting and graded assignment.

Introduction – Para/Law 100

1. Developing skills to communicate clearly, both verbally and in writing.
 - a. Discussion board posts graded and calculated into final grade.
 - b. Oral presentation influential advocate/lawyer
2. Understand what it means to be a paralegal in the state of California
 - a. Review of CA statutory law and tested in midterm
3. Understand the basic ethical requirements to work in a law office in California
 - a. Covered in lecture material and tested in midterm
4. Identify resources to improve communication skills.
 - a. Lecture material and assessed oral presentation
 - b. Class participation is graded

Immigration Law – Para 140

1. Demonstrate an understanding of the history, public policy and federal supremacy in immigration law.
 - a. The assessment method will be exam, or quiz.
2. Demonstrate a basic understanding of the immigration/visa categories.
 - a. The assessment method will be a class presentation by students on visa categories.
 - b. Take home quiz on the visa categories.

Work Experience

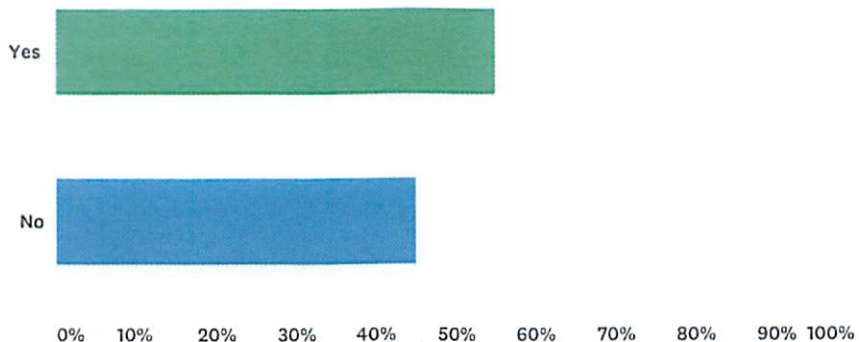
1. The student and the on-the-job supervisor will write learning objectives which ensure the student will develop skills in a new aspect of the job which furthers their occupational or educational goals.
 - a. Form to record goals and supervisor assessment, supported by course instructor input.
2. The student, working the supervisor, will create three measurable objectives to meet the required workload of the class.
 - a. Discussion of goal setting at orientation, and via discussion board.

Kim Smith, Esq.
Assistant Professor
Legal Studies
Santa Ana College
714-564-6770



Q1 I attended an orientation session for the Paralegal program.

