

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023

CLUSTER: ABS, SS, BE (CLUSTER 3)

NEXT SCHEDULED CPPR: 2026

PROGRAM: PARALEGAL

LAST YEAR CPPR COMPLETED: 2022

CURRENT DATE: 3/1/2023

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the **same** program **may be consolidated** into one APPW.

This APPW encompasses the following degrees and/or certificates:

Law, Public Policy – AAT, Paralegal – A.A. and C.A.

GENERAL PROGRAM UPDATE

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

[Click here to enter text.](#)

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.

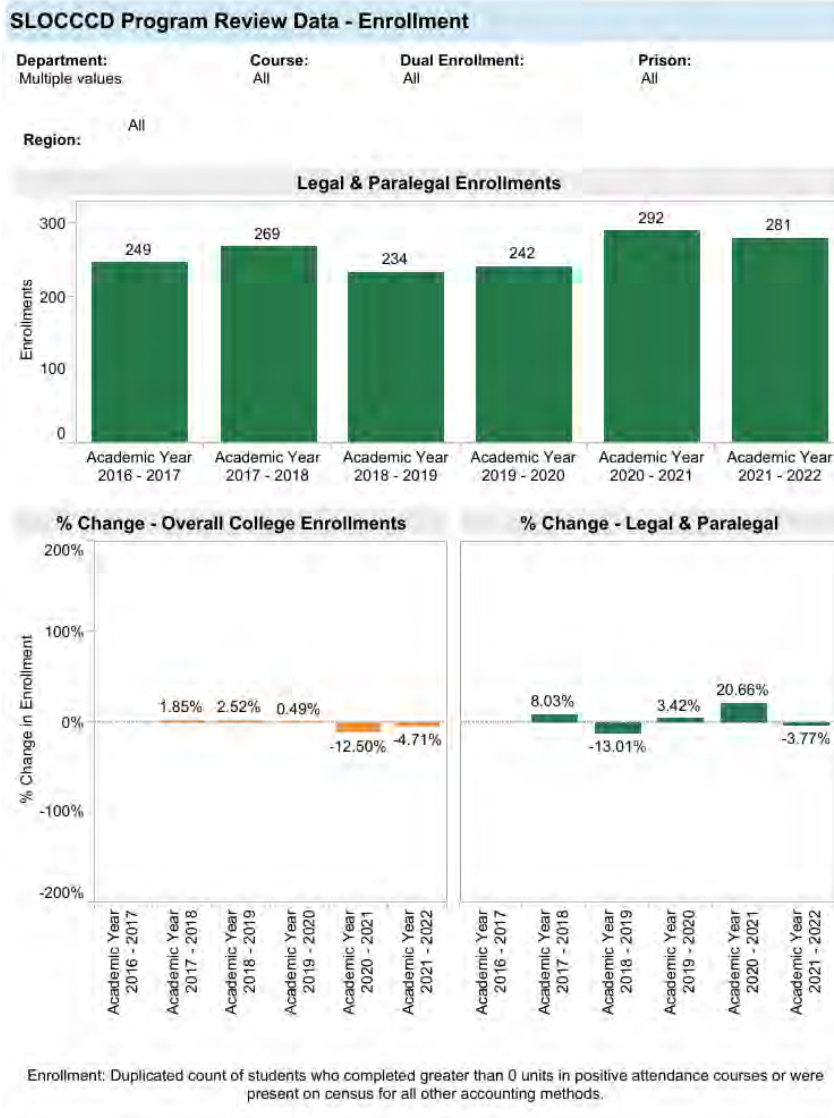
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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. Responses in this document need only reference the most recent year's available data.

