

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Paralegal

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

In 1979, the Paralegal Program (LEGL) at Cañada College was created in partnership with the San Mateo County Bar Association to train paralegals to assist attorneys in civil and criminal matters. Instruction focuses on preparing students to interview clients and witnesses, conduct legal research, investigate case information, draft legal documents, prepare cases for trial, analyze issues for appeal, and master industry technology tools.

In 2000, in response to the growing demand for properly trained paralegals, California became the first state to regulate who can be called a paralegal. California Business & Professions Code §6450 et seq. requires that anyone using the job title "paralegal" or "legal assistant" must complete specific education requirements. The Paralegal Certificate and the A.S. degree satisfy these mandated educational requirements, and graduates of Cañada College's Paralegal Program are entitled to be called paralegals under California law.

Students who want to continue their legal education can transfer to a four-year college or university. The Paralegal Program encourages students to complete a baccalaureate degree because this increases employment opportunities. The Paralegal Program provides excellent preparation for students planning to attend law school or for foreign attorneys preparing to enroll in a Master's in Law (LLM) Program, which is required to take the California Bar Exam.

The substantive, procedural, and practical legal courses, along with hands-on experience, prepare paralegals for employment in law firms throughout the Bay Area, corporate legal departments, non-profit organizations, federal and state courts, and government agencies.

In 2017, in response to declining enrollment, the Paralegal Program began transitioning to a fully online program. The Paralegal Program completely revised its curriculum and moved in-person courses to an asynchronous online format. By 2018, the Paralegal Advisory Board had very few members, so the Program recruited new members to better represent the county's diverse population. The Paralegal Program hired a Paralegal Program Coordinator to support the Program and to retain its relevance in the legal community.

Paralegal Program Strengths:

The Paralegal Program contributes to the mission of the College and District by:

1. Providing a quality Paralegal Program that leads students to a Career Technical Education (CTE) career as a Paralegal within the legal, business, industry, labor, government, and public service agencies.
2. Providing a supportive faculty/student teaching and learning relationship that contributes to personal and professional growth and a successful career for students.
3. Providing a lower division program that enables students to transfer to baccalaureate institutions and prepares them for law school.
4. Celebrating the community's rich cultural diversity. The Paralegal Program faculty are its best asset. The Paralegal (LEGL) program consists of five adjunct faculty members who work full-time in the legal profession as lawyers or paralegals. Faculty are experienced, high-caliber professionals who teach the most up-to-date information about their areas of legal expertise.

Equity Plan:

The Paralegal Program fits into the College's Equity Plan because it not only serves underrepresented student communities, but also teaches them the legal skills needed to advance equity on behalf of others. The Paralegal Program partners with the San Mateo County Bar Association, the San Mateo County Law

Library, San Mateo County Legal Aid, the Transgender Law Center, the AIDS Legal Referral Panel, and the San Mateo County Law Library Foundation to provide legal representation to underserved communities in San Mateo County through the legal clinics organized by these organizations. Under the supervision of licensed California attorneys, Paralegal Program students volunteer at these clinics, helping low-income, marginalized, and/or underrepresented persons with their legal matters. COVID-19 restrictions forced in-person legal clinics to close, so students could not gain practical legal experience.
In 2026, the legal community is only now seeing the reemergence of in-person legal clinics. The return of legal clinics has expanded our students' learning opportunities and helped provide legal services to people who would not otherwise have access. The Paralegal Program coordinator has completed the Course Design for Racial Equity Certificate, and the adjunct faculty have completed similar training.

Mission:

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

Vision:

The Cañada College Paralegal Program ensures student success through personalized, flexible, and innovative instruction. The Paralegal Program faculty and staff infuse essential skills and competencies throughout the curriculum and assess student learning and institutional effectiveness to make continuous improvements. The Paralegal Program faculty and staff respond to the changing needs of the students they serve by engaging with and responding to community needs. The Paralegal Program faculty continue to develop new programs and partnerships and incorporate new technologies and methodologies into the Paralegal program. All adjunct faculty have received training in using AI in the classroom and in legal technology. One adjunct faculty member is a consultant for an e-discovery and AI company and has already created seminars and workshops that Paralegal Program students can attend for free. The Paralegal Program's future vision is to continue expanding community partnerships with legal employers and local bar associations so students and graduates have the legal knowledge and practical skills to succeed in their legal careers.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

Currently, Paralegal (LEGL) courses are not part of the "A" through "G" requirements at local high schools, and local high schools have no articulation agreements for LEGL courses.
Cañada College offers programs that allow high school students to take courses, including LEGL courses, while they are still in high school. Changes to the LEGL program and course outlines will not affect high school enrollment because the courses are degree-applicable and transferable to CSU campuses.
Paralegal Programs are offered at nearby community colleges: Skyline College (within SMCCD), De Anza College, and West Valley College. Paralegal Programs are also offered at U.C. Berkeley, Cal State East Bay, and San Francisco State University. The Paralegal Program at City College of San Francisco has been shut down for financial reasons.
Except for U.C. Berkeley's Paralegal Certificate Program, all the above paralegal programs were required to be offered as "in-person" courses as a condition of the ABA's "approval." Until recently, the ABA did not allow its "approved" paralegal programs to offer asynchronous online courses or be completely online. This negatively affected enrollment in these ABA-approved paralegal programs, which positively affected enrollment in Cañada's paralegal program.
The Cañada College Paralegal Program has been completely online since 2018, giving students a better online course experience because our courses are taught by faculty already trained to teach effectively

online. Paralegal faculty have achieved online teaching certifications from a variety of sources, including ACUE, CALI, @ONE, CSU East Bay, and Harvard Business Publishing Education.
In 2025, the ABA finally loosened its restrictions regarding online courses. Now, an ABA-approved paralegal program needs to only offer three in-person courses, which can be synchronous online courses held via Zoom. This change will enable the Cañada Paralegal Program to begin the process of becoming ABA-approved.
The Paralegal Program is a boutique program offering unique, cutting-edge courses that meet the needs of our entire community, not just paralegals. For example, older adults and their children frequently enroll in Elder Law, while veterinarians, animal shelter workers, and animal advocates enroll in Animal Law. Enrollment in Immigration Law and Family Law courses is in high demand, in part because self-represented individuals take these courses to handle their own cases. Each course in the Paralegal Program targets specific legal knowledge and skills, and paralegals with specialized training are in high demand.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes." CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.
According to data provided by Robert Half, as the legal field continues to change because of AI, new legal technology, and the growing digitalization of legal workplaces, the job outlook for paralegals and legal assistants trained in AI and legal technology will continue to grow. This is especially true as these paralegals take on more substantive legal work.
Data from the U.S. Bureau of Labor Statistics Occupational Outlook shows that employment of paralegals and legal assistants is projected to grow 14% from 2021 to 2031, much faster than the average for all occupations. About 45,800 employment openings for paralegals and legal assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring. See: https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#tab-6
Increased Employment:
The growing use of AI allows law firms to provide legal services more efficiently while reducing costs. This is creating more demand for paralegals and legal assistants, but only for those people who understand how to use digital tools, legal technology, and AI legal resources. Competition for legal services in the United States and abroad is still strong. To stay competitive, many law firms are incorporating AI into every aspect of their operations. Paralegals and legal assistants who can master the technological resources are in high demand and are hired at salaries that rival those of a new associate.
Law firms remain the largest employers of paralegals. However, many large corporations are expanding their in-house legal departments to reduce costs. This is especially true in the technology sector. Many Bay Area-based technology and venture capital companies have large in-house legal departments to handle legal issues related to intellectual property assignment agreements, Non-Disclosure Agreements (NDAs), and End User License Agreements (EULAs). The needs of these local technology companies and venture capital companies will increase demand for legal professionals in a variety of settings.
Local Demand:
In 2026, the Cañada College Paralegal Program surveyed attorneys and law firms in San Francisco and San Mateo counties. The results were surprising. Law firms hired recent paralegal program graduates, but let fired them within six to nine months. The overall reason was that those paralegals did not know how to use business software, including Microsoft Word, AI tools, and legal technology tools and programs. This aligns with earlier responses that law firms wanted paralegals who could use law practice management software, legal trial technology, e-discovery, electronic litigation, and electronic investigation and forensics. Paralegals who do not know how to use business programs and technology will not have a job. Conversely, paralegals who have learned how to use these tools will be in high demand.
The San Mateo County Superior Court continues to work with the Cañada College Paralegal Program because estate planning attorneys continue to demand that the court pay paralegal costs in probate, trust,

personal injury, breach of contract, and other legal matters. The Cañada College Paralegal Program remains an affordable resource to prepare students for law school and to prepare foreign attorneys for enrollment in a Master's in Law program, a prerequisite for foreign attorneys taking the California Bar Exam.

