

# Comprehensive Program Review Report



## Program Review - Paralegal

### Program Summary

#### 2022-2023

**Prepared by:** Pura Cordero

**What are the strengths of your area?:** The Paralegal Program is a fabulous and essential program, which provides our local legal community with a well-educated pool of graduates. Students who successfully complete the program are ready to enter the field as valuable assets to their prospective employers. With that stated, the program has experienced an uptick in enrollment from last year and predicts a consistent enrollment in the future academic years. The strengths of the program are outlined below.

1. The Paralegal (Para) program serves as a hiring source for many attorneys in the local legal community. Although the program is understaffed, it continues to be a source for the legal community when seeking to fill a vacancy within their offices.

Unfortunately, due to a lack of resources for the program, i.e., a classified, I can no longer provide attorneys with individualized service. I have referred the various offices to COS's JobSpeakers. The feedback I am receiving is not as positive as I would hope. When the program had a designated classified person, we were able to comprehend the needs and requirements of the law offices and refer students that would meet the demands. JobSpeakers is simply a job board.

2. The employment indicators for the paralegal profession remain positive. The job outlook for 2020-2030, the field is expected to grow by 12%. An uptick of 2% from the 2019-29 U.S. Bureau of Labor Statistics\* summary shows a 14% growth in the industry, which is 4% more than last year's data and "much faster" than other sectors. \*See repository

3. The number of students obtaining an AS Paralegal degree and declaring paralegal/legal assistant as a major remains steady and in line. From reviewing Tableau data collection, section Program Majors by Department, the paralegal program has a strong showing in unduplicated enrollment, collectively, under the AS and CT-PARA Cert. The multi-year numbers, assessed from 2019-2022, total 228 - an increase of 78 from the previous three-year assessment. That is impressive for a niche program, given the general COS downtick in enrollment numbers due to COVID.

4. The paralegal program strives to achieve an elevated level of success. However, like other COS programs, the paralegal program has experienced a downtick in its overall success rate. Last year's data reflects a 76.3% overall student success rate. The disaggregated data shows the following: Fall 2021 - 80 students enrolled - 74 females, 4 males, and 2 non-Binary, which is an uptick in the female identifier, but fewer males from Fall 2020, which the numbers are as follows: 59 students enrolled - 54 females, 3 males, and 2 non-binary. Retention Rate: dipped to 82.5% and 55% success rate as opposed to Fall 2020: 93.22% with a success rate of 83.05%.

Spring 2022 showed a negligible reduced enrollment by three from spring 2021 but a much-improved retention and success rate at 92.54% and 76.12%, respectively. Compared to Spring 2021, which has a retention rate of 91.55% and a success rate of 71.83%. The retention rates of African Americans and males require further inquiry, which both were at 50%.

5. The retention rate for the paralegal program, in general, is still impressive. In 2017-2018, the retention rate was 68%. With support staff and great efforts, in 2018-2019, we increased the retention rate to 79%. Although COVID became a factor in spring 2020, in 2019-2020, we maintained a retention rate of 78%. 2020-2021 is 76%, and 2021-2022 is 92.54%. According to CCCC's data, the majority of student enrollments fall under the age groups of 20-24 years of age and 30-34 years of age. It may speak to those students that are first entering college and those who are considered returning students, respectively. When looking at those categories along with all enrollees, ethnicity reflects the demographics of the area. However, in terms of gender, disproportionately, the high enrollment numbers stem from students that identify as female. In reviewing the overall Business Divisions Awards and Recipients in Tableau, the paralegal program awards (degrees and certificates) are third only to Bus Adm and Accounting.

6. I continue to remark on another aspect of the paralegal program's success rate, demonstrated or recorded in the data collection. A sizable number of students declare a paralegal major and then change to an AA-T in Law Public Policy, which is transferable to a 4-year university, with the desire to pursue a law degree. Whereas the AS paralegal degree core curriculum units are non-transferable. The paralegal program serves as a direct student conduit to the Pathway to Law School program,

which has a 100% transfer rate to a 4-year university.