Answered: 20 Skipped: 1



ANSWER CHOICES

Yes

No

TOTAL

RESPONSES

55.00%

45.00%

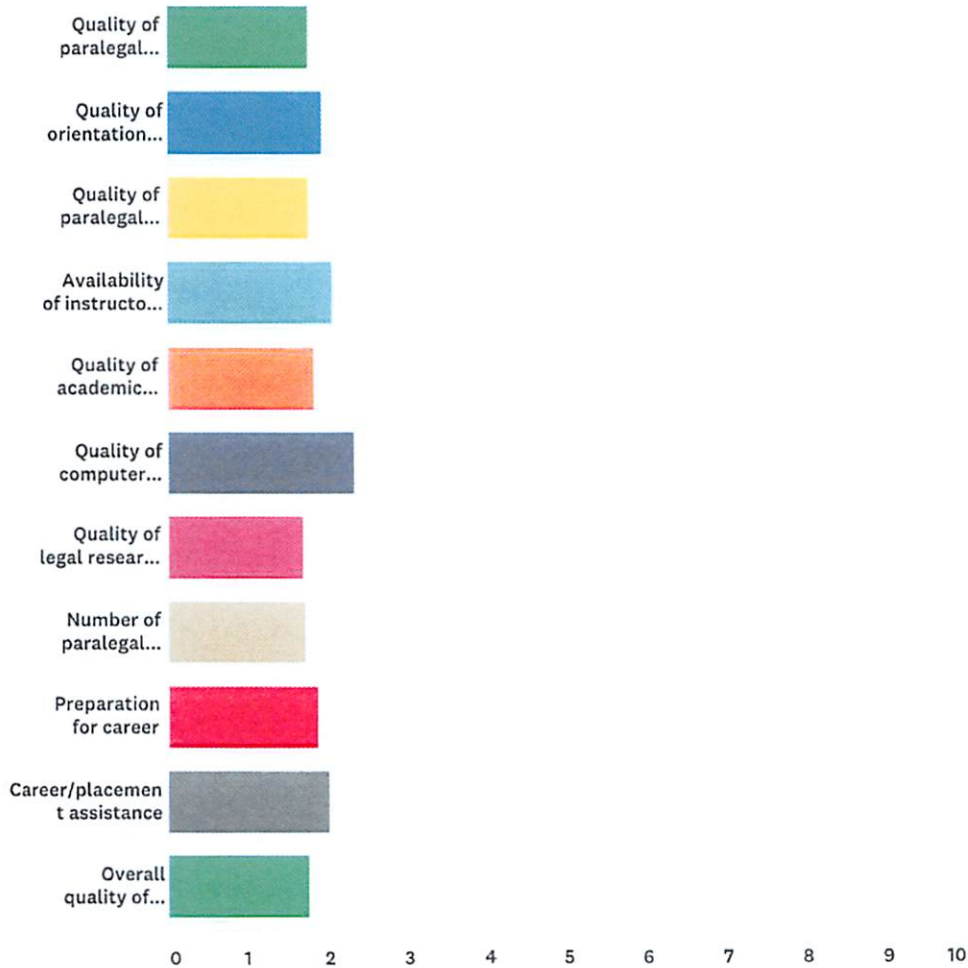
11

9

20

Q2 Please rate your educational experience in Santa Ana College's Paralegal Program:

Answered: 21 Skipped: 0



	SUPERIOR	GOOD	AVERAGE	FAIR	POOR	N/A	TOTAL	WEIGHTED AVERAGE
Quality of paralegal courses	42.86% 9	42.86% 9	9.52% 2	4.76% 1	0.00% 0	0.00% 0	21	1.76
Quality of orientation session	23.81% 5	28.57% 6	9.52% 2	4.76% 1	0.00% 0	33.33% 7	21	1.93
Quality of paralegal instruction	38.10% 8	47.62% 10	14.29% 3	0.00% 0	0.00% 0	0.00% 0	21	1.76
Availability of instructors to answer any questions I had	33.33% 7	47.62% 10	4.76% 1	9.52% 2	4.76% 1	0.00% 0	21	2.05
Quality of academic advising	47.62% 10	33.33% 7	9.52% 2	9.52% 2	0.00% 0	0.00% 0	21	1.81
Quality of computer training	38.10% 8	28.57% 6	14.29% 3	0.00% 0	19.05% 4	0.00% 0	21	2.33

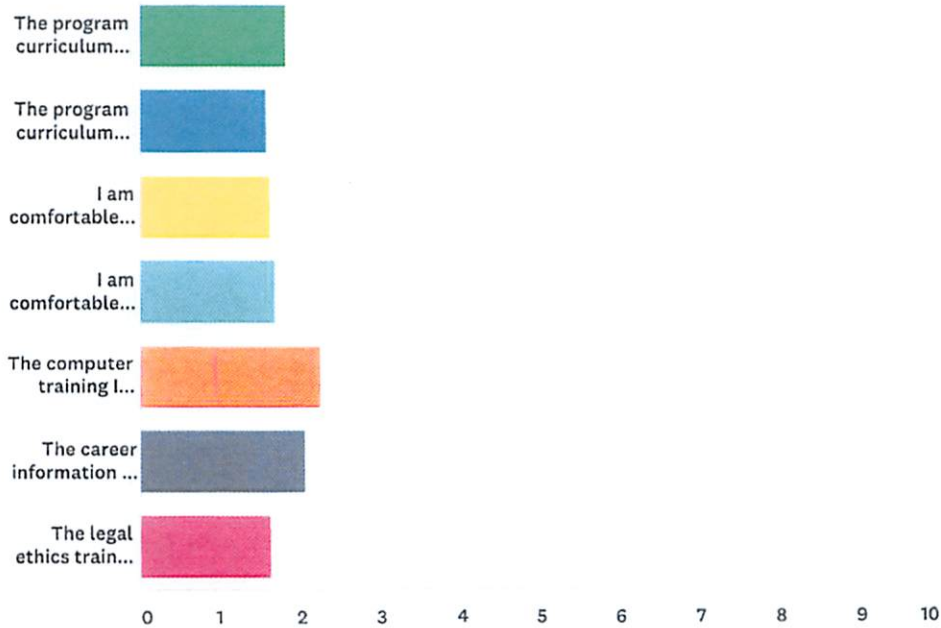
Student Satisfaction Exit Survey Spring 2017