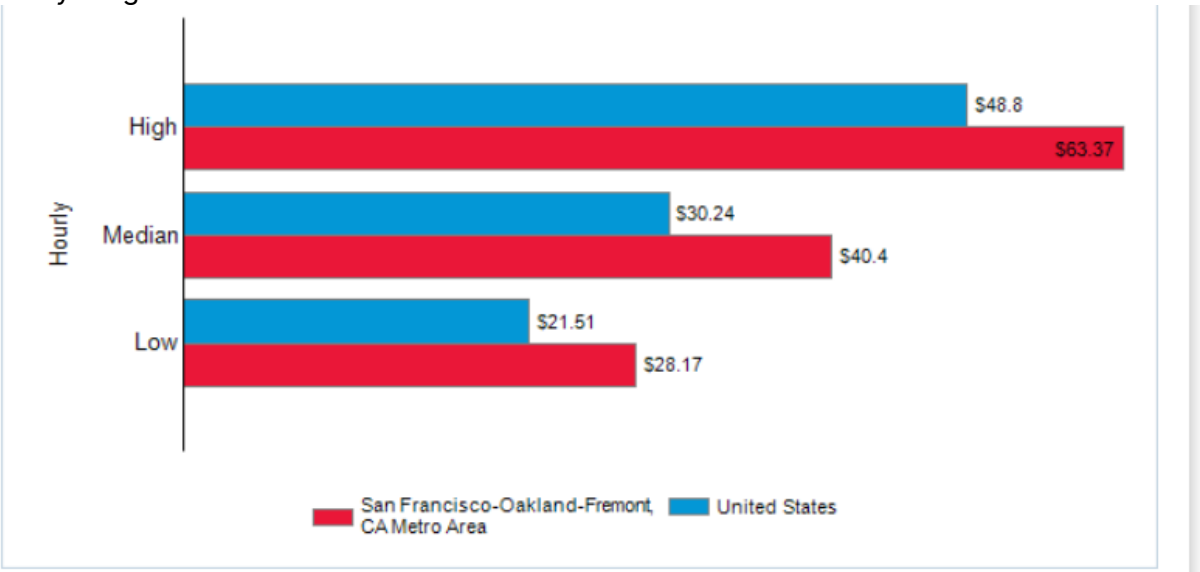
High-wage employment and careers:

Paralegals in the San Francisco Bay Area are paid well. This is because of the mushrooming of AI companies and other technology companies in the Bay Area, including San Jose, Sunnyvale, and Santa Clara; the annual mean wage is $103,080. In San Francisco, Oakland, and Fremont, the annual mean wage is $92,830. The high annual mean wage for San Jose and surrounding areas may be attributed to the many AI start-ups, global technology companies, venture capital firms, and law firms in the area, with business operations highly focused on legal matters. See https://data.bls.gov/oes/#/area/0041860/2025

California overall is the third-highest employer of paralegals in the country, with a statewide annual mean wage of $81,320. See: https://data.bls.gov/oes/#/area/0600000/2025

The table and chart below list the low, median, and high wages for paralegals in the Bay Area. However, this information does not consider the hyper-local market for paralegal employment. In San Mateo and Redwood City, surveys of hiring attorneys suggest the average hourly rate for an entry-level paralegal with no legal experience is closer to $40 an hour, and $60 per hour in San Francisco. These hourly rates are higher for paralegals with legal experience and/or technology skills.

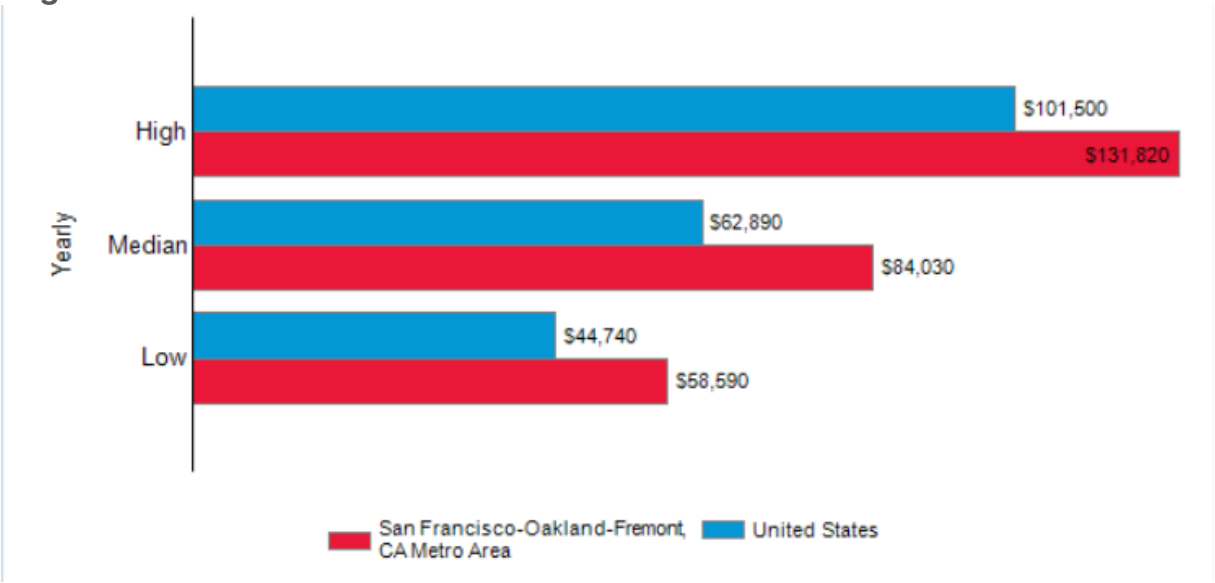
Hourly Wages:



See: https://www.careeronestop.org/

Focus on Legal and Business Technolog

Annual Wages:



See: https://www.careeronestop.org/

Focus on Legal and Business Technologies and Legal Specialty Practice Areas
Hiring adjunct faculty with different specialty practice areas will enable the Cañada College Paralegal Program to offer classes that will better target the legal community's hiring needs. Paralegals with technology skills will earn higher wages.
According to NALA, the national paralegal association, "As legal teams rapidly adopt AI, automation, and analytics, today's paralegals are stepping into roles that require more than legal knowledge. They need digital fluency and business savvy. NALA's Paralegal Core Competencies (PCCs) continue to serve as the bedrock of paralegal education, and aligning them with today's legal workflows is the key to future-proof careers. These PCCs include effective communication, legal research and writing, legal technology, ethics, and substantive legal knowledge, all of which form the foundation of competent and ethical legal support. As legal workplaces evolve, it is increasingly essential for paralegals to upskill in emerging technologies."
See: https://nala.org/paralegal-core-competencies-for-career-advancement/

Looking Back

4. Curricular changes
4A. Progress Report - IPC Feedback
Provide your responses to all recommendations received in your last program review cycle.
The Past
We noticed that working adults struggled to take Paralegal Program courses, which was a barrier to enrollment when only in-person courses were offered.
In 2018, the Cañada College Paralegal Program made the most significant change since its creation. There was a change from in-person courses to a format that was completely online. The curriculum was updated, with relevant, new courses created that targeted the needs of the business and legal community. New courses included Intellectual Property, Elder Law, and Animal Law. Existing courses were modified to add relevant components employers desired in our graduates. Also added was a new stackable Paralegal Certificate in Litigation because paralegals with litigation skills are in high demand by law firms and businesses.

In 2019, the Paralegal Program became completely online. Courses are now only offered asynchronously, and all courses (except for the Legal Internship) start the third week of the semester. Courses follow a regular two-year schedule so students and academic advisors can plan their schedules with predictability. Students can now complete the Paralegal Certificate in one year. The College (and most of the world) shut down due to COVID-19 in early 2020.

This had a significant impact on our newly launched program and negatively affected marketing efforts, enrollment, student internships, and the hiring of Paralegal Program graduates. In 2020, because of the COVID-19 pandemic, we lost the momentum we generated in launching our new Paralegal Program. We need to get the momentum back.