**What improvements are needed?:** It seems every year, I comment on the same issues. There is no need for me not to reiterate the various points that would help the program grow and build student enrollment. The program needs resources, namely a classified staffer. I know the public sector is vastly different than the private sector. However, the basic functions remain the same. A program has no assistance in terms of human capital. There is one faculty member - period. Without resources, it will remain inert. The paralegal program, with the assistance of a Strong Work Force Grant, had a classified employee, who assisted me in promotional events, a newsletter, developing a legal résumé writing workshop, high school outreach, a marketing campaign, plus other student and program-centric activities. The program experienced the positive effects of that valuable resource. Unfortunately, when the fund ended, so did the promotional work. I have sought out through Program Review resources. Being only one individual attempting to promote the paralegal program as well as Pathway to Law School has become untenable. The weaknesses I face as the program director are outlined below.

1. One of the program's greatest strengths is also one of its greatest weaknesses: having only one faculty member with no support staff. There is no collegial input on how best to approach the curriculum. I do attend conferences (virtual during the pandemic). However, it is professionally difficult not to have the ability to collaborate in strategizing on how best to enhance the curriculum and overall paralegal program. At present, paralegal classes and business law, Bus 018, which historically has the highest FTES of any business course offered, have no full-time faculty redundancy, unlike other disciplines within the business division: accounting, general business, and computers. In turn, the program review process lies squarely on one faculty member's shoulders. The success or improvements of a program require more than one perspective. It is vital to have appropriate discourse and points of view when assessing a program's strengths and weaknesses, but it must come from someone who understands the discipline - the legal profession.
2. As noted in previous program reviews, the paralegal program is heavily reliant on adjunct instructors. Maintaining a cohesive curriculum is challenging, which is necessary to promote and increase student success rates. Although each course, to some degree, is independent of one another, para courses collectively serve as building blocks for the successful completion of the paralegal degree. The Business Division Chair, and I have experienced issues with adjuncts failing to meet contractual deadlines, not submitting needed paperwork, or not responding to emails. Although the adjuncts are incredibly competent and esteemed practicing attorneys, some fail to meet the basic contractual requirements of being an adjunct, which, in turn, makes collaboration on academic and administrative matters evermore challenging. It limits the program's growth; it limits the number of specialty courses offered, and it is, at times, professionally exhausting. Equally, being the only full-time faculty member for the program has a stifling effect on professional development. In turn, given the reliance on adjuncts, the program has experienced turnover. Two adjuncts have moved out of the area. It is exceedingly difficult to set program standards and maintain a level of continuity.
3. With no classified or another faculty member, the ability to offer the best learning experience for students is strained. I often meet with paralegal students beyond my office hours to help them in their study groups, Zoom meetings, or whichever manner works for them. I am taxed. Students voice their frustration that there is no ancillary help on campus for the program. Adjuncts teach their assigned class and leave, but do not have office hours. With the classified person, it proved to be a great resource for our students and the program. Unfortunately, when the grant ended, so did the position. In turn, action items instituted to promote and grow the program are now ceased for a lack of support staff. On campus, paralegal students are not afforded tutoring, and other resources, because the tutors and writing lab assistants are not versed in the legal field, which is uniquely specific in its language and writing style. I would think that part of student success "push" should be the college providing the requisite resources for students for all programs. Given the lack of resources and assistance in the paralegal program, a classified staff member should be viewed as a necessity and not simply a resource.
4. The paralegal courses we offer are narrow in comparison to other paralegal programs. The ability to provide a wider array of courses, e.g., torts, evidence for paralegals, contracts, wills, and trusts, and administrative law, considered 'specialty' courses, is important in broadening the students' marketability skillset and creating a more robust program curriculum. Fresno City College\*, our sister and closest competing college, provides students with a greater array of courses. It would be advantageous for COS and its paralegal students to mirror a more encompassing program. \*See repository.
5. Last, many paralegal students end up changing majors to a transferable degree, such as LPPS / Pathway to Law School program, with a goal to be admitted into law school proceeding with the completion of their undergraduate degree. Therefore, enrollment numbers and success data do not give the complete picture of student success and graduation rates within the paralegal program.

