

**American Bar Association
Standing Committee on Paralegals
321 North Clark Street
Mail Stop 19.1
Chicago, Illinois 60654-7598**

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

Institution Name: University of La Verne

Program Name: Department of Legal Studies

Address: 1950 Third St.

City: La Verne State: CA Zip: 91750

Telephone Number: (909) 593-3511, ext. 4428 Fax Number: (909) 392-2707

Institution Website URL: www.laverne.edu

Program Website URL: <http://sites.laverne.edu/legal-studies>

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: Jonathan Reed, Acting Dean of the College of Arts and Sciences

Signature: _____

Program Director: Patricia Adongo

E-Mail Address of Program Director: padongo@laverne.edu

Signature: _____

Date Submitted: _____

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Produced by the Standing Committee on Paralegals

**American Bar Association
Standing Committee on Paralegals**

UNIFORM TABLE OF EXHIBITS

Include only the exhibits listed and identify with the specified number. If an exhibit does not apply to the program, indicate that it is not applicable. Exhibits marked * must be provided in the format shown.

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Please review ABA staff correspondence or contact ABA staff to confirm the reporting period required for this Interim Report.

SECTION I

GENERAL INFORMATION

G-101 through G-107

A. Name of the Program: University of La Verne Department of Legal Studies

B. 1. Please check the name of the accrediting agency by which the institution is accredited:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges
- Accrediting Commission of Career Schools and Colleges of Technology
- Accrediting Council for Independent Colleges and Schools
- Council on Occupational Education
- New York State Board of Regents

(G-302(c))

2. Please indicate the date of the most recent reaffirmation of accreditation.

The university is in the midst of a reaccreditation cycle. On June 18, 2010, WASC extended our accreditation to June 2012. A visit is expected this spring.

3. Please indicate the current status of the institution's accreditation.

It is accredited.

C. Indicate whether any changes were made during the past three years in the areas listed below which were reported to the ABA staff. Attach copies of any Substantive Change Forms submitted to the ABA, as well any copies of any other relevant material and correspondence as Exhibit A. **(G-104.L)**

No changes in any of these areas were made in the last three years.

1. Changes in institutional ownership and/or financial support.
2. Change in program director.
3. Substantial changes in program objectives or curriculum.
4. Institutional organizational changes affecting the program.
5. New program location(s) or change in program location.
6. Changes in institutional or program accreditation.
7. New program option(s) *(as defined in G-103)*
8. Cessation of program option(s)
9. Initial offering of legal specialty course(s) in an accelerated, compressed, or online format.

D. Were any changes made during the past three years in the areas listed below which were not reported to the ABA staff? **(G-104.L)**

1. Changes in institutional ownership and/or financial support.
2. Change in program director.
3. Substantial changes in program objectives or curriculum.
4. Institutional organizational changes affecting the program.
5. New program location(s) or change in program location.
6. Changes in institutional or program accreditation.
7. New program option(s) *(as defined in G-103)*
8. Cessation of program option(s)
9. Initial offering of legal specialty course(s) in an accelerated, compressed, or online format.

None were made in the last three years.

E. Program Options:

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")*.

Type of Program Option <i>(i.e., BA/BS; AAS/AA/AS; MA/MS; Certificate [Specify type, such as post-baccalaureate]; Minor, etc.)</i>	Name of Program Option <i>(i.e., Paralegal Studies, Legal Studies, Nurse Paralegal, Legal Nurse Consultant, etc.)</i>	Date Students First Admitted To Option	Date Option Approved by ABA <i>(If not approved as part of your initial approval)</i>
BS	Bachelor in Legal Studies	1986	
Post AS/BA Certificate	Paralegal Certificate	1999	
Minor	Minor in American Law	September 2009	December 2008

Note: Add additional rows as needed.

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

3. Complete Exhibit C, showing the number of graduates in each program option listed in item E.1 for the past three years.
4. Does the program offer a minor which it does not consider a program option? If so, how do you indicate to students that the minor does not prepare them for a paralegal career?

Yes, the program offers a minor which is not a program option. In the catalog under Legal Studies, in the first paragraph, it states: "The minor in American Law is not approved by the American Bar Association and does not prepare a student for a career as a paralegal." The same sentence is again stated under description of the minor. On line, the same sentence is stated when the minor is mentioned.

- F. State verbatim each compliance issue, if any, and recommendations/suggestions 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 and to address the recommendations/suggestions.

1. The Legal Studies Department should continue to review the composition of the Advisory Committee and monitor the members' attendance. The replacement of non-participating members should be pursued. (G-203)

The department continually monitors the composition and has replaced members as needed. A new attorney and paralegal member have been added.

2. The Legal Studies Department should continue to evaluate legal specialty elective offerings in order to meet the needs of the legal community that the program serves. (G-301-D)

New electives have been taught in the last three years to meet more of the needs of the students. Although some were not legal specialty courses, the students found value in them. New courses in Intellectual Property, Advanced On-line Research, E Discovery and Trial Technology have been created. A course combining Property and Bankruptcy was also created and taught and most students liked the combination.

3. The Legal Studies Department should continue its outcome assessment plan of determining specific goals for individual courses, measuring of goals, and use of information for improvement of the program. (G-301-D)

The department continues to evaluate the outcomes of the courses. Since the last report, evaluation of the portfolios done in Senior Project, the oral reports done in Senior Project and the memos written in Senior Project were evaluated. Surveys of the legal community and of graduates have been completed.

4. The Legal Studies Department should be responsive to the changing needs of the students and examine new ways to deliver courses, including online, accelerated and day-time courses. (G-301-D)

The department does not choose to offer any courses on line at this time. However, a summer class was offered, but had insufficient enrollment to continue. In addition, day classes in Litigation and in American Legal Studies (the introductory course) have been taught which gives the students more options.

5. The Legal Studies Department should continue to closely review course rotation options to assure the students' needs are met. (G-301-I)

Because of the size of the program, elective courses cannot be offered more often than every two years and when a student comes into the program, this is explained. Students are able to see what is planned to be offered in the future so that they can take the electives they wish.

6. The Legal Studies Department should encourage students to take advantage of internship opportunities available in the metropolitan area. The Department should obtain assistance from the alumni and University of La Verne Law School in identifying internships. (G-301-I)

The program has begun a new required internship and more internship opportunities are being identified.

7. The University of Law Verne should continue its commitment to the faculty members' professional development through attendance at national, state, and local legal and paralegal meetings. (G-401)

Both full-time faculty members have continued to attend national and regional conferences of AAFPE. They have attended all national conferences and most regional, but did not attend the regional meeting in spring 2011. As they are able, they attend local bar and paralegal meetings. Most are at night when most of the classes are taught, but when they are in the afternoon or on a night when there is no class, the faculty attend.

