Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

The De Anza College Paralegal Studies Program provides a quality, equitable, and accessible educational program that prepares our students for a paralegal career, working under the supervision of an attorney in the public and private sector. The Program supports the College's mission by providing students with an understanding of their ethical obligations and the knowledge, skills, and values they will need in order to become competent professionals.

Our graduates will:

- Demonstrate effective legal knowledge and practical skills necessary to perform substantive legal work under the supervision of an attorney
- Demonstrate appropriate paralegal skill development and professionalism through practical experience
- Demonstrate an understanding of ethical responsibilities in the paralegal profession
- Articulate the paralegal's role in the delivery of legal services to the public
- Write clearly and think analytically
- Read, analyze, and synthesize complex information in an organized and logical manner
- Utilize technology necessary to meet employer needs
- Manage multiple projects and tasks

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

Paralegals cannot provide legal advice or engage in the unauthorized practice of law. Rather, a paralegal works under the supervision of an attorney in order to deliver legal services to the public. The Program's mission statement aligns with the mission, vision and values of the college by being student focused in its approach, but being clear on the intent, which is to instill in students an understanding of their professional and ethical obligations, and the ability to competently perform their duties. De Anza Core Values of Integrity and Equity are explicitly addressed, and the core values of communication and expression; information literacy; personal responsibility; civic capacity for ... justice; and critical thinking are incorporated.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Develop, launch, expand Legal Technology Course(s)	Institute courses / offerings in legal technology, such as e-discovery and basic technology preparedness classes or assessments to ensure students are prepared to enter the work force	Program Director, Faculty	Advisory Committee, Dean		Courses may initially be offered as non-credit or special topics courses.	Approval for listing in course catalog, along with active enrollment. Student feedback and success, employer feedback.
Development of a promotion Program to market and promote the Program and career path opportunities .	Increase enrollment by increasing visibility of the Program and our certificate programs in the legal community	Program Director, Advisory Committee	Faculty, Advisory Committee, Dean		Development of marketing plan, collateral, outreach vehicles and metrics	Students eligible for one of the three certificate programs will increase
Establish CLE Program to support alumni and the legal community	Paralegals work with the public and must maintain continuing legal education. This goal will allow the Program to partner with organizations and utilize faculty to provide CLE offerings to alumni and the legal community.	Program Director, Advisory Committee	Faculty, Advisory Committee, Dean		Development of CLE plan; partnerships with legal organizations; marketing and engagement of legal community	Active enrollment and course offerings (CLE offerings

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

The Program has experienced a dip in enrollment due to a number of factors, including COVID, an unsuccessful attempt to return to campus, the loss of faculty, and class cancellations. Additionally, the ABA made a change to the guidelines that allows paralegal programs to be conducted fully online, with a synchronous hourly requirement. This change, while allowing the Program to better serve working students and those outside of our geographical area, also increased the competition with other ABA-approved programs that are able to do the same. Our Program has historically differentiated itself by offering courses beyond a general basic education, providing specialized instruction in highly desirable and in-demand areas of law. These course offerings are attractive to students, and graduate of the program have earned a reputation as more desirable candidates than those who graduate from other college's programs. These courses are taught by practicing lawyers and paralegals who bring years of knowledge and real world experience to the classroom. The Program has lost many of these faculty over the past several years, and must establish other ways to differentiate itself in order to maintain and increase enrollment.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Social Sciences and Humanities - Paralegal Program-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	218	213	273	196	220	0.9%
Enrollment	671	687	936	703	651	-3.0%
Sections	36	29	27	19	29	-19.4%
WSCH	806	826	1,122	891	762	-5.5%
FTES (end of term)	54	55	76	60	51	-5.6%
FTEF (end of term)	2.5	2.4	1.9	1.6	1.9	-24.2%
Productivity (WSCH/FTEF)	325	348	590	557	405	24.6%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐   the data trend shows an increase in Enrollment

☑   the data trend shows a decrease in Enrollment

☐   the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

In addition to the enrollment information outlined above, the demand for legal services since 2022 years has decreased. (Citi-Hildebandt Client Advisory) As a result, firms have cut or delayed hiring lawyers and support staff, especially in the once very hot practice area of corporate law. Our Program usually thrives in a slower market, as students look to change careers and legal service careers have historically remained strong. But these are uncertain times in the legal field, as this highly collaborative profession struggles with ways to effectively train an "apprentice model" workforce in a remote and hybrid work environment. Thus, while the demand for legal services ebbs and flows, the current down turn has resulted in a correlating decrease in demand for attorneys and paralegals,.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program
(https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. 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.

