

Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: pappemary@fhda.edu if you have questions.

| Information Requested | Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations. | ? Trac Dat Help button will reveal (sorry no hyperlinks) |
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| I.A Department Name: | Paralegal Studies | |
| I.A Program Mission Statement: | To offer a career oriented program wherein students will be taught substantive law, critical (analytical) thinking, and practical paralegal skills. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | Career/Technical | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Choose a secondary mission of your program. | Transfer | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Number of Certificates of Achievement Awarded | 0 | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: | 46 | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: | 53 | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served | | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |

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| <p>I.B.2a Academic Services and LR: # Student Served</p> | | <p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p> |
| <p>I.B.2a Academic Services and LR: # Staff Served</p> | | <p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p> |
| <p>II.A.1-Growth and Decline of targeted student populations</p> | <p>The overall success rate for targeted student populations has shown a steady increase from 2010 to 2013. Targeted success rates for 2011 were 72%, for 2012 74%, and for 2013 78%. All individual target groups except Filipino and Native Americans have shown an increase in success between 2011 and 2013 rates. Filipino rates declined from 90% to 85% while Native Americans declined from 83% to 69% over this period.</p> | <p>Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008-09 through 2012-13 available at: http://deanza.edu/gov/IPBT/program_review_files.html)</p> |
| <p>II.A.2 Trends in equity gap:</p> | <p>The equity gap overall between targeted and non-targeted groups is above the goal of no greater than a 5% difference as the 2013 gap is 9%. While the gap is above the goal steady progress has been made in closing the gap. The gap in 2011 was 13%, 10% in 2012, and 9% in 2013. The largest gap is for Native Americans where the gap currently is 18%. This is an improvement over 2012 where the gap was 42%. However the gap in 2011 was only 2%. The numbers of students in this group is very small overall and has ranged from 19 to 5 to 9 in 2013.</p> | <p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.</p> |
| <p>II.A.3 Closing the student equity gap:</p> | <p>The success rate for targeted groups reported in the 2008-09 Comprehensive Program Review was 77% which is about what it is for 2013. In the 2008-09 Review it was stated that the greatest challenge our students faced was deficiencies in Basic English skills. The students presenting themselves to our program continue to display decreasing Basic English skills. Our plan in 2008-09 was to try and engage in an early intervention and referral to other campus programs and we have done this but it has not been possible to keep up with the continued decline in skills.</p> | <p>What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program_review_files.html If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now.</p> |
| <p>II. A.4.a.Plan if success rate of program is below 60%</p> | <p>Not Applicable</p> | <p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level?</p> |
| <p>II. A.4.b. Plan if success rate of ethnic group(s) is below</p> | <p>Not Applicable</p> | <p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or</p> |

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| 60% | | <p>above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</p> <p>Are success rates by ethnicity at or above 60%, if not, what are the department's plans to bring the success rates of the ethnic group(s) up to this level?</p> |
| II. A.4.c.Resources needed to reach institutional standard | <p>The Paralegal Program overall success rate is 84% and all ethnic group rates are well above the institutional standard.</p> | <p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</p> <p>What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard?</p> |
| II.A.5 Overall growth/decline in # students: | <p>Unduplicated headcount has declined from a high of 453 in 2011 to the present reported number of 402 for 2013. The reported number for January 21, 2014 is 438. Student numbers in all ethnic groups have remained relatively close or grown from 2008 to 2013. Big increases have occurred in the Latino student population while there has been an even greater decline in the white student population. Overall student success has increased by 3% while target success rates have increased by 6%.</p> | <p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p> |
| II.B Changes imposed by internal/external regulations | <p>The American Bar Association completed its regular seven year re-approval of the Paralegal Program in the Spring of 2013. In connection with the final report the ABA made several recommendations to improve the program.</p> <ol style="list-style-type: none"> 1. The team recommended that the College continue to provide the necessary resources for the director to regularly attend seminars, conferences, and/or workshops designed for paralegal education. 2. The program should continue to incorporated law office technology into its curriculum. 3. The administration should make efforts to provide the program with adequate resources, such as adequate release time for the director and the clerical support necessary to carry on an effective instructional program. 4. The program should continue to develop contact methods to increase information regarding graduate placements. | <p>Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)</p> |