8. The Legal Studies Department should maintain stronger liaison with the legal and paralegal communities in the metropolitan area. (G-402-A-7)

The department is a member of two local bar associations and two local paralegal associations. The two paralegal associations have members on the Department's Advisory Committee. Faculty do attend meetings when the time does not conflict with teaching duties.

9. The Legal Studies Department should assist students in developing resumes, interviewing and employment search skills through closer partnership with Career Services. (G-502)

The new required course, LS 490 Paralegal Internship and Ethics, includes resume building and interviewing skills, in order to better prepare the students for employment.

10. The University of La Verne should review the information given by all academic advisors concerning employment and educational opportunities to graduates of the Legal Studies Program. (G-502)

The department has done so.

11. The Legal Studies Program should provide up-to-date materials on paralegal careers by expanding the University of La Verne Law School Library collection. (G-601-G)

The department has not yet obtained any more recent books, but will when they become available.

12. The Legal Studies Program should provide additional national periodicals devoted to paralegals through the University of La Verne Law School Library. (G-601-G)

The College of Law library includes Paralegal Today. Students are exposed to periodicals of the national paralegal associations in the research class.

13. The University of La Verne should continue to give adequate technology support to the Legal Studies Program as well as provide accessibility to computer labs during classroom periods. (G-702-B)

The university provides adequate support and when a Legal Studies class needs to be taught in a computer lab, it is accommodated. On some occasions, when a computer lab is needed for just a week, there might not be one available, but this has only occurred once. The technology department can loan laptop computers when this happens. The department continues to believe a dedicated lab for legal studies would be beneficial to the students, but the university does not have the space or resources for that at the current time.

SECTION II

ORGANIZATION AND ADMINISTRATION

G-201 through G-206

A. Provide information on the advisory committee:

1. Complete Exhibit D, showing the members of the paralegal program's advisory committee.
2. List below the dates of each advisory committee meeting and any subcommittee meetings held during the past three years. Include as Exhibit E 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)

DATES OF ADVISORY COMMITTEE MEETINGS

3/18/09

11/10/09

3/15/10

11/18/10

3/14/11

10/5/11

One is scheduled for 3/12/2012

B. 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:

1. Describe any changes during the past three years in the institution's non-discrimination policy or affirmative action plan relating to students and personnel.

There are no changes.

2. Describe any changes during the past three years in the institution's policy or procedures for the accommodation of students and personnel with disabilities.

There are no changes.

3. Describe any changes during the past three years in the methods used to encourage diversity in the student body of the paralegal program.

There are no changes.

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

Year	% of Minority Students	% of Female Students	% of Male Students
8/09-5/10	71%	85%	15%
8/10-5/11	66%	75%	25%
8/11-3/12	62%	75%	25%

5. Describe any changes during the last three years in the methods used to encourage diversity in the faculty of the paralegal program. Please include the steps taken to recruit and retain a diverse faculty. If written advertisements and/or announcements are used, include copies as Exhibit F.

The faculty is small and not a lot of new faculty are hired. However, diverse faculty are sought when a new adjunct is needed, and a person of Hispanic descent was hired to teach in her field of immigration.

6. Complete Exhibit G showing the composition of the faculty of the paralegal program by racial/ethnic classification and gender for each of the last three years.

(G-204)

- C. Complete the budget chart provided as Exhibit H, showing (1) the amounts spent for each category of expense for each of the last three years; (2) the budget for the current year; and (3) the projected budget for the next year. **(G-205)**

SECTION III

EDUCATIONAL PROGRAMS

G-301 through G-302

- 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 three years. **(G-301.C)**

No new agreements have been entered into but one is in the creation stage with Los Angeles City College.

- B. Describe the program's plan for evaluation, review, and continuous improvement of the program, as follows:

1. Explain how the program determines the extent to which it is meeting its stated goals and objectives. Include whether the assessment of goals and objectives is part of an institutional plan.

In each step of the assessment process, the results are compared to the department's goals and objectives. For instance, when the senior portfolios were evaluated, assignments from various courses were evaluated as to which goals they related to. This gave an overview of which goals may need more work toward. In both the graduates' and the legal community's surveys, it was shown to be very rare that a paralegal did investigation or interviewing. The department has a goal to help students grow in these areas, but very few assignments in the program relate to those skills. The advisory committee will be asked whether these are important skills in light of the survey results.

The university does not request a direct assessment of the department's goals, but it requests a program update and asks for the program's needs. Both of these in our department would relate to the goals, as whatever needs the department has would be to fulfill its goals and objectives.

2. Attach as Exhibit I:
- a copy of the program's written assessment plan;
 - a list of the assessment activities conducted during the past three years; and
 - a summary and analysis of the results obtained by each assessment activity.

(G-301.E - F)

- C. Complete Exhibit J showing the total curriculum for each program option included in Section I.E. **(G-302)**

- D. Describe any changes in the curriculum during the past three years. **(G-301-302)**

A new course, LS 490 Paralegal Internship and Ethics, as been created and made mandatory. It will assure that all students get an internship experience. It will also include

ethics and job search skills. It is required for the bachelor's degree and for the certificate. The stand-alone ethics course has been discontinued after Spring 2012. The new course will not be officially listed with the ABA as a legal specialty course.

- E. Describe the program's sequencing plan for each program option included in Section I.E. **(G-302.E.5)**

LS 301 American Legal Studies is the prerequisite or corequisite for LS 304 Legal Research and Writing. LS 304 is the prerequisite for everything else. LS 365 Litigation I is the prerequisite for LS 368 Litigation II.

Students must be seniors to take LS 499 Senior Project, and in one of their last semesters to take LS 490 Paralegal Internship and Ethics.

- F. If the program admits and graduates students who have not met the general education or total unit requirement of **G-302.H**, complete the chart provided as Exhibit K, showing information about students receiving exemptions from the general education and/or total unit requirements for each of the last three years.
- G. Complete the chart provided as Exhibit L, showing the legal specialty courses offered for each of the last three years. **(G-302.I)**
- H. For each legal specialty course that has been added or substantially revised during the past three years, complete the Course Information Sheet provided as Exhibit M. **(G-302.I)**
- I. Describe any changes in each of the following areas during the last three years:
1. General education requirements including distribution among at least three disciplines. **(G-302.E)**
There have been no changes.
 2. Writing proficiency requirements. **(G-302.E.3)**
There have been no changes.
 3. Competence in oral communication. **(G-302.E.4)**
There have been no changes.
 4. Competence in technology skills. **(G-302.G)**
There have been no changes.
 5. Instruction in legal research, including electronic research. **(G-302.I)**

More emphasis has been made on electronic research in Legal Research and Writing, and a new course has been created that teaches electronic research more in depth, entitled LS 355 Advanced On-Line Research. It is a two-unit course, but will not be listed with the ABA as a legal specialty course.