The Lightcast Analyst Occupational Outlook data for paralegal positions shows a modest, 2% increase in growth between 2021-2026. Average annual earnings expect to reach almost $88,000 annually. This is consistent with industry expectations, as attorneys look to leverage paraprofessionals for billable work that does not require an attorney's skills, training, and expertise.

The trend for legal support workers is expected to decrease by approximately 2% in the same time period. This is also consistent with industry expectations, as attorneys seek to bill time for paraprofessional work that is currently being handled by nonbillable, administrative support staff.

D. Course Success

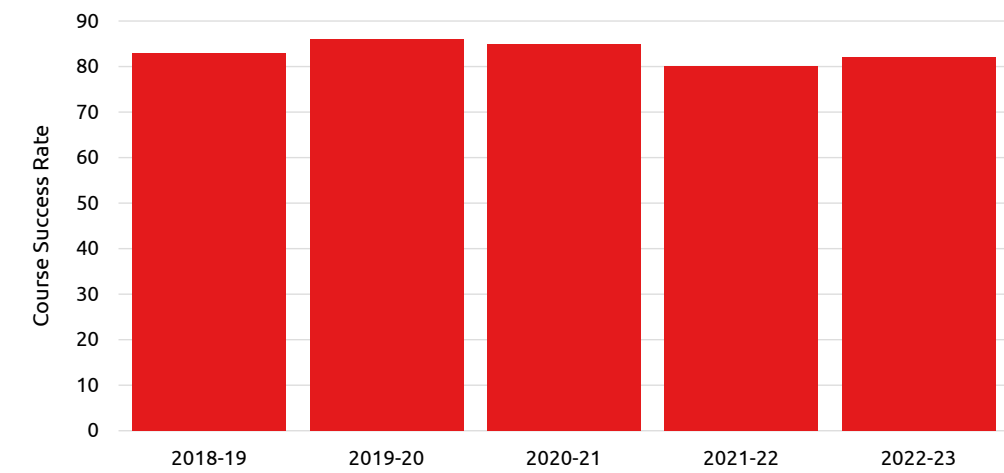saved report - pivot

Course Success

Paralegal Program-DA

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	671	83%	556	687	86%	591	936	85%	796	703	80%	562	651	82%	535

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☐   the data trend shows an increase in Course Success

☐   the data trend shows a decrease in Course Success

☑   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

The course success rates are fairly consistent, ranging from 80% to 86% over the past 5 years. Course success rates were highest right before the pandemic. The year with the lowest rate of success (80%), occurred during year 2 of the pandemic. Interestingly, this was the year that the Program also lost most of its instructors.

The Program has provided rubrics and guidance to instructors to maintain current success rates. The challenges our instructors face are ensuring that students receive the high quality education needed to succeed in a demanding career, assisting students who may need extra support, and not diluting the quality of our graduates. It is a balance between the correct level of academic rigor and being overly accommodating to those needing extra support.

Overall, Paralegal Studies success rates and enrollment exceed those in the SSH Department as a whole. This is likely because a great number of students who enter the Program are older students seeking a career change. Many have earned a bachelors degree or higher and are more self-motivated than students who are fresh out of high school or newer to the workforce.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups.   Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Hide cells with fewer than [10] students

Social Sciences and Humanities - Paralegal Program-DA					2022 Summer to 2023 Spring
Number of sections: 29					

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Paralegal Program-DA, 29 sections)	651	82%	82%	0		
Asian	141	86%	81%	+5		
Black	59	73%	83%	-10		7
Filipinx	21	57%	83%	-26		6
Latinx	233	79%	84%	-4		11
Native American	11	73%	82%	-10		2
Pacific Islander	N/A					
Unknown ethnicity	N/A					
White	179	89%	79%	+10		
Female	456	83%	80%	+3		
Male	192	80%	83%	-4		7
Non-Binary	0					
Unknown gender	N/A					
Foster youth	N/A					
Individuals with disabilities	N/A					
Low Income	364	79%	87%	-8		30
Not Low Income	287	87%	79%	+8		
Veterans	N/A					

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☐   there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☑   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

In the target populations, percentage gaps are exaggerated as the number of students enrolled are smaller than white students (170 students, 10 positive points), Asian (141 students, 5 positive points), and LatinX students (233 students, 4 negative points). The calculation for Filipinx students, with a 26 negative percentage, was based on a 21 student enrollment; thus, each student represented ~5% of that particular population.

Of the above, the LatinX population is the most concerning compared to white or Asian students, with an overall 14 point spread.