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| | In response the program has drafted curriculum for a new course in law office management and technology and expects to submit it to the Curriculum Committee within the next couple of weeks. Sadly there are still not adequate resources for the director in terms of adequate release time and clerical support. | |
| II. C Progress in “Main Areas of Improvement” | The 2008-09 Comprehensive Program Review recommended more funding for more technology and student assistance. The program has been able to add a large number of laptop computers for student use and has obtained funding for student usage and training in the use of the major proprietary legal research tools. The review also cited a need for more funding for single parents to allow them to more easily complete the program. Recent state budget cuts have had a strong impact in the continuing problems in this area. | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| II. D CTE Programs: Impact of External Trends: | The State of California projects that for the period 2010-2020 there will be a 21% increase in employment for paralegals in the San Jose-Sunnyvale-Santa Clara MSA. The statewide projection is an increase of 20.1% while the national projection is an increase of 22%. All projections put the paralegal profession in the above average growth category of all occupations. Aside from continued technology instruction to stay current with trends and developments there are no needs for changes in curriculum. | Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. |
| II. E CTE Programs: Advisory Board Input: | The Advisory Board continues to meet twice a year and the director continues to keep the board apprised of all matters relative to the program. The board continues to recommend increased training in technology. The board has most recently recommended that the program stop paying for most updates of the print materials in the Learning Center due to the continuing migration to the usage of digital resources. The director plans to not renew print contracts when they are up for renewal in October. | Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| III.A. 1 PLOAC Summary | 0 See III.B.1 SLOAC Summary | Give the percentage of Program Level Outcome statements assessed to date. Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | NONE | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | In the 2013 Update Report we reported that due to the ABA re-approval | Give the percentage of Student Level Outcome statements assessed |

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| | the program had not been able to address this matter. Since Fall 2013 SLOs have been assessed in classes that have been offered and by the end of Spring Quarter almost all classes will have been assessed. Upon the completion of this exercise SLO's that have been collected will be entered into TracDat. | to date. Run report entitled "CIS SLOAC work" and scroll to the bottom of the report for counts. Then calculate $\#(\text{Reflections \& Analysis} + \#(\text{Archived from ECMS})) / \#(\text{SLO statement times } 100)$. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | NONE | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write "NONE". |
| IV. A Budget Trends | The program has been fortunate to have received funding from Perkins funds and a grant of lottery funds. As a result there has not been any funding changes that have prevented the program from serving its students. The division B budget is exclusively managed by the dean. See the Dean's Report. | Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information. |
| IV.B Enrollment Trends | There have been no noticeable impacts of funding changes that have affected enrollment. | Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | Replace due to Vacancy | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | Full-time instructors provide vital success and retention support for students who benefit from having stability through the availability of counseling, field expertise, and tutoring not provided by a solely part-time instructor. Additionally, Federal employment predictions for both public and private legal careers reveal a strong need for qualified professionals in the foreseeable future. Part of De Anza College's Mission Statement is to provide the educational opportunity for all students to be successful. A full-time faculty position will help to fulfill the College's stated mission and promise to its students. | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |
| V. A.3 Staff Position Needed | Growth The program badly needs dedicated staffing to allow it to continue to meet ABA requirements and to allow the director to devote more time to student counseling and student success. | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary. |
| V. A.4 Equipment Request | Under \$1,000 | A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested |
| V. A.5 Equipment Title and Description, Quantity | The computer in our major classroom L22 needs replacement. | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this |

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| | | request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . .) |
| V. A.6 Equipment Justification | Instructors will use the computer during instruction hours. Present computer has intermittent problems and we have been unable to get aid from ETS. | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc. |
| V. A.7 Facility Request | NONE | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| V. A.8 Facility Justification | Not Applicable | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| V.B.1 Budget Augmentation | Please refer to the Dean's summary. | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary". |
| V.B.2 Staff Development Needs | Funding for faculty attendance at Paralegal Educational conferences and for faculty training in the use of legal software as needed. | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? |
| V.B.3 Future plans | Better ability to keep up with clerical details and ABA requirements. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Terry R. Ellis, ellisterry@fhda.edu x8563 | APRU writer's name, email address, phone ext. |
| Last Updated: | April 21, 2014 | Give date of latest update (Set next box to YES when done and ready for Dean review). |