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

The internship is now required for all students. However, if a student works full-time, a virtual internship will be allowed. This will not be listed as a legal specialty course.

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

The stand-alone ethics course has been eliminated effective August 1, 2012 and ethics is a one-unit component of the Paralegal Internship and Ethics class.

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

There have been no changes.

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

There have been no changes.

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

There have been no changes.

J. Are any legal specialty courses offered through alternative delivery formats, such as compressed, accelerated, hybrid, or online instruction? If so, list each such course and indicate which courses were submitted for approval or certified in advance of being offered and when the courses were approved or certified. Hybrid courses containing less than 50% online instruction do not require prior approval.

The only course that is offered in any of these formats is LS 355 Advanced On-Line Research. It is hybrid and less than 50% of the course is on-line. It is not a legal specialty course.

If courses are being offered in alternative delivery formats which were not submitted for approval or certified in advance of being offered, go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete either the Substantive Change Form for Courses Offered in Alternative Formats or the Substantive Change Form for Courses Offered in Alternative Formats Certification while continuing to complete this interim report. This form must be

submitted immediately. Do not submit either of these forms as part of this interim report. (Refer to G-302.J for interpretations relating to alternative formats.)

K. For each method of alternative delivery used during the past three years:

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**.
2. For each alternative delivery course that has been added or substantially revised during the past three years, provide as Exhibit N a detailed course outline for each course showing how the hours devoted to classroom time and the structured instructional activity outside of class or in online instruction are equivalent to the number of classroom hours that are normally required to award credit for such a course.
3. Explain how the courses were selected for delivery in the alternative format and how the courses were developed.
4. 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.
5. Provide information on the training and support for the development and instruction of courses delivered in the alternative format.
6. Provide information on the assessment that is conducted to determine the effectiveness of the alternative format. Attach as Exhibit O a summary of the results of such assessment during the past three years.
7. Additionally, for totally online courses, provide the following additional information:
 - a. What means are used to ensure that there is interaction between faculty members and students, and among students?
 - b. By what means are faculty members accessible to students?
 - c. How do faculty members respond to students who have questions? How is feedback given to students on assignments and tests?
 - d. What technical support is provided to ensure proper functioning of the system and back-up in the event of technical difficulties?
 - e. What system is used to verify the identity of students submitting work or taking a test at a distance?

(G-302.J)

SECTION IV

FACULTY

G-401 through G-403

- A. Identify the name and the title of the person who serves as program director. Indicate whether this position is full-time. If the position is not full-time and the person designated as program director does not serve the institution on a full-time basis, identify the person responsible for the program who is full-time with the institution. **(G-402)**

The director is Patricia Adongo. She is full time.

- B. Has the person identified as the program director been in his/her position for the past three years? If not, provide the name or names of the person or persons who have served in this capacity for the past three years with dates of service, status as full-time or part-time, and indicate the reasons for the change. **(G-402)**

She has been in this position for more than three years.

- C. Provide as Exhibit P 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. **(G-401.A - E)**

- D. Have there been any changes in the responsibilities of the person(s) responsible for the direction of the program during the past three years? If so, describe any changes relating to program administration, other program-related duties and non-program-related duties. **(G-402)**

There have been no changes.

- F. 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 three 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 director teaches 12 units (three courses) one semester and eight units (two courses) one semester. The standard teaching load is 12 units each semester, so the director receives one course release per year. At one time, the director received one course per semester, but it was changed to bring the work load in line with other department chairs in the College of Arts and Sciences.

- F. Complete Exhibit Q, 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.F - G)**
- G. Describe 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? For example, describe changes in in-service training, attendance at continuing education programs and conferences, and development work done at faculty meetings. **(G-401.F - G)**

Previously, the university had one day per year for adjunct faculty to attend to assist them in teaching. The university stopped that program, with the last one being in the Fall of 2009. The university does support the professional growth of the full-time faculty by paying for attendance at conferences, usually two per year. The department supports the growth of the adjunct faculty by including training in the faculty meetings.

- H. List below the dates of each paralegal faculty meeting held during the past three years. Include as Exhibit R 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-401.H)**

Meetings:

May 12, 2009

November 14, 2009

March 1, 2010 with ABA site team. No minutes were taken.

December 2, 2010

March 5, 2011

November 21, 2011

- I. Complete Exhibit S, showing all faculty members who are now teaching and who have taught legal specialty courses during the past three years. **(G-401, G-403.A)**
- J. As Exhibit T, provide the resumes of new faculty members hired during the past three years. Each resume must include a description of the faculty member's professional qualifications, including experience working with paralegals or as a paralegal. **(G-401.A, C - E)**

SECTION V

ADMISSIONS AND STUDENT SERVICES

G-501 through G-503

A. Describe any changes in the following admissions-related areas during the past three years:

1. Admissions requirements and procedures used to select students. **(G-501)**

There have been no changes.

2. Methods used to recruit students. Whether or not there have been changes, provide as Exhibit U copies of all current advertisements, promotional materials, catalogs, brochures, flyers, and copies of all website pages that feature the paralegal program. If your institution does not have a print catalog, provide copies of any online catalog pages related to the paralegal program and include the URL address of the online catalog. **(G-501.A - B)**

There have been no changes.

3. Policies and procedures for permitting non-paralegal students to enroll in legal specialty classes. **(G-503)**

There have been no changes.

B. Describe any changes in the following admissions-related areas during the past three years:

1. Course selection, advisement and registration.

There have been no changes.

2. Career counseling.

There have been no changes.

3. Support programs such as remediation and tutoring.

There have been no changes.

4. Student organizations and associations.

There have been no changes.

5. Orientation for new students to the paralegal career.

There have been no changes.

6. Representation on college or program committees.

There have been no changes.

7. Continuing education.

There have been no changes.

8. Other services or activities that are relevant to paralegal students.

There have been no changes.

(G-502)

- C. Describe any changes in the handling of job placement for graduates, with reference to the following:

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

There have been no changes.

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

There have been no changes.

3. Any changes in the services provided.

The new course, Paralegal Internship and Ethics, will include resume writing, interview skills and job search information. Every student is required to take this class.

4. Whether or not there have been changes, complete the chart provided as Exhibit V showing employment and related information for all graduates for the past three years.

(G-502(a), 502.C - D)

SECTION VI

LIBRARY

G-601

- A. Describe any changes in the library facilities, services, and hours available to students in the paralegal program. **(G-601.A-D)**

The program uses the library at the College of Law. The College of Law lost its provisional ABA accreditation and it is reapplying right now, with the recommendation being to grant it provisional accreditation. The final word from the ABA is due any day. The library remains exactly the same and access to the students is the same.