**Describe any external opportunities or challenges.:** 1. The paralegal program is a niche discipline within the business division, unlike accounting, computers, and business, which offers graduates a wide array of employment opportunities. Paralegal skills/degrees are suited for law offices or government entities. The data does reflect that paralegal/legal assistant employment opportunities are on the upswing nationally and California-wide; however, in the Tulare Country region, there is a flattening of the employment curve. The factors that may be attributable to the data is that fewer numbers of attorneys are opening

practices in the local area and to the low turnover of currently employed paralegals. Although student enrollment and program growth are important, it is equally important to understand market demands. The current graduation rate aligns with the local market.

2. In reviewing the surrounding area colleges: public and private, there are no American Bar Association (ABA) approved paralegal programs in the central valley. COS's decision to seek ABA approval would be an enhancement to the Paralegal program and the college. However, with the limited resources – human capital - coupled with reviewing the stringent ABA commissions guidelines for ABA approval, I do not believe COS' paralegal program, as it stands, can successfully meet the criteria of the ABA program approval process. I believe that ABA approval would, undoubtedly, lend credence as to the quality of COS' paralegal program and would open doors of employment opportunity to graduates in those law offices/firms that require a degree from an ABA-approved program. In turn, in preparation for ABA approval, the paralegal certificate has been deleted.

**Overall SLO Achievement:** The SLOs are being met per course offered. However, SLOs need to be continually reassessed to ensure we are meeting the demands of the profession.

**Changes Based on SLO Achievement:** SLOs have been changed to be aligned with the respective course curriculum.

**Overall PLO Achievement:** The PLOs are in the process of being reassessed for the academic year 2022-2023. Previous academic year, the achievement rate supersedes the targeted rate of 70%.

**Changes Based on PLO Achievement:** No changes will be implemented at this time. However, the program will be continually assessed to assure the curriculum is current with evolving employment trends and standards.

**Outcome cycle evaluation:** The assessment of the program and review of data is scheduled at the end of each academic year.

**Related Documents:**

[2020-2021 DataMart CourseRetSuccessSumm \(17\).xlsx](#)

[2020-2021 DataMart Gender CourseRetSuccessSumm \(18\).xlsx](#)

[2021-2022 DataMart CourseRetSuccessSumm \(15\).xlsx](#)

[2021-2022 Gender DataMart CourseRetSuccessSumm.xlsx](#)

[BLS Paralegals and Legal Assistants \\_Occup...ook\\_\\_U.S.pdf](#)

[Bus Div 2022 Awards and Recipients.pdf](#)

[ABA paralegalguidelines2013.pdf](#)

[ABA Excerpts Program Review.docx](#)

## Action: (2022-2023) Complete an in-depth assessment of curriculum standards

Complete an in-depth assessment of curriculum standards

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2021 - 2022, 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** American Bar Association (ABA) - "Needs Assessment" ; related to a "District Objective".

**Person(s) Responsible (Name and Position):** Pura Cordero, Paralegal Instructor

**Rationale (With supporting data):** The following remains a concern as to course offerings and standardization of curriculum.

Paralegal courses have been taught by various faculty and/or adjunct. Each course, in the last four academic years, has had no continuity in instructors; therefore, no continuity in the curriculum. The data is not indicative of success or failure of the program. Although the 'success' and enrollment has declined, it is inconclusive until benchmarks are in place. Currently, the Paralegal program relies heavily on adjunct instructors; two of the three adjunct instructors are new to teaching. Adjuncts are vital, but also unpredictable variables as to building a cohesive curriculum. Therefore, courses taught by adjunct need to be evaluated and standardized in order to meet SLOs and, ultimately, PLOs.

In addition, the possibility of creating a 'cohort' type of program enrollment coupled with course sequencing is being vetted.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

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## Update on Action

### Updates

**Update Year:** 2022 - 2023

09/19/2022

**Status:** Continue Action Next Year

The curriculum assessment is an ongoing, yearly review of COS's program course offering and curriculum in conjunction with the advisory standards and guidelines of the American Association for Paralegal Educators (AAfPE).

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 2.4** - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

**District Objective 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2013-2015

**2013-2015: District Objective #1** - District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

District Objectives: 2015-2018

**District Objectives - 2.2** - Increase the number of students who earn an associate degree or certificate annually.

**District Objectives - 2.4** - Increase Career Technical Education course success rates and program completion annually.