A. General Enrollment (Insert Aggregated Data Chart)

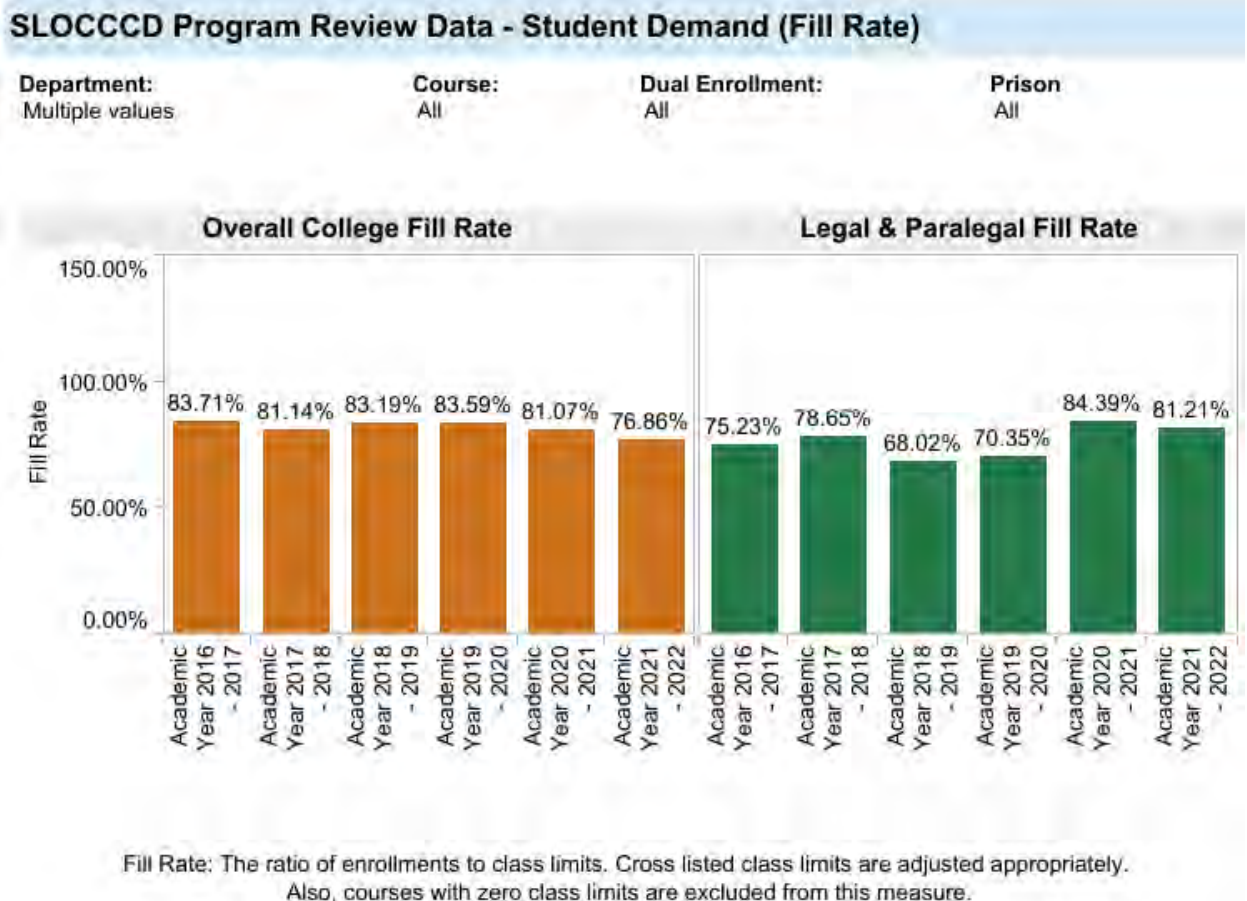
Insert the data chart and explain observed differences between the program and the college.



Enrollment in Paralegal and Legal courses (there is only one course in the LGL prefix) remain steady. There was a slight 3.77% decrease in enrollment since the prior year, but this drop in enrollment was smaller than the decrease enrollment across the college.

