

**Instructions:** The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:papemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success Section

III: Equity

Section IV: Assessment Cycle

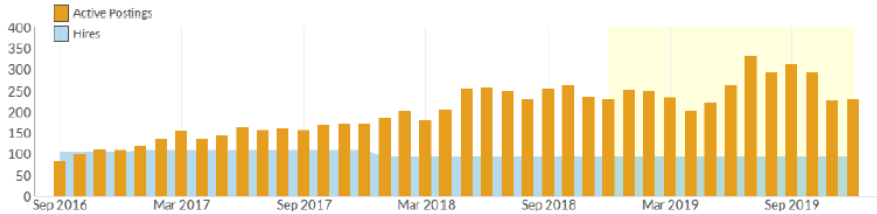
Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	<b>Information Requested</b>	<b>Explanation of Information Requested.</b> <b>TracDat Help button will reveal the same cues (sorry no hyperlinks)</b>
	<b>Program Description</b>	
	Department Name:	<b>Paralegal</b>
	Program Mission Statement:	Our students will be able to <ul style="list-style-type: none"> <li>• Evaluate, critique and analyze legal and factual information related to critical thinking</li> <li>• Synthesize and analyze such information effectively, both in writing and orally, related to communication and expression</li> <li>• Compare and contrast the American and California legal systems, demonstrating how they are situated in the global environment related to global, cultural, social and environmental awareness</li> <li>• Determine legally relevant facts related to information literacy, using diverse source materials</li> <li>• Assess whether given information is sufficient to evaluate a legal issue</li> <li>• Utilize appropriate resources to obtain relevant needed information related to information literacy</li> </ul>

I.A.1	What is the Primary Focus of Your Program?	Career Technical Education
I.A.2	Choose a Secondary Focus of Your Program.	Transfer
I.B.1	# Certificates of Achievement Awarded	0

I.B.2	# Certificates of Achievement-Advanced Awarded:	32
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	0
I.B.4	# AA and/or AS Degrees Awarded:	33
I.B.5.	Strategies to Increase Awards	<p>There was a slight increase from 2017-2018 (65 vs. 62). Since most of our students come to the Paralegal Program with Bachelor's degrees, completion of the program means they are eligible to receive both the Certificate of Achievement Advanced and the AA degree. Faculty is exploring the following ways to increase awards:</p> <ol style="list-style-type: none"> <li>(1) Revising the number of electives and increasing the number of required courses. Several students indicated that they have been waiting for certain electives to be offered in order to graduate. This is currently been investigated by faculty and the program advisory board.</li> <li>(2) Creating a short path Certificate of Achievement in Intellectual Property. It is not unusual for students who already work in the legal field to come to De Anza to obtain a paralegal certificate because they are seeking advancement. Because the ABA requires a paralegal program to have 27 quarter credits in order to issue a paralegal certificate, the feasibility of creating a Certificate of Achievement concentrated in Intellectual Property (28 credits) is being explored. Intellectual Property is a hot market for paralegals and other timekeepers in Silicon Valley. This would allow those who are already working in the legal field, or who want to get into Intellectual Property, and who possess an AA, AS, or BA, BS the ability to obtain a certificate more quickly, without taking courses in areas in which they have no career aspirations.</li> <li>(3) Creating a pathway to Law Program. Lincoln Law School has been interested in partnering with De Anza to create a pathway to law school for those who are interested in becoming lawyers. Lincoln is designed for working adults, with a tuition rate much lower than neighboring schools. This may be a viable option -- at no cost to De Anza -- that may attract students. Additionally, students may have access to Lincoln's law library, which would satisfy some of the requirements of the ABA regarding reference materials. Please note that inquiry into the feasibility of this program is in its early stages, and much has yet to be explored.</li> </ol>
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	<p>In the most recent College Core Indicator Information for the Paralegal Program for 2018-19 compared to 2017-18 shows:</p> <ul style="list-style-type: none"> <li>• Improvement in Technical Skill Attainment (93.16 to 93.53) which is above the target.</li> <li>• Increase in the Certificate and Degree Completions (88.16 to 92.21) which is above the target.</li> <li>• Slight increase in Persistence and Transfer (77.05 to 77.65). However, it is below the target. <b><i>This is an area that needs improvement.</i></b> Perhaps having an annual schedule can</li> </ul>