- B. Describe any additions or deletions (not including regular continuations or supplements) to the legal library collection during the past three years. **(G-601.G)**

The law library does not include all of Shepard's Citations in book format, but does include that for California and for the U.S. Supreme Court. Westlaw and Lexis are available in the library.

- C. Describe student access to research materials through computer technology as follows:

1. What access do students have to research materials and resources in electronic formats? List and describe each electronic format (i.e., subscription services, Internet access, etc) including the number of passwords if applicable and the number of terminals at which students may access materials in each format. **(G-601.J)**

Each student during the research course gets a password to Westlaw. This password is good until they graduate or discontinue the program.

2. Indicate whether the program provides access to (1) a resource for checking the validity and currency of primary source materials, e.g., Shepard's Citations; (2) a legal encyclopedia; (3) local and state bar journals; or (4) law dictionaries, **exclusively** in electronic format? If so, provide the following information to demonstrate compliance with Guideline interpretations:
 - a. Indicate which collection requirements noted above are met exclusively through electronic access.
 - b. Indicate what electronic resources are used to meet the requirement(s).

(G-601.H)

No resource is exclusively in electronic format.

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

In addition to the research course, there are full-time librarians and library assistants at the law library. Use of Westlaw is reviewed in Litigation I and students may, and do, contact the professors for assistance.

SECTION VII

PHYSICAL PLANT

G-701 through G-703

Describe any substantial changes to facilities and equipment during the past three years with reference to:

1. Classrooms

There have been no changes.

2. Study areas

Additional study areas have been created by building a Campus Center, which includes more space for students to meet and work together.

3. Equipment, technology resources, and computer labs

Computer equipment continues to be upgraded.

4. Office space for the program director, faculty and staff.

There have been no changes.

(G-701-703)

Note: See separate Instruction Sheet for instructions for completing Exhibit C

EXHIBIT C

Number of Graduates by Program Option

Year^(A)	Certificate^(B)	Baccalaureate	Associate	Minor	Total^(C)
2009	3	18	0	0	21
2010	1	19	0	0	20
2011	1	16	0	0	17
1/2012 Half year	6	8	0	0	14
(D)					72

Note: See separate Instruction Sheet for instructions for completing Exhibit G

EXHIBIT G

Composition of Paralegal Program Faculty by Gender and Racial-Ethnic Background

Year (A)	Gender	Black/African American	Native American/Alaskan Native	Asian	Native Hawaiian/Other Pacific Islander	White	Hispanic/Latino	Other	Total	% Minorities
5/09-5/10	Male	0	0	0	0	1	0	0	1	0%
	Female	0	0	0	0	2	1	0	3	33%
5/10-5/11	Male	0	0	0	0	1	0	0	1	0%
	Female	0	0	0	0	2	1	0	3	33%
5/11-5/12	Male	0	0	0	1	1	0	0	2	50%
	Female	0	0	0	0	2	2	0	4	50%
	Male									
	Female									

Note: See separate Instruction Sheet for instructions for completing Exhibit J

EXHIBIT J

Curriculum for Each Program Option

Program Option^(A) Bachelor of Science in Legal Studies

Type of Credits/Units used in Program Option^(B) _____ Semester units _____

1. Total Number of Legal Specialty Credits/Units^(C) _____ 46-
48 _____

2. Total Number of General Education Credits/Units^(C) _____

3. Total Number of Other Credits/Units To Complete the Program ^(C)

Total Number of Credits/Units (Total of #1, #2 and #3 above)^(C)

_____ 128 _____

Course Number	Course Name	Number of Credits/Units ^(C)	Prerequisites or Co-requisites	Course Designation ^(D)
LS 301	American Legal Studies	4	English 110	LS-R
LS 304	Legal Research & Writing	4	LS 301	LS-R
LS 311	Law Office Computer Appl.	4	LS 304	LS-R
LS 365	Litigation I	4	LS 304	LS-R
LS 368	Litigation II	4	LS 365	LS-R
LS 380	Torts	4	LS 304	LS-R
LS 390	Contracts	4	LS 304	LS-R
LS 490	Paralegal Internship & Ethics	4	LS 365	OPR
LS	Senior Project	4	Instructor	LS-R

499			Approval	
	10-12 units of electives are required			
LS 321	Family Law	4	LS 304	LS-E
LS 328	Property & Real Estate Trans.	4	LS 304	LS-E
LS 329	Property/Bankruptcy	4	LS 304	LS-E
LS 330	Business Organizations	4	LS 304	LS-E
LS 331	Bankruptcy	4	LS 304	LS-E
LS 338	Intellectual Property	4	LS 304	LS-E
LS 345	Immigration Law	4	LS 304	LS-E
LS 350	Wills, Trusts, & Probate	4	LS 304	LS-E
LS 355	Advanced On-line Research	2	LS 304	LS-E
LS 370	Criminal Law and Procedures	4	LS 304	LS-E

Note: See separate Instruction Sheet for instructions for completing Exhibit J

EXHIBIT J

Curriculum for Each Program Option

Program Option^(A) Paralegal Certificate

Type of Credits/Units used in Program Option^(B) Semester units _____

1. Total Number of Legal Specialty Credits/Units^(C) 32
2. Total Number of General Education Credits/Units^(C) 0
3. Total Number of Other Credits/Units To Complete the Program ^(C)
 32

Total Number of Credits/Units (Total of #1, #2 and #3 above)^(C)

Course Number	Course Name	Number of Credits/Units ^(C)	Prerequisites or Co-requisites	Course Designation ^(D)
LS 301	American Legal Studies	4	English 110	LS-R
LS 304	Legal Research & Writing	4	LS 301	LS-R
LS 311	Law Office Computer Appl.	4	LS 304	LS-R
LS 365	Litigation I	4	LS 304	LS-R
LS 368	Litigation II	4	LS 365	LS-R
LS 380	Torts	4	LS 304	LS-R
LS 390	Contracts	4	LS 304	LS-R
LS 490	Paralegal Internship & Ethics	4	LS 365	LS-R

ASSESSMENT PLAN FOR DEPARTMENT OF LEGAL STUDIES

The Department continually seeks to assess whether it is meeting its goals and providing a top level education to paralegal students. It also seeks to determine the learning outcomes of its students. There are many different aspects to this evaluation.

At the basis of the assessment are the goals of the program. See Exhibit "A."

INDIRECT MEASURES

Indirect measures are used to seek to determine the success of the program in meeting its goals and the needs of the students.