The trends regarding low income students is also of concern. As a CTE program with responsibility for preparing graduates for a highly lucrative career, the Program should and will seek guidance and support from the faculty and Advisory Committee on addressing this and the LatinX gap.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

The Paralegal Studies Program engages knowledgeable instructors who are experts in their area of the legal field. One challenge echoed by instructors and employers alike is that students [and graduates] lack certain competencies, such as the ability to read, write, and think critically. While encouraging instructors to engage in traditional methods for closing the achievement gap (spending time, tracking progress, tailored learning, etc.), large class sizes and a reliance on part-time faculty for more advanced, specialized classes makes this a daunting task. Our instructors will sometimes pass students, and are sometimes pressured to pass students, who do not meet the academic requirements to succeed in the career. Teaching strategies appropriate to a paralegal program that go outside of the traditional may be the best course of action in assisting our instructors with ensuring that students not only pass our classes, but that these students are fully prepared for their new career.

Trends in Awards

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Degrees and Certificates by Ethnicity

Paralegal Program-DA

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	**Asian**	4	10	4	6	6
	Black	1	2	2	1	3
	Filipinx	2				
	Latinx	17	6	10	11	14
	Pacific Islander				1	
	White	8	10	9	7	5
	Unknown ethnicity				1	
	Total	32	28	25	27	28
Credit Certificate-Transcriptable	**Asian**	8	9	14	6	8
	Black		3	1	1	2
	Filipinx	2			1	
	Latinx	10	3	16	9	10
	Native American	1				
	White	10	15	11	6	14
	Unknown ethnicity	1			1	
	Total	32	30	42	24	34
Total		64	58	67	51	62

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐   an increase in the number of Associate Degrees awarded

☐   a decrease in the number of Associate Degrees awarded

☑   no change in the number of Associate Degrees awarded

☐   Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐   an increase in the number of Associate Degrees for Transfer awarded

☐   a decrease in the number of Associate Degrees for Transfer awarded

☐   no change in the number of Associate Degrees for Transfer awarded

☑   Not applicable

Trends in Credit Certificates awarded show:

☑   an increase in the number of Credit Certificates awarded

☐   a decrease in the number of Credit Certificates awarded

☐   no change in the number of Credit Certificates awarded

☐   Not applicable

Trends in Non Credit Certificates awarded show:

☐   an increase in the number of Noncredit Certificates awarded

☐   a decrease in the number of Noncredit Certificates awarded

☑   no change in the number of Noncredit Certificates awarded

☐   Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

As many students enter the Program with an associates degree or higher, it is not surprising that more certificates are awarded than associates degrees. 2020-21 and 2021-22 were anomalies due to the pandemic. 2022-23 reflects a more consistent trend, with a very slight uptick in the number of certificates awarded.

It is interesting to note that the course offerings were pared down beginning 2019-20, resulting in fewer cancellations and more robust class sizes. Yet this change did not affect the total number of awards.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

Courses that have not been offered are those for which we do not have an instructor. These courses are electives and not necessary for a degree or certificate. However, we are actively seeking instructors for these classes, as we believe they will be valuable to aspiring paralegals.

The department does not plan to remove any awards, nor does it plan to offer new degrees or certificates. Rather, the plan is to market our newer certificates to increase enrollment and awards.

Staffing Trends

Faculty Workload

Faculty Workload
Social Sciences and Humanities - Paralegal Program-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.6	0.0	0.0	0.0	1.0	89%
Full Time %	22.4%	0.0%	0.0%	0.0%	55.8%	149%
Overload	0.1	0.0	0.0	0.0	0.0	-100%
Overload %	4.7%	0.0%	0.0%	0.0%	0.0%	-100%
Part Time Load	1.8	2.4	1.9	1.6	0.8	-54%
Part Time %	72.9%	100.0%	100.0%	100.0%	44.2%	-39%
Total FTEF	2.5	2.4	1.9	1.6	1.9	-24%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- ☑ the data trend shows an increase in Full Time %
- ☐ the data trend shows a decrease in Full Time %
- ☐ the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.
1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

> The program has one full-time faculty, which is sufficient for enrollment at this time.
>
> There are no classified staffing needs.

Assessment Cycle
Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

> PLO assessments and the dialogue surrounding these are parallel to the comments made above -- that students need to think, read, and write critically; that there is a need to be proficient and competent in written [and oral communication]; that it is important for graduates to be able to synthesize and analyze complex information effectively; that students demonstrate global, cultural, social and environmental awareness; and that students are able to perform research and determine legally relevant facts.
>
> Strategies the department are exploring include: (1) additional course offerings; (2) partnering with other departments (English / Business / Real Estate); and (3) implementing additional rubrics and assessments to evaluate current efforts.

Dean/Manager Comments

> The Paralegal Program online offerings benefits the program and the students. It is a small department that should stay in online format given the working adult demographics who are attracted to the program. This will keep the program competitive as well compared to other colleges in our area.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.