The Future

Possible curriculum changes would be to offer courses that contain information employers want our graduates to know, are not offered by other paralegal programs, and will provide specialized skills training to our students. These courses may include Patent Law, Artificial Intelligence (AI) Law, Licensing, Venture Capital, Estate, Probate, and Trust Law, E-discovery, Employment Law, Forensic Science and the Law, Tax Law, Real Estate Law, Alternative Dispute Resolution, and International Law.

The highest-paid paralegals are skilled at using the specialized legal technology law firms use, including e-discovery and litigation support software. See: "The Impact of Technology on Paralegal Jobs and Other Legal Support Roles" by Charles A. Volkert, Esq.; https://mcca.com/mcca-article/impact-of-technology-on-paralegal-jobs/

Unfortunately, the Cañada College Paralegal Program does not provide access to the legal technology students need to work in higher-paying areas. The future success of students in our Paralegal Program depends on their access to the technology resources that will enable them to earn the highest wages. As a matter of equity, we must provide each paralegal student with access to training on e-discovery, litigation support, and other specialty practice areas and technology so that they can be successful.

We also need industry experts teaching in these areas of law to share their experiences, make the classes more dynamic and engaging for the students, and generate enthusiasm and passion for these specialized subjects.

The Paralegal Certificate is the core Certificate of the Program and the requirements for this Certificate are outlined in the California Business & Professions Code §6450 et seq. The added stackable Litigation Certificate enables students to get specialized litigation training but also satisfies California's paralegal continuing education requirements, enabling graduates to return to Cañada to take additional courses to maintain their status as paralegals.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

Goal Title: Rental of San Mateo County Law Library

Provide students with access to the legal resources and training needed to work as a paralegal. Resources are located in the San Mateo County Law Library and include materials that paralegals must know how to use to work as paralegals in the legal environment.

Materials include but are not limited to hard copy print books, state and federal published cases, state and federal codes and regulations, legal forms, legal practice guides, publisher online databases, online legal forms, and legal software.

Legal training is provided to Paralegal Program students so that students, under the supervision of licensed California attorneys, can help staff the pro bono community legal clinics held at San Mateo County Law Library.

This goal is currently in process and moving forward. In-person legal clinics are increasing, so students will have more opportunities to practice what they are learning.

The Center for Computer-Assisted Legal Instruction (CALI) is a 501(c)(3) non-profit consortium of law schools, paralegal programs, law libraries, and related organizations. CALI advances global legal education and promotes access to justice through computer technology. CALI provides CALI Lessons, a library of over 1,200 interactive legal tutorials written by law professors. CALI publishes and provides free, open casebooks and podcasts.

Program Review

The Paralegal Program continues to use these resources, and all faculty are now incorporating them into their classes. CALI is also developing paralegal-specific resources which will be implemented into the curriculum when available.

National Society for Legal Technology provides access to legal software simulations, providing an interactive online environment that trains people to use the specialized legal software with real case data. Proficiency in this legal technology software is required for paralegals in the legal field, especially in the San Francisco Bay Area, where most law firms and corporations need paralegals skilled in technology. The highest-paying paralegal jobs require paralegals to know how to use these legal software programs, and this training ensures students have access and proper instruction. After completing the training modules for the various legal software programs, users will be certified in Legal Technology, AI, and E-Discovery.

Progress is being made toward this goal. Although the College has not paid or subsidized the cost of these training programs, faculty have assigned them as course materials. Unfortunately, this means the Paralegal Program students must pay more for their education than other Paralegal Program students, even those at Skyline College. As of Fall 2026, funding has been approved to subsidize these programs so students can save money.

Paralegal Program students need to receive mentorship from paralegals and attorneys already working in the legal field. They also need to receive training on local legal matters and procedures. By attending the annual training conference hosted by the Paralegal Section of the Bar Association of San Francisco and the San Francisco Paralegal Association, students will receive mentorship, knowledge of local rules and procedures, discounted access to continuing education, and access to these groups' employment databases.

Paralegal Program faculty also need to attend this conference to stay current on legal education and paralegal-related information and for professional development, which is required for ABA approval. Registration also allows students to attend other Bar Association of San Francisco and San Francisco Paralegal Association events at no cost, if space is available.

The Paralegal Program Coordinator will remain in ongoing contact with the Paralegal Section of the Bar Association of San Francisco and the San Francisco Paralegal Association and will coordinate conference registration for faculty and students. The Dean will approve payment of the conference registration fee. Attendance at this conference is open to all Cañada College students and faculty. The conference registration fee is reduced because Cañada College is an educational institution. Resource Requests Item Requested Annual Paralegal Conference Sponsorship (SF Paralegal Association and the Bar Association of San Francisco Paralegal Section) Item Description Sponsorship of the Annual Paralegal Conference will enable all Paralegal Program faculty and all students to attend the annual Conference, where they will learn about specific local legal matters, participate in the mentorship program, access the employment databases, access pro bono opportunities, and receive continuing education credit.

The mentorship and employment opportunities available to our students through this Conference are especially important. Sponsoring the Paralegal Conference will also promote the Paralegal Program and help recruit paralegals, attorneys, and students to take courses in the Paralegal Program.

Progress on this goal is continuing. The College is paying for sponsorship of these conferences, and Paralegal Program students are attending them and meeting other paralegal students, paralegals, attorneys, and judges. These conferences have already led to offers of full-time employment for several of the Paralegal Program students.

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

Paralegal Program students are typically employed full-time, want to complete classes in a shorter time frame, and prefer the flexibility online courses offer. The Paralegal Program currently offers third-week start courses, which Paralegal Program students prefer.

Paralegal Program students prefer late-start, asynchronous, online courses. However, to meet the ABA approval requirements, the Paralegal Program must offer three courses as in-person or synchronous online courses. In the past year, the Paralegal Program has offered three required core courses synchronously online: LEGL 249 - Introduction to the Legal System, LEGL 250 - Civil Litigation and Trial Preparation, and LEGL 250 - Legal Research.

In the past year, the Paralegal Program has offered eight-week start courses for certain selectives. Enrollment numbers in these courses have been high, supporting the theory that paralegal students want to complete their courses in a shorter time frame and take them asynchronously.

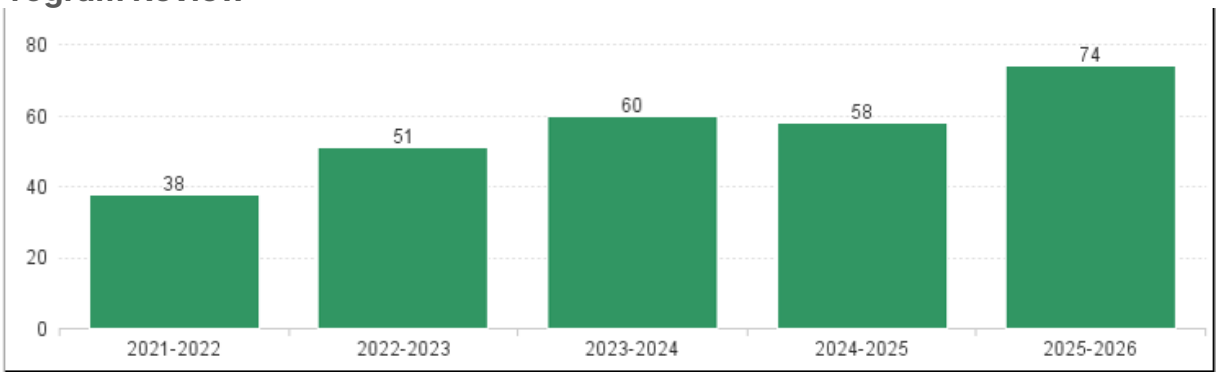
The chart below shows that headcounts have grown 74% (excluding summer sessions) from Fall 2021 to Spring 2026. Over the last two years, growth has been strongest at 43%.

LEGL-241		17			20		24			21			37		**116**
LEGL-249	16	8	8		11	19	20	17		18	26		29	28	**188**
LEGL-250		20			26		26			31			38		**137**
LEGL-251	22									32					**53**
LEGL-252			16			25		32			36			26	**132**
LEGL-254			18					19						26	**63**
LEGL-260											10				**10**
LEGL-261			19			21		23			26			31	**115**
LEGL-263			12						24					22	**58**
LEGL-264												25			**25**
LEGL-267		12					19						21		**51**
LEGL-269					16					20					**36**
LEGL-272		18		11			21			23			34		**105**
LEGL-276			17			17			19		16				**67**
LEGL-672	1				1		2	1			3		2		**10**

Unduplicated Headcount by Academic Year

These charts show similar results. Over the four-year period, headcount nearly doubled, from 38 in the 2021-2022 academic year to 74 in the 2025-2026 academic year.