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

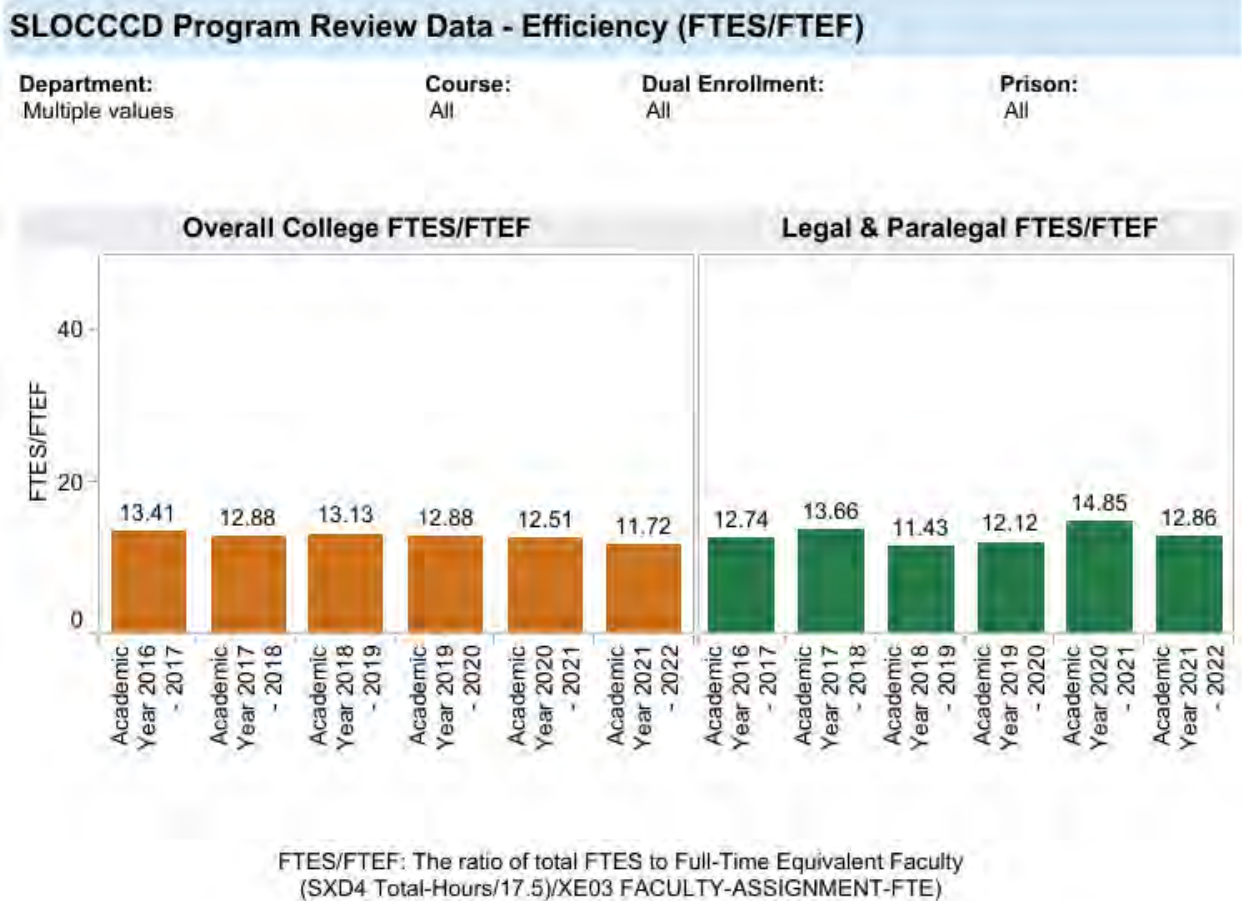
Insert the data chart and explain observed differences between the program and the college.



Click here to enter text.

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

Insert the data chart and explain observed differences between the program and the college.



