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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Paralegal Studies

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Mary Sessom (Lead), Joan Rettinger, Ed Sturgeon, Brandon Baker, Harold Rucker, Shawn Spaulding

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Q3 Dean/Manager:

Larry McLemore

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

The changes and additions will be captured in detail in another section but to summarize:

All electives are going online with the permission of the American Bar Association.
PARA All Hands meetings with students, faculty, advisory committee and Cuyamaca Association of Paralegal Students (CAPS) have happened each semester.
The legal specialization tracks are 90% implemented

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

Overall, this program has good success rates. They range from a low of 48% to a high of 96% using a combination of assessment methods such as essays, Judicial Council forms, preparation of pleadings, IRACs, and various types of exams. One note is that from FA14 to FA17 the success rate on the SLOs have changed from 48% to 85%.

Instructors use the assessments for improvements. For example, in PARA 100, SLO 1:" Instructor Notes & Comments SLO 1: A few students are struggling to develop their critical thinking skills. They are still working on discerning what the prompt is asking and then answering that prompt. A little more information in the prompt might be useful without actually giving them the answer. (FA18)" Also this for another SLO " More time needs spent in class on a practice case analysis. More emphasis on encouraging students to take their work to the Writing Center FA14"

In FA2012 students in PARA 130 had a 70% passing rate on SLO. These steps were taken: "Instructor Notes & Comments Discussed with Librarian Jeri Elden:
1. Students did not make proper use of the Library online catalog. (10/15/2012)
Any Course Follow-up Plan(s)?
• 1. Schedule a 15-20 minute Library orientation.
2. Librarian would be invited to guest speaker and introduce students to the "basics" including Library catalog and access Fee based databases
(10/15/2012)
By FA18, the success rate on this SLO had improved to 89%.

What appears to be consistent in classes such as Worker's Compensation (PARA 170) and RE 192 (RE Finance) is that basic math needs to be revisited.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

SLOs are mapped to PLOs

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

Yes

Q11 6. Are the PLOs mapped onto the course SLOs? If   **Yes**
you require assistance, please contact Madison Harding
in the IESE Office at madison.harding@gcccd.edu

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

. From FA 2014 through Spring 2019, the program's success rates has steadily been increasing from a low of 72% in FA14 to a high of 76% in SP19.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

This discipline has a current success rate of 76%. We believe the new specialization tracks along with a greater emphasis on the Writing Center and ARC tutors will be also be one of the keys to increasing the program's success rates.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Although the number of female students enrolled is 4/5s more than the males, their success rates are similar. The males come in at 74% and the females at 77%. Of note is the male success rate in FA14 was a low of 65% so the trend is toward higher success rates.

The success rate of our African-American students is lower than that of the total Paralegal student population coming in at 71%. However, some of the semesters included in this rate may have had 1 student in this demographic group. Comparing 2 semesters with identical enrollment numbers (15) SP16 has a 76% rate and FA18 had an 87% rate.

The Hispanic demographic group came in at 72%. There is no discernible trend in success rates over the chosen semesters. This demographic group is the largest overall in terms of enrollment.

White Non-Hispanic are the second largest demographic group in the department.   Their average success rate over the chosen semesters is 84.5%.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

It is our sense that Hispanic students and, to a lesser extent African-American students, are not prepared for the high level of writing skills required in this profession. Anecdotally, the Middle Eastern students are in the same situation.

 In PARA 100, attempts are made to counsel students from the outset into ENG 120 if they have not already had it. The acceleration for English and ESL has removed the basic composition classes from the curriculum. The instructors in PARA 100, a prerequisite course to the other required PARA classes, attempt to help the students by giving written assignments that become increasingly more difficult as the semester progresses while giving them feedback on how to improve. The use of the Writing Center is constantly mentioned and writing tutors are being brought into the lecture to give brief presentation on formal writing. The instructors also make as many spelling and grammar online resources available as possible. PARA 100 is viewed as the gateway to a successful career as a professional so writing and communication skills are emphasized in order to ensure that students take their ENGL classes before moving on in the program.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

PARA 100 has the lowest success rates and course GPAs in the entire program. This is expected as that class is the gateway class to the program. Both PARA 100 instructors will be participating in the @One equity training in the Spring semester. That may prove helpful or not. If there is something that these instructors are missing, then that can be addressed. But it is possible, that it is just the prior education these students have had.

No amount of warnings about the required level of writing in the program will guarantee that students will heed the warnings and take their English/ESL classes in advance of PARA 100.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

The American Bar Association looks at this same data so naturally the program will continue to address these equity gaps with the tactics described above.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

As already mentioned, Writing Center and ARC tutors come into the classrooms to encourage and advise students to utilize their services. The previously limited services of the Career Center have been used for resume preparation. Students are advised to have an educational plan in place before they move out of PARA 100.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?   **Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?

There was only 1 class by 2018 that has been offered 100% online so any comparison at this point is not possible.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your
previous program review goal(s)?   **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Retain ABA Approval

Q26 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q27 Please describe how this goal advances the college strategic goal identified above.

All significant changes in the program must be flagged to the ABA. This is done.

All goals feed into this so our students will be well trained and able to find good paying jobs upon graduation.

Q28 Goal Status   **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Q30 Do you have another goal to update?   **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated?   **Respondent skipped this question**

Q33 Do you have another goal to update?   **No**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:   **Respondent skipped this question**

Q35 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q36 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q37 Goal Status   **Respondent skipped this question**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update?   **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated?   **Respondent skipped this question**

Q42 Do you have another goal to update?   **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:   **Respondent skipped this question**

Q44 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q45 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q46 Goal Status   **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update?   **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated?   **Respondent skipped this question**

Q51 Do you have another goal to update?   **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:   **Respondent skipped this question**

Q53 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q54 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q55 Goal Status   **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for **Respondent skipped this question**
deletion/completion of the goal:

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated?   **Respondent skipped this question**

Q60 Do you have another goal to update?   **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q63 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated?   **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?   **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

:Identify and train Interim Paralegal Studies Director in anticipation of Sessom's retirement in 2021 while awaiting a Full Time hire.

Q70 Which College Strategic Goal does this department   **Organizational Health**
goal most directly support?

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

The ABA requires a program director for its approved programs. The director must be full time faculty but an interim PT will help.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

ABA guidelines
Advisory Committee

Q73 Action steps for this year: **Respondent skipped this question**

Q74 How will this goal be evaluated?

Retain ABA approval

Q75 Do you have another new goal? **No**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2: **Respondent skipped this question**

Q77 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated? **Respondent skipped this question**

Q82 Do you have another new goal? **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3: **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q87 Action steps for this year:

Respondent skipped this question

Q88 How will this goal be evaluated?

Respondent skipped this question

Q89 Do you have another new goal?

Respondent skipped this question

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:

Respondent skipped this question

Q91 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q92 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q94 Action steps for this year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

Yes

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?   **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?   **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?   **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?   **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?   **No**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."   **I am ready to submit my program review**