

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018
CLUSTER: WED
NEXT SCHEDULED CPPR: 2018

PROGRAM: LEGAL & PARALEGAL
LAST YEAR CPPR COMPLETED: 2014
CURRENT DATE: 2/1/2017

This APPW encompasses the following degrees and/or certificates:

- AA – Legal Studies – Business Emphasis
- AA – Legal Studies – Social Science Emphasis
- AA – Paralegal
- CA – Paralegal

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

In addition to other data that is relevant to your program, institutional program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

Note: Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary.

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[General Enrollment \(Insert Aggregated Data Chart\)](#)

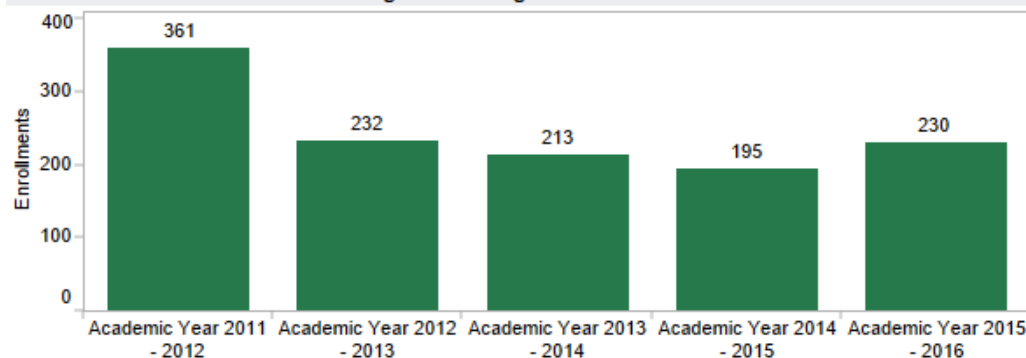
[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

SLOCCCD Program Review Data - Enrollment

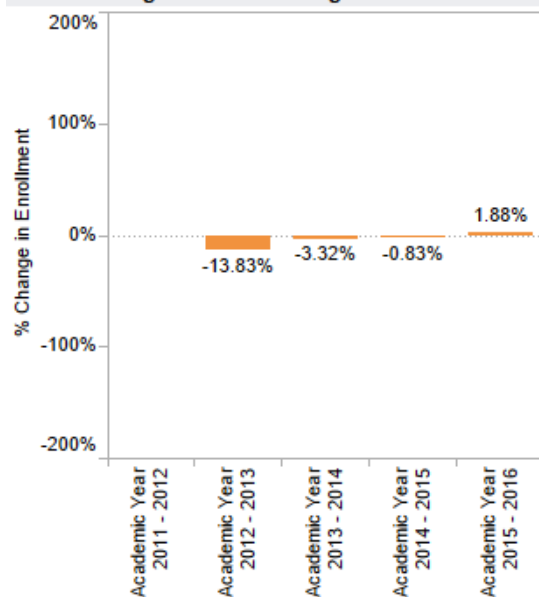
Department:
Multiple values

Course:
All

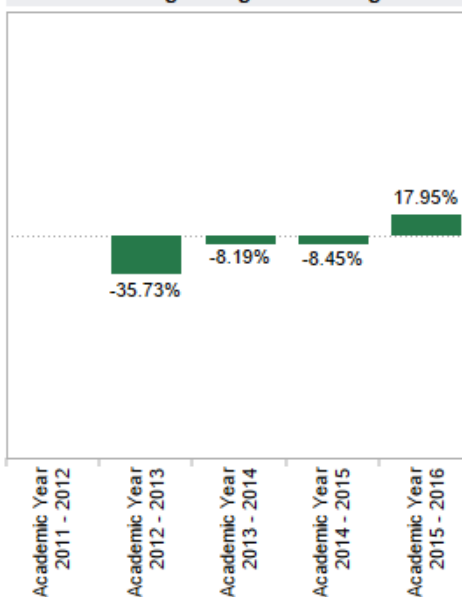
Legal & Paralegal Enrollments



% Change - Overall College Enrollments



% Change - Legal & Paralegal



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Several of the Paralegal courses have been converted from face-to-face offerings to offered via DE or in a hybrid modality. Also, several promotion and outreach activities were recently accomplished, including:

- Received funding for marketing the Paralegal Program within the local community; these funds were used to hire a consultant who promoted the program to the local

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legal community, speaking to Cuesta students in classes, and the other activities noted below;

- Created a public access website for the Paralegal Program on Facebook;
- Participated in local career fairs and business mixers;
- Promoted Paralegal Certificate of Achievement at Cal Poly; and,
- Purchased general Paralegal Program advertising in SLO Bar Bulletin and Central Coast Paralegal Association Newsletter.

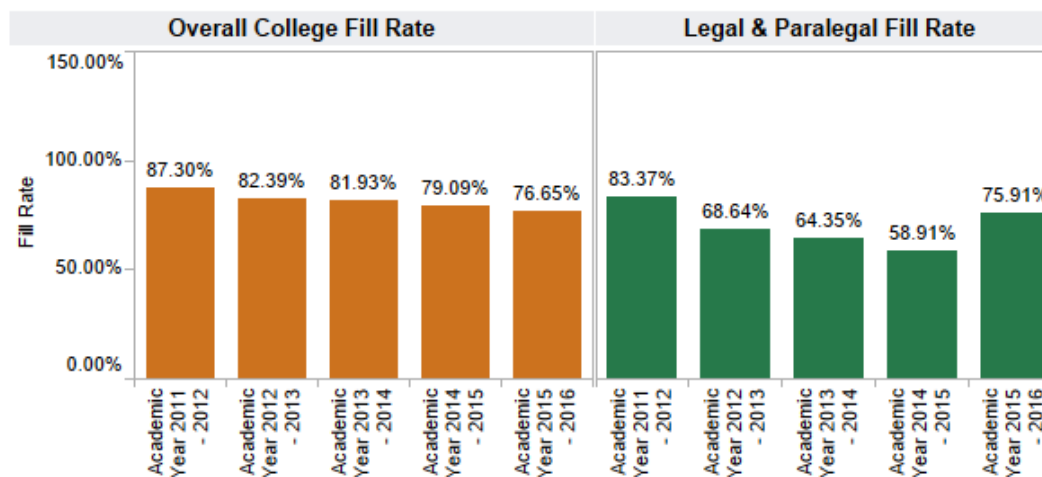
[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Multiple values

Course:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

Again, the conversion of several courses to DE and all the promotional activities noted above have combined to noticeably increase our enrollment in the program, thus increasing the fill rate of our courses.

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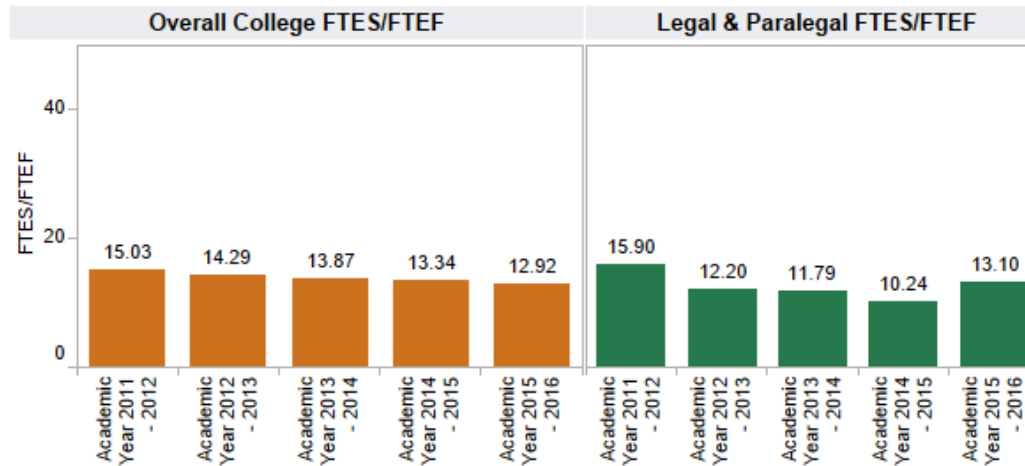
[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Multiple values

Course:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The efficiency of the legal and paralegal courses is mostly due to the marketing efforts that were described in the first data prompt. This had an overall positive effect on fill rates, and therefore improved the efficiency of the program.