SurveyMonkey

Quality of legal research materials	42.86% 9	47.62% 10	9.52% 2	0.00% 0	0.00% 0	0.00% 0	21	1.67
Number of paralegal courses offered	38.10% 8	52.38% 11	9.52% 2	0.00% 0	0.00% 0	0.00% 0	21	1.71
Preparation for career	38.10% 8	42.86% 9	14.29% 3	4.76% 1	0.00% 0	0.00% 0	21	1.86
Career/placement assistance	35.00% 7	40.00% 8	20.00% 4	0.00% 0	5.00% 1	0.00% 0	20	2.00
Overall quality of educational experience	42.86% 9	38.10% 8	19.05% 4	0.00% 0	0.00% 0	0.00% 0	21	1.76

Q3 Please respond to the following statements.

Answered: 21 Skipped: 0



	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
The program curriculum provided me with sufficient knowledge of substantive law to enable me to function competently as a paralegal.	28.57% 6	61.90% 13	9.52% 2	0.00% 0	0.00% 0	0.00% 0	21	1.81
The program curriculum helped prepare me to communicate effectively as a paralegal.	47.62% 10	47.62% 10	4.76% 1	0.00% 0	0.00% 0	0.00% 0	21	1.57
I am comfortable reading, interpreting and applying sources of law to legal issues.	42.86% 9	52.38% 11	4.76% 1	0.00% 0	0.00% 0	0.00% 0	21	1.62
I am comfortable preparing legal documentation relevant to my career as a paralegal.	33.33% 7	66.67% 14	0.00% 0	0.00% 0	0.00% 0	0.00% 0	21	1.67
The computer training I received at Santa Ana College helped me in performing assignments and projects for my law classes.	38.10% 8	38.10% 8	4.76% 1	0.00% 0	19.05% 4	0.00% 0	21	2.24
The career information and counseling I received while a student has/will be helpful to me in my job search.	38.10% 8	33.33% 7	19.05% 4	4.76% 1	4.76% 1	0.00% 0	21	2.05
The legal ethics training I have received has prepared me to work as a legal professional.	42.86% 9	52.38% 11	4.76% 1	0.00% 0	0.00% 0	0.00% 0	21	1.62

Q4 Are there any comments about Santa Ana College's Paralegal Program you would like to submit - please write them here.

Answered: 11 Skipped: 10

#	RESPONSES	DATE
1	The program is excellence.	6/7/2017 1:01 PM
2	Good Job on the program.	6/6/2017 10:39 AM
3	The Santa Ana College Paralegal Program is very helpful and interesting especially when its applying the information learned.	6/5/2017 9:31 PM
4	I believe we need more hands on training and more counseling as well as more up to date computer training. There should also be more class availability Acrobat pdf should be a required course or at least an elective course.	6/5/2017 12:38 PM
5	No.	6/4/2017 9:40 PM
6	I think the recommended classes should revolve around NALA's CP test.	6/4/2017 8:56 PM
7	Please Offer More Online Classes Offer More Evening Classes and Weekend Classes Offer More of The Core Classes Every Semester Better Student-Instructor Communication (Some Instructors Never Respond to E-mails) Better Student-Instructor Interaction/Involvement Provide More Internship Opportunities	6/3/2017 5:40 PM
8	I had a great two years in the program and I meet some amazing people.	6/1/2017 11:59 PM
9	More online courses.	5/28/2017 7:53 PM
10	Im really happy that i had the opportunity that the college offers this great program	5/27/2017 8:41 AM
11	This program should be more rigoures. I feel some of the classes lack substances. Sometimes I feel like the classes are too easy and not at all challenging. I feels like the computer class at Santa Ana college did not prepare me with the skills needed to succedd in the law office envierment. This program still has room to improve and i hope that it does.	5/14/2017 12:07 PM



Santa Ana College

1530 West 17th Street, Santa Ana, California 92706

Business Division

F. Richard Manzano, J.D.
Chair, Legal Studies Department
Paralegal Program
Pathways to Law School Program
Manzano_rick@sac.edu
714-538-6806

Summary and Analysis of Assessments

Each fall the program goals and updated progress on the goals are analyzed with the advisory committee. The program director updates the goals and progress on each of the goals. The goals and progress are discussed by the fulltime faculty on a regular basis. The fulltime faculty meets informally on the average of one time per week during the semester. There is a meeting that includes the adjunct faculty one time per semester.

