



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
ASGC ADOPTED SPRING 2011

**Department/Program Title:** Paralegal

**Date submitted:** April 12, 2013

**0. Key Findings for the 2012-13 Academic Year:**

- Despite limited resources and a lack of full-time faculty, the Paralegal Program maintained a high success rate (79%) and retention rate (87%). There has been a dip in headcount (136 to 99) and total course enrollments (310 to 199), however.
- About 40 percent of the students in the program are younger than 30. Younger students may have joined or rejoined the workforce, as there is some evidence that enrollment may be inversely proportional to the general economic conditions.
- To build enrollment, marketing needs improvement. Updates to the program brochure and website are necessary.
- Through the cooperative education classes, continuing to provide internship and paid-job opportunities for students is critical to the program's success and can lead to higher enrollment.
- Continuing to grow a strong advisory committee consisting of faculty, lawyers, paralegals, business professional, legal research experts, directors of legal non-profits, and student alumni is critical in offering relevant courses, courses that best equip students with the skills necessary to perform at the highest levels in the workforce, and establishing a strong connection with the College and legal community for internship and job creation.
- Create an paralegal program alumni group as a way of staying in contact with former students, showing post-graduate support from the College in their quest for jobs, and also to provide a link between working graduates and current students.
- Program Student Learning Objectives, adopted last year, have been reviewed and have not been changed. Courses that have not been offered in a number of years still remain in the College's catalog and need to be removed.
- The Program would be benefitted by the addition of a full-time faculty member and/or a full- or part-time (20 hour per week) coordinator to facilitate needed improvements.

**1. Planning Group** (include PT& FT faculty, staff, stakeholders)

- Dario de Ghetaldi, Adjunct Professor
- Michael Habeeb, Adjunct Professor



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**2. Writing Team and Contact Persons:**

Dario de Ghetaldi and Michael Habeeb

**3. Program Information**

**A. Program Personnel**

**PT Faculty**

Althea Kippes, Dennis Durkin, Dario de Ghetaldi, Michael Habeeb, Coleen Duffy-Smith, Alisa Young

**B. Program mission and vision**

**Mission**

It is the mission of the Paralegal Program of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in paralegal studies, and activities that foster students' personal development and academic success. The Paralegal Program of Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and an environment that contributes to personal growth and success for students. The Paralegal Program is committed to the students and the community to fulfill this mission.

**Vision**

The Paralegal Program at Cañada College ensures student success through personalized, flexible, and innovative instruction. The faculty and staff of the Paralegal Program infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. The faculty and staff of the Paralegal Program responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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**C. Expected Program Student Learning Outcomes**

**SLO 1**

Students should be able to use effectively both book and electronic legal research tools, while being able to identify and use primary and secondary law sources.

Students will be assessed by homework, quizzes, and written assignments.

A grade of "C" or higher in all three assessment areas would indicate success.

**SLO 2**

Students should be able to identify and understand the structural elements of a judicial opinion.

Students will be assessed first by one or more quizzes to assess the ability to identify those elements, and then by an assignment which will assess the students' ability to apply that knowledge by briefing one or more cases.

A grade of "C" or higher in the two assessment areas would indicate success.

**SLO 3**

Students should be able to understand, follow and apply ethical rules for attorneys and paralegals, and be able to also identify potential ethical issues in the legal environment.

Students will be assessed by written assignments and final exam.

A grade of "C" or higher in all three assessment areas would indicate success.

**SLO 4**

Students should be able to demonstrate proficiency in the use of office software, including word processing and spreadsheet software.

Students will be assessed by assignments and final exam.

A grade of "C" or higher in the two assessment areas would indicate success.



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**4. Response to Previous Annual Program Plan & Review**

- Immigration Law –Course has been developed and will be offer during 2013 summer session academic year.

**5. Curricular Offerings (*current state of curriculum and SLOAC*)**

**A. Attach the following TracDat and Curriculum data in the appendix:**

- List courses, SLOs, assessment plans, and results and action .

LEGL 249, 250, 252, 254, 260, 264, 276

Course outline and modification updates still in progress; see LEGL Course Assessment Report dated 3/9/2012 attached Exhibit 1.

- List courses with COR's more than 6 years old (\* will be removed or “banked”) and COR's being updated:

LEGL 250 – Legal Research and Writing (2004)

LEGL 251 – Torts and Contracts (1991)

LEGL 252 – Civil Litigation and Trial Preparation (2004)

LEGL 255 – Corporations and Business Entities (1992)\*

LEGL 257 – Bankruptcy and Debt Collection (1993)\*

LEGL 260 – Advanced Legal Research and Writing (1992)

LEGL 262 – Paralegalism and the Study of Legal Ethics (2004)

LEGL 264 – Contracts (1995)

LEGL 268 – Administrative Law (1993)\*

LEGL 274 – Advanced Family Law Projects (1996)\*

Documents from the [Curriculum Committee](#) are for these courses are attached as Exhibit 2.

**B. Identify Patterns of Curriculum Offerings**

The planning group for the Paralegal Program meets once a year to discuss trends and future course offerings.

The current 2-year curriculum cycle of courses is:

- The following Core courses are offered each academic year: LEGL 249, 250, 252, 251, 254, 260, 264, and 276; BUS 201; and CBOT 472 & 474.
- The following courses are offered each semester: LEGL 249, CBOT 430, 431, & 435, COOP 670, 672.