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

**Action: (2022-2023) Provide students with Instructional and Program Consistency in order to meet the standards of ABA and District**

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## Objectives for Student Success

Evaluate resources, adjunct instructors, and course curriculum to align the paralegal program with the requirements of the ABA

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023

**Leave Blank:**

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**Identify related course/program outcomes:** 1. Associated with "District Objectives"

2. Program Learning Objectives

3. Related to Para courses SLOs:

Para 101: Intro. to Paralegalism

Para 102: Legal Terminology

Bus 018: Business Law

Para 203: Civil Procedure I

Para 204: Civil Procedure II

Para 205: Legal Research and Writing

Para 142: Real Estate Law

Para 237: Family Law

**Person(s) Responsible (Name and Position):** Pura M. Cordero, Paralegal Coordinator and author

**Rationale (With supporting data):** California has twenty-two American Bar Association (ABA) approved paralegal programs.

There are none in the central valley area - meaning the closest are Saratoga or Santa Clarita. If COS' paralegal program meets the ABA program approval process, it would be an academic achievement and increase student enrollment.

The paralegal profession is evolving. With the adoption of various states' professional business codes, California being at the forefront, paralegals are required to have formal education. In Paralegal.edu, the major qualifier for paralegals is formal education. State bar associations are encouraging licensing for paralegals. The movement of having paralegals with more formal education is to allow them to draft documents or represent clients, which, at this time, only attorneys are able to do. It is a direct response to the lack of legal resources for underrepresented and under-resourced sectors of the population. With these changes on the horizon, COS' paralegal program would provide students with a 'leg up' in the field.

\*Please see Document Repository, 2018-2019 Program Review Document

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** ABA Standing Committee Application and Program Requirements

### Update on Action

#### Updates

**Update Year:** 2022 - 2023

09/19/2022

**Status:** Continue Action Next Year

The paralegal program lost two adjunct instructors. However, we have hired additional adjuncts for paralegal and business law courses. Therefore, we are working collectively to ensure the needed objectives are being met for the individual courses and the program at large.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

**Personnel - Classified/Confidential -** Permanent Part-Time Classified Staff. The paralegal program as well as, to some degree, the Pathway to Law School program, is seeking a permanent classified staffer. (Active)

**Why is this resource required for this action?:** With the program having only one full-time faculty member, the need to have support staff is imperative. The data collection and requirements of the ABA are enormous, and, frankly, undoable

# Program Review - Paralegal

without knowledgeable staff assistance.

**Notes (optional):** POINT OF CLARIFICATION: Please note that the resource request is duplicated on other "actions" within the program review allowing for augmented specific reasoning per action, but the Paralegal Program/Pathway to Law School is only requesting one part-time classified staffer.

The request for a permanent classified stems from the great need of both the paralegal and Pathway to Law School programs. Both programs are symbiotic with the objective being student success in the legal field. Distinctly, the business division does not have any full-time instructors who hold a Juris Doctor except for the paralegal coordinator. Therefore, the paralegal program cannot draw from the experience of its fellow colleagues for assistance, promotion, program review, or simply covering a class. Having a classified staffer is paramount to meet the demands of the program and to affect positive change in the ongoing efforts of we have set forth in promoting student enrollment and community outreach.

**Cost of Request (Nothing will be funded over the amount listed.):** 33000

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2015-2018
<b>District Objectives - 1.1</b> - Increase overall enrollment by 1.75% annually
<b>District Objectives - 2.1</b> - Increase the number of students who are transfer-prepared annually.
<b>District Objectives - 2.2</b> - Increase the number of students who earn an associate degree or certificate annually.
<b>District Objectives - 2.4</b> - Increase Career Technical Education course success rates and program completion annually.
District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.



# Program Review - Paralegal

## Action: Ongoing expansion of the Paralegal Internship

Increase the number of worksites and participants in the paralegal internship program

Leave Blank:

Implementation Timeline: 2019 - 2020, 2021 - 2022, 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Pura Cordero, Paralegal Program Coordinator

Rationale (With supporting data): The WEXP/internship course, WEXP 193P and 194P, are now electives. Due to the pandemic, worksites and overall enrollment in the WEXP electives have decreased.