The student satisfaction surveys, the graduate survey and data, the student learning and program outcomes are discussed with the advisory group and the faculty. The administration is represented by the division dean who attends both meetings and meets with the program director on a regular basis.

The program faculty has decided to create a more formal employer surveys which will be assessed and the results discussed with the advisory committee. The ongoing online survey is new and will be assessed and shared with the advisory committee this fall and the full faculty at the spring department meeting.

Student Satisfaction Surveys:

Each semester a student satisfaction survey is administered to the capstone class, PARA 297 The Professional Paralegal. The spring 2017 survey asked the following questions:

1. "I attended an orientation session for the Paralegal program. The results of this question show that 55% of the students attend the orientation. One of the goals of the orientation is to assist students with an education plan that promotes the appropriate sequencing of courses. Academic counselors attend the orientation. The faculty are introduced and make presentations on the program. The schedule of classes now states that the orientation sessions are mandatory.
2. "Please rate your educational experience in Santa Ana College's Paralegal Program:"
 - a. **Areas that meet goals of the program:** Quality of paralegal courses, for those who attended, the quality of the orientation session, quality of paralegal instruction, quality of legal research materials, number of course offerings,

preparation for career, career placement assistance and the overall quality of educational assistance. It is noted that the program is proud of the ratings for career/placement assistance based on the efforts to enhance this portion of the program through the hiring of the internship/job developer position and the focus on internship opportunities brought by the addition of the third full time faculty member. Previously this had been noted as an area the program was lacking.

- b. **Areas that need improvement:** The two areas that need improvement are quality of academic advising and quality of computer training. In response to student's input on academic advising the college has hired in addition to the traditional academic counselors who are mainly focused on traditional transfer programs, Career Technical Education (CTE) counselors. There are three part time CTE counselors and a new full time CTE counselor hired this fall. There is one CTE counselor, Robert Olmos, whose office is next to the Paralegal Program office. Robert works closely with the paralegal faculty and students are advised to make appointments with Robert or the other CTE counselors to improve their advisement on the CTE programs. The Counseling Division has appointed a liaison to the business division. She has met with the program director and gathered information to share with the counseling division.

The other area that the survey has noted as needing improvement is with the computer instruction. The issue that has been noted in one on one discussions with the instructor and students is the range of skill levels students have on entry into the class. Many of the students have advanced skill levels, yet the lowest common denominator is a driving force on what can be presented in the class. This causes the students with a more advanced technical skill to be bored. The goals of the program is to review the manner in which the technical skills are offered and to revise the curriculum based on a study that will take place in the fall 17 and spring 18 semesters.

3. Question three dealt with the student's opinion on the curriculum in the program. Overall the curriculum meets the program goals with the same computer and advisement issues as noted in question 2.

2014-17 SAC Paralegal Graduate Satisfaction Survey:

The 2014-17 survey data is still being gathered. The spring 17 graduates have only been reported to the state as of October 1, 2017. The program will continue to gather data.

The survey indicates that graduates note overall satisfaction with the program noting the need for improvement in computer training and career/placement assistance. The computer training component is in the process of being reviewed to create a more effective curriculum and learning experience. The survey covered graduates from 2014 to present. The changes made to the job placement/internship program has only been effective since 2016. The survey of students in the 2017 297 class indicate a marked increase in satisfaction in this area.

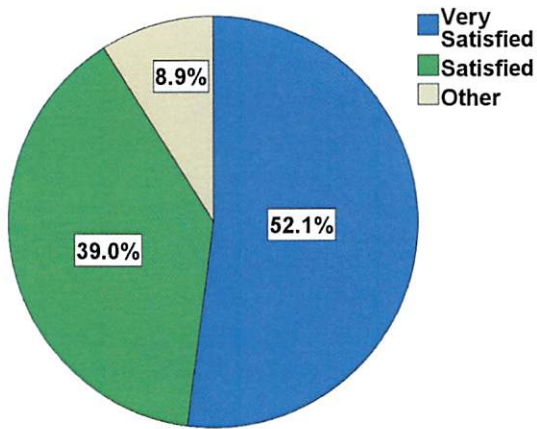
It is also noted that of 14 respondents 50% had an internship and or cooperative work experience while at SAC. The department goal is to increase opportunities for students so that

all who desire such an experience will be able to participate. Students who have participated in the internship or cooperative work experience generally had a positive experience.

