Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Business Paralegal

Program Code: 506 - BUSINESS ADMINISTRATION

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
Chaffey College's Business department improves lives within the diverse communities it serves through equal access to a quality paralegal programs and courses in a learning-centered environment where student success is highly valued, supported, and assessed. The Business department created the Paralegal program to focus on entry-level employment for students who want to become paralegals or legal assistants. The program awarded its first certificates during the 2008-2009 academic year. Since that time the program has awarded of 27 certificates. The Business department has developed program level and course level Student Learning Outcomes (SLOs) and has been assessing student learning in selected courses. Assessments have been discussed by faculty and have resulted in changes to the curriculum. (For example, BUS-28A, BUSPL-402.)

Review Team Response
Program supports the college's mission and provided useful information on evaluation and effectiveness.

PROGRAM DATA
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>30.77%</td>
<td>-0.29%</td>
</tr>
<tr>
<td>Day</td>
<td>27.12%</td>
<td>9.33%</td>
</tr>
<tr>
<td>Evening</td>
<td>33.8%</td>
<td>-7.89%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

A slight decrease (190 to 175) in the evening enrollment between the periods of 2009 to 2011 was identified. This pattern was partly caused by the lack of classrooms available for evening students. The economy in general had also contributed to this trend because more students had lost their jobs, allowing them to switch to full time day students. The Program's general enrollment trend by ethnicity was very similar and consistent with that of Chaffey College. The trend of more female students was due to the traditional nature of paralegal as a profession. Recently, this job trend had shown a gradual increase in male paralegal. The Program had also reflected this job trend in enrolling more male students.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

The overall retention rate remains relatively high at 88% to 86% over the three-year period as result of the efforts of the Program faculty and adjunct instructors in encouraging students to use the Chaffey Success Centers and by the one-on-one tutoring by the full time and adjunct faculty members. Various hand-on training tools, such as online Westlaw and in-class activities have also contributed to the high retention rate. The externship program with San Bernardino Superior Court system further helps to keep students interested and enrolled in the Program. The Program has made a priority to use experienced or working legal professionals to teach its classes. Students have shown tremendous interests in learning from working legal professionals. The success in retention when analyzed by ethnicity/gender indicates the ability of the Program faculty and adjunct instructors to communicate well with those from a variety of ethnic and cultural background as well as to both males and females.

Success


### Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>-6.66%</td>
<td>12.57%</td>
</tr>
<tr>
<td>Day</td>
<td>3.33%</td>
<td>-10.5%</td>
</tr>
<tr>
<td>Evening</td>
<td>-14.05%</td>
<td>35.52%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>62.89</td>
<td>58.70</td>
<td>66.08</td>
</tr>
<tr>
<td>Day</td>
<td>60.00</td>
<td>62.00</td>
<td>55.49</td>
</tr>
<tr>
<td>Evening</td>
<td>65.25</td>
<td>56.08</td>
<td>76.00</td>
</tr>
<tr>
<td>Online</td>
<td>53.25</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Success Rate by Day, Evening, Online, Arranged (BUSPL)

- **Day**
  - 2008-09: 60.00
  - 2009-10: 62.00
  - 2010-11: 55.49

- **Evening**
  - 2008-09: 65.25
  - 2009-10: 56.08
  - 2010-11: 76.00

- **Online**
  - 2008-09: 53.25
  - 2009-10: N/A
  - 2010-11: N/A

- **Arranged**
  - 2008-09: N/A
  - 2009-10: N/A
  - 2010-11: N/A
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

The student success rate improved almost 6% over the three-year period as result of the efforts of the Program faculty and adjunct instructors in encouraging students to use the Chaffey Success Centers and by the one-on-one tutoring by the full time and adjunct faculty members who provide student support. Various hand-on training tools, such as online Westlaw and in-class activities have also contributed to the improved success rate. The externship program with San Bernardino Superior Court system further helps to keep students interested and to complete the Program. The Program had made a priority to use experienced or working legal professionals to teach its classes. Students have shown tremendous interests in learning from working legal professionals. The student success pattern when analyzed by ethnicity/gender indicated the ability of the Program faculty and adjunct instructors to communicate well with those from a variety of ethnic and cultural background as well as to both males and females.