Click here to enter text.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

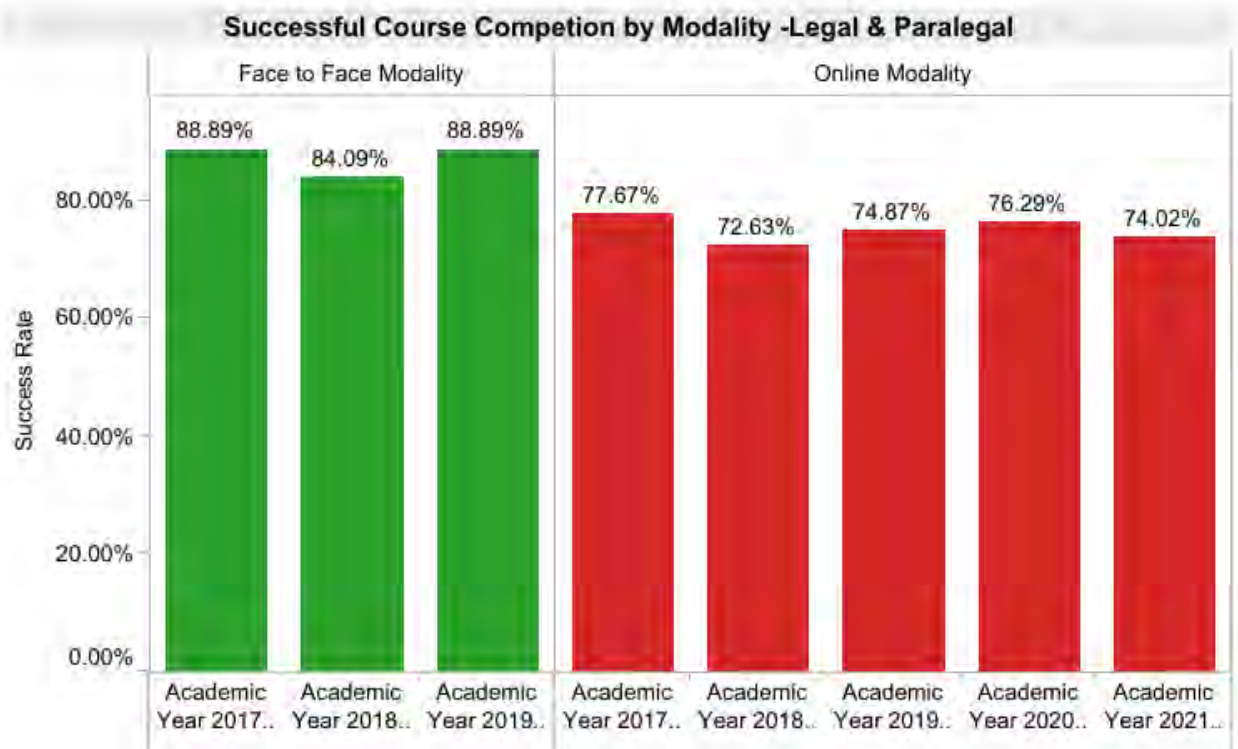
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