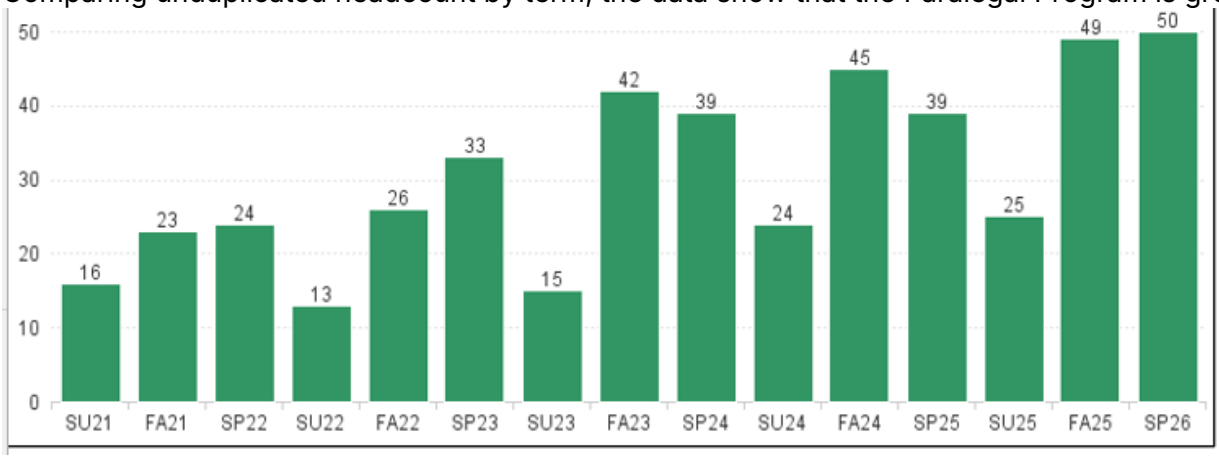
Program Review



by Academic Year	Summer	Fall	Spring	Total
2021-2022	16	23	24	**38**
2022-2023	13	26	33	**51**
2023-2024	15	42	39	**60**
2024-2025	24	45	39	**58**
2025-2026	25	49	50	**74**

Unduplicated Headcount by Term

Comparing unduplicated headcount by term, the data show that the Paralegal Program is growing.



Mode of Delivery

Since 2017, the Paralegal Program has only offered courses in an asynchronous, online format. Because the Paralegal Program only recently began offering synchronous online courses, it is difficult to determine the impact of this change with such limited data.

LEGL-241		116	
LEGL-249		145	46
LEGL-250	1	136	
LEGL-251		53	
LEGL-252		132	
LEGL-254		63	
LEGL-261		115	
LEGL-263		34	24
LEGL-267		51	
LEGL-269		36	
LEGL-272		105	
LEGL-276		67	

LEGL-241		100.0%	
LEGL-249		77.1%	24.5%
LEGL-250	<1%	99.3%	
LEGL-251		100.0%	
LEGL-252		100.0%	
LEGL-254		100.0%	
LEGL-261		100.0%	
LEGL-263		58.6%	41.4%
LEGL-267		100.0%	
LEGL-269		100.0%	
LEGL-272		100.0%	
LEGL-276		100.0%	

LEGL-241		76%	
LEGL-249		64%	64%
LEGL-250	*	67%	
LEGL-251		67%	
LEGL-252		71%	
LEGL-254		71%	
LEGL-261		70%	
LEGL-263		71%	42%
LEGL-267		83%	
LEGL-269		89%	
LEGL-272		70%	
LEGL-276		68%	

Number of Paralegal Degrees Awarded

The number of Paralegal degrees awarded increased significantly, from 19 AS degrees in 2021-2022 to 42 in 2025-2026. The same is true of students earning their Paralegal Certificate. In 2021-2022, only 19 students completed the Paralegal Certificate, compared to 40 in 2025-2026.

This demonstrates that the Paralegal Program marketing efforts are working. We must continue to put funding and effort into marketing the Paralegal Program to the public and legal community. Marketing efforts should be expanded further to continue to grow the Paralegal Program.

Unduplicated Headcount by Program of Study and Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	% Change 2021-2022 to 2025-2026
Paralegal (Associate Degree)	19	28	33	29	42	+121%
Paralegal (Certificate)	19	25	27	33	40	+111%
TOTAL:	38	51	60	58	74	+95%

Paralegal	LEGL-3AS	Paralegal (Associate Degree)	4	2021-2022
Paralegal	LEGL-3AS	Paralegal (Associate Degree)	4	2022-2023
Paralegal	LEGL-3AS	Paralegal (Associate Degree)	4	2023-2024
Paralegal	LEGL-3AS	Paralegal (Associate Degree)	6	2024-2025
Paralegal	LEGL-3AS	Paralegal (Associate Degree)	2	2025-2026
Paralegal	LEGL-3C	Paralegal (Certificate)	10	2021-2022
Paralegal	LEGL-3C	Paralegal (Certificate)	9	2022-2023
Paralegal	LEGL-3C	Paralegal (Certificate)	10	2023-2024
Paralegal	LEGL-3C	Paralegal (Certificate)	6	2024-2025
Paralegal	LEGL-3C	Paralegal (Certificate)	9	2025-2026

5B. Program of Study Completability

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

In the last program cycle and currently, a student could complete the Paralegal Certificate, the Litigation Certificate, and the Paralegal AS degree by taking courses only at Cañada College.
While Skyline College also has a paralegal program, it is completely different from the Cañada program. Students in the Cañada Paralegal Program do not take courses in the Skyline program because those courses would not count toward completing the Paralegal Certificate.
A student can complete the Paralegal Certificate in one year by taking only courses at Canada College. A student can also complete the stackable Litigation Certificate in one year. The Paralegal A.S. degree takes two years to complete, which is the typical amount of time needed to complete an A.A. or A.S. degree.
The Program Compatibility Report confirms this information.

Course Requirements and Offerings During the Terms 202408 to 202703

POS	Requirement	Number of Possible Courses	Number of Courses Offered	F2F Sections	Hyb Sections	Online Sections	Sync Sections
Paralegal (Cert)	Complete Core Courses, 18 units	6	6		2	19	6
	Selective courses, choose a minimum of 9 units from the following:	11	11	13	6	39	5

The Paralegal Program offered all listed core and selective courses from the 2021-2022 to 2025-2026 time period. The Paralegal Program has a two-year course calendar to ensure that all Paralegal Program courses are offered regularly. The calendar is on the program website and in marketing materials so that students know when courses are offered. Courses are offered frequently enough that students can enroll in the sections they need, and the current two-year course calendar. Offering courses regularly helps prevent barriers for part-time students.
At least one Paralegal Program selective course is always offered during the Summer session. In the past, two selective courses were offered every, but because of financial constraints at the College and District level, only one Paralegal Program selective course is now offered in the Summer session.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

Proposed changes to the Paralegal Certificate requirements, which will also affect the Paralegal AS degree, are under review but not yet approved.
The Paralegal Certificate will now be 24 units instead of 27 units to comply with California law.
Based on the Paralegal Program Advisory Board vote, to prepare for ABA approval of the Paralegal Program, BUS 201 - Business Law is removed as a selective. CBOT 430 - Spreadsheet is also removed as a core course. LEGL 260 - Legal Writing is not a required core course.
In Spring 2026, course names were changed to reduce confusion. LEGL 250 - Legal Research and Writing was changed to LEGL 250 - Legal Research. LEGL 260 - Advanced Legal Writing was changed to LEGL 260 - Legal Writing.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