1. **Surveys** – Several surveys are used to find from the various constituencies the success of the program.
 - a. Every three years the graduates from prior years are to be surveyed. Graduates up to 2006 were surveyed in 2008. See Exhibit "B."
 - b. Employers of paralegals are surveyed every three years, with the first survey done in 1998. This type of survey may be done by focus groups. See Exhibit "C."
 - c. Seniors complete an exit survey. See Exhibit "D."
 - d. Graduates are sent a form regarding their employment within six months of graduation. See Exhibit "E."
 - e. Employers of the Program's graduates are surveyed within four months of receiving a graduate's response to any survey requesting employment information. See Exhibit "F."
2. The student evaluations in the portfolios done for senior project are aggregated.
3. Courses are evaluated each semester by the students.
4. Students are surveyed periodically regarding issues such as scheduling, availability of courses, faculty, resources, library.

PERFORMANCE (DIRECT) MEASURES

Performance measures seek to determine how successful the program is in providing the student learning outcomes desired by the department.

1. The senior project is evaluated according to a rubric relating to the goals and then the results are aggregated to provide a picture of the program. This evaluation will be done in June 2010 and every three years after that. See Exhibit "G."
2. The portfolio is evaluated as to its organization.
3. Students' oral reports in senior project are evaluated according to a rubric and the results aggregated.
4. Specific documents completed early in the program are compared to those completed near the end of the program in senior project or ethics. These documents are included in the portfolio or collected by the professors. See Exhibit "H."

ANALYSIS OF EVALUATION OF SENIOR PORTFOLIOS AND PRESENTATIONS

In June 2011, the full-time faculty of the Legal Studies Program performed several evaluations based on the Senior Project course. These evaluations were regarding:

1. The portfolio itself.
2. The legal memo.
3. The oral presentation.
4. The students' assessment of whether courses met their goals.
5. Specific assignments from other courses included in the portfolio.

1. THE PORTFOLIO

The evaluation of the portfolio focused on the program goal that students would develop organizational skills. Evaluation consisted in reviewing the grade rubric for the portfolio. Part of the grade was based on other things included in the portfolio, but the first three criteria focused on organizational skills. They were:

1. Proper format 10 points
2. All elements were present 20 points
3. Presentation was professional 10 points

Fifty-four portfolios were reviewed. The average score was 34, which would be a "B."

Grade	Number	Percent
A	33	61
B	8	15
C	5	9
D	3	6
F	2	4

Both "D" and "F" are failing in a major course. Ten percent failing is not acceptable. This means more instruction on what is expected is needed.

In Litigation I, student also present a notebook of work, and this is one area where more instruction could be done.

The goal is less than five percent receiving "D" or "F."

2. THE LEGAL MEMO

Sixteen memos from senior project were reviewed. The specific criteria were:

- Grammar
- Format
- Facts
- First sentence
- Citations
- Identification of issues
- Accurate law
- Counter Argument
- CREAC
- Application of the law

Each criteria was valued at 10 points. There are two ways to look at this data. First, in total scores, we find the following:

Grade	Number	Percent
-------	--------	---------

A	5	31
B	3	19
C	4	25
D	4	25
F	0	

This indicates that fully one-fourth of the students did not pass the memo.

The other way to look at it is in each criteria to see where the weak areas are.

	Average score out of 10
Grammar	8
Format	10
Facts	10
First sentence	8
Citations	6
Identification of issues	9
Accurate law	8
Counter Argument	4
CREAC	9
Application of the law	8

This shows that citations and counter argument are the weakest areas and need to be included more in the course and other courses. Since the course is not four units, instead of two, there will be more time to teach those.

It appears that the memo needs additional teaching to be sure at least 80% pass.

3. THE ORAL PRESENTATION

Grades for the oral presentation were accumulated. It was graded 25 points for presentation and 25 points for the law. There was very little variation in the scores for presentation with the average being 24.5 out of 25, and the professor has indicated that is a difficult area for her to grade. Therefore, there is nothing to learn from that. However, in the law area, the average out of 25 was 22.7. Two students received "C's." It appears from this that oral skills are acceptable.

4. THE STUDENTS' ASSESSMENT

Students were asked to complete charts for each course they took and rate whether the course met its stated goals. Analysis of the data indicated that students were not very discriminating, and gave most the highest score. It was decided that this evaluation was not valuable and it does not need to be done in the future. A new form has been developed, added to the exit survey, to better assess some key courses.

5. SPECIFIC ASSIGNMENTS FROM OTHER COURSES INCLUDED IN THE PORTFOLIO

The two professors reviewing the portfolios reviewed 128 documents, which were assignments in various courses. Each student selected the document to be included, although the program made recommendations, which were usually of final projects or major assignments. The reviewers determined what program goals were being assessed and to what degree the student's work met those goals.

Being that the review was of written documents, the goal of displaying effective oral skills was not included. All the documents which reflected the goal of recognizing and displaying ethical behavior were from the ethics class. All the documents reflecting the use of computer technology were from the computer class, although the use of Word in all the documents was not considered. These results are not surprising.

Very few documents reflected learning the law. Clearly, this area is covered in courses and would be reflected in tests. The two goals which were reflected in 87% of the documents were analyzing legal problems and drafting legal documents.

A little over half the documents reflected the goal of being able to research law. One fourth reflected developing organizational skills.

The two areas which were not reflected were: Be knowledgeable about the role of the paralegal and Gain skills in factual investigation and interviewing. While the paralegal role is discussed in every course, and probably in most classes, few assignments relate to that except in American Legal Studies. Regarding investigation and interviewing, litigation I and II include assignments which include that goal, but those assignments were not included.

This review showed that document preparation and analysis and strong elements in the program. Research is required often and organizational skills are fairly common. However, assignments in ethics, the paralegal role, investigation and interviewing should be increased.

RECOMMENDATIONS

1. Drop the students' assessment of course goals, or revamp it to be done right after the course is taken.
2. Add additional questions to the exit survey to learn whether certain courses are meeting their goals.
3. Teach more about organization, and explain more what is expected of the students. Possibly increase the point value so the student is motivated to comply.
4. In senior project focus on the counter argument more and review citation rules. Those rules should also be reviewed in other classes.
5. Develop a grading rubric for the oral presentation which assists the professor in grading, and possibly include another professor in the evaluation of the oral reports. Review the oral presentation grades for Litigation II.
6. Continue to include the assignments from courses in the portfolio, and perhaps increase it.
7. Share this information with the faculty and advisory committee.

RESULTS OF 2012 GRADUATE SURVEY

In late 2011 and early 2012, through email and U.S. mail, a survey was sent to 84 graduates who completed in 2008, 2009 and 2010. Twenty-seven responses were received, for a 32% return rate. Twenty-three were bachelor degree graduates and four earned only the Paralegal Certificate.

Twelve of the respondents worked as paralegals, with five in law related jobs, including attorney. Five were in other areas of employment and five were unemployed.