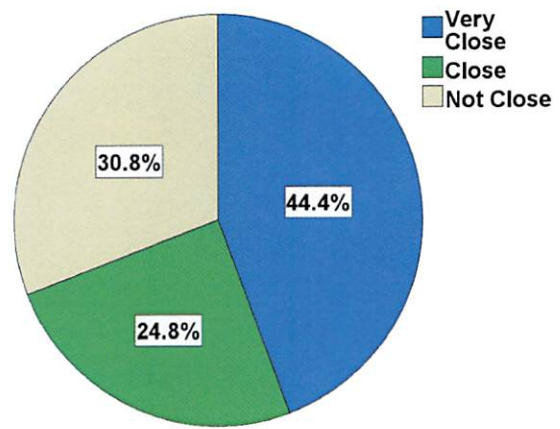
Career & Technical Education (CTE) Employment Outcomes Survey 2017 Statewide Report

Completer and skills-building students statewide in credit-granting programs were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2017 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 147,789 students were surveyed and 50,960 (34%) students responded: 40% by email, 12% by SMS, and 48% by phone.

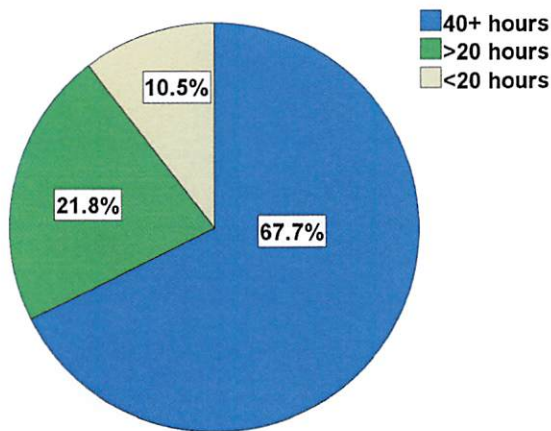
How satisfied are students with the education and training they received?



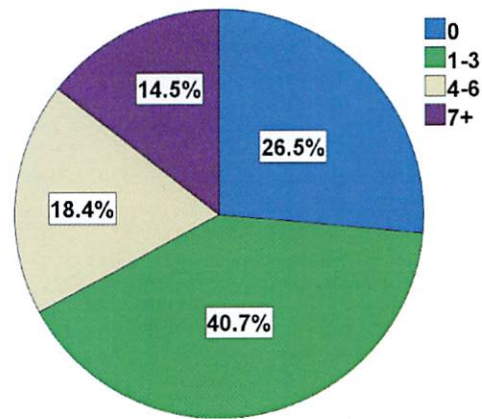
How many students secured a job that is closely related to their program of study?



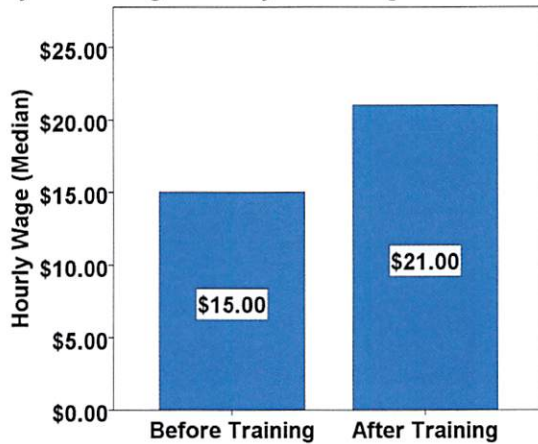
How many hours per week are employed students working?



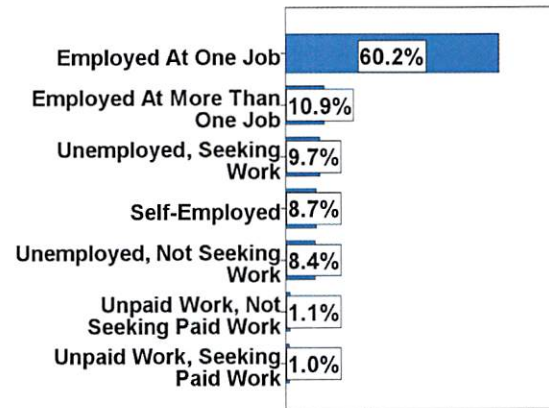
How many months did it take for students to find a job?