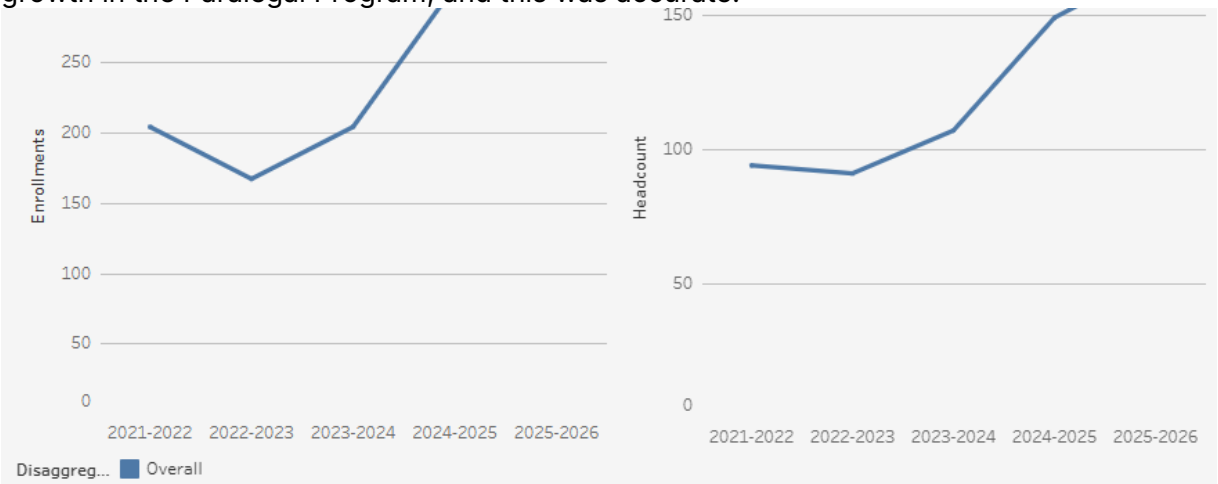
Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

To better understand Paralegal Program enrollment trends, it helps to look at data from 2017-2018, when the Paralegal Program became fully online. At that time, there were 48 students enrolled in the Paralegal Program.

In 2020-2021, enrollment increased to more than five times the 2017 level.

In 2021-2022, enrollment dropped slightly, but still remained more than four times as high as 2017-2018.

Given the demand for staffing in the legal profession, it was reasonable to expect continued enrollment growth in the Paralegal Program, and this was accurate.



Enrollment

Disaggregation	Second Disaggregation	Academic Year 2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Overall	Overall	204	167	204	304	321

Enrollment in the Cañada College Paralegal Program has increased significantly over the past five years.

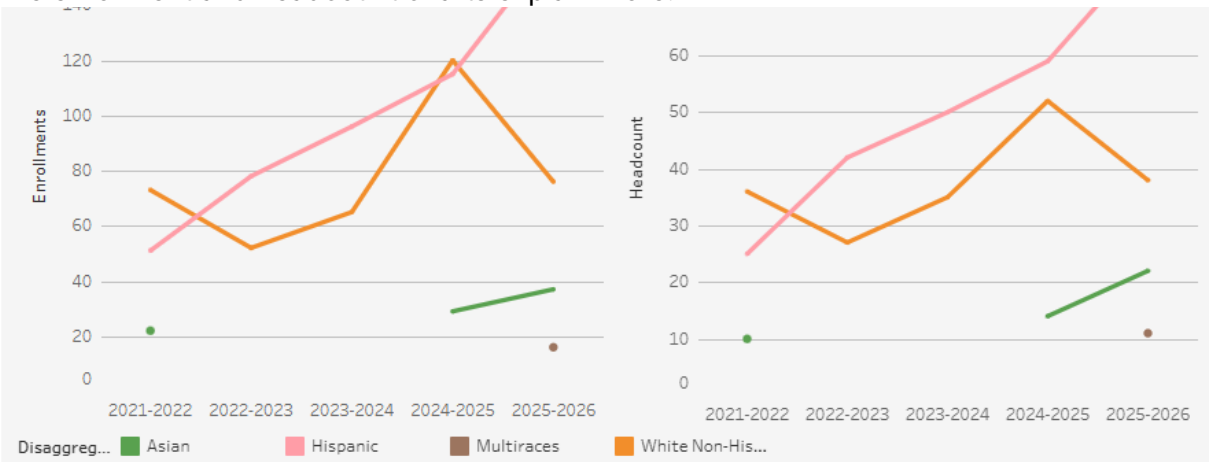
After declining from 204 enrollments in 2021–2022 to 167 in 2022–2023, enrollment recovered and continued to grow, reaching 321 in 2025–2026.

This represents an overall increase of approximately 57%.

Student headcount also increased, from approximately 94 to 169 students during the same period, indicating that the growth reflects an increase in the number of students taking Paralegal courses.

This growth and increased demand highlight the need to maintain sufficient course offerings, instructional resources, and access to legal research materials and technology. To sustain this growth, the Paralegal Program must continue to offer Paralegal Program courses regularly and according to the two-year calendar so that students can complete their Paralegal Certificate and/or AS degree in a timely manner. Canceling Paralegal Program courses will negatively affect growth and create barriers to students completing their Paralegal Certificate and/or AS degree.

The enrollment and headcount charts explain more:



Enrollment

Disaggregation	Second Disaggregation	Academic Year 2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Asian	Overall	22			29	37
Hispanic	Overall	51	78	96	115	162
Multiraces	Overall					16
White Non-Hispanic	Overall	73	52	65	120	76

Enrollment trends by ethnicity show substantial growth in Hispanic/Latino student participation in the Paralegal Program, increasing from 51 in 2021–2022 to 162 in 2025–2026. These increases reflect the Paralegal Program's continued marketing efforts to Hispanic communities.

Asian student enrollment also increased over the period shown, from 22 to 37. White, non-Hispanic enrollment varied. In 2024-2025, it was 120 but declined to 76 in 2025 to 2026. These data indicate that the Paralegal Program is serving students from a range of ethnic backgrounds and that participation has grown significantly among Hispanic students.

Trends in headcount, FTES, and load

Program Review

Time Detail	Disaggregation	Course Census En..	Success	Success Rate	Retention	Retention Rate	Total FTEF	Total Ftes	Total Wsch	Load	Section Count	Max Enrollment	Fill Rate
2021-2022		204.0	139	68.1%	150	73.5%	2.60	20.4	612.0	235.4	14.0	540.0	37.8%
2022-2023		167.0	109	65.3%	125	74.9%	1.80	16.7	501.0	278.3	10.0	380.0	43.9%
2023-2024		204.0	138	67.6%	157	77.0%	1.80	20.3	610.0	338.9	11.0	400.0	51.0%
2024-2025		304.0	211	69.4%	222	73.0%	2.60	30.6	918.0	353.1	14.0	530.0	58.1%
2025-2026		321.0	239	74.5%	254	79.1%	2.20	27.6	829.0	376.8	12.0	455.0	65.1%

** NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/3/2026 7:09:20 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.*

The overall trend in Paralegal course enrollments, FTEF, FTES, and LOAD is positive. Paralegal LOAD increased steadily and consistently over the five-year period to reach its peak by 2025-26. However, it remains considerably below the college target of 525.
The following table provides information about any student sub-populations experiencing disproportionately negative access to your program's courses between 2021-2026:

Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
Male	-19.2%	2025-26
Age Group 18-22	-22.5%	2024-25
	-21.4%	2025-26
Age Group 23-28	-23.1%	2021-22
Less than Part-Time	-15.5%	2021-22
	-14.1%	2023-24
	-11.4%	2024-25
	-10.2%	2025-26

Less than Part-Time students (those taking fewer than 6 units) are consistently underrepresented among students taking Paralegal classes. This observation may be explained by the reasons students enroll in the Paralegal Program. A large segment of students enrolling in the Paralegal Program do so because they want to earn a Paralegal Certificate to work in the legal field and earn higher wages. To earn their Paralegal Certificate faster, they take and complete multiple courses. Less than part-time students may not have the same financial motivations, and therefore may not feel the urgency to complete courses.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

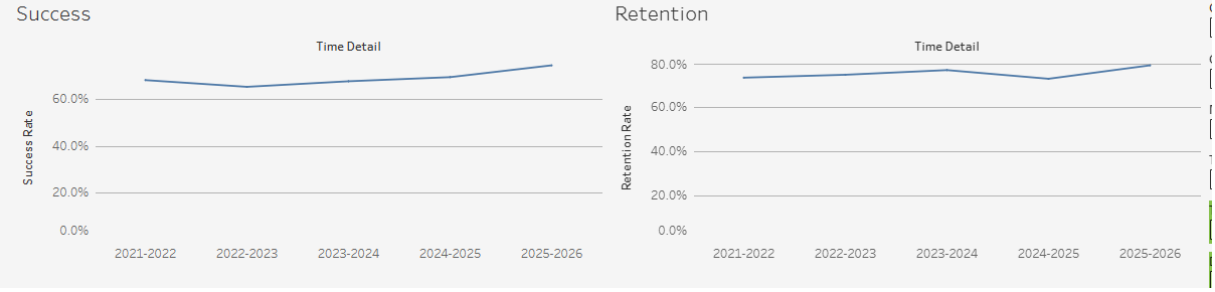
Paralegal overall course success and retention rates improved over the 2021-2022 to 2025-2026 five-year period.