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The ideal curriculum is one in which all required courses would be offered at least once a year and all electives would be offered in a sequence that would allow all students to complete the certificate requirements in a two-year period.

Other issues: there are no full-time faculty in the Paralegal Program putting additional burdens on adjunct faculty.

**6. Program Level Data**

**A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.**

The Program Review Data Packet for LEGL is attached as Exhibit 3.

- The average enrollment per section has dropped to the 2008-09 level and the number of section offerings decreased slightly.
- After holding steady at a headcount of 142-143 for two years (2008-2010), the headcount declined slightly (5%) in 2010-11, and declined further (27%) in 2011-2012.
- The Load decreased from 561 to 473 (17%) after increasing every year from 2007-11.
- Both the Retention and Success rates are averaging in the same range over the past four years.
- The FTES value decreased from a range of approximately 32.4 during 2008-2011 to 22.1.
- The FTE value decreased from a range of approximately 1.82 during 2008-2011 to 1.40.
- Success and Retention Rates have remained relatively constant over the past four years at approximately 80% and 90%, respectively.
- The ratio of Average Units Earned to Average Units Attempted has declined slightly over the past four years from 83% to 79%.
- The average Academic Year GPA and the Average Cumulative GPA have both remained constant at approximately 3.0 over the past four years.
- Students 30 years and older have made up approximately 60% of the total over the past four years.
- Hispanic students have made up approximately 33% of the total over the past four years.

Based on the institutional research data produced by the college researcher, the key historical statistics are as follows:

	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>
<b>Student Headcount</b>	108	102	142	143	136	99
<b>Total Course Enrollments</b>	186	166	298	275	310	199
<b># of Course Offerings</b>	9	9	10	9	9	7
<b># of Section Offerings</b>	9	9	10	9	9	7



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	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>
<b>Avg Enrollment per Sect.</b>	20.7	18.4	29.8	30.6	34.4	28.4
<b>Contact Hours/WSCH</b>	614	541	991	952	973	662
<b>Dept. Efficiency/FTES</b>	20.5	18.0	33.0	31.7	32.4	22.1
<b>Dept. Efficiency/FTE</b>	1.73	1.53	1.93	1.80	1.73	1.40
<b>Dept. Efficiency/LOAD</b>	354	353	513	529	561	473
<b>Success Rate</b>	78.5%	71.1%	82.2%	80.0%	82.0%	79.0%
<b>Retention Rate</b>	89.8%	84.9%	93.0%	90.6%	89.7%	87.0%
<b>Ave. Units Attempted</b>	6.46	7.14	8.10	7.89	8.59	7.90
<b>Ave. Units Earned</b>	4.65	5.45	6.75	6.50	6.76	6.71
<b>Ave. Acad. Year GPA</b>	3.00	2.64	3.08	2.99	2.90	2.92
<b>Ave. Cumulative GPA</b>	2.98	2.92	2.94	3.03	3.00	2.94
<b>% 18 &amp; 19 Yrs Old</b>	3%	7%	1%	3%	7%	7%
<b>% 20 – 24 Yrs Old</b>	23%	21%	20%	17%	15%	17%
<b>% 25 – 29 Yrs Old</b>	17%	24%	27%	20%	10%	14%
<b>% 30 – 39 Yrs Old</b>	17%	15%	20%	22%	26%	25%
<b>% 40+ Yrs Old</b>	41%	34%	32%	37%	41%	32%
<b>% Hispanic</b>			36%	34%	29%	37%



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**B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Program Student Learning Objectives for the Paralegal Program were first adopted in April 2012. An assessment for Fall 2012 was conducted in the form of an “exit” interview/exam regarding SLO 1. The analysis of the results indicates that SLO 1 was met.

**C. Other Considerations**

The Planning Group will investigate whether it might be desirable or possible to dedicate additional resources to the possible special language needs of Hispanic students who make up approximately one-third of all students in the Program.

**7. Action Plan**

**Three-year Action Plan and Goals:**

- Increase the number of students completing certificates and degrees by 10 percent.
- Continue to promote the certificate and degree and work with the counselors.
- Maintain enrollment numbers in all courses and aim for an increase in LOAD by two to three points.
- Continue with promotional techniques such as working closely with the local Paralegal Associations and Legal Secretaries Associations to promote courses, department website, flyers in the community, high school career days, etc.
- Continue to call and email absent students.
- The Paralegal Advisory Committee needs new active members--add an additional three new advisors. The role of an advisor is to assist faculty and staff about the trends and issues they are facing, needs and job training required for specific positions, and updating of the curriculum to meet current trends and needs.
- Continue to identify areas of legal practice in which demand for paralegal positions are increasing.

**8. Resource Identification**

**A. Faculty and Staff hiring requests**

Add a full-time faculty member or part-time coordinator.

**B. Professional Development needs**

Provide funding for attendance at yearly conferences (approximate cost = \$300).



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**C. Classroom & Instructional Equipment requests**

Add a dedicated secured supply area for the Paralegal Program (cost unknown) and provide a laptop (equipped with programs including Microsoft Office, Adobe Acrobat Professional, and suitable anti-virus program) for faculty use onsite (approximate cost = \$1,000).

**D. Office of Planning, Research & Student Success requests**

Provide data for program review and student assessment.

**E. Facilities requests**

None at this time.