		<p>help with getting students on course to completion. With the hiring of a CTE counselor could also be beneficial to the students is effectively used.</p> <ul style="list-style-type: none"> <li>• Increase in Employment (80.00 to 81.54). This is again above the target.</li> <li>• Increase in Non-traditional Participation - men are the non-traditional population in Paralegal (23.16 to 29.41) which is above the target.</li> <li>• Non-traditional Completions (27.85 to 31.25) which is also above the target.</li> </ul> <p>As shown, with the exception on one area, the Paralegal program at De Anza College exceed the targets.</p>														
<p>I.C.2</p>	<p>CTE Programs: Labor Market Demand and Industry Trends :</p>	<p><u>CORE INDICATORS</u></p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;"><u>Target</u></th> </tr> </thead> <tbody> <tr> <td>1) Technical Skill Attainment - Student success at the course level</td> <td style="text-align: right;">91.75%</td> </tr> <tr> <td>2) Completions - Certificates and degrees awarded</td> <td style="text-align: right;">81.97%</td> </tr> <tr> <td>3) Persistence and Transfer - Persistence in higher education</td> <td style="text-align: right;">81.55%</td> </tr> <tr> <td>4) Employment/Placement - Based on CA EDD UI Wage data</td> <td style="text-align: right;">73.23%</td> </tr> <tr> <td>5) Equity: Non-Traditional Participation - By underrepresented gender</td> <td style="text-align: right;">26%</td> </tr> <tr> <td>6) Equity: Non-Traditional Completion - By underrepresented gender</td> <td style="text-align: right;">30%</td> </tr> </tbody> </table> <p>Regional Labor Market data (LMI), Jan 2020, the average monthly posting (Dec 2018-Dec 2019) was 259 and the average hiring at the same period was 95. As shown below, there is significant increase in demand. The LMI data also shows a predicted increase of 4.3% (2020-2025).</p>  <p>According to Paralegal411.com:</p> <p>30,790 paralegals and legal assistants were employed in California as of 2017.2 The Bureau of Labor Statistics projects 15% national employment growth for paralegals and legal assistants nationwide from 2016 to 2026 (per the Bureau of Labor Statistics). This projected growth is slightly above the average projection for all occupations and is expected to be slightly higher within California, at 18% during the same time period.1 The overall expansion of the profession and its established presence in California are favorable conditions for the creation of future positions throughout the state. In addition to the many law firms within the state, the strong corporate presence in major cities is expected to</p>		<u>Target</u>	1) Technical Skill Attainment - Student success at the course level	91.75%	2) Completions - Certificates and degrees awarded	81.97%	3) Persistence and Transfer - Persistence in higher education	81.55%	4) Employment/Placement - Based on CA EDD UI Wage data	73.23%	5) Equity: Non-Traditional Participation - By underrepresented gender	26%	6) Equity: Non-Traditional Completion - By underrepresented gender	30%
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		<p>sustain a sizable demand for paralegals in California as companies diversify their legal departments.</p> <p>The Table below shows the average salary (Data from the Bureau of Labor Statistics)</p> <table border="1" data-bbox="848 334 1778 773"> <thead> <tr> <th>Metro Area</th> <th>Number Employed</th> <th>Average Annual Salary</th> </tr> </thead> <tbody> <tr> <td>Anaheim-Santa Ana-Irvine</td> <td>3,480</td> <td>\$51,900</td> </tr> <tr> <td>Fresno</td> <td>660</td> <td>\$53,040</td> </tr> <tr> <td>Los Angeles-Long Beach-Glendale</td> <td>10,360</td> <td>\$53,630</td> </tr> <tr> <td>Oakland-Hayward-Berkeley</td> <td>2,320</td> <td>\$57,690</td> </tr> <tr> <td>Oxnard-Thousand Oaks-Ventura</td> <td>280</td> <td>\$83,370</td> </tr> <tr> <td>Riverside-San Bernardino-Ontario</td> <td>1,770</td> <td>\$69,240</td> </tr> <tr> <td>Sacramento-Roseville-Arden Arcade</td> <td>1,800</td> <td>\$55,700</td> </tr> <tr> <td>San Diego-Carlsbad</td> <td>2,930</td> <td>\$64,130</td> </tr> <tr> <td>San Francisco-Redwood City-South San Francisco</td> <td>2,780</td> <td>\$79,600</td> </tr> <tr> <td>San Jose-Sunnyvale-Santa Clara</td> <td>1,780</td> <td>\$78,220</td> </tr> </tbody> </table> <p>The median wage for paralegals in Santa Clara county is approximately \$77,000 with a high of approximately \$92,000.</p>	Metro Area	Number Employed	Average Annual Salary	Anaheim-Santa Ana-Irvine	3,480	\$51,900	Fresno	660	\$53,040	Los Angeles-Long Beach-Glendale	10,360	\$53,630	Oakland-Hayward-Berkeley	2,320	\$57,690	Oxnard-Thousand Oaks-Ventura	280	\$83,370	Riverside-San Bernardino-Ontario	1,770	\$69,240	Sacramento-Roseville-Arden Arcade	1,800	\$55,700	San Diego-Carlsbad	2,930	\$64,130	San Francisco-Redwood City-South San Francisco	2,780	\$79,600	San Jose-Sunnyvale-Santa Clara	1,780	\$78,220
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I.D.1	Academic Services and Learning Resources: # Faculty Served	0																																	
I.D.2	Academic Services and Learning Resources: # Students Served	0																																	
I.D.3	Academic Services and Learning Resources: # Staff Served	0																																	
I.E.1	Full Time Faculty (FTEF)	2.5 (there was a retirement 1.0 retirement that is not included in this figure, article 21).																																	
I.E.2	# Student Employees	0																																	
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	100% part time as of Winter 2020.																																	