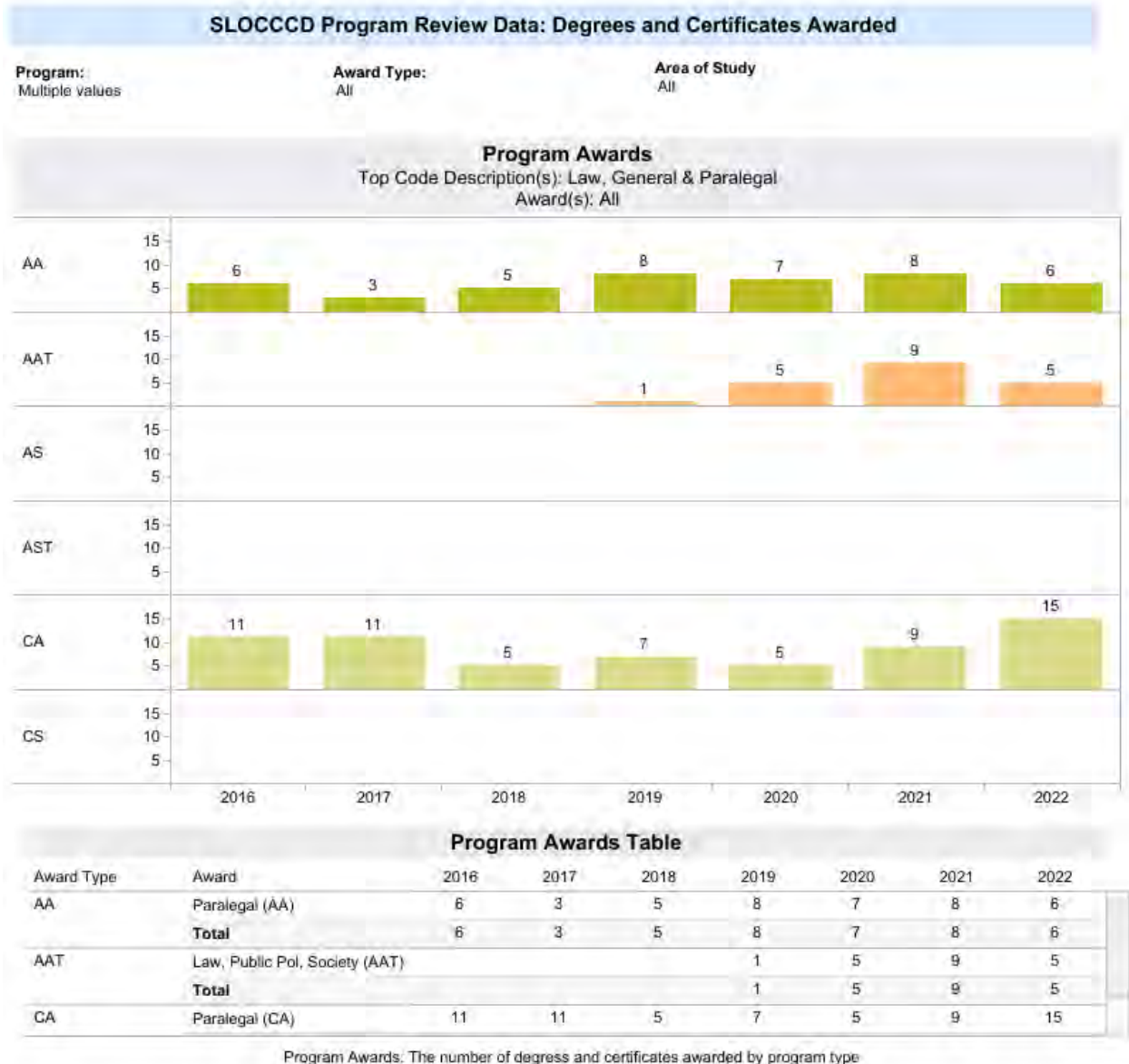
Successful Course Completion by Modality Table - Legal & Paralegal

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	88.89%	84.09%	88.89%		
	Total Department Enrollments	54.0	44.0	23.0		
Online Modality	Department Success Rate	77.67%	72.63%	74.87%	76.29%	74.02%
	Total Department Enrollments	215.0	190.0	219.0	292.0	283.0

After the pandemic and transitioning courses to online, courses have continued to be offered only online, while this has slightly ticked down student success (see the chart below where student success was 75.67% in 2017-2018 to 74.72% for 2021 to 2022), enrollment has seen increases, so the number of students completing as an absolute number is slightly higher.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



The number of AA degree's has remained steady, the number of Certificates of Achievement have seen their highest number of completion in the most recent academic year. We are pleased by this increase in awards for students.

