De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Paralegal Studies |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The paralegal studies mission statement is:  **Our Students Will Be Able to:**   1. Demonstrate effective legal knowledge and practical skills necessary to perform substantive legal work under the direction of an attorney 2. Demonstrate appropriate paralegal skill development and professionalism through practical experience 3. Demonstrate an understanding of ethical responsibilities in the paralegal professional 4. Articulate the paralegal's role in the delivery of legal services to the public 5. Write clearly and think analytically 6. Read, analyze, and synthesize complex information in an organized and logical manner 7. Utilize technology necessary to meet employer needs 8. Manage multiple projects and tasks   The mission statement of the Paralegal Studies department directly relates and restates in pertinent part the Institutional Core Competencies. The program is a legal studies program, and the curriculum itself not only provides practical experience, but instills a sense of direct responsibility and reflection on how law shapes society. Students are encouraged to develop leadership skills and take their place as a functioning member of a legal team. They are also instilled with an understanding of the importance of their role, as well as how what they do affects the community and society as a whole. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | The primary focus of this program is career/ technical |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 0 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 25 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 0 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 42 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | The number of AA degrees has decreased 38%, while the number of certificates of achievement has increased 31%.  Enrollment for Paralegal Studies increased during the pandemic, which directly correlates to the increase in certificates. Because students receiving a certificate must possess an Associate’s degree or higher, it is assumed that the decrease in degrees awarded means that (1) students do not meet the GE qualifications necessary in order to be awarded an AA degree in Paralegal Studies at De Anza; (2) students are not aware that they qualify and do not petition for the AA degree in Paralegal Studies; and/or (3) students are not interested in applying for the AA degree in Paralegal Studies. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | Many students come to the program possessing an Associate’s degree or higher, and a career as a paralegal is often a second one, chosen after pursuing another course of employment. In California, one cannot legally be employed as a paralegal without a Certificate or meeting other minimum qualifications. Increasing awards is about driving enrollment, and the De Anza program currently requires more credits than any other paralegal program in the Bay Area.  In order to increase the number of associates degrees awarded, the department will collaborate with appropriate departments in the College to ensure that students receiving the certificate are aware of an option to receive the Associates degree. The department will also increase communication and outreach to students.  Additionally, Paralegal Studies has instituted three new certificate programs designed to reduce the number of credits required to earn a certificate, and are expected to be available Fall of 2022. Once these certificates are confirmed with the College and made available in the catalogue, a campaign for outreach efforts to employers and the public through direct contact and via professional organizations will be launched. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx  Paralegal studies is above negotiated levels for the 2019-2020 year in almost all areas for which there is data.  Interventions and activities to continue this positive trend will focus on faculty education and awareness, and increasing program enrollment. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | EDD Labor Market data (LMI) for Paralegal and Legal Assistants in California for the San Jose – Sunnyvale – Santa Clara MSA for 2018-2028 reflect an increase in jobs of 26.6% compared to 13.7% statewide.  According to May 2021 BLS data, the median hourly wage for Paralegals and Legal Assistants is $39.46, with an annual mean wage of $90,640.  The regional job market for Paralegals and Legal Assistants is strong with significantly lucrative pay. Once the program changes outlined in this review are implemented, Paralegal Studies will continue to be well positioned to continue its strong performance of graduating skilled and well-educated paralegals for the workforce. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 0 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 0 |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 0 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | There has not been a change in resources or employees outside of teaching faculty. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Prior to the pandemic, enrollment was declining and the program was having a difficult time remaining viable, as classes were repeatedly cancelled due to low enrollment. The program streamlined course offerings in an effort to boost enrollment and guard against cancellations, and a class sequence was developed to assist students in completing the program in a streamlined manner.  Shortly after these changes were implemented, the pandemic hit and enrollment dramatically increased. Much of this was due to the fact that the program could now serve students who are not in the area and / or who were previously unable or unwilling to attend class in person.  Due to the College’s drive to hold classes on campus, it is anticipated that enrollment will decrease for classes with an onsite component. Many students in the program work while attending school, and other paralegal programs that compete with De Anza offer programs that are completely hybrid online. While the need and desire to be on campus is understandable, it is anticipated that current enrollment trends will not continue without a fully remote certificate program. Paralegal Studies intends to structure fully remote certificate programs to be offered beginning Fall 2022 |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Paralegal Studies tends to have a slightly higher enrollment of African American and Latinx students, and slightly lower percentages of Filipinx, and Pacific Islander students when compared to the overall College enrollment.  It should be noted that success rates for African American, Latinx, and Filipinx students in the program are consistently higher when compared to a percentage of the College overall. The Program achieved an 82% success rate for these students in the 2020-21 school year compared to the 72% success rate of the college student population. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Paralegal Studies course success rates for African American, Latinx, and Filipinx students have ranged from 75% to 84% from 2016-17 to 2020-21, and from 84% to 88% for the same period Asian, Native American, Pacific Islander, White, and Decline to State Students, which is measurably higher than that of the overall College enrollment.  Based on the presented data, the age and education level of students who enroll in Paralegal Studies may play a factor. For example, for the 2020-21 year, only 33% of Paralegal Studies students were 24 or younger, compared to 74 % of overall students enrolled in the college. Likewise, 56% of students in the program possess an associate’s degree or higher, compared to 11% of students overall. It is reasonable to assume that the age and education level of the students entering the Paralegal Studies program would mean that they are better prepared for a course of study and success in the program. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | In the Paralegal Studies program, Filipinx, and Latinx students are the most disproportionately affected, with Asian, African American, White and Male students as the most successful.  The Dean of the SSH Division is focused on equity, and discussions regarding strategies to increase student success for underserved populations is prioritized. More exposure to the program’s faculty regarding these initiatives, especially as new faculty are onboarded, will help raise awareness and may be helpful in closing these gaps. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | N/A |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | N/A |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | N/A |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | No. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | At this time, the department is under the guidance of Dr. Elvin Ramos, who provides mentoring, programs, and support for equity initiatives. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Not at this time. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | The program has not undergone an SLO assessment from Spring 2020 to Spring 2022. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | N/A |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | The single largest negative budget impact was the elimination of the full-time position in 2018, which left the Paralegal Studies program with no dedicated full-time faculty. This situation was corrected this year, when the program received approval to hire a full-time instructor. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | N/A |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | The department has received approval for a much-needed full-time position. However, four adjunct faculty have retired / resigned in the past two years, and hired one adjunct faculty member, leaving four adjunct faculty who are regularly able to teach the courses offered. An additional full time faculty will be a great asset for the department.  Courses offered by Paralegal Studies are specialized, and instructors must have practical knowledge of the areas of law that they teach. With the departure of 50% of the faculty, the department has lost a great deal of experience and expertise. |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | As the program is ABA approved, it must hire faculty who have the knowledge and experience to teach the courses offered. Currently, some classes lack instructors completely, and some courses are taught by instructors who are not fully qualified to teach them. In order to maintain ABA approval, it is important that adjunct faculty with specialized knowledge be hired into the program. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Paralegal studies has no staff assigned to support the program. As the program grows, a staff position request will be warranted. |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | No equipment to support the program is needed. Rather, continued funding for online research tools is needed. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | N/A |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | N/A |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | The program requires budget – which it receives through Perkins funding – to provide professional development opportunities through the AAfPE. This is sufficient provided this funding stays in place. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | N/A |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | N/A |
|  | Submitted by: | APRU writer’s name | Yvonne Mills |
|  | Last Updated: | Give date of latest update | 2021-2022 |