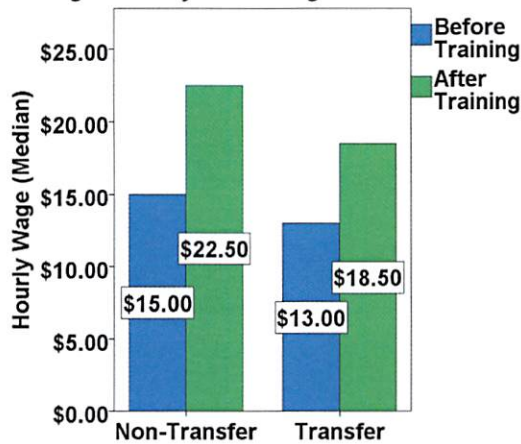
What were the hourly wages of the students before training versus after training?



What is your current employment status?



What were the hourly wages of transfer students and non-transfer students—before training versus after training?



More Key Results

\$6.00 is the overall change in hourly wages after completing training—in dollars

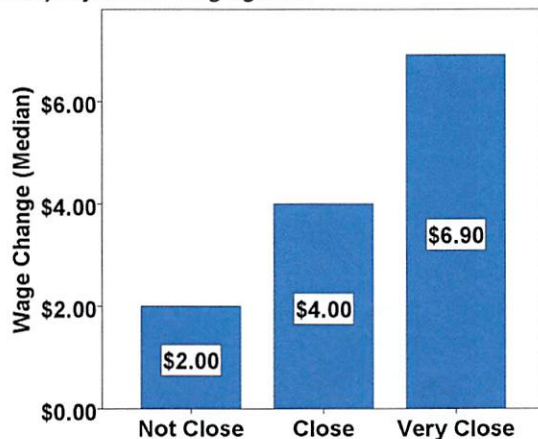
40% is the overall change in hourly wages after completing training—in percentage gain

80% of respondents reported being employed for pay

35% of respondents reported transferring to another college or university

91% of respondents reported being very satisfied or satisfied with their training.

Does the similarity between job and program of study influence wage gains?



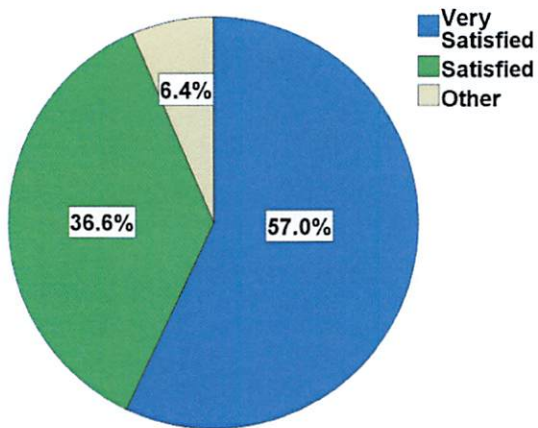
Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

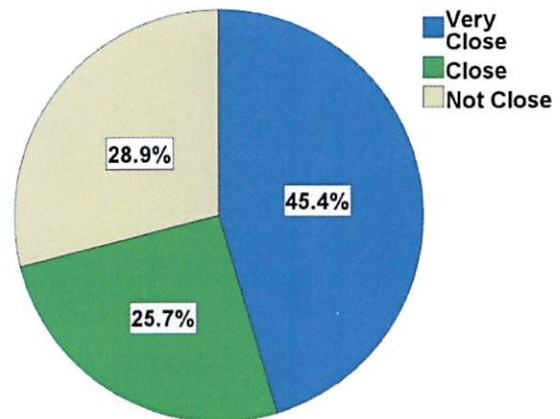
Career & Technical Education (CTE) Employment Outcomes Survey 2017 Santa Ana College

Completer and skills-building students at Santa Ana College were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2017 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 2,693 students were surveyed and 741 (28%) students responded: 38% by email, 9% by SMS, and 53% by phone.

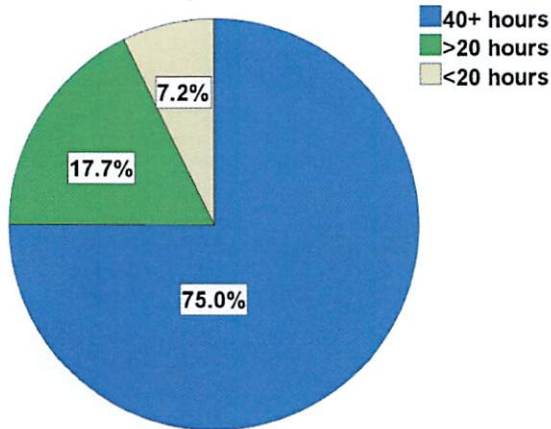
How satisfied are students with the education and training they received?