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General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

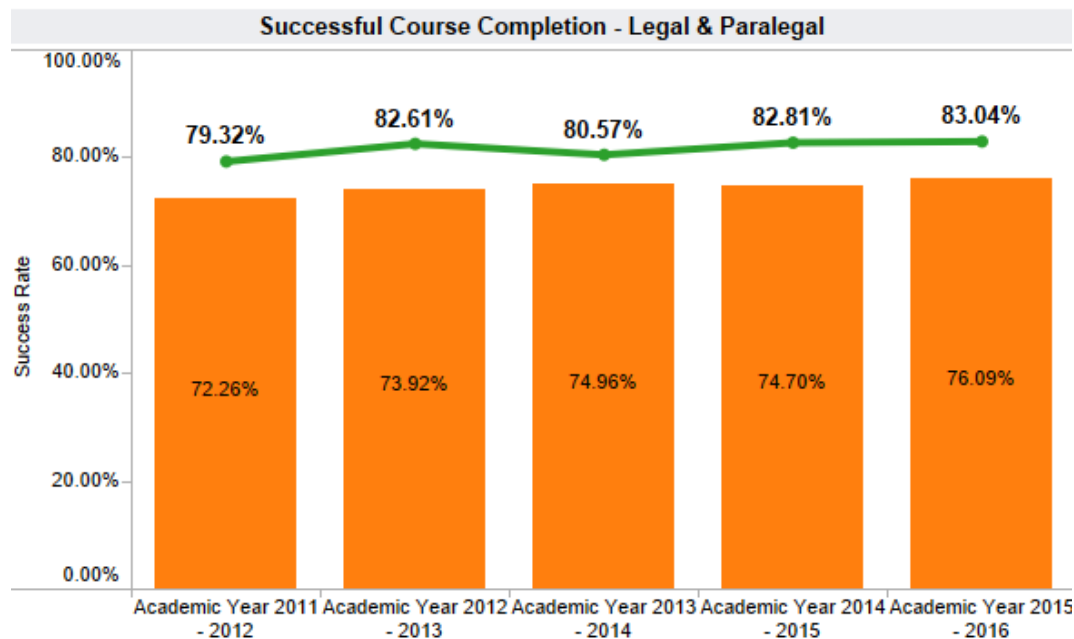
Select Department:
Multiple values

COURSE
All

Legend:

Department Success Rate

Overall College Success Rate



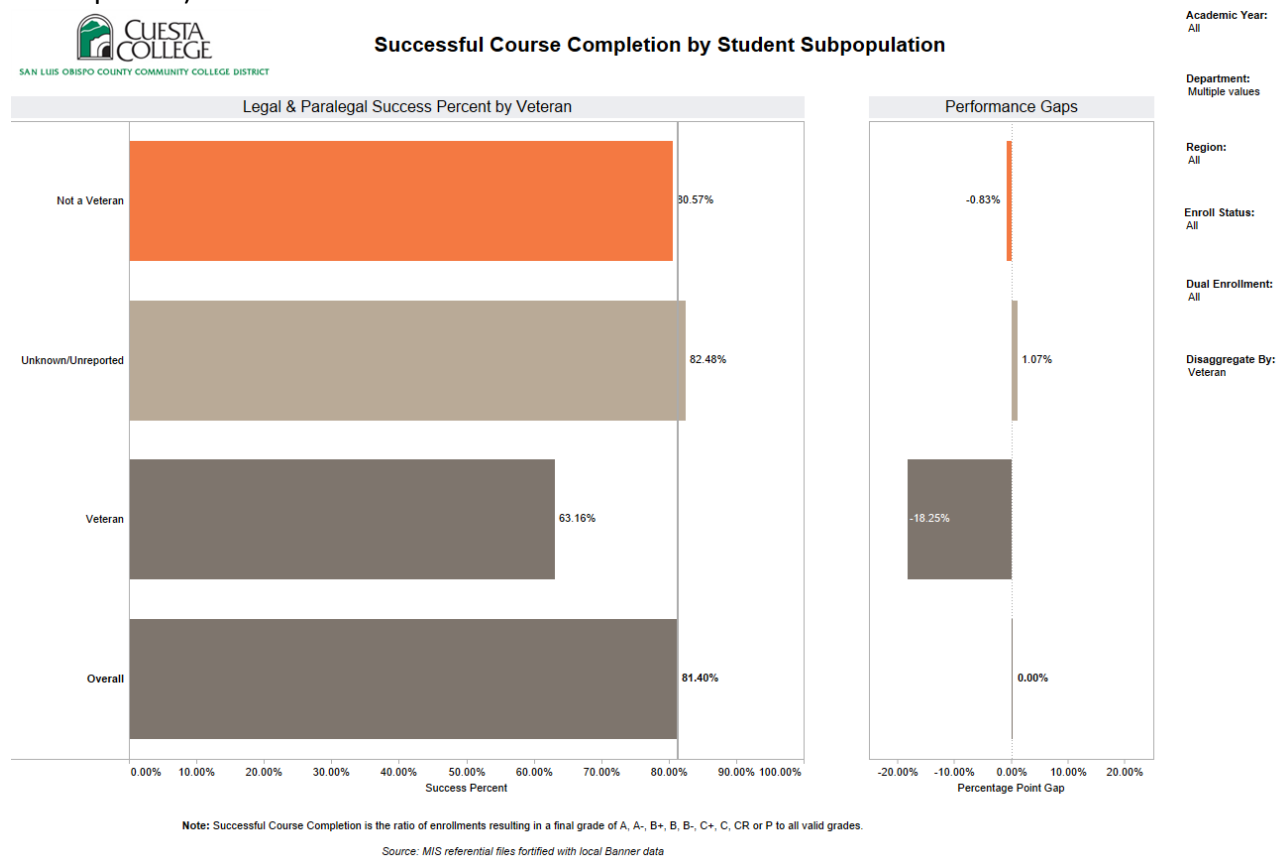
Legal & Paralegal Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	79.32%	82.61%	80.57%	82.81%	83.04%
Total Enrollments	353	230	211	192	224

Students seeking to enter the Paralegal program are highly motivated, as many have had prior experience with the legal system that drives their interest in the law. In addition, a high percentage of the Paralegal students are reentry students, a population that is generally more committed than the traditional student population.

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[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)



We do not have definitive answers about why veterans are underperforming because as instructors we do not have a way to distinguish between those students who are veterans and which are not.

Two possibilities come to mind. One may have to do with the Veterans' benefits. Their educational benefits are tied to achieving degrees. If they are pursuing a certificate rather than a degree, their reimbursement is less.

Also, there may be a higher level of stress working in the law as compared to other academic and/or CTE areas, and it may be that Veterans as a population have a higher incidence of stress related disabilities, e.g., anxiety, post-traumatic stress disorder, that may cause some students to disengage.

The difficulty in implementing strategies is being able to identify veterans and reasons why this group may be underperforming. More data is needed before we feel confident in identifying and implementing strategies focused on the success of veterans. Overall, as instructors, we are devoted to the success of all of our students.