F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the

college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Paralegal

TERM
All

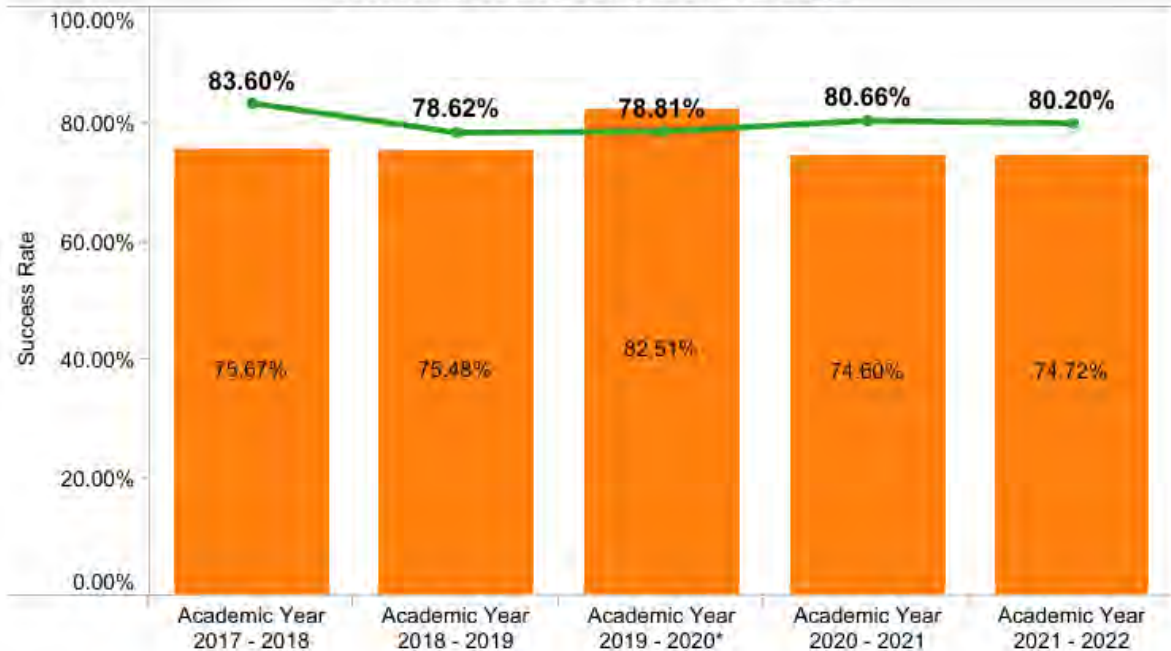
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Paralegal



Paralegal Success Rate Table

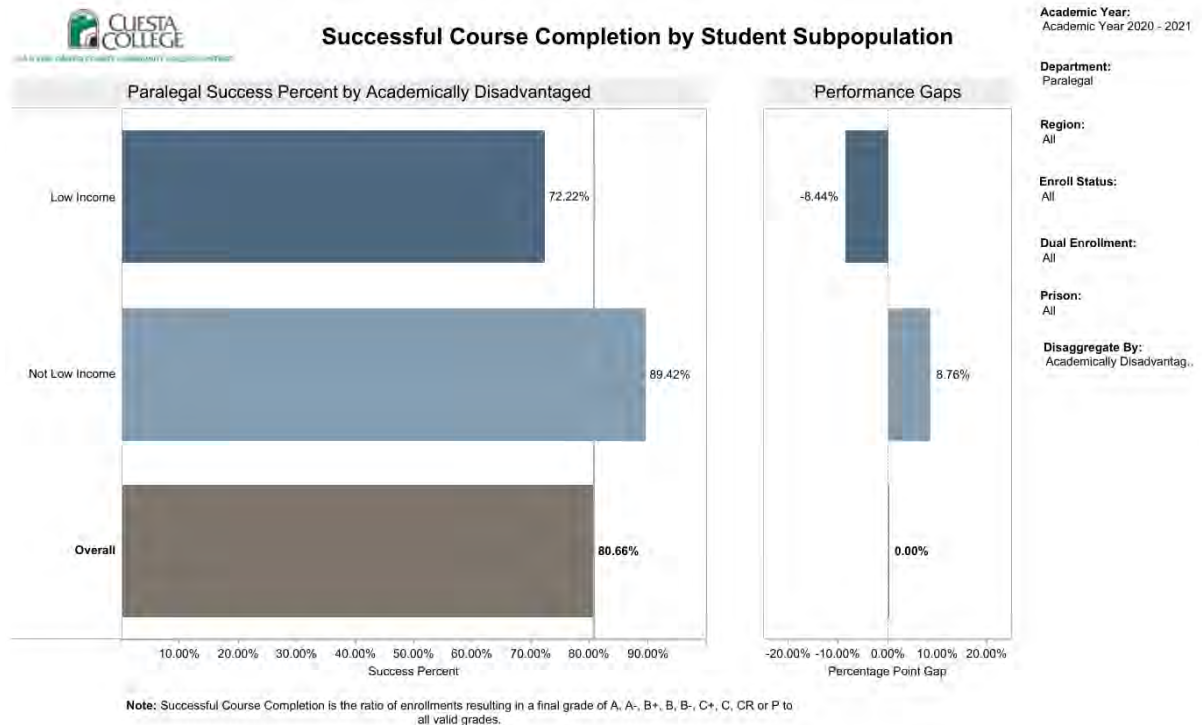
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	83.60%	78.62%	78.81%	80.66%	80.20%
Total Enrollments	189	145	165	213	204