I.E.4	# Staff Employees	0
I.E.5	Changes in Employees/Resources	With the retirement of the program's only full-time faculty, March 29, 2019, an initial team of four was established. This has shrunk to a team of two dedicated adjuncts plus the Dean who has been acting as the program director. Having a program director is essential to the ABA accreditation. This issue needs to be address. The lack of full-time faculty who can also act as a program director could have negative impact on both enrollment and accreditation.
	<b>Enrollment</b>	
II.A	Enrollment Trends	Compared to 2017-18, there has been a 21% decline in enrollment. Over 5% period, there was a decline of 48.7%, but it should be noted that there was a reduction of 39.3% in the FTEF during the same period. The Team of Four believe the program was neglected in a few key areas that we are undertaking various strategies including set an annual schedule and career fairs to increase enrollment. Converting some of the courses to online and hybrid could improve enrollment since the majority of the students work 8AM to 5PM.
II.B	Overall Success Rate	The overall success rate of the program for 2018-19 was 83%. There was no change from 2017-18. This is a continuation of a long term positive trend, and the current success rates are some of the highest in the Division.
II.C	Changes Imposed by	The program is accredited by the American Bar Association (ABA). A comprehensive report for accreditation was submitted in 2019 and the team conducted a site visit in Feb 2020. ABA requires certain standards among which is having a program director. The APA accreditation is essential for the program to be viable.