OCCUPATION	NUMBER	PERCENT	PERCENT LAW
Paralegal	12	44	62.5
Law related	5	18.5	
Other area	5	18.5	
Unemployed	5	18.5	

Eleven (41%) of the graduates continued their education, with three studying toward a J.D. and the rest for various Master's Degrees or Certificates.

PARALEGAL JOB INFORMATION

Some of those who were not now paralegals or in law-related positions had previously worked in the field. Also, some who were in law-related positions did not work in an office where they could answer the questions in this section. Therefore, in this section, percentages are based on the number of answers, which in most case were 19.

TYPE OF EMPLOYMENT

	NUMBER	PERCENT
Law firm	14	74
Corporate	2	11
Government	1	5
Courts	1	5
Self-employed	1	5

SIZE OF OFFICE

# FIRMS	# ATTORNEYS	#PARALEGALS	
1	0	1	
1	1	0	8 firms with one attorney 44% of total
4	1	1	
2	1	2	
1	1	3	
1	2	2	
1	3	5	
1	4	3	
1	5	2	
1	6	0	
1	6	3	
1	20	4	
1	94	17	
1	260	50	

AREAS OF PRACTICE

Many offices handle more than one type of practice. To determine percentages, the number of offices listed, 19, is used.

	NUMBER	PERCENT
Litigation	11	58
Corporate/Business Law	8	42
Wills, Probate, Trusts	8	42
Bankruptcy	5	26
Real Estate	5	26
Family Law	4	21
Insurance	3	16
Administrative Law	2	10
Workers' compensation	2	10
Criminal Law	1	5
Unlawful Detainer	1	5
Employment	1	5
Collections	1	5
Public Entity	1	5
Small Claims	1	5
Immigration Law	0	0

EDUCATION AND EXPERIENCE REQUIRED

Not all answered this question, so only the numbers are shown. The question asked what is the education and experience of a typical paralegal hired by the organization.

Paralegal Certificate only	5
Two year degree	1
Two year degree and Paralegal Certificate	2
Four year degree	3
Four year degree and Paralegal Certificate	5

No experience	1
Some law office experience	8
Experience as a paralegal	3

These findings indicate that the Paralegal Certificate is extremely important, and that the four year degree is sought by most of these firms. Considering that these are primarily local firms, this is surprising, as until recently, the two year degree was sufficient in the local market.

However, experience continues to be very important, which is also reflected in some comments about the education. Overwhelmingly, experience was required, although any experience in a law office was sufficient.

OTHER CHARACTERISTICS OF EMPLOYEES

Graduates were asked the importance of various personal characteristics in the firm's hiring practices.

CHARACTERISTIC	HIGHLY IMPORTANT	PERCENT	IMPORTANT	NOT IMPORTANT
Good writing skills	15	79	3	0
Ability to work well with others	15	79	3	1
Good oral communication skills	14	74	5	0
Strong personal ethics	13	68	3	2
Ability to take initiative	12	63	5	1
Self confidence	10	53	8	1
Wide variety of skills	10	53	7	2

Personal appearance	6	32	9	4
Grades in college courses	1	5	5	13

Very interesting that communication skills, written and oral, along with being able to work well with others were the highest attributes looked for in employees. In the employer survey recently completed, strong personal ethics was the top listed characteristic with the three top here following. It appears the graduates do not perceive that employers are looking for ethics as number one.

DUTIES OF PARALEGALS

Function	Often	%	Some	%	Combined Often & Some %	Rare	None	Employers Percent Often & Some
Document control	15	79	3	16	95	1	0	80
Letter Writing	15	79	2	11	89	1	1	84
Document prep	14	74	4	21	95	0	1	97
Client contact	14	74	2	11	85	2	2	88
File organization	13	68	3	16	84	2	1	80
Database management	12	63	3	16	79	2	2	60
Calendaring	12	63	2	11	74	2	3	68
Court filing	11	58	2	11	68	2	3	68
Trial preparation	7	35	4	21	56	3	4	76
Discovery prep	6	32	5	26	58	5	3	76
Factual research	5	26	8	42	68	3	2	76
Computerized legal research	3	16	10	53	69	2	4	76
Legal research	3	16	8	42	58	4	4	76
Interview & investigation	3	16	5	26	42	5	6	52
Preparation of client bills	2	11	3	16	27	3	10	28

The top activities of paralegals are document control, document preparation, letter writing, client contact, file organization, database management, calendaring and court filing. This pretty well lines up with the attorneys' responses, although database management and document control (related functions) were much lower in the attorneys' surveys. However, there is a large disconnect between the attorneys' responses and the graduates in the areas of trial preparation, discovery preparation, factual research, and both legal research and computerized research, with the attorneys stating the paralegals did all these more often than the paralegals say they do.

Interviewing and investigating are still at the bottom of what paralegals do in these offices.

SOFTWARE

Graduates were asked what software was used in their offices. In addition to the listed ones, numerous other programs were listed.

	#	%
Microsoft Word	19	100
Google	18	95
Excel	17	89
Westlaw	12	63
Time keeping program	10	53
Corel WordPerfect	9	47
Lexis/Nexis	8	42

AbacusLaw	7	37
Child support calculator	5	26
Essential Forms	4	21
Other online research tool	4	21
Hotdocs	3	16
Summation or Concordance	2	11
Other Legal Solutions (4) Outlook (4) Adobe (2) Amicus Attorney (2) ProLaw (2) Livelink Perfect Law Net Documents Thunderbird Collier Serengeti Worldox Docstar Access PC docs AS 400 Equitrac Pro A-1 Law Proforma		

All who listed WordPerfect also listed Word. All who listed Lexis also listed Westlaw.

Most of the programs listed in “other” are case or document management, accounting, or open source programs like word processing.

Word, Excel, and Westlaw are definitely the most used and the more the program can teach the students in those areas, the better. It should be noted that 37 percent of the firms do not have either Westlaw or Lexis. However, the use of Google for all kinds of information is across the board.

This survey shows that graduates must be prepared for whatever programs are used in an office. They must be able to take the skills they learn on one program and transfer that to others, and to be able to teach themselves how to use specific programs.

Summation or Concordance was used in only two firms, one a 20-attorney firm and the other a small office.

Only three graduates had participated in electronic discovery. Most did not respond to the trial presentation software question, but PowerPoint, Excel and Word were mentioned. One student wrote that her attorneys used easels and charts.

SALARY

	\$20K- 24,9	\$25K- 29,9	\$30K- 34,9	\$35K- 39,9	\$40K- 44,9	\$45K- 49,9	\$50K- 59	\$55K- 59,9	\$60K- 64,9	\$65 K- 69,9	Over 70K
Starting	4	4	3	1	0	1					
Current		1	1	0	4	1				1	2

Starting pay in this area can be very low, minimum wage or \$10.00 per hour. However, most graduates move up fairly well.

