Student Outcomes Qualitative Notes during CCC Fall 2012 for Paralegal Studies

(LAW-C100) **Course Level SLO & Qualitative Notes**

Analyze and compare legal problems, assess research procedures, organize investigative techniques, and utilize the Coastline Virtual Library to develop entry level factual research skills.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO to be reduced.

Analyze and evaluate selected cases and statutes, and factual situations and compare federal and state court structures.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO to be reduced.

Collect and develop legal terminology and apply terms to legal procedures.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO to be reduced.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

Develop and improve writing proficiency through a series of short writing assignments on a particular topic resulting in a composition for assessment.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO percentage to be reduced.

Examine and assess the role and function of the paralegal and apply ethical standards.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO percentage to be reduced.

(LAW-C100) Program Level SLO & Qualitative Notes

Analyze and communicate conclusions both orally and in writing.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO to be reduced.

Apply legal concepts to the clients' problems.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO to be reduced.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

Apply legal ethics in the paralegal field.

82169-(LAW-C100-001)-Intro/Paralegal Studies
by Stephen Barnes

The statistics reflect one student who was unable to access/upload many of the required assignments because of computer issues. She ended up taking an incomplete. 2 other students started the class but did not drop. These students are impacting the SLO completion rate.

83120-(LAW-C100-002)-Intro/Paralegal Studies
by Stephen Barnes

The SLO completion is being negatively affected by 4 students who started the class and then did not complete the work because of various reasons. 2 of these students took an incomplete for the course Several of the students who partially met the SLO did not complete all of the assignments. It appears that these students were doing just enough work to get a C in the class which would cause the fully met SLO to be reduced.

(LAW-C105) Course Level SLO & Qualitative Notes

Analyze a potential case and the basic pleadings as applicable to complaints, cross-complaints, answers, and other responsive pleadings and demonstrate knowledge by preparation of pleading and other responsive documents.

81479-(LAW-C105-001)-Civil Litigation 1
by Bryce Letterman

In reviewing the 'fully met percentage of students', I was struck by the 80% statistic. My impression was that was quite a bit lower that I expected (closer to 100% than 80%). I then realized that only 41 of the 47 registered students completed assessments (participation in discussion forums, collaborative workshops, quizzes for each chapter, a mid-term and final exam, and a written paper) past about week 4 (out of 16). That means that the of the measurement of achievement by students compared the achievements of the actual group, to an 'ostensible' (because they registered, and didn't withdraw or drop)group size 14.6% (6/41)greater than actual. If the proportion ratio is 41:47::80%:X%, then X=91.7% of the participants fully meeting the SLO. I'm not whining; just observing. We will never have more students that take and complete the course, than have registered. (which would inflate the achievement rate). We will, however, always be subjected to being measured against the 'total registered', which in my experience, always includes one or more students who just quit enroute, without taking their names out of the registration list. Ergo, the stats will always show a lower than actual performance ratio.

Analyze how to use discovery and motions in the civil process in preparation for mediation, arbitration, or trial.

81479-(LAW-C105-001)-Civil Litigation 1
by Bryce Letterman

In reviewing the 'fully met percentage of students', I was struck by the 80% achievement statistic. My impression was that was quite a bit lower that I expected (closer to 100% than 80%). I then realized that only 41 of the 47 registered students completed assessments (participation in discussion forums, collaborative workshops, quizzes for each chapter, a mid-term and final exam, and a written paper) past about week 4 (out of 16). That means that the measurement of achievement by students compared the achievements of the actual group, to an 'ostensible' (because they registered, and didn't withdraw or drop)group size 14.6% (6/41)greater than actual. If the proportion ratio is 41:47::80%:X%, then X=91.7% of the participants fully meeting the SLO. I'm not whining; just observing. We will never have more students that take and complete the course, than have registered. (which would inflate the achievement rate). We will, however, always be subjected to being measured against the 'total registered', which in my experience, always includes one or more students who just quit enroute, without taking their names out of the registration list. Ergo, the stats will always show a lower than actual performance ratio.

Examine the basic principles of recognition and selection of the parties to an action, define and explain the courts' jurisdiction over subject matter and property, and be able to select the correct designation.

81479-(LAW-C105-001)-Civil Litigation 1
by Bryce Letterman

In reviewing the 'fully met percentage of students', I was struck by the 80% achievement statistic. My impression was that was quite a bit lower that I expected (closer to 100% than 80%). I then realized that only 41 of the 47 registered students completed assessments (participation in discussion forums, collaborative workshops, quizzes for each chapter, a mid-term and final exam, and a written paper) past about week 4 (out of 16). That means that the measurement of achievement by students compared the achievements of the actual group, to an 'ostensible' (because they

registered, and didn't withdraw or drop)group size 14.6% (6/41)greater than actual. If the proportion ratio is 41:47::80%:X%, then X=91.7% of the participants fully meeting the SLO. I'm not whining; just observing. We will never have more students that take and complete the course, than have registered. (which would inflate the achievement rate). We will, however, always be subjected to being measured against the 'total registered', which in my experience, always includes one or more students who just quit enroute, without taking their names out of the registration list. Ergo, the stats will always show a lower than actual performance ratio.

Read and analyze cases and legal factual situations and demonstrate knowledge in application of litigation procedures.