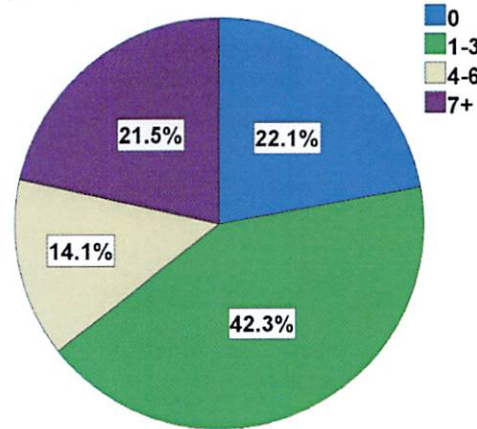
How many students secured a job that is closely related to their program of study?



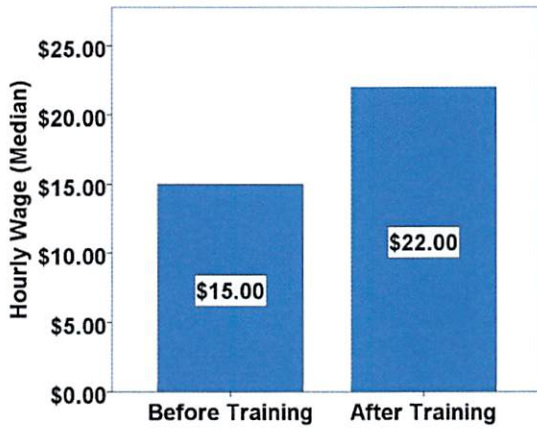
How many hours per week are employed students working?



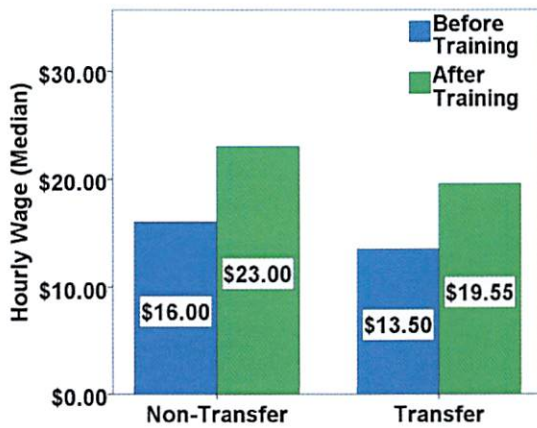
How many months did it take for students to find a job?



What were the hourly wages of the students before training versus after training?



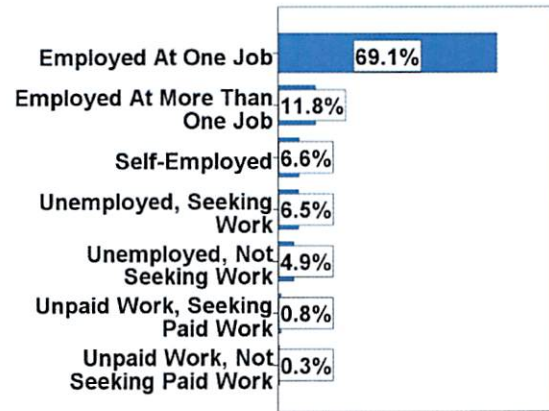
What were the hourly wages of transfer students and non-transfer students—before training versus after training?



Does the similarity between job and program of study influence wage gains?



What is your current employment status?



More Key Results

\$7.00 is the overall change in hourly wages after completing training—in dollars

47% is the overall change in hourly wages after completing training—in percentage gain

88% of respondents reported being employed for pay

35% of respondents reported transferring to another college or university

94% of respondents reported being very satisfied or satisfied with their training.