The two highest paid graduates work for corporations. One is in a huge corporation with many attorneys and paralegals, but the other is in a small one, and she earns \$130,000. She had this job prior to attending La Verne and has moved up with her education.

JOB SEARCH INFORMATION

Graduates found their first jobs through friends, Craigslist, Monster.com, the University of La Verne, networking and the newspaper. Eight contacted one to three employers before obtaining the job and three contracted over ten. Nine found the first job in one month or less, while two took over seven months. Of course, five are unemployed and five are working in other fields, some of whom want to work in the legal field but cannot find a position. There appears to be a defect in the survey instrument, in that those who had never worked in the legal field were asked to complete that section and then skip to question 30. However, the rest of that section was on the next page and only one answered it, probably because others did not see it and skipped straight to question 30.

IMPORTANCE OF EDUCATION TO OBTAINING FIRST JOB

	NUMBER	PERCENT
Essential	8	50
Extremely Important	2	12.6
Important, but equal to other factors	5	31
Not important	1	6

Some students had a paralegal job prior to enrolling or obtained it before graduation. Of those, Four indicated they received a promotion and salary increase after graduation. One stated she received a salary increase and one indicated a promotion without a salary increase.

Other factors in addition to education that helped the graduates obtain the position were internship, experience and volunteering.

QUALITY OF EDUCATION

Of those who work in the legal field, 79% stated the program prepared them adequately for their initial employment. Of those who indicated otherwise, the reasons stated were:

1. Not prepared for out-of-state employment
2. Need more education in research
3. Need experience
4. Need better secretarial skills

When those who have not worked in the field are asked a similar question, responses include the need for:

1. Experience
2. More on-line research
3. More research skills
4. Better internships

One of the most important questions was what the graduates recommend be included in the program.

1. More research and on line research – Mentioned seven times
2. Required internship or better internship – Mentioned seven times
3. Employment preparation – students mentioned:
 - Resume writing
 - Learn law office culture
 - Practice peaking on the telephone

4. Law school preparation, LSAT – Mentioned two times
5. More forms done and more documents in all classes – Mentioned two times
6. Other things mentioned were:
 - More litigation
 - Taught to pay attention to detail in document handling and preparation
 - Summation and concordance
 - Billing
 - Unlawful detainer
 - Immigration
 - E discovery
 - Complex writing
 - Family law and bankruptcy be required
 - Employment law
 - Court filing procedures
 - More electives
 - Intellectual property
 - Bankruptcy
 - More computer programs
 - More English courses
 - Put computer programs in each class as appropriate and drop the computer class

SUMMARY AND RECOMMENDATIONS

1. The percentage of those working in the legal field is pretty good, but there needs to be help for those who are still unemployed. This matches with the recommendations of the students that internship should be required.
2. The great majority of the students will work for solo practitioners doing litigation.
3. Writing and oral skills are the most important criteria for hiring. There was no criticism that the program was not doing enough in this area, but the need should be stressed to current students.
4. Many of the skills performed most often by the paralegals involve document control and organization, and those skills can be developed in the courses. Research needs to be done to see how best to do that.
5. Students need to be prepared to learn any computer program which may be used by the law office. Word is universal in Southern California now, and Westlaw is used more often than Lexis. All those who used Lexis also had Westlaw.
6. Students need to know that starting salaries can be low, and those who are planning to change from a current career should be so advised.
7. Students over and over stated an internship of experience is necessary. We have started a mandatory internship class and hopefully, this will assist them. It also will teach resume building, law office culture, job search skills.
8. Although graduates indicate they do not do that much legal research, they stated they wanted more research taught, including on-line research. The new course, Advanced On-line Research excellently meets this need and the students become better in research and in memo writing. Perhaps this course should be required for all students.
9. Adjunct professors need to be encouraged to always teach the forms for each course.

10. This survey should be posted on our website, shared with the advisory committee and the faculty, and with the students.

2011 EMPLOYER SURVEY
Mt. San Antonio College and the University of La Verne
 Joint Survey

In Spring 2011, Mt. San Antonio College and the University of La Verne joined in a survey of the legal community. The community surveyed was the immediate legal community surrounding the two schools, primarily eastern Los Angeles County. Thirty surveys were completed.

TYPES OF LAW PRACTICES

The types of firms which responded were overwhelmingly private firms, with some corporate offices and two others. These were primarily small firms, with the majority, 57%, having five or fewer attorneys. Fifty per cent have one or two paralegals. The majority who did not hire paralegals stated they did not have the resources to do so. Five of the firms indicated they had hired a paralegal in the last year.

The District Attorney's Office, with 1000 attorneys, states there is only one paralegal. This is probably not accurate, and the person may have reflected his own paralegal and not the entire organization's, or the paralegals have other titles.

One corporation with 42 attorneys has 14 paralegals, and does not have high educational requirements (see below). Another firm has 40 attorneys and 21 paralegals, which makes that a firm to study to see how the high percentage of paralegals affects the work flow and profit.

Type of firm

	#	%
Private Law Firm	22	73%
Corporation	6	20
Government Agency	1	3
Public Interest Agency	1	3

The number of attorneys in the organization

Number of attorneys	Number of Responses	%%
1	9	30
2	2	7
3	3	10
5	3	10
11-12	4	13
33	1	3
40-42	2	7
100-105	2	7
1,000 DA office	1	3
No response	3	10

Number of paralegals employed by the firm or department

Number of paralegals	#	%
0	5	17
1	6	20
2	10	30
4	2	7
14	1	3
18-21	2	7
No response	4	13

Reasons do not hire paralegals

Do not have adequate resources currently	9
Do not see any benefit to a paralegal over a secretary	1
Would rather hire a law clerk	1

Would rather do the work myself	3
---------------------------------	---

Almost two-thirds of the respondents do litigation in their practice. Most handle more than one area of law. Forty percent do real estate law and thirty-seven per cent do wills and trusts. One surprise was the number who did business law and labor or employment law. This reaffirms our program's focus on litigation and gives students ideas of specialty areas they might want to study.

Areas of practice

	#	%
Litigation	19	63%
Real Estate	12	40
Wills, Probate, Trusts and Estates	11	37
Labor/Employment	11	37
Corporate/Business Law	9	30
Insurance	6	20
Family Law	5	17
Bankruptcy	4	13
Criminal Law	3	15
Administrative law	2	4
Immigration Law	1	3
Workers' Compensation	1	3
Other HOA law, personal injury, evictions, government affairs, entertainment, construction disputes, ADR		

HIRING PARALEGALS

Over 60% of the respondents wanted a paralegal certificate and a degree, with slightly more stating a four year degree. Prior experience was also highly rated. Eleven, 37%, want both education and experience. This is the first time that the number of firms wanting a bachelor's degree and certificate has exceeded those who want the associate's degree and certificate.