The overall course success rate increased from 68.1% to 74.5%

The overall retention rate increased from 73.5% to 79.1%

2023-2024	204.0	138	67.6%	157	77.0%	1.80	20.3	610.0	338.9	11.0	400.0	51.0%
2024-2025	304.0	211	69.4%	222	73.0%	2.60	30.6	918.0	353.1	14.0	530.0	58.1%
2025-2026	321.0	239	74.5%	254	79.1%	2.20	27.6	829.0	376.8	12.0	455.0	65.1%

** NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/3/2026 7:09:20 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.*



Time Detail	Disaggregation	Course Census En..	Success	Success Rate	Retention	Retention Rate	Total FTEF	Total Ftes	Total Wsch	Load	Section Count	Max Enrollment	Fill Rate
2021-2022		204.0	139	68.1%	150	73.5%	2.60	20.4	612.0	235.4	14.0	540.0	37.8%
2022-2023		167.0	109	65.3%	125	74.9%	1.80	16.7	501.0	278.3	10.0	380.0	43.9%
2023-2024		204.0	138	67.6%	157	77.0%	1.80	20.3	610.0	338.9	11.0	400.0	51.0%
2024-2025		304.0	211	69.4%	222	73.0%	2.60	30.6	918.0	353.1	14.0	530.0	58.1%
2025-2026		321.0	239	74.5%	254	79.1%	2.20	27.6	829.0	376.8	12.0	455.0	65.1%

** NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/3/2026 7:09:20 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.*

Course Success Rates: Equity Gaps

Most student groups show no equity gaps. The gaps that do exist are heavily concentrated in the final 2025-26 academic year, indicating a sudden, recent challenge for a small subset of student populations.

Student Sub-Population	Overall Course Success Rates Equity Gaps	Year of Gap
Multirace	-24.5%	2025-26
Hispanic-Female	-13.1%	2022-23

Multirace-Female	-25.3%	2025-26
Age Group 18-22	-16.3%	2025-26
Disability	-20.4%	2025-26

Course Withdraw Rates: Equity Gaps

Student Sub-Population	Overall Course Withdraw Rate Equity Gaps	Year of Gap
Hispanic-Female	-13.1%	2022-23
Less than Part-time	10.6%	2024-25
	-9.5%	2025-26

Note: Withdraw rates are the inverse of retention rates.

Most groups tracked have no withdraw rate gaps. The few that do exist are scattered across different years, showing isolated challenges for only a small subset of students.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

The overall trend is positive, as both online and synchronous success rates finished near or at their highest points.

In 2021-2022, success rates for asynchronous online courses were 70%, increasing to 75% in 2025-2026.

Synchronous online courses have only been offered since 2024-2025, so the sample size is smaller. The 2024-2025 success rate was 51% but increased to 72% in 2025-2026, demonstrating an upward trend.

Equity gaps by modality

The only equity gaps evidenced by the data were for multiraces.

Multiraces show an overall gap of -24.5% and -25.3% in online courses for 2025-2026.

Multiraces-Female show an overall gap of -25.3% and -26.2% in online courses for 2025-2026.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

The lack of business and legal technology training for Paralegal Program students has hindered their ability to secure employment as paralegals. Even when Paralegal Program graduates are hired, they are often fired within 6 to 9 months because they do not know how to use Microsoft Word and Office 365. They also do not know how to prepare online Judicial Council forms and lack the basic legal technology and legal research skills legal employers and law firms expect paralegals to have.

The resource requests that most directly address this issue are renting the San Mateo County Law Library and partially or fully subsidizing legal technology training through the National Society for Legal Technology (NSLT). Access to these resources will allow Paralegal Program students to use legal research materials, prepare Judicial Council forms, conduct e-filing, and learn to use Microsoft Word and related software.

The College should also encourage students to take workshops or classes to learn Microsoft Word, Outlook, Excel, PowerPoint, and other common business software so they can succeed in school and in the workforce.

AAFPPE membership will provide Paralegal Program faculty with online teaching and learning resources specifically for paralegal education, as well as many other resources.

Recent resource requests to subsidize the purchase of NSLT technology training programs have been approved and will be implemented in Spring 2027. These training programs will also cover basic business software, including Microsoft Office.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not applicable.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

The Paralegal Program systematically assesses all SLOs according to the SLO calendar. Focusing on one SLO per course has led faculty to examine course goals and outcomes in greater depth. However, when courses are canceled, the Paralegal Program cannot conduct the SLO assessment. To maintain the accuracy of SLOs, effort should be made to avoid canceling Paralegal Program courses.

The Paralegal Program continues to evaluate the 3-year SLO assessment plan to address course scheduling challenges more efficiently.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

After reviewing the SLO assessments, the Paralegal Program faculty met to discuss the results. Further evaluation is underway to modify assignments and goals and strengthen the link between SLOs and course assignments.

Paralegal Program faculty state that the current standardized SLO assessment requirement yields a low return on investment (ROI) relative to the significant administrative load required. The Paralegal Program recommends that the college explore alternative, more meaningful assessment strategies, such as

authentic project-based assessments or program-level portfolio reviews, that better capture student learning without imposing repetitive administrative burdens.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

In alignment with the College's three-year assessment plan, the Paralegal Program maps course-level learning outcomes (CLOs/SLOs) directly to overarching Program Learning Outcomes.

The Paralegal Program uses its Three-Year Assessment Plan to guide the assessment of Program Learning Outcomes (PLOs). PLOs are assessed through coursework, assignments, and other activities that measure students' understanding of legal concepts and their ability to apply the skills needed when working as paralegals in the legal field.

The Paralegal Program faculty review assessment results to help the program identify areas where students are doing well and where additional instruction or support may be needed. The Paralegal Program continues to review LEGL course content, assignments, and learning resources to ensure they support the PLOs and prepare students to work as paralegals in the legal field.Further documentation of assessment findings and resulting improvements will be needed to identify specific changes made in response to student performance.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections),curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

The Paralegal Program should continue offering asynchronous online courses, since this format works well for most female students and for students balancing school with work and family responsibilities. Many students are working adults who need flexibility in completing coursework. Maintaining online offerings, while providing in-person or synchronous options when appropriate, would help meet different learning needs. The Paralegal Program should also review course scheduling and the number of courses offered to ensure students can complete required courses without unnecessary delays, particularly part-time students.

The Paralegal Program can increase enrollment by increasing outreach to prospective students through College counselors, the San Mateo County Bar Association, the San Francisco Bar Association, the San Francisco Paralegal Association, and the Paralegal Section of the Bar Association of San Francisco.

The Paralegal Program should increase recruiting efforts with the San Mateo County Legal Professionals Association, given that Cañada College Paralegal Program students make up 30% of the officers. Outreach should also target the San Mateo County Superior Court, San Mateo County, and the many nonprofit legal organizations in San Mateo and San Francisco counties.

Clear information about the Paralegal Certificate, the required courses, and related career opportunities would help students understand the program and plan their schedules. The Paralegal Program should have an orientation session for students interested in the Paralegal Program to explain what is required and how the Cañada Paralegal Program is different from the Skyline Paralegal Program. The Paralegal Program

should also review opportunities to clarify pathways from the Paralegal Certificate to the Litigation Certificate and the pathways from the Paralegal AS degree to a bachelor's degree and law school. These changes would help the program continue serving current students while reaching new students who may benefit from the flexibility of the Paralegal Program.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

The Paralegal Program is focused on improving student retention and success, especially for students facing financial or other barriers to completing their education.

Increasing use of the CALI open-source textbooks will provide current legal information and reduce course material costs for students. Establishing a Paralegal Honor Society would give students opportunities to connect with classmates, attend educational events, and build professional relationships that support their academic and career goals.

The Paralegal Program should expand its partnership with the San Mateo County Law Library so students can participate in legal clinics and gain practical experience. In addition, the program would like to collaborate with other Cañada College programs that provide immigration assistance to faculty, staff, and students to explore establishing an on-campus immigration law clinic. The Paralegal Program already offers LEGL 272 - Immigration Law, and this collaboration could give Paralegal Program students practical learning opportunities while making better use of existing College resources and avoiding duplication of services.

The College can support these efforts by funding Paralegal technology training resources and creating partnerships with outside organizations to offer practical legal experience to Paralegal Program students.

