

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Business, Accounting & Paralegal

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The Paralegal Program (LEGL) at Cañada College was developed in cooperation with the San Mateo County Bar Association to train personnel to assist attorneys in both civil and criminal matters. Instruction focuses on assisting the attorney in interviewing clients and preparing for court appearances, as well as completing legal research and preparing legal documents. The program offers quality paralegal training that leads to a Career Technical Education career as a paralegal, by employing a supportive faculty/student teaching and learning relationship that contributes to personal growth and success for students, by celebrating the entire community's rich cultural diversity, by working cooperatively with business, industry, labor, and public service agencies, while also providing a lower division program to enable students to transfer to baccalaureate institutions. Some graduates of the Program may decide to practice as independent paralegals. As such, we feel that students can benefit by learning entrepreneurial best practices through the Division's Small Business program. Alternatively, a variety of substantive and procedural law-related courses are offered to prepare paralegals for employment in the legal field. Students graduating from this program will be prepared with knowledge of legal concepts and will be equipped to provide legal services in such law-related environments as law offices, corporate legal departments, governmental entities, and other law-related occupations. We continue to believe that the Program's instructional delivery faculty should be a mixture of practicing paralegals and attorneys.

Program Strengths:

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

Providing a quality Paralegal program that leads to a Career Technical Education career as a Paralegal and is in cooperation with business, industry, labor, and public service agencies.

Providing a supportive faculty/student teaching and learning relationship that contributes to personal growth and success for students.

Providing a lower division program to enable students to transfer to baccalaureate institutions.

Celebrating the community's rich cultural diversity.

Our faculty members are our best asset. The LEGL program consists of four adjunct faculty members who work full time in the legal profession as lawyers or paralegals. Our faculty are high caliber professors teaching the most up-to-date information about their subjects and infusing technology and forms into classroom lectures.

Program Challenges and Proposed Actions:

1. We continue to experience a decline in enrollment.

With the increasing number of attorneys in the workforce, there is greater competition for fewer open positions. Some of the job duties previously done by paralegals are now being done by attorneys. Due to class cancelations, students are asked to enroll in a combination of courses at Canada and Skyline. Moreover, students are asked to provide prior course transcripts so course substitutions can be done, thus creating barriers for student entry and completion.

2. Lack of accreditation by the American Bar Association (ABA).

Professor Jesse Raskin at Skyline College, full-time paralegal faculty, is working with the ABA on accreditation for Skyline's program. We hope to partner with Skyline to be included in the ABA accreditation process.

3. Lack of a program coordinator.

We would like to explore a partnership with the Business, Accounting, and Technology (BAT) program to benefit from their coordinated leadership. Further, the Director of Workforce Development, Alex Kramer, will work to provide coordination leadership for the department moving forward.

Suggested Follow Ups

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2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

[Career Technical](#) [Basic Skills](#) [Transfer](#) [Lifelong Learning](#)
Click here to enter text.

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

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

Suggested Follow Ups

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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".

Response Detail

No Response Information to Display

Narrative

Currently, the Paralegal (LEGL) courses are not part of A-G requirements at our local high schools and we do not have an articulation agreement with the high schools for any of the LEGL courses. The college has programs allowing high students to take courses including LEGL while they are still in high school. Any changes in the LEGL program and the course outlines will not impact the high school enrollment since the courses are degree applicable and transferrable to CSU campuses.

The articulation with CSU campuses has not changed; all LEGL courses are transferrable to CSU campuses as electives.

If there are any changes to any LEGL course outlines in the future, we will work with the Articulation Officer to identify the course equivalent at 4-year institutions, and to ensure that the course outlines meet the CSU course objectives in order to keep the transferability.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3 Community and 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 and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

The makeup of the legal workforce is changing. While technology has played a role to provide more research options and resources, more and more attorneys are managing these tasks on their own, rather than hiring paralegals. As a result, there has been a decline in the demand for paralegal occupations. Even with this decline, we can still work to strengthen our current paralegal students' options once obtaining a degree by providing ABA accreditation. This industry standard for paralegal programs cannot take place without a full-time faculty member's leadership. As such, a conversation with Skyline's full-time faculty member is vital for this process.

Advisory Meetings:

April 19, 2016

Outreach Events:

April 28, 2016 (Connect to College)

Suggested Follow Ups

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3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

[Click here to enter text.](#)

Over the last two years our program has remained consistent in the courses offered and when they have been offered. We continue to offer topical selectives such as Immigration Law to our course offerings. That said, we will continue to strive to improve the program and increase our enrollment numbers through the exploration of innovative methods.

One of our main concerns in regard to the sustainability of our program is declining enrollments. While our program offerings have remained consistent over the years, we believe it is time to begin looking into other modes of delivery of our courses. The majority of our students are ages 23-39 years old. Presently, this group makes up over 50% of our enrollments. Given that this age group is generally technologically savvy, it may be beneficial to our program to begin exploration of offering online courses. Further, we have started exploring simulcasting of our courses, which will allow our program to recruit students throughout the state to take our courses regardless of location. One local college, West Valley College, has adopted this strategy to its benefit. As a result, they have seen increased program enrollments.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

[Click here to enter text.](#)

At the time of this submission, feedback from our last program review is not available.

Suggested Follow Ups

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Response Types: All Responses Types

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

In the spring of 2016, lead faculty member Professor Michael Habeeb, left the LEGL program. As a result of this loss, progress has not been made toward any of the action plans identified in our last program review. In addition, the previous program coordinator, Mallory Stevens was replaced by the Division's new Director of Workforce Development, Alex Kramer. Mr. Kramer will be working to meet the identified goals in 2017-18.