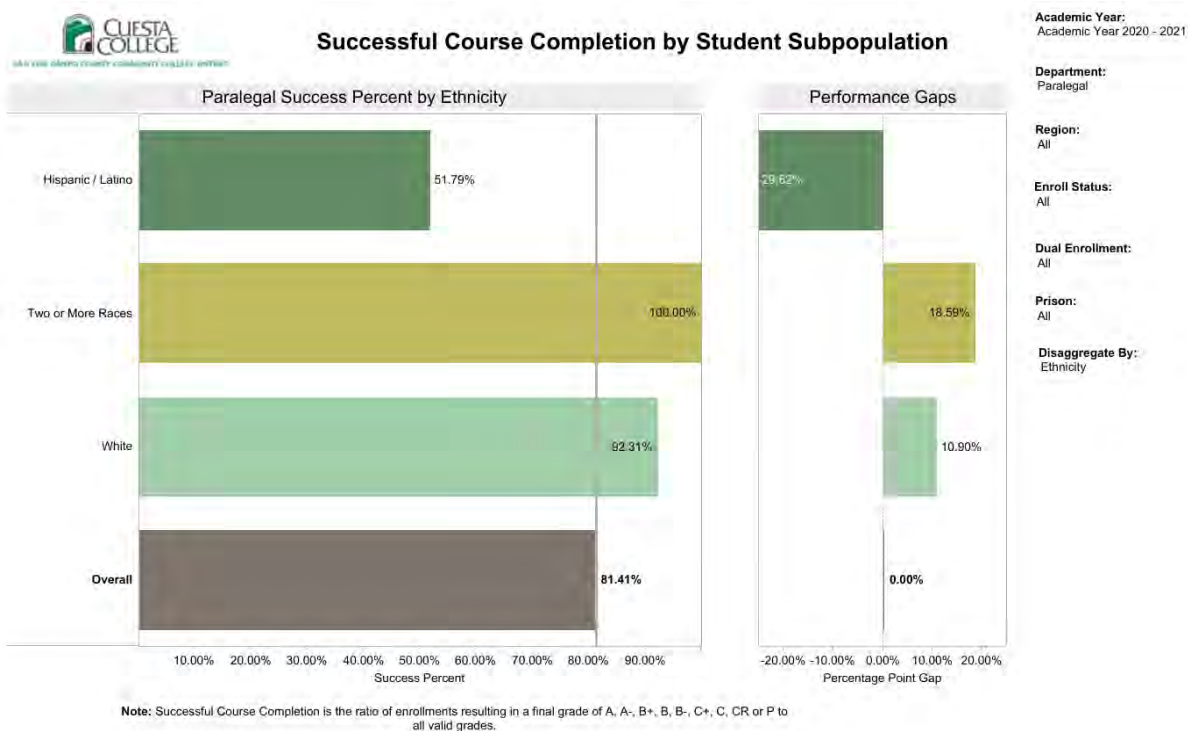
As noted previously, while the student success has decreased slightly from pre-pandemic performance, overall the number of students served has increased, and therefore the total number of students successfully completing Legal and Paralegal courses has increased as a total number.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?





As with many other program on campus, students from the “Academically Disadvantaged” category (on the basis of level of income) perform at a significantly lower rate than those in the non-Academically Disadvantaged group. Similarly, there are gaps in successful performance for the group identified as “Hispanic/Latino” as compared to the overall group. The department is unsure of how to successfully address this and would be happy to hear advice from the institution as to how this can be addressed beyond the current professional development offerings that instructors continue to embrace to address these gaps.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

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 CHECKLIST AND NARRATIVE

CHECKLIST:

☒ SLO assessment cycle calendar is up to date.

- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

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.*

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
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.