



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

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 AAfPE 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**

course combines the substantive law (Torts) with the Procedural Law (ADR).

- ii. The previous courses were elective; now this course is required.**
- iii. The previous courses were 2 units each; the new course is 4 units.**
- iv. TMI form as some coursework may be presented online.**

6. Paralegal 150 Legal Transactions (New Course):

- a. Combines Para 130 Legal Transactions, Para 138 Business Organizations and Para 136 Real Property.**
 - i. In a “transactional” office, students will draft contracts. They have to know the legal capacity of the parties (Business Organizations). Under the California Statute of Frauds, all agreements regarding Real Property must be in writing (contracts) to be enforceable. This course combines these three areas. The prior classes overlapped each other.**
 - ii. Previously Contracts was 3 units, Business Organizations was 2 units and Real Property was 2 units. The combined course is 5 units.**
 - iii. TMI checklist, this is a lecture class which will use online instruction to augment the content delivery.**

Justifications for the Program Changes:

- 1. The previous program consisted of core courses required by all students, with approximately 7 units of electives. The students were given 4 specialties with stated which electives were required. After conducting a program review, the department has eliminated the specialties and will offer one program. In discussing the specialties with employers, the specialty does not give an advantage to a new paralegal. There are general areas of law and skill sets employers are looking for. The new proposals for the program and the program SLO's reflect the skill sets employers are looking for in new paralegals.**
- 2. The previous program listed the degree and certificate as one entry in the catalog. The College curriculum council wants them listed separately. The AA degree and the certificate have identical program requirements (Paralegal Courses). The difference is the certificate is for those students who already have an AA or BA degree. Those students are only required to take the paralegal program courses (same as AA). They must satisfy the graduation office they met the 18 units of general education as defined by the American Bar Association, same as they do now. The AA degree**

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.

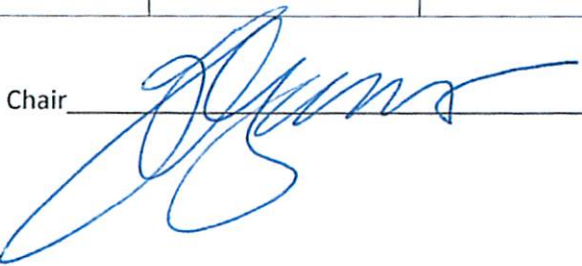
- 3. The program now will have the one option as stated above the required courses include all of the previously required courses and the following courses:**
 - a. Para 146 Tort Law and Alternative Dispute Resolution**
 - b. Para 150 Legal Transactions, which replaces Para 130 Legal Transactions.**
 - 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