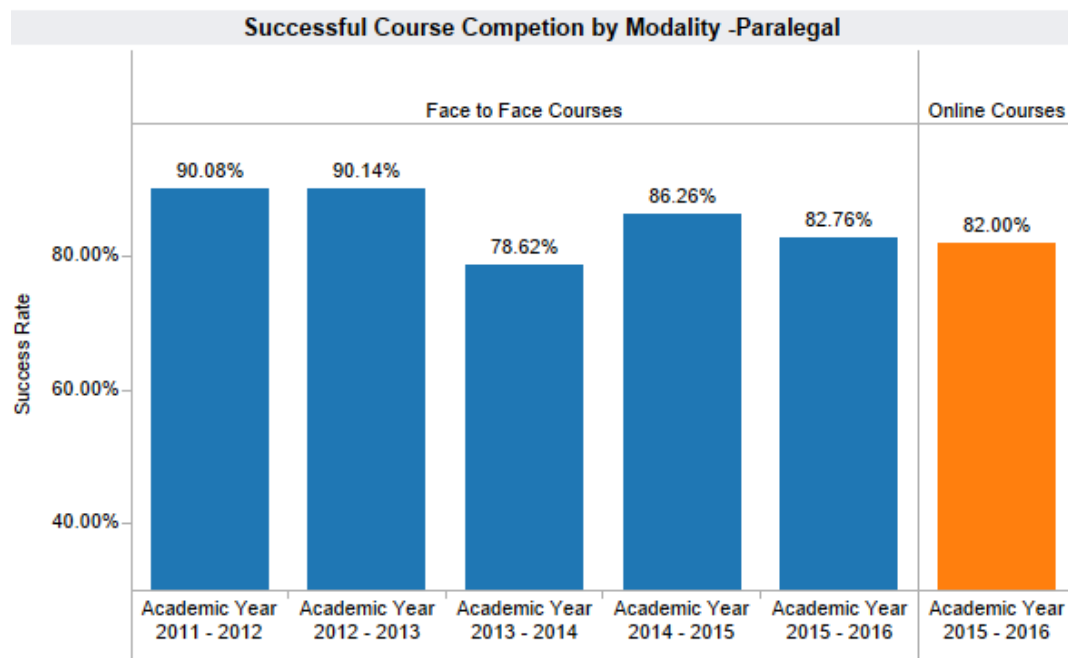
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Student Success—Course Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Paralegal