81479-(LAW-C105-001)-Civil Litigation 1
by Bryce Letterman

In reviewing the 'fully met percentage of students', I was struck by the 80% achievement statistic. My impression was that was quite a bit lower that I expected (closer to 100% than 80%). I then realized that only 41 of the 47 registered students completed assessments (participation in discussion forums, collaborative workshops, quizzes for each chapter, a mid-term and final exam, and a written paper) past about week 4 (out of 16). That means that the measurement of achievement by students compared the achievements of the actual group, to an 'ostensible' (because they registered, and didn't withdraw or drop)group size 14.6% (6/41)greater than actual. If the proportion ratio is 41:47::80%:X%, then X=91.7% of the participants fully meeting the SLO. I'm not whining; just observing. We will never have more students that take and complete the course, than have registered. (which would inflate the achievement rate). We will, however, always be subjected to being measured against the 'total registered', which in my experience, always includes one or more students who just quit enroute, without taking their names out of the registration list. Ergo, the stats will always show a lower than actual performance ratio.

(LAW-C118) Course Level SLO & Qualitative Notes

Apply and evaluate the methods and procedures of legal analysis through persuasive legal writing.

83427-(LAW-C118-001)-Legal Analysis/Briefing
by Susan Watts

There were 2 students who stopped attending class, and I did not drop them by the drop date. This resulted in the cummulative results being lower than they should have been. Also, 2 students had medical emergencies and received incomplete grades for the semester. Their missing assignments lower the percentage of students who achieved the student learning objectives.

Apply the methods and procedures of legal analysis through case briefing.

83427-(LAW-C118-001)-Legal Analysis/Briefing
by Susan Watts

There were 2 students who stopped attending class. I did not drop them by the drop deadline. This resulted in the cummulative results being lower than they should have been. In addition, 2 students had to take incomplete grades because of medical situations. Their missed assignments are also lowering the percentage of students who satisfactorily achieved the student learning outcomes.

Formulate a professional legal memorandum that analyzes statutory and case authority and prepare an appellate brief using the proper structure.

83427-(LAW-C118-001)-Legal Analysis/Briefing
by Susan Watts

The percentage of students who successfully met the student learning outcomes was reduced because I failed to drop 2 students by the drop date who had stopped attending class, and 2 other students had to take an incomplete grade due to medical emergencies. Their missing assignments are lowering the percentage of students who achieved the SLOs.

(LAW-C170) Course Level SLO & Qualitative Notes

Analyze and select computer applications (positive and negative assessments) and develop a plan utilizing specific facts for a needs assessment within a legal organization to implement specialty-specific software programs.

83851-(LAW-C170-001)-Computer Applications
by Bryce Letterman

6 of 39 registered students dropped out of the class without withdrawing. The net result is that if 100% of the students who completed the class reached the maximum possible score, that the class assessment would show 84.6% achievement. My suggestion for improving the class achievement level is to remove the 'incompletes' from the roster before scoring.

Compare and contrast the use of online legal research and Internet research as applied to specific fact situations.

83851-(LAW-C170-001)-Computer Applications
by Bryce Letterman

6 of 39 registered students dropped out of the class without withdrawing. The net result is that if 100% of the students who completed the class reached the maximum possible score, that the class assessment would show 84.6% achievement. My suggestion for improving the class achievement level is to remove the 'incompletes' from the roster before scoring.

Evaluate and compare the steps required to create documents, pleadings, and correspondence in Microsoft Word software.

83851-(LAW-C170-001)-Computer Applications
by Bryce Letterman

6 of 39 registered students dropped out of the class without withdrawing. The net result is that if 100% of the students who completed the class reached the maximum possible score, that the class assessment would show 84.6% achievement. My suggestion for improving the class achievement level is to remove the 'incompletes' from the roster before scoring.

Evaluate the basic features of a spreadsheet database, case management database, and time and billing software as utilized within the legal environment and as applied to specific fact situations.

83851-(LAW-C170-001)-Computer Applications
by Bryce Letterman

6 of 39 registered students dropped out of the class without withdrawing. The net result is that if 100% of the students who completed the class reached the maximum possible score, that the class assessment would show 84.6% achievement. My suggestion for improving the class achievement level is to remove the 'incompletes' from the roster before scoring.

Identify and select basic commands, commonly utilized in a legal office environment, and know the order of steps required to (1) copy files for back-up and/or storage, (2) load software, and (3) perform simple operational functions.

83851-(LAW-C170-001)-Computer Applications
by Bryce Letterman

6 of 39 registered students dropped out of the class without withdrawing. The net result is that if 100% of the students who completed the class reached the maximum possible score, that the class assessment would show 84.6% achievement. My suggestion for improving the class achievement level is to remove the 'incompletes' from the roster before scoring.

Identify elements of basic computer utilization and evaluate basic computer software applications typical to a legal office environment.

83851-(LAW-C170-001)-Computer Applications
by Bryce Letterman

6 of 39 registered students dropped out of the class without withdrawing. The net result is that if 100% of the students who completed the class reached the maximum possible score, that the class assessment would show 84.6% achievement. My suggestion for improving the class achievement level is to remove the 'incompletes' from the roster before scoring.