	Internal/External Regulations																																																							
	<b>Equity</b>																																																							
III.A.1	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	<p>Although there was a decline in the targeted student enrollment, the program continues be diverse. Conducting career fairs and better counseling could help in increasing the enrollment of targeted population. It is worth noting that the numbers are above the college average.</p> <table border="1"> <thead> <tr> <th>Year</th> <th colspan="2">2017-18</th> <th colspan="2">2018-19</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>54</td> <td>6%</td> <td>35</td> <td>5%</td> <td>-1%</td> </tr> <tr> <td>Asian</td> <td>206</td> <td>24%</td> <td>202</td> <td>30%</td> <td>6%</td> </tr> <tr> <td>Filipinx</td> <td>42</td> <td>5%</td> <td>9</td> <td>1%</td> <td>-4%</td> </tr> <tr> <td>Latinx</td> <td>259</td> <td>30%</td> <td>179</td> <td>27%</td> <td>-4%</td> </tr> <tr> <td>Native American</td> <td>13</td> <td>2%</td> <td>5</td> <td>1%</td> <td>-1%</td> </tr> <tr> <td>Pacific Islander</td> <td>4</td> <td>0%</td> <td>2</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>White</td> <td>262</td> <td>31%</td> <td>222</td> <td>33%</td> <td>3%</td> </tr> <tr> <td>Decline to State</td> <td>18</td> <td>2%</td> <td>17</td> <td>3%</td> <td>0%</td> </tr> </tbody> </table>	Year	2017-18		2018-19		Difference	African American	54	6%	35	5%	-1%	Asian	206	24%	202	30%	6%	Filipinx	42	5%	9	1%	-4%	Latinx	259	30%	179	27%	-4%	Native American	13	2%	5	1%	-1%	Pacific Islander	4	0%	2	0%	0%	White	262	31%	222	33%	3%	Decline to State	18	2%	17	3%	0%
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III.A.2	Targeted Student Populations: Growth and Decline	The decline is mainly a result of the college wide decline in enrollment.																																																												
III.B.1.	Closing the Student Equity Gap: Success Rates	<p>For 2018-19, the equity gap was 7% which is higher than 2017-18 which is below the college 2018-19 equity gap (14%). This equity gap is one of the lowest in the division.</p> <p>The data below shows significant decline in the success of African American success rate (57% vs. 83% in 2017-18. Due to significant decline in the Filipnix students. However, due to low enrollment of the Filipnix student enrollment, the sample is too small to provide meaningful data. Regardless, attention to such decline must be communicated with the faculty to implement teaching pedagogies that faster better success rate. The lack of full-time faculty to lead the program could be a contributing factor. Equity training is necessary to bring awareness. Also sharing the data is very important. Most likely faculty are not aware of such statistics.</p> <table border="1" data-bbox="905 602 1587 967"> <thead> <tr> <th colspan="6">Success Grades</th> </tr> <tr> <th rowspan="2">Ethnicity</th> <th colspan="2">2018-19</th> <th colspan="2">2017-18</th> <th rowspan="2">% Diff</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>20</td> <td>57%</td> <td>45</td> <td>83%</td> <td>-26%</td> </tr> <tr> <td>Asian</td> <td>172</td> <td>85%</td> <td>171</td> <td>83%</td> <td>2%</td> </tr> <tr> <td>Filipnix</td> <td>5</td> <td>56%</td> <td>31</td> <td>74%</td> <td>-18%</td> </tr> <tr> <td>Latinx</td> <td>150</td> <td>84%</td> <td>213</td> <td>82%</td> <td>2%</td> </tr> <tr> <td>Native American</td> <td>5</td> <td>100%</td> <td>10</td> <td>77%</td> <td>23%</td> </tr> <tr> <td>Pacific Islander</td> <td>2</td> <td>100%</td> <td>3</td> <td>75%</td> <td>25%</td> </tr> <tr> <td>White</td> <td>187</td> <td>84%</td> <td>225</td> <td>86%</td> <td>-2%</td> </tr> <tr> <td>Decline to State</td> <td>15</td> <td>88%</td> <td>14</td> <td>78%</td> <td>10%</td> </tr> </tbody> </table>	Success Grades						Ethnicity	2018-19		2017-18		% Diff	African American	20	57%	45	83%	-26%	Asian	172	85%	171	83%	2%	Filipnix	5	56%	31	74%	-18%	Latinx	150	84%	213	82%	2%	Native American	5	100%	10	77%	23%	Pacific Islander	2	100%	3	75%	25%	White	187	84%	225	86%	-2%	Decline to State	15	88%	14	78%	10%
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III.B.2	Closing the Student Equity Gap: Withdrawal Rates	<p>For most categories of the Targeted student populations, the withdrawal rate has significantly declined. The highest is for African American students 7% vs. 20% in 2017-18.</p> <table border="1" data-bbox="905 1062 1642 1425"> <thead> <tr> <th colspan="6">Withdraw Rates</th> </tr> <tr> <th rowspan="2">Ethnicity</th> <th colspan="2">2018-19</th> <th colspan="2">2017-18</th> <th rowspan="2">% Diff</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>4</td> <td>7%</td> <td>7</td> <td>20%</td> <td>Improved</td> </tr> <tr> <td>Asian</td> <td>20</td> <td>10%</td> <td>15</td> <td>7%</td> <td>Increased</td> </tr> <tr> <td>Filipnix</td> <td>8</td> <td>19%</td> <td>2</td> <td>22%</td> <td>Improved</td> </tr> <tr> <td>Latinx</td> <td>19</td> <td>7%</td> <td>18</td> <td>10%</td> <td>Improved</td> </tr> <tr> <td>Native American</td> <td>3</td> <td>23%</td> <td>0</td> <td>0%</td> <td></td> </tr> <tr> <td>Pacific Islander</td> <td>1</td> <td>25%</td> <td>0</td> <td>0%</td> <td></td> </tr> <tr> <td>White</td> <td>21</td> <td>8%</td> <td>19</td> <td>9%</td> <td>Improved</td> </tr> <tr> <td>Decline to State</td> <td>4</td> <td>22%</td> <td>0</td> <td>0%</td> <td></td> </tr> </tbody> </table>	Withdraw Rates						Ethnicity	2018-19		2017-18		% Diff	African American	4	7%	7	20%	Improved	Asian	20	10%	15	7%	Increased	Filipnix	8	19%	2	22%	Improved	Latinx	19	7%	18	10%	Improved	Native American	3	23%	0	0%		Pacific Islander	1	25%	0	0%		White	21	8%	19	9%	Improved	Decline to State	4	22%	0	0%	
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<b>III.B.3</b>	Closing the Student Equity Gap: 2018-19 Gap	For 2018-19, the equity gap was 7% which is higher than 2017-18 which is below the college 2018-19 equity gap (14%). This equity gap is one of the lowest in the division.
<b>III.C</b>	Action Plan for Targeted Group(s)	From 2006, the Social Sciences and Humanities division has read books aimed at improving classroom success for all students with targeted populations particularly in mind with a division program we called Conversation-Application-Reflection (C.A.R.). The last couple of years, with the exception of 2017-18, the division devoted attention to what we called Social Scientist Spotlight (SSS) using a modified version of Jeff Schinske's model so that particularly targeted populations could see themselves in the work of social scientists of color.
<b>III.D</b>	Departmental Equity Planning and Progress	C.A.R. and SSS are professional development tools centering around "Best Practices." Paralegal will be more involved in implementing C.A.R. and SSS in the classroom as we have conversations and reflections in department meetings.
<b>III.E.</b> Yes/No o Box	Assistance Needed to close Equity Gap	The program will make a major effort to conform to the requirements of the PLOAC Summary, which we have not been conforming to in the past.
<b>II.F.</b> Drop down box with goals	Integrated Plan goals: current student equity data and action plan	Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap
<b>Assessment Cycle</b>		
IV.A	PLOAC Summary	The program will make a major effort to conform to the requirements of the PLOAC Summary, which we have not been conforming to in the past.
IV.B	SLOAC Summary	improvement is needed in completing the SLOACs.
<b>Resource Requests</b>		
V.A	Budget Trends	Previous to this academic year the program was granted lottery funds to use to obtain passwords to Westlaw for our students to use in a variety of classes. It is a requirement of the American Bar Association that in order to maintain approval a paralegal program must provide to its student access to either up to date legal print materials or online resources. As the library elected to suspend keeping up our legal collection the program was forced to obtain passwords from Westlaw. Perkins funds cannot be used for an ongoing subscription so the program must look to other sources to meet this ABA requirement. Approximately \$9000. -- The ABA site visit team recommended that the passwords be provided to all enrolled students. This was a suggestion, not a requirement. They also recommended that we update two hard copy collections in the library, and destroy other out-of-date books.