Legend:
■ Face to Face Courses
■ Online Courses

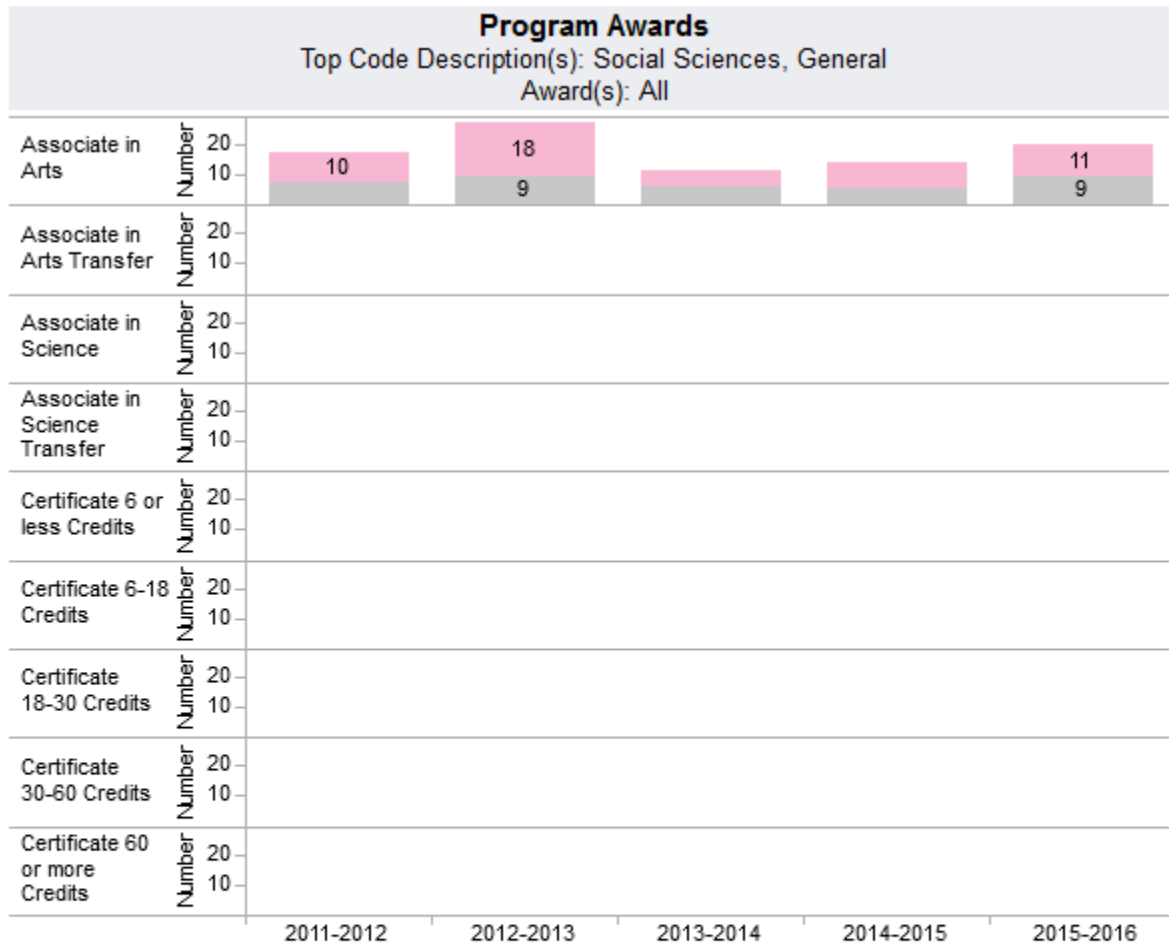


Successful Course Completion by Modality Table - Paralegal						
		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	90.08%	90.14%	78.62%	86.26%	82.76%
	Total Department Enrollments	121.0	71.0	145.0	131.0	116.0
Online Courses	Department Success Rate					82.00%
	Total Department Enrollments					50.0

The success rate for online versus face-to-face classes are not significantly different. As a program, we see this as very successful considering that this was the first year in which online (distance education) classes were taught.

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Degrees and Certificates Awarded (Insert Data Chart)



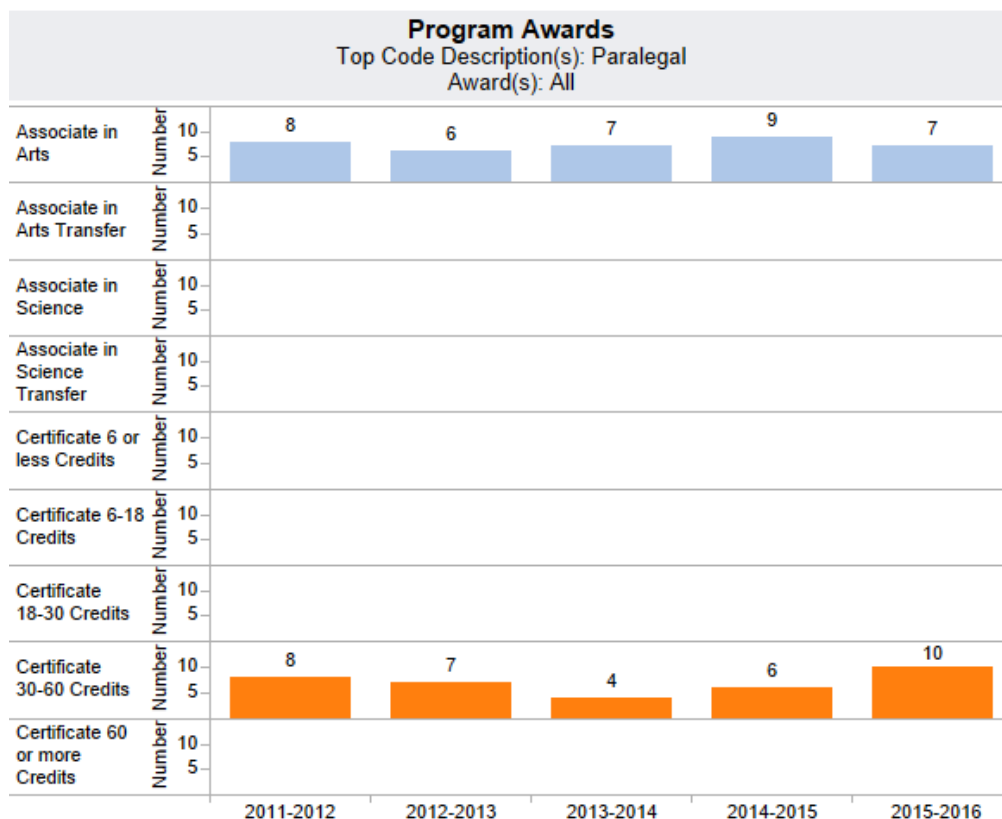
Program Awards Table						
Award Type	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Arts	Lgl St: Business Option (AA)	10	18	5	9	11
	Lgl St: Soc Sci Option (AA)	7	9	6	5	9
	Total	17	27	11	14	20