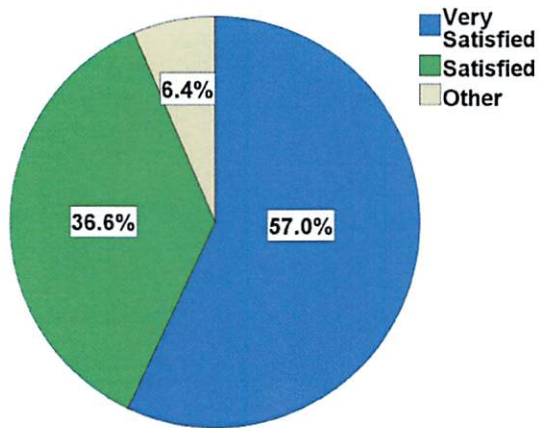
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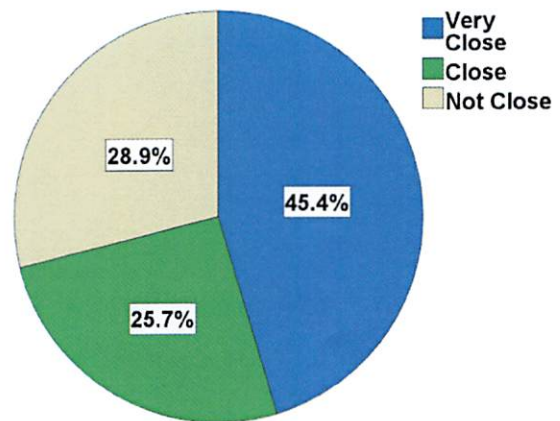
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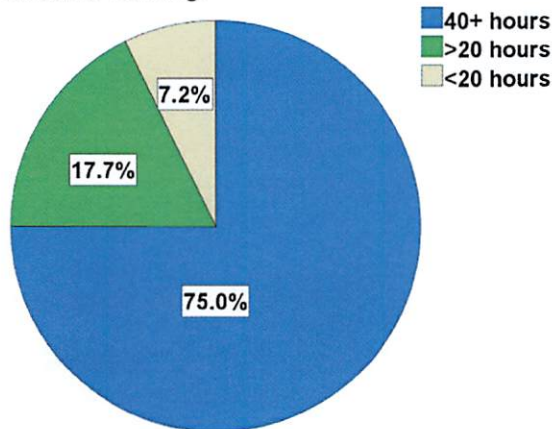
How satisfied are students with the education and training they received?



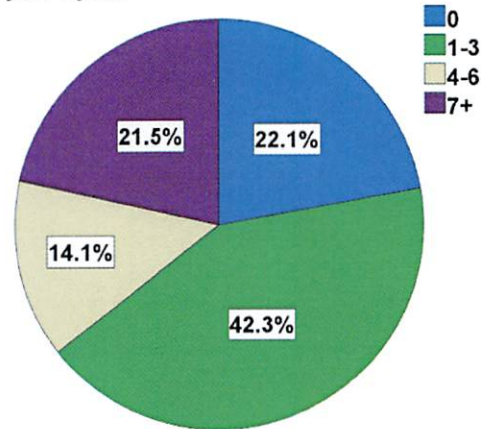
How many students secured a job that is closely related to their program of study?



How many hours per week are employed students working?



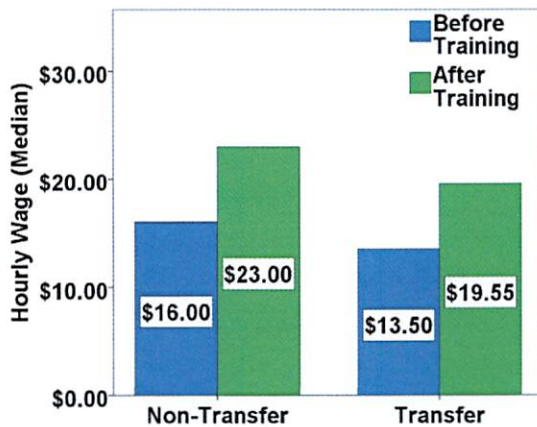
How many months did it take for students to find a job?



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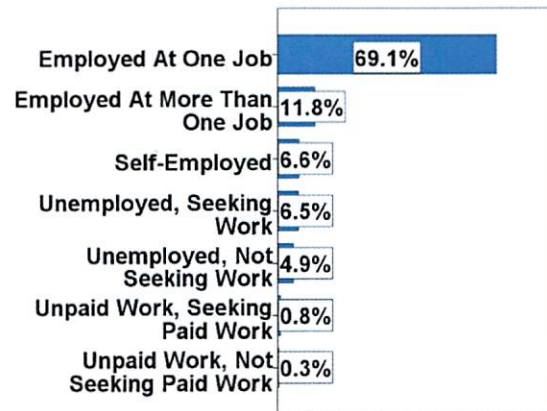
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