V.B	Funding Impact on Enrollment Trends	The inability to provide access to the ABA-required, legal research tools may drive students to other competing programs where they can learn how to use online research. It should be noted the program could lose its ABA approval, which we have worked so hard to regain in recent months. This would clearly result in the death of a program that the team of 4 has worked so hard to resuscitate.
V.C1	Faculty Position(s) Needed	1 Full Time Faculty. Due to the fact that that may take up to a year to happen, workforce funding to support interim director on part time basis is required to maintain accreditation and keep the program viable and functioning (\$20,000) Additionally, a request for \$10,000 for course development and conversion is requested since the program does not have a full time faculty.
V.C.2	Justification for Faculty Position(s):	The only full-time faculty who also acted as the program retired on March 29, 2019. The ABA representatives indicated that a full-time person must oversee the program.  This is also a CTE program which awards over 60 degrees and certificates annually and is essential to meet the demand of the local workforce needs. With the new funding formula, building the program could contribute to healthy financial status of the college. Since local and regional workforce funds are allocated based on CTE enrollment. The program is vital to the college.
V.D.1	Staff Position(s) Needed	0
V.D.2	Justification for Staff Position(s):	
V.E.1	Equipment Requests	None
V.E.2	Equipment Title, Description, and Quantity	The program has no need for hardware/equipment, but has a great need for software in the form of the Westlaw passwords as described in section V.A above.
V.E.3	Equipment Justification	See above
V.F.1	Facility Request	None
V.F.2	Facility Justification	None
V.G.	Equity Planning and Support	None
V.H.1	Other Needed Resources	None besides the software requested above.
V.H.2	Other Needed Resources Justification	None besides the software requested above



V.J.	“B” Budget Augmentation	None besides the software requested above
V.K..1	Staff Development Needs	None
V.K.2	Staff Development Needs Justification	
VI.	Closing the Loop	De Anza students have a high rate of employment after completion of the program, and employers report that they find our students to be well trained and ready to make a great contribution to the needs of the employer. With support of the team of 3, which includes the dean, and the strong support of the Advisory Board, which is planning its third Job Fair, May 5, 2020, we believe the program will attract many more students and begin to turn around serving many more students. We are heartened by an uptick in success rates of our targeted populations during the most recently reported academic year, 2017-18. Paralegal faculty will be meeting with Mary Pape in early spring quarter to do SLOACs and PLOACs, which have not been adequately done in the past five years. The Advisory Board, the team of 3 and Paralegal faculty are in high anticipation of a program that will serve our students better.
	Submitted by:	Moaty Fayek, Yvonne Durham Mills, and Jim Karkas
	Last Updated:	02-26-2020