



Dept - (SSH) Paralegal Studies > Department > Program Review

Home (/tracdat/fac...

Department ▾

Program Review

Assignments  
(/tracdat/faces/assess...

Personnel  
(/tracdat/faces/assess...

Department Planning

Course/Service Plan. ▾

Mapping ▾

Reports ▾

Documents ▾



Department Chairs/Program Leads: Please press the edit symbol in the right-hand

corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.

▾ Dept - (SSH) Paralegal Studies

**2018-19 Annual Program Review Update Submitted By:** Carolyn Wilkins-Greene

**APRU Complete for:** 2018-19

**Program Mission Statement:** • Students will be able to evaluate, critique and analyze legal and factual information: related to Critical thinking

• They will be able to synthesize and analyze such information effectively,

both in writing and orally: related to Communication an Expression

• Students will be able to 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

• From diverse source materials, students will determine legally relevant facts: related to Information literacy

• Students shall be able to assess whether given information is sufficient or insufficient to evaluate a legal issue and utilize appropriate resources to obtain relevant needed information: related to Information literacy

**I.A.1 What is the Primary Focus of Your Program?:** Career/Technical

**I.A.2 Choose a Secondary Focus of Your Program?:** Transfer

**I.B.1 Number Certificates of Achievment Awarded:** 0

**I.B.2 Number Certif of Achievment-Advanced Awarded:** 32

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:** 0

**I.B.4 # AA and/or AS Degrees Awarded:** 30

**I.B.5 Strategies to Increase Awards :** Since most of our students come to the Paralegal Program with Bachelors degrees, completion of the program means they are eligible to receive both the Certificate of Achievement-Advanced and the AA degree. The issue of increasing awards centers around increasing enrollment.

1. Currently, the program is mapping out a 2-year course offering schedule to move students through in a timely way. We will market the program (and have begun to do so) as we complete the 2-year course offering schedule. Students need to know and would like to know what they can expect in fall, winter, spring and summer. We have begun this with the summer 2019 schedule.

?
i
☰
⌵

🏠 Home (/tracdat/fac...)

🏛️ Department ⌵

- Program Review
- Assignments (/tracdat/faces/assess...)
- Personnel (/tracdat/faces/assess...)

✍️ Department Planning

📄 Course/Service Plan..

🏗️ Mapping ⌵

📅 Reports ⌵

📁 Documents ⌵

⏪

2. A survey of faculty was completed a week ago related to what courses they are best prepared to teach and would like to teach along with "comments". Every faculty submitted the survey.

3. Paralegal students now receive a list of low enrolled classes that they are encouraged take, if they have not and need them for certificate/degree completion.

4. The addition of online, Paralegal classes in selected courses is a high priority.

5. We are more proactive in keeping Counseling informed about the program in order that they may inform students that the program is operational.

6. We continuing our Spring Job Fair, which was very successful last May. Another is planned for May 8, 2019, with the Advisory Board taking the lead as they did last year. We invite law firms, corporations, and government agencies. The strategy is to show students the strong availability of legal assistant and paralegal jobs in Silicon Valley with solidly good pay rates up to \$60/\$70 per hour at the high end.

7. We are starting an aggressive internship program this spring quarter with a more robust orientation of students entering the program.

#### **I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**

In the most recent College Core Indicator Information for the Paralegal Program, 2019-20, there is improvement from 2018-19 in college performance in areas of Technical Skill Attainment (93.16 to 93.53); Certificate and Degree Completions (88.16 to 92.21); Persistence and Transfer (77.05 to 77.65); Employment (80.00 to 81.54); Non-traditional Participation - men are the non-traditional population in Paralegal (23.16 to 29.41); Non-traditional Completions (27.85 to 31.25).

Similarly, there is improvement in performance (success rates) for targeted populations from 75% (2016-17) to 81% (2017-18). This is the most significant increase in success rates for targeted populations in the past 5 years, which had seemingly stagnated at about 77% until the 2017-18 school year. Though this shows strong improvement, due to renewed interest in the program by program faculty, I suspect we will see another uptick in targeted students' performance.