Priority: Low

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation:

### Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
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<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2015-2018
<b>District Objectives - 2.2</b> - Increase the number of students who earn an associate degree or certificate annually.
<b>District Objectives - 2.4</b> - Increase Career Technical Education course success rates and program completion annually.

## Action: Marketing Campaign to Increase Enrollment

This action can only be achieved if there is additional staffing. Therefore, it is marked as a low priority although it would be vital to the growth of the paralegal program. Market the paralegal program through marketing tools, e.g., paralegal brochure, newsletter, attend college night, speak at Rotary meetings, legal association meetings, and outreach to high schools and law offices if personnel resource is approved.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objective 1.1: Increase overall enrollment by 1.75% annually.

District Objective 2.4: Increase Career Technical Education course success rates and program completion annually.

Person(s) Responsible (Name and Position): Pura M. Cordero, Business/Paralegal Instructor

Rationale (With supporting data): The program has seen a downtick in enrollment numbers for various reasons. Although the objective of marketing the program is to stimulate interests in a career as a paralegal, this action has been downgraded in priority due to the lack of support staff.

Priority: Low

Safety Issue: No

# Program Review - Paralegal

External Mandate: No

Safety/Mandate Explanation:

Update on Action
<b>Updates</b> <b>Update Year:</b> 2022 - 2023 <b>Status:</b> Action Discontinued The paralegal program hopes to resume the marketing campaign that was implemented at the time the program received grant funding for part-time classified staff. <b>Impact on District Objectives/Unit Outcomes (Not Required):</b> District Objective 1.1: Increase overall enrollment by 1.75% annually.

09/15/2022

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
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<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2015-2018
<b>District Objectives</b> - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
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## Action: 2nd Phase, ABA Approval of the Paralegal Program



# Program Review - Paralegal

Collect, review, and document all materials according to ABA standards.

**Leave Blank:** Continued Action

**Implementation Timeline:** 2020 - 2021, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Associated with District Objectives 2.2, 2.4, and 3.2

**Person(s) Responsible (Name and Position):** Pura Cordero, Paralegal adjuncts, Jesse Wilcoxson

**Rationale (With supporting data):** At present, there is not a college in the surrounding local area offering an ABA approval program. However, the demand for students to graduated from an ABA-approved program is growing as a requirement for employment.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** Though the paralegal program approval is optional, it does improve employment state-wide for graduates and has been recommended by the COS Law Advisory Committee \*\*\* see attached documents

## Update on Action

### Updates

**Update Year:** 2022 - 2023

09/19/2022

**Status:** Action Discontinued

As stated in the program summary, the American Bar Association (ABA) has very stringent standards when doing a site assessment and staffing review. Given the lack of the paralegal program's resources, i.e., one faculty member, no additional clerical assistance, etcetera, it is improbable, at present, to acquire ABA program approval.

**Impact on District Objectives/Unit Outcomes (Not Required):**

**Update Year:** 2022 - 2023

09/15/2022

**Status:** Continue Action Next Year

This action remains as an action for assessment of the program.

After reviewing the ABA approval guidelines, the projected approval visit will be delayed by at least one academic year.

Due to administrative changes and the inconsistency of availability of paralegal adjunct instructors, the ABA application process is on a temporary hold until the dean is able to review the ABA guidelines and regulations.

**Impact on District Objectives/Unit Outcomes (Not Required):** District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

District Objective 1.1 - Increase overall enrollment by 1.75% annually.

## Resources Description

**Personnel - Classified/Confidential** - The hiring of a permanent paralegal classified staff - 20 to 24 hours per week. The paralegal program as well as, to some degree, the Pathway to Law School program is seeking a permanent position of a classified staffer. (Active)

**Why is this resource required for this action?:** The need for a classified staff member is paramount to the viability of the program. Since the program has only one faculty member, the number of duties and responsibilities placed on one faculty has become increasingly untenable. Data collection, under specific ABA guidelines, is not feasible without the permanent hire of a classified staffer.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 33000

**Related Documents:**

[ABA Excerpts Program Review.docx](#)

[ABA paralegalguidelines2013.pdf](#)

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## Link Actions to District Objectives

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<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.