Almost all the respondents highly valued ethics, oral and written communication skills, the ability to work well with others, and initiative. Personal appearance and self confidence were highly valued by a little over half, and very few were concerned with the applicant's grades in school. As some said, once the applicant has the degree and certificate, grades are not looked into.

Other desired skills were:

- Follows up on task until completed
- Independent worker, needing only limited supervision
- Able to research on line
- Technology skills
- Reliable
- Flexible
- Able to multitask
- Common sense
- Attention to detail

- Ability to research
- Ability to organize case files
- Able to understand the concepts
- Good outlook
- Strong team orientation with collaborative skills

All of these “soft skills” are extremely important, and cannot always be taught.

Education and Experience of Paralegals

	#	%
Four Year Degree plus Paralegal Certificate	10	33
Two Year Degree plus Paralegal Certificate	9	30
Experience as a paralegal	5	17
Four Year Degree	5	17
Some law office experience	4	13
Experience as a paralegal in a particular area of law	3	10
Some College	2	7
Two Year Degree	2	7
Paralegal Certificate only	1	3
No Experience	0	0

Desired Personal Characteristics of Paralegals

Twenty-five people responded to this question so the percentages are based on that number.

Characteristic	Highly important		Important	Not important	
	#	%		#	%
Strong personal ethics	22	88%	2		
Good oral communication skills	21	84	4		
Good writing skills	21	84	3		
Ability to work well with others	21	84	3		
Ability to take initiative	20	80	3	1	
Self-confidence	15	60	8	1	
Personal appearance	14	56	10	1	
Wide variety of skills	9	36	13	1	
Grades in college courses	5	20	12	7	

The general starting salary for paralegals

	#	%
Over \$20/hour or \$41,601 annually if full-time	9	38
Between \$15.01 and \$17/hour (\$31,201-\$35,360 annually if full-time	6	25

Between \$17.01 and \$20/hour (\$35,361-\$41,600 annually if full-time	4	17
Between \$10.01 and \$15/hour (\$20,801-\$31,200 annually if full-time	4	17
Less than \$10/hour or \$20,800 annually if full-time	1	4
No response	6	

The larger firms tended to pay the highest, but this is not absolute. Two large firms paid between \$15.01 and \$17 per hour, and two sole attorney firms paid the high salaries. It is encouraging that 38 per cent do pay over \$20 per hour. Some firms did indicate that the salaries do go up with experience. The wages are higher than the survey done in 2008.

Recruitment Methods

Advertisements	12
Through paralegal programs	5
Through paralegal associations	5
Employment agencies	2
Other Promote from within upon earning paralegal certificate, call ULV, call local schools, internet, internal job posting	

PARALEGAL DUTIES

In regard to the duties paralegals do, if the categories “often” and “sometimes” are combined, almost all the duties listed are highly valued and used. Paralegals are used less often in interviewing and investigation and seldom in preparing client bills.

The most frequently performed duty is document preparation, with client contact next. After those, several duties that relate to documents and organization are included. Trial preparation, calendaring, factual research and letter writing are done fairly often. Legal research is not done often by most paralegals, but more do computerized legal research.

The use of computerized legal research relates to the new course our program offers, Advanced On-Line Research. It is a real asset to students to be able to function on-line skillfully. Also, the emphasis on document preparation means our program will continue to emphasize that in courses. Perhaps more teaching needs to be done in the areas of document control and organization.

The Duties of Paralegals

Function	Often	%	Some	%	Combined Often & Some %	Rare	None
Document prep	20	77%	5	20	97	0	0
Client contact	17	68	5	20	88	1	2
Document control	14	56	6	24	80	1	2
File organization	13	52	7	28	80	3	1
Discovery prep	12	48	7	28	76	4	0
Trial preparation	12	48	7	28	76	4	1
Calendaring	11	44	6	24	68	4	2
Factual research	10	40	9	36	76	4	1
Letter Writing	10	40	11	44	84	2	1

Computerized legal research	9	36	10	40	76	3	2
Court filing	9	36	8	32	68	6	1
Database management	8	32	7	28	60	4	1
Legal research	6	24	13	52	76	4	2
Interview & investigation	3	12	10	40	52	4	5
Preparation of client bills	2	8	5	20	28	2	14

Percentages are based on 25 responses.

ELECTRONIC USE IN THE OFFICE

WordPerfect Corel is still alive and well, despite all past speculation. However, most offices which use it, also use Microsoft Word. Westlaw and Lexis/Nexis use is pretty equal.

Considering the location of the survey group and the average size of the firms, the fact that 33% have included electronic discovery in a case is interesting. Electronic discovery was unknown to many just a few years ago. Many respondents did not answer the question about trial presentation, and that portion of the survey should be redone to find out the actual use of software in trials.

Computer Programs Used

	#	%
Microsoft Word	22	79
Westlaw	16	57
Lexis/Nexis	13	46
Excel	12	43
Corel WordPerfect	9	32
Time keeping program	9	32
Hotdocs	5	18
Essential Forms	5	18
Other online research tool	4	14
TimeSlips	4	14
Summation or Concordance or other such database	4	14
Dissomaster	3	11
CaseMap	3	11
CompuLaw	3	11
Sanctions	2	7
TeamConnect	2	7
Other word processing	1	4
Other (1 response only) Legal Solutions, Abacus, Practice Master/TABS, Internet, CLMS, Outlook, Quicken, PCLaw, Trial Director, Amicus, Exhibitor		

Based on 28 responses

Thirty-three per cent of those responding have participated in electronic discovery.

While most respondents did not indicate they had used any electronic programs for trial presentation purposes, the programs mentioned were:

- PowerPoint
- Trial Director
- Sanctions
- Case Map
- Exhibitor

CONCLUSIONS

The survey seems to reflect the types of firms around the program. Litigation should continue to be emphasized. Students should be aware of the high percentage doing real estate work, so that they can knowingly choose electives.

In marketing paralegals, the degree and the paralegal certificate are necessary, and reflects the programs decision to give a certificate to all degree graduates. Experience remains extremely important, and this is why the program has decided to require the internship.

The skills that law firms look for in paralegals should be shared with the students, so that they can prepare themselves in areas not particularly taught in courses.

Emphasis on document preparation should be continued and even expanded. Use of Westlaw for research should be encouraged. Either Westlaw or Lexis may be useful, being that the program cannot afford to teach both. Also, electronic evidence is expanding rapidly and should be taught to the students more in depth.

Finally, these results will be posted on the web site along with the graduate results and will be shared with the advisory committee and faculty.