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable?".

Response Detail

No Response Information to Display

Narrative

We continue to request a 7.5 hours-per-week part-time coordinator as the tasks necessary and required to complete (annual program reviews, annual program SLO assessments, ensure course SLO assessment completion, update the program's website, coordinate faculty and advisory board. This request has been in our program review for many years and has not been met. Other options for coordination include:

- 1.) The Paralegal program can become part of one of the larger Meta Majors - such as the Business, Accounting and Technology program. (BAT). With this arrangement, the Paralegal program will benefit from additional resources, support and program coordination;
- 2.) Alex Kramer, Director for Workforce Development, can serve as interim program coordinator to assist this program's growth and stability;
- 3.) Canada's Paralegal program can work with Professor Jesse Raskin, Program Coordinator and faculty in Skyline's Paralegal program to achieve stability and shared program outcomes.

Currently, Alex Kramer will take the lead with this program until other resources can be provided.

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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Response Detail

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Narrative

During the time since the last LEGL program review, the department experienced many staffing changes. The program lost its lead faculty member, Michael Habeeb in spring 2016, and in 2015 another professor, Colleen Smith retired. This has resulted in a lack of leadership amongst adjunct faculty who work full-time day jobs. In addition, the program's counselor, Karen Olesen also retired, and the Division hired a new Dean. Efforts are being made to revamp the program, and our new Director of Workforce Development, Alex Kramer, will be taking on program coordination efforts. To provide further support, a Program Services Coordinator has been hired by the Division to assist in marketing and recruitment efforts to drive program enrollments and retention across all CTE programs.

Suggested Follow Ups

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No Suggested Follow Ups to Display

4	Current State of the Program
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7	Enrollment Trends
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Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Narrative

5-Year Average FTES Load Fill Rate % Coordinator FT Faculty

HMSV 28.69 389.8 72.94% 0 0

CBOT 73.7 420.6 74.54% 1 1

ECE 180.45 500.8 79.02% 1 2

FASH 90.06 457 73.10% 1 2

INTD 57.19 362.4 69.54% 1 1

MEDA 70.94 361.4 75.20% 1 2

LEGL 21.4 370.6 54.18% 0 0

MART 88.52 530.2 76.67% 1 2

BUS 52.8 476.4 79.94% 1 2

As depicted in the table above, LEGL is the lowest performing program in relation to FTES, load and fill rates. The program has lacked a full-time faculty member, coordinator, and counselor since its last program review. We believe that these resources work to improve productivity, student success and retention, and strengthens the program. That said, efforts are taking place to revitalize the program to meet enrollment standards including the exploration of online courses, simulcasting and the integration of the LEGL program into Business, Accounting and Technology.

Census Headcount End of Term Headcount FTEF FTES Load Sections Max Enroll Fill Rates

2011/12 235 201 1.66 24.64 445 12 390 60.30%

2012/13 242 218 2.1 25.49 364 14 448 54.00%

2013/14 237 212 1.88 24.65 393 13 420 56.40%

2014/15 179 157 1.45 18.61 386 9 310 57.70%

2015/16 134 118 1.54 13.63 265 9 315 42.50%

When comparing course offering patterns, it is evident that this program's enrollment has been in decline since 2013. While most of the prerequisite courses have historically had high enrollments that produced high fill rates, those courses, while offered in the same format, location and general time frame, are now only filling at approximately half of the rate they were previously. This could be due to a number of reasons including the lack of a program coordinator, articulation agreements, and marketing efforts. As a result, courses have dropped in enrollment.

In order to counter these trends, a number of actions must take place. First and foremost, Director of Workforce Development, Alex Kramer will be acting as program coordinator. Next, the program will benefit from marketing efforts spearheaded through the Strong Workforce Program funding that the District obtained from the state. These funds will assist in coordinated marketing efforts to drive enrollments in CTE programs. Next, the exploration of online course offerings and simulcasting of these courses can work to boost FTES. Finally, the integration of, or cross-listing of LEGL into other higher enrolled programs such as business may work bring enrollments back to where they were historically.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Response Detail

No Response Information to Display

Narrative

As the chart above clearly depicts, in order to meet college equity standards, the LEGL program must work to recruit more students from various backgrounds. The largest equity gap noted is a lack of student of Asian descent. In order to fill this gap, it is vital to reflect these students in marketing and outreach materials in order to increase enrollment of these populations. The college can support this effort by providing marketing support through the Strong Workforce Program and by providing additional resources through the marketing department.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

This program has historically not offered courses online. As such, there is no data to review for online course completion and success rates.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

All SLOs are systematically assessed. Focusing on one SLO per course has resulted in more in depth examination of course goals and outcomes by faculty. However, as of this program review, spring and fall 2016 SLO assessments need to be entered. In the fall 2016 semester three courses were cancelled due to low enrollments. Moreover, this program lacks a program coordinator who can organize the SLO assessment process for adjunct faculty members.

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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

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

Response Detail

No Response Information to Display

Narrative

The faculty discuss the SLOs and SLO assessments each spring to evaluate the process and the assessment outcomes. As a result, the SLOs are more specific and more helpful with our program evaluation.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

Due to course cancellations and the lack of a program coordinator, program level outcome assessments have not yet been entered in TracDat. We plan to address this situation when leadership is in place.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display