#### **I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: Regional**

Labor Market data (LMI), March 2019, for Paralegal and Legal Assistants in San Jose, Sunnyvale and Santa Clara reflect an increase in jobs of 6.94% for 2019-2024 as compared to the national average of 6.0%. Relevant to this, raw numbers reflect that in Q1 2019, there are 1,944 Paralegal and Legal Assistant jobs available with a 2,079 projected job availability in 2024 having a median earning income of \$36.50/hr with a potential earning

income of 46.91/hr to \$70+/hr. The median wage for paralegals in Santa Clara county is approximately \$77,000 with a high of approximately \$92,000.

In Q1 2019, there is an average of 235 active Paralegal and Legal Assistant job postings with with an average of 70 monthly hires between February 2018 and February 2019.

Paralegal Program completions for 2017 at De Anza College were 66 students while West Valley College's completion rate was 32 students and Evergreen Valley College's completion rate was 22 students. Our program is still the largest program in the Valley with 55% of program completion market share.

Having said that, the regional job market for Paralegals and Legal Assistants is strong with significantly lucrative pay. De Anza College continues to be well positioned to graduate a large market share of Paralegals in the region.

For an overview of Advisory Board recommendations/strategies to increase awards, please see I.B.5, "Strategies to Increase Awards."

**I.D.1 Academic Services & Learning Resources: #Faculty served: 0**

**I.D.2 Academic Services & Learning Resources: #Students served: 0**

**I.D.3 Academic Services & Learning Resources: #Staff Served: 0**

**I.E.1 Full time faculty (FTEF): 2.7**

**I.E.2 #Student Employees: 0**

**I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty**

**Teaching:** The full time ratio is 14.6% for 2017-18. This is a 1.4% increase, while the part time ratio slightly increased to 74.9%, up from 74.5%. The one full time faculty member will retire as of 3/29/2019.

**I.E.4 # Staff Employees: 0**

**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, we have set up a team of four, which includes the dean. Three adjunct faculty, one an attorney, the other two, directors of paralegals at Morrison and Foerester, Palo Alto and Kilpatrick Townsend, Menlo Park, are working with the dean to strengthen and expand the program. All four members of the team have worked on developing strategies during this quarter to increase the program's number of students of both targeted and non-targeted populations. (See I.B.5)

In a mid-October meeting with the Interim-President, we were informed that more 1320 dollars would be expended to help cover the needs of the program, i.e., writing the ABA Accreditation Report that had lapsed . To



Home (/tracdat/fac...

Department ▾

Program Review

Assignments  
(/tracdat/faces/assess...

Personnel  
(/tracdat/faces/assess...

Department Planning

Course/Service Plan..








Mapping ▾

Reports ▾

Documents ▾



?
i
☰
⌵

-  Home (/tracdat/fac...
-  Department ▼
- Program Review
- Assignments (/tracdat/faces/assess...
- Personnel (/tracdat/faces/assess...
-  Department Planning
-  Course/Service Plan..▼
-  Mapping ▼
-  Reports ▼
-  Documents ▼

⏪

date, only a very small amount has been spent toward this effort with the team of the 3 adjunct faculty who stepped in to save the program. It is turning out to be "more a labor of love." The dean is doing a significant amount of work to keep the program operational on a day-to-day basis, including writing the Program Review.

**II.A Enrollment Trends:** The program had an enrollment of 1,426 in 2013-14, decreased to 1,307 for 2014-15, decreased to 1,102 for 2015-16, decreased to 910 for 2016-17 and was at 858 for 2017-18. According to Program Review data, this is a 5-year decrease of 39.8%. The Team of Four believe the program was neglected in a few key areas that we are undertaking to turnaround through strategies mentioned in I.B.5. As stated earlier, online classes in a few, selected Paralegal courses are a high priority. We are quite certain this will increase enrollment along with our other strategies.

**II.B Overall Success Rate:** Overall success rates in Paralegal is at 83% in 2017-18. In 2016-17, the success rate for targeted populations was 75%. It seemed to have stagnated between 2013-14 and 2016-17. However, in 2017-18 it rose to 81%, a 6% increase. It is now within 3 percentage points of the Paralegal non-targeted population at 84%. This is definitely an achievement for the program.

**II.C Changes Imposed by Internal/External Regulations:** The program submitted a comprehensive, seven year re-approval report for re-accreditation by the American Bar Association, December 10, 2018. It was originally due October 18, 2018, but no one knew until 3 days before the due date. After detailed explanation to ABA, the date was extended to December 15, 2018. One member of the team of 4 was responsible for the re-approval report. We have not received word on what changes need to made to the report, but we do expect a few changes/additions will be necessary, because there was some information not available to us. We, however, do not anticipate major changes/additions to ABA.

We will make a comprehensive report to IPBT in mid-April about the progress of the Paralegal Program.

**III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:** African American students have consistently made up approximately 5% of the program's population with the number increasing to 6% for 2016-17 and remaining at 6% for 2017-18. The Filipinx population of the program has ranged from 3% to 5% to 4% and is presently at 5% for the most recent reporting period. The Latinx student population was at a high of 35% in 2014-15, decreased to 26% in 2015-16, increased to 30% for 2016-17 and remains at 30% for the most recent reporting period, 2017-18. Native Americans reached a high of 1% of the Paralegal student population in 2016-17 with all other periods have been so small as to show a 0%, except this reporting period, 2017-18, the Native American population doubled and is at 2% with 13 students. The Pacific Islander student population rose from 1% to 3% for 2015-16, but is 0% for 2017-2018.

?
i
☰
⌵

🏠 Home (/tracdat/fac...

🏛️ Department ⌵

- Program Review
- Assignments (/tracdat/faces/assess...
- Personnel (/tracdat/faces/assess...

✎ Department Planning

📄 Course/Service Plan..

🏗️ Mapping ⌵

📑 Reports ⌵

📁 Documents ⌵

⏪

Raw numbers for 2017-18:  
 African America, 54 students  
 Filipinx, 42 students  
 Latinx, 259 students  
 Native American, 13 students  
 Pacific Islanders, 4 students

**III.A.2 Targeted Student Populations: Growth and Decline:** There has been modest growth except for Pacific Islanders. With declining enrollments at the college, there has been consistency and even growth in our targeted student populations in Paralegal, which would not have been expected under the circumstances. However, students going into Paralegal are well aware of job openings for legal assistants and paralegals in the Valley that graduate from an ABA approved program, which remains the "gold standard."

**III.B.1 Closing the Student Equity Gap: Success Rates: 2017-18 Success Rates:**

African American, 83%  
 Latinx, 82%  
 Filipinx, 74%  
 Pacific Islanders, 75%  
 Asian, 83%  
 White, 86%

**III.B.2 Closing the Student Equity Gap: Withdrawal Rates: 2017-18 Withdraw Rates:**

African American, 7%  
 Latinx, 7%  
 Filipinx, 19%  
 Pacific Islanders, 25%  
 Asian, 10%  
 White, 8%

**III.B.3 Closing the Student Equity Gap: 2017-18 Gap:** 2013-14, targeted (African American + Latinx + Filipinx + Pacific Islanders) = 81% v. Asian + White = 85%. Success gap is 4%.

2014-15, targeted (African American + Latinx + Filipinx + Pacific Islanders) = 80% v. Asian + White = 84%. Success gap is 4%.

2015-16, targeted (African American + Latinx + Filipinx + Pacific Islanders) = 77% v. Asian + White = 88%. Success gap is 11%.

2016-17, targeted (African American + Latinx + Filipinx + Pacific Islanders) = 81% v. Asian + White = 86%. Success gap is 5%

2017-18, targeted (African American + Latinx + Filipinx + Pacific Islanders) = 79% v. Asian + White = 85%. Success gap is 6%.


**III.C 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 this year, we have


?

i

☰

⌵


 Home (/tracdat/fac...


 Department ▼


Program Review


Assignments  
(/tracdat/faces/assess...


Personnel  
(/tracdat/faces/assess...

 Department Planning

 Course/Service Plan..▼

 Mapping ▼

 Reports ▼

 Documents ▼

⏪

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. I do know that Paralegal got involved in SSS; however, an interesting SSS presentation was made by one Paralegal faculty member presenting what he did in the classroom based on this work. SSS work is replicable from quarter to quarter, and the Paralegal Program will be more involved in C.A.R. and SSS with my serving with the team of 4 as chair.

**III.D 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. The team of 4, which includes the dean, will be working with Paralegal faculty to implement classroom applications, which they design.

**III.E Assistance Needed to close Equity Gap:** No

**III.F Integrated Plan goals: current student equity data and action plan:** 4. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** 0%. 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 Cycle 2 SLOAC Summary (since June 30, 2014):** 18 Reflections + 6 Archived from ECMS / 62 statements x 100 = 38.7%. This reflects the program's negligence in doing the SLOAC work. We will begin work in spring with M. Pape.

**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 students 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. Due to nonpayment by the district of invoices our Westlaw access was suspended in November 2018.

Currently, the program is re-negotiating with Westlaw to provide passwords for 60 students (rather than 100 that we had before) at a lowered cost than previously. We will begin this fall 2019 with the plan that costs \$726 per month. This covers all legal, online research tools our students will need in their courses. The total cost for the 2019-20 academic year will be \$8,712.

**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

?
i
☰
⌵

Home (/tracdat/fac...⌵

Department⌵

- Program Review
- Assignments  
(/tracdat/faces/assess...
- Personnel  
(/tracdat/faces/assess...

Department Planning✓

Course/Service Plan..✓

Mapping⌵

Reports⌵

Documents⌵

⏪

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.C.1 Faculty Position(s) Needed:** None Needed Unless Vacancy

**V.C.2 Justification for Faculty Position(s):** The current director of Paralegal is retiring March 29, 2019. We, however, know that there will not be a full-time replacement any time soon, which is where the team of 4 comes into play. Since the dean of Social Sciences and Humanities is currently the "replacement" for the director, she has noted that it is a full-time job. It is a CTE program that will definitely grow when developed properly.

Therefore, in the future when things turn around, a request for a full-time position should be put in place.

**V.D.1 Staff Position(s) Needed:** Growth position

**V.D.2 Justification for Staff Position(s):** The college provides no clerical support to the program and the Division has but one division assistant for the entire division. The ABA requirements of record keeping and assessment of students and the program are very time consuming. As noted in the last Program Review by the soon to be retired director, a reliable, part time assistant would be a great asset.

**V.E.1 Equipment Requests:** Over \$1,000

**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 section V.A. Software should be looked at in the same way as hardware/equipment. A program that does not have hardware/ equipment needs should not be discriminated against, because the provision of legal research tools is as important to the program's success as a piece of equipment is to another program.

**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:** See V.D.2

**V.H.2 Other Needed Resources Justification:** See V.D.2

**V.J. "B" Budget Augmentation:** The Paralegal Program needs an award of \$8,712 from Lottery or other funding sources in order to continue to provide 60 passwords to our students so that they will be able to use the Westlaw system. The ABA requires programs to either have print materials that students can use to learn legal research or to have an electronic system such as Westlaw or Lexis/Nexis. Though Lexis is provided in our library, there are features that it does not have that our students need, which is why a new terms of agreement has recently been negotiated with Westlaw for 60 students rather than 100 that we had previously, and at a lowered rate.



?
i
☰
⌵

-  Home (/tracdat/fac...
-  Department ▼
- Program Review
- Assignments (/tracdat/faces/assess...
- Personnel (/tracdat/faces/assess...
-  Department Planning
-  Course/Service Plan..▼
-  Mapping ▼
-  Reports ▼
-  Documents ▼

⏪

The Advisory Board, which met March 8, 2019, definitely supports the Westlaw solution to student needs for a comprehensive legal research tool.

**V.K.1 Staff Development Needs:** Faculty training in the use of legal software would be helpful, but is not a top priority. Legal conferences and workshops are very useful.

**V.K.2 Staff Development Needs Justification:** Staff development for all Social Sciences and Humanities faculty both in the division using C.A.R. and SSS will continue. In addition, Paralegal faculty will be encouraged to attend legal conferences and workshops in the future. They have done so in the past, using Perkins Funds, but Perkins no longer accommodates conferences and workshops, because of the 3-year limit on repeating funding requests for the same thing.

**V.L 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 4, which includes the dean, and the strong support of the Advisory Board, which is planning its second Job Fair, May 8, 2019, 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 4 and Paralegal faculty are in high anticipation of a program that will serve our students better.

**Last Updated:** 03/29/2018

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