Continued support for asynchronous online courses is also important because many Paralegal students balance their studies with work and family responsibilities. These efforts would reduce barriers, strengthen student engagement, and help students complete the program.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

The Paralegal Program plans to use SLO and PLO assessment results to identify areas where students may need additional instruction or support. Strategies include providing access to current, low-cost CALI textbooks and learning resources, strengthening course feedback and guidance, and expanding opportunities for students to practice legal research and other workplace skills. The program also plans to establish a Paralegal Honor Society and expand student access to legal clinics through partnerships with the San Mateo County Law Library and other campus programs.

These efforts are intended to give students more opportunities to practice what they learn, connect with classmates and legal professionals, and get help when needed. Reviewing assessment results alongside course success and completion data will help the program determine whether these changes improve outcomes and reduce differences in student achievement.

Program Review

The Paralegal Program's growth over the past four years suggests increased demand and highlights the need to maintain sufficient course offerings, instructional resources, and access to legal research materials and technology. The program should continue to monitor enrollment, course availability, and student success to ensure students can access the courses they need to complete their certificates. Offering courses in formats and schedules that accommodate students balancing school, work, and family responsibilities will also be important as the program continues to grow.

Supporting Information

Tables & Graphs

Tables and graphs are incorporated within the responses to the Comprehensive Program Review Answers.

Non-Personnel Item (2026 - 2027)

Requested Year
2025 - 2026

Program Requesting Resources
Paralegal

Item Requested
Rental of the San Mateo County Law Library for classroom and lab space

Item Description
The Paralegal Program is requesting funding to rent the San Mateo County Law Library to use for classroom and lab space, so that our students can access the legal resources, technology, and research tools that are essential for their training and future employment. Access to the San Mateo County Law Library is a critical component in preparing students to meet the expectations of legal employers and to succeed in a profession that requires accuracy, resourcefulness, and strong research skills.

While our campus library provides general academic support, it does not have the specialized legal materials—such as comprehensive case law databases, practice guides, treatises, form books, and current statutory resources—that paralegal students must learn to use. The San Mateo County Law Library offers all of these tools in one location, along with legal research software that is commonly used in law firms, corporations, and government agencies. Gaining hands-on experience with these resources enables students to build the practical skills required for internships and entry-level paralegal positions. Funding for this request has been in place since approximately 2018, when the Paralegal Program shifted to a completely online format.

Program Goals this Request Supports
This resource request supports our goal of teachng students how to use the legal resources, practice guides, and materials that lawyers are expected to know how to use. It also increases access to technology and technology training that our students need to work as paralegals.

Status
Continued Request - Active

Type of Resource
Facilities Requests

Cost
6,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Renting the San Mateo County Law Library provides Cañada College Paralegal students with access to legal research materials, codes, statutes, published cases, legal practices guides that are not available elsewhere, legal databases, legal reference materials, and access to Lexis and Westlaw, which are needed to teach paralegals the skills they need to work in a law firm or corporation. Renting the San Mateo County Law Library supports student success by providing hands-on experience with the "tools" used in legal practice. The San Mateo County Law Library is open limited hours: Monday through Friday 9:00 am to 3:00 pm. Renting the Law Library allows our students to use the Law Library in the evenings and on the weekends. Renting the Law Library space increases access and reduces barriers for students, especially underserved, working, part-time, and other students who cannot access the Law Library during the limited

public hours. This is especially important for students who work during the day and who may not otherwise be able to afford these resources and promotes equitable access to the training needed to complete the program and prepare for employment.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Renting the San Mateo County Law Library provides LatinX, AANHPI, and Black and African American students with access to legal research materials, codes, case, regulations, databases, and technology needed to succeed in the Paralegal Program. Having the College pay for these resources helps reduce financial barriers and ensures students have opportunities to develop the practical skills paralegals are required to have in order to work as a paralegal, regardless of their financial circumstances. This support promotes equitable access to education, strengthens student preparation for employment, and helps all students pursue their educational and career goals.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Paralegal

Item Requested
Rental of the San Mateo County Law Library for classroom and lab space

Item Description
The Paralegal Program is requesting funding to rent the San Mateo County Law Library to use for classroom and lab space, so that our students can access the legal resources, technology, and research

tools that are essential for their training and future employment. Access to the San Mateo County Law Library is a critical component in preparing students to meet the expectations of legal employers and to succeed in a profession that requires accuracy, resourcefulness, and strong research skills.

While our campus library provides general academic support, it does not have the specialized legal materials—such as comprehensive case law databases, practice guides, treatises, form books, and current statutory resources—that paralegal students must learn to use. The San Mateo County Law Library offers all of these tools in one location, along with legal research software that is commonly used in law firms, corporations, and government agencies. Gaining hands-on experience with these resources enables students to build the practical skills required for internships and entry-level paralegal positions. Funding for this request has been in place since approximately 2018, when the Paralegal Program shifted to a completely online format.

Program Goals this Request Supports
This resource request supports our goal of increasing access to technology and technology training that our students need.

Status
Continued Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
6,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Renting the County Law Library gives paralegal students access to legal research materials, databases, and technology they must know how to use to work as paralegals. The Law Library's materials are expensive and hard to access because it is open to the public for only a limited number of hours (9:00 am to 3:00 pm Monday through Friday). Paying to rent the Law Library supports the SEAP Plan by giving students access to the tools and materials they need to learn how to use them, as well as practical, hands-on learning opportunities and the resources needed to work as paralegals. This funding request reduces barriers for students with limited financial resources and supports equitable access to materials and skills training needed to complete the Paralegal Program and prepare for employment in the legal field.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Renting the San Mateo County Law Library gives LatinX, AANHPI, and Black and African American students access to the legal research materials, databases, and technology they need to succeed in the Paralegal Program. Providing these resources through the College reduces the financial barriers and ensures students have opportunities to develop practical legal research skills, regardless of their financial circumstances. This request for support promotes equitable access to education and educational materials, strengthens student preparation for legal employment, and helps all Paralegal Program students achieve their academic and employment goals.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Paralegal

Item Requested
Funds to subsidize NSLT legal technology training

Item Description
To be hired as a paralegal, law firms, government agencies, non-profits, and other organizations require paralegals to know how to use the technology currently used in the legal field. Canada's paralegal program does not provide this technology training and puts our students at a disadvantage. The National Society for Legal Technology provides this legal technology training to paralegal program and law school students for a fee. Each legal technology training program costs $160 (no discounts), and students access it through NSLT's training platform, similar to homework platforms like Connect. The training and resources comply with all ADA and access requirements, including those implemented in 2026 and those that will be implemented in 2027 and beyond.

We are requesting funds to subsidize the cost of the legal technology training by paying a portion of the cost. The Paralegal Program already uses the legal technology training platform in prior and current paralegal courses, and students purchase it from NSLT or through the Bookstore. Currently, students must pay the full $160 if they purchase the platform directly from NSLT or $212 if they buy it from the Bookstore. This is a heavy financial burden for students, especially with the added cost of the textbook.

This proposal requests funds to cover $60 of the $160 price for students. Students would still have to pay $100 for the legal technology training.

If students drop the course that requires the legal technology training, Canada and the student will receive refunds. Credits would only be issued when the student buys access to the legal technology training platform (similar to a coupon).

Jai Kumar at the Canada Bookstore has everything in place to process the cost and credit for the legal technology training.

Resource Requests

The total amount requested for each semester is $3,600 to cover 60 students for two courses, with 30 students each.

We absolutely need access to this legal technology training platform so that our students can be hired for high-paying positions in the legal community.

If we don't train our paralegal students to use the standard legal technology tools used in a law firm, their Paralegal Certificate will be useless because they won't have the basic skills needed to work in a modern law firm.

Status
Continued Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
7,200

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
This funding request to subsidize the cost of legal technology training supports closing the equity gaps as identified in the current SEAP plan by giving students equal access to the technology used in the legal field. This request also reduces the financial barriers for students who may not be able to afford paying for this on their own. It supports equitable access to necessary legal career-related skills, strengthens student preparation for employment, and helps close achievement gaps by ensuring students have opportunities to develop the knowledge and usage of legal technology skills needed to succeed in the Paralegal Program and in the legal workplace.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Subsidizing legal technology training helps LatinX, AANHPI, and Black and African American students access career-related training that they might not otherwise be able to afford. Providing this training at reduced cost removes financial barriers, addresses equity issues, and gives students the opportunity to master the use of the legal technology they are required to know as paralegals. This supports equitable access to professional development and helps prepare paralegal students for employment in the legal field.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs

effectively serve students and close equity gaps
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Paralegal

Item Requested
Funds to establish the Paralegal Honor Society (Lamda Epsilon Chi) at Cañada College

Item Description
Lambda Epsilon Chi is an honor society that recognizes the academic achievement of paralegal and legal studies students. Honor society chapters are chartered through the American Association for Paralegal Education and cost $250, which includes all the initial materials needed to start a new chapter. Over 150 paralegal honor societies are already chartered, and they hold local, regional, and national conferences that student members can attend. These events provide networking, internship, and employment opportunities to honor society members and build the relationships between Paralegal Program students and attorneys and paralegals. This honor society also offers a national scholarship program for paralegal students who are members.