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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Paralegal

Award Type:
All



Program Awards Table		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Arts	Paralegal (AA)	8	6	7	9	7
	Total	8	6	7	9	7
Certificate 30-60 Credits	Paralegal (CA)	8	7	4	6	10
	Total	8	7	4	6	10
Grand Total		16	13	11	15	17

Program Awards: The number of degrees and certificates awarded by program type

The number of degrees awarded were in line with historical data for the program, with a slight bump in the number of certificates awarded and we have no reason to expect changes. However, we hope that with the additional enrollment we saw this year that in two years' time the number of degrees and/or certificates would increase because of marketing efforts.

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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please provide and comment on any other data that is relevant to your program such as State or National certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date
- ☒ Date SLO assessment cycle calendar was last updated: Spring 2016
- ☒ All courses scheduled for assessment have been assessed in eLumen
- ☒ Dates of last completed course assessments in eLumen: Fall 2016

Narrative:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program learning outcomes.

The Paralegal program has experience extreme growth during the last academic year. We attribute this growth due to CTE Grant funds, which provided an avenue to hire a consultant who promoted the program; created a public access website for the Paralegal program on Facebook; participated in local career fairs and business mixers and advertised in the SLO Bar Bulletin and Central Coast Paralegal Association Newsletter.

- B. Anticipated changes in curriculum, scheduling or delivery modality

A new Total Model Curriculum (TMC) and draft descriptors for the new Area of Emphasis (AOE) in Law, Public Policy, and Society has been approved with recommendation for the new ADT to be housed under the Legal department. Curriculum development will be occurring in the upcoming academic year

Many of the Paralegal courses had completed curriculum changes during the past year, which allow courses to be offered in either: fully online or in a hybrid modality. The program is finding great success with the hybrid offering of courses, which has involved a creative method of scheduling. A hybrid course splits the course into face-2-face meetings and distance education content delivery. An example is as follows: one Paralegal course will meet every other Wednesday from 4 – 6 in a face-2-face meeting and a second Paralegal course will meet the same Wednesday only from 6 – 8 also a face-2-face meeting. The “other” weeks of the course are offering via distance education. This method of scheduling allows students to take multiple

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classes while only needing to come to Cuesta College one evening a week. Additionally offering the hybrid modality reinforces the skill sets which future paralegals will need to have.

- C. Levels, delivery or types of services
Please see B above

- D. Facilities changes

Many of the Paralegal courses are offered in room 3412, which has updated computers; however, an adjustable height computer desk for the instructor station is still needed.

- E. Staffing projections

In order for the Paralegal program to continue to grow, marketing and administrative leadership needs to be addressed. This has become evident with the unfortunate leave of absence of our one full time Business Law, Legal and Paralegal instructor. A “lead faculty” member is needed to continue with the marketing efforts; advise students on program requirements and scheduling; and coordinate advisory committee meetings. A part time hiring pool will be implemented during Spring semester to address the faculty staffing needs for the upcoming academic year.

- F. Other

The Business Education division thanks Stacy Hunt for all the hard work she accomplished with the CTE grant funds. It was through these various outreach efforts that we have seen growth within the Paralegal program.