**Review Team Response**

Data and trends are interpreted properly. Implications for the program are included. Program explained their data appropriately and displayed an appropriate understanding of its population and their needs. Program should be commended for its high level of retention and for utilizing the college’s success centers to increase student success after the slight drop.
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of certificates awarded is, in general, as expected. The first Paralegal certificates were awarded recently, in 2008-2009. The night program has been able to offer one full course of study, allowing night students to complete the program, which takes two years. The program is a difficult course of study, with several rigorous courses. Students are held to a high standard, so that they will be able to function effectively in a law office or similar environment. The number of students in our courses has steadily increased during this PSR period. During that time, it has become more difficult for students to enroll in all of the courses that they want to take. Students have reported to faculty that they cannot always enroll in the courses that they need to take to complete their program. Faculty tries, consistent with wait list policies and room restrictions to add students who have this problem. Nevertheless, as the situation continues, it has the potential to make it take longer for students to obtain a certificate. Although the number of certificates awarded appears to have declined from 2008-2009 to 2009-2010, faculty believes it is too early to tell if this is a trend, or determine a reason for the difference. Consistent with the faculty’s understanding of the requirements of the Paralegal job market, and with the recommendations of the Advisory Committee, faculty intends to revise the Paralegal curriculum. These revisions are of two types. First, to add an Associate’s degree in Paralegal Studies for those students who do not already have a college or university degree. This is intended to better prepare those students for the demands of their profession, and to better prepare them for success in the Paralegal program itself. Second, the curriculum will be revised to offer a core, with electives in different areas of legal practice. This will enable students to develop a more extensive background in the areas they desire to practice, while still receiving a general background in the legal profession and paralegal studies. The latter revision to the curriculum will proceed slowly, due to budgetary and facility constraints on the ability to offer additional Paralegal courses.
STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
The Business and Paralegal courses taken by Chaffey Paralegal students support the Paralegal program-level SLOs in several ways. First, several courses require the students to prepare documents of the type they might be asked to create on the job. This begins in BUSPL-400 (Introduction), where the students prepare case briefs, memorandum of law, and simple motions. In BUSPL-401 (Legal Research and Writing), students learn how to conduct legal research, prepare legal memoranda, and other legal documents under the supervision of an experienced lawyer. In BUSPL-402 (Civil Litigation), students prepare complaints, discovery requests, court forms, and other documents of the type commonly prepared by paralegals. In BUSPL-403 (Evidence), students prepare written testimony of the kind commonly used in pre-trial proceedings, and in BUSPL-404 (Law Office Operations), students prepare common documents such as correspondence, and legal forms. Second, all of the BUSPL courses provide students with the opportunity to simulate situations commonly faced by paralegal professionals, and to prepare work-product of the type required of paralegals on the job. The introductory course (BUSPL-400) provides an overview of the profession, and introduces students to the skills required to be a paralegal, while the remaining courses allow them to further develop those skills. In addition, faculty teaching these courses provide the students with information about what is expected of a paralegal in a law office or business setting. In addition, the Business courses (BUS-28A, BUS-28B, and BUS-410), and the Administration of Justice course (AJ-1), provide the students with information on substantive law topics and other information that paralegals must understand to function as a paralegal working in a business or law office. Assignments, exams, and SLO assessments provide opportunities for faculty to evaluate student progress toward this goal. Third, the Introduction to Paralegal course provides the students with an overview of the career opportunities available to students completing their Paralegal certificate. Students are given the opportunity to prepare professional-quality resumes and learn how to conduct a job search. Faculty teaching the advanced courses provide additional information relevant to the topics covered by the course they are teaching. Faculty also invite former students who have obtained employment to speak to classes about their job search and employment experiences. Fourth, all of the Paralegal and Business courses in the program require the students to approach legal problems and issues, analyze them, and develop a solution. BUS-28A, -28B, and -410 provide the opportunity to learn about different areas of substantive law, and to use that knowledge to analyze legal problems and develop solutions. The BUSPL courses provide the opportunity to learn about different aspects of paralegal practice and procedure, and to use that knowledge to prepare appropriate legal documents and solve problems. Students are required to become problem solvers. There is no learning by rote without understanding the material. Fifth, students taking Paralegal courses often work together to solve problems, simulating the sort of collaboration they will experience in practice. Courses offer mock trials, group projects, and opportunities for work and study groups. Students are also encouraged to participate in class and to discuss legal concepts and rules so that they will become comfortable doing the same in a professional setting.

Discuss how courses in the program articulate with or complement each other.
The courses offered are of two different types. The first type focuses on substantive issues, or a specialized area of law. These courses include BUS-28A, BUS-28B, and BUS-410. These courses expose Paralegal students to legal concepts such as Torts, Contracts, Property Law, Constitutional Law, Business Ethics, etc. They are necessary to an understanding of the work of a lawyer and the paralegals who assist them. The second type of course focuses on procedure and practice. BUSPL-400 provides an introduction and overview of the profession, while BUSPL-401, BUSPL-402, BUSPL-403, BUSPL-404, and AJ-1 offer students opportunities to learn about specific areas of procedure or paralegal practice. These courses provide additional breadth of knowledge and experience, and relate to the "bread and butter" of paralegal practice.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

Chaffey paralegal students take courses in the following departments to complete the requirements for their Paralegal certificate: Business (BUS-28A, BUS-28B, and BUS-410), and Administration of Justice (AJ-1). Students have also informed faculty that they may also obtain an Associate’s degree in another area of study, such as Business or Administration of Justice. It is not common for students in other departments may also take Paralegal courses, although this does happen from time to time.

How and when has your department assessed Program SLO's and how have you responded to the results?

When creating course level SLOs, the department made sure that each course level SLO flowed from the appropriate program level SLOs, and in turn that the program level SLOs aligned with one or more of the core competencies. By following the tree for this process created in CurricuNet, the department was able to ensure that all levels of SLOs were in alignment. To date, the department has not identified a need to revise any of the program level or course level SLOs.

What program or course changes have been made based on the result of the assessed outcome?

No program or course changes have been made based on the result of an assessed outcome. However, faculty has decided to modify the Paralegal program based on their own experience, and the concurrence of the Advisory Committee. Additionally, based on assessments conducted in BUSPL-402 (Civil Litigation) faculty determined that students taking this course who have not previously taken BUSPL-400 and BUS-28A had difficulty completing assignments successfully, or at least as successfully as those students who had completed those two courses. As a result, the COR for BUSPL-402 was revised to make BUSPL-400 and BUS-28A prerequisites. Previously, those courses were advisory prerequisites; an advisory that many students ignored. Teaching strategies and approaches have been modified based on results of course level SLO assessments. For example, in assessing student performance on the business ethics portion of BUS-28A, faculty observed that students consistently missed some important issues on exams. Faculty revised their approach to that portion of the subject matter to highlight and stress those issues. Upon re-assessment, students improved their exam performance on those issues. Similarly, in reviewing student performance on projects in BUSPL-402, faculty observed that students performed poorly or even omitted some key portions of the project. Faculty modified their approach to teaching those subjects, adding emphasis and coverage of those issues.

Review Team Response
Overall Program Level Implementation of SLOs is Developmental: The program has established a framework for defining SLOs (where to start), how to extend and timeline. The program has established authentic assessment strategies