Program Goals this Request Supports
Funding to establish the Cañada Lambda Epsilon Chi honor society would support student achievement, engagement, and retention in the Cañada College Paralegal Program. The honor society would recognize academic success, encourage leadership and professional development, and give students opportunities to connect with faculty and network with members of the legal community, including judges, attorneys, and paralegals. These activities would strengthen our students' sense of belonging, support their progress toward program completion, and help prepare them for employment in the legal field.

Status
Continued Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
250

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
This funding request supports the SEAP plan by promoting student engagement, academic achievement, and program completion. This requests also elimates equity gaps by strengthening the Paralegal Program students' connection to the College and with the legal community.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Connect students to the academic program(s) and classes they need
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Paralegal

Item Requested
2027 Law Day sponsorship

Item Description
Law Day is an event organized by the San Mateo County Bar Association and the San Mateo County Trial Lawyers Association. The SMCBA rents space at Canada College to honor the winners of the high school mock trial competition, in which Cañada Paralegal Program students participated. Speakers include judges, elected officials, and criminal and civil attorneys and paralegals. Students from 17 different high schools attend, along with judges, attorneys, Canada College students and faculty, and high school teachers and mock trial coaches. This is the final culmination of the mock trial program that Cañada paralegal students volunteer for. Cañada students may also attend this event at no cost and attend the Day in Court program held in January at the start of the mock trial program. Our sponsorship includes the above benefits for our students and a table at the event. This is also an excellent recruiting opportunity for the Paralegal Program and Cañada College, and our sponsorship includes a table and an opportunity to speak at the event.

Program Goals this Request Supports
Sponsoring Law Day supports the Paralegal Program's goals of providing practical learning opportunities, building connections with the legal community, and recruiting new students. The sponsorship allows paralegal students to attend both Law Day and the January Day in Court program at no cost, providing exposure to judges, attorneys, paralegals, and potential career paths. Law Day also recognizes students' volunteer contributions and promotes Cañada College and the Paralegal Program to students and educators from 17 San Mateo County high schools.

Resource Requests

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
1,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Sponsoring Law Day helps close equity gaps by providing Paralegal Program students with free access to career exploration, professional networking, and exposure to legal professionals. This event is free for students, so everyone can attend, even those with limited financial resources. Law Day also increases awareness of the Paralegal Program with local high school students who are interested in working in the legal field and/or attending Cañada College.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Sponsoring Law Day provides LatinX, AANHPI, and Black and African American students with access to legal professionals, career exploration, and networking opportunities.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Resource Requests

Program Requesting Resources
Paralegal

Item Requested
Institutional membership to the Center for Computer-Assisted Legal Instruction (CALI)

Item Description
The Center for Computer-Assisted Legal Instruction (CALI) is a 501(c)(3) non-profit consortium of U.S. law schools, libraries, and non-profit organizations that develops computer-mediated legal education tools to expand access to justice. There are over 1,300 interactive legal tutorials (CALI Lessons), podcasts, free open-source casebooks and textbooks through eLangdell® Press, the A2J Author® tool for self-represented litigants (for use in legal clinics), and additional faculty tools: InstaPoll, Classcaster®, QuizWright® (formative assessments), and discounted registration for CALICon, a teaching and learning conference for faculty.

Program Goals this Request Supports
CALI membership provides access to current legal technology training, expands access to supplemental learning resources, supports student achievement, and provides free textbooks and legal materials to faculty and students.

Status
Continued Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
300

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
The institutonal CALI membership supports closing the equity gaps as identified in the current SEAP plan by helping reduce differences in student achievement and access to learning resources. Interactive lessons allow students to review material and practice legal concepts at their own pace, providing additional support outside the classroom. Funding the cost of CALI also provices students with supplemental learning tools to strengthen their skills, improve academic performance, and progress toward program completion.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Funding the CALI membership gives LatinX, AANHPI, and Black and African American students free access to additional legal lessons and study tools. These resources help students strengthen their skills, review course material at their own pace, and reduce financial barriers to academic success.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Resource Requests

Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Paralegal Program

Item Requested
Sponsorship for the San Franciso Paralegal Association Conference and the Bar Association of San Francisco Paralegal Section Conference

Item Description
Event outreach at the two main Bay Area paralegal conferences: the San Francisco Paralegal Association (SFPA) and the Bar Association of San Francisco (BASF) Paralegal Section Conferences. The $3,500 Silver Sponsorship for the Bar Association of San Francisco Paralegal Section Conference and the $600 for the San Francisco Paralegal Association Conference will provide free entry to our students and faculty, promote our Paralegal Program through digital and print marketing, allow for recruitment of students and faculty, and provide a table to promote our Paralegal Program. The Bar Association Conference will cost $3,500, and the San Francisco Paralegal Association Conference will cost $600.

Program Goals this Request Supports
This request supports paralegal conference attendence for faculty and students and also promotes the Paralegal Program to the legal community to recruit students, faculty, and legal employers

Status
Continued Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
4,100

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
This request closes the equity gap as identified in the current SEAP plan by providing free access to legal education conferences, reducing financial barriers to professional development, exposing students to a range of legal career paths, and promoting awareness of the Paralegal Program among the San Francisco Bar Association, judges, attorneys, paralegals, and other paralegal students. This request also provides free professional development and networking opportunities with legal employers.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
LatinX, AANHPI, and Black and African American students receive free access to legal education conferences, which reduces financial barriers to professional development, exposes students to a range of legal career paths, and promotes awareness of the Paralegal Program among the San Francisco Bar Association, judges, attorneys, paralegals, and other paralegal students. This request also provides free professional development and networking opportunities with legal employers.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Community Connections
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Connect students to the academic program(s) and classes they need
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Paralegal Program

Item Requested
Institutional membership for the American Association for Paralegal Education (AAfPE)

Item Description
Institutional membership for the American Association for Paralegal Education. Institutional membership will provde faculty and students with access to paralegal educator resources, including issues affecting paralegal and legal studies education. Membership will also provide faculty access to the AAfPE Educational Library, containing classroom materials, course content, syllabi, course projects, program assessment plans, rubrics, professional development, and access to listserve discussion boards for faculty. Access to technology help regarding distance education and in class technology is also included. AAfPE also hosts an annual conference and local meetings.

Program Goals this Request Supports
Access to current legal technology training, faculty professional development resources, current legal resources

Status
Continued Request - Active

Resource Requests

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
600

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
AAFPE membership helps paralegal faculty identify teaching practices and student support strategies that can improve outcomes for students who face barriers to success. Using the AAfPE resources will help reduce differences in student achievement and completion rates and give all students an equal opportunity to succeed.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
AAFPE membership helps paralegal faculty learn and adopt teaching practices that better support LatinX, AANHPI, and Black and African American students. This funding request will provide faculty with access to learning resources, help them address barriers to academic success, and help reduce differences in paralegal course completion and student achievement.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively
Improve the financial stability of students

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Paralegal

Item Requested
Institutional fee for AAfPE Spring 2027 virtual conference for all paralegal faculty

Resource Requests

Item Description
Access to the AAfPE Spring 2027 virtual conference includes all Cañada Paralegal Program faculty. Paralegal educators from across the country present sessions addressing the current trends in paralegal education, including the use of AI in the legal field, curriculum creation, teaching strategies, and technology resources.

Program Goals this Request Supports
Continued

Status
New Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
400

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Paralegal faculty participation in the virtual conference supports the SEAP Plan by promoting equitable access to AI educational and legal resources, technology tools, best practices, and legal technology training, helping remove barriers to equity.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
This supports LatinX, AANHPI, and Black and African American students by expanding access to emerging technology skills and helping reduce equity gaps.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help meet the basic needs of Cañada students and other community members
Manage resources effectively
Provide adequate access to technology
Help students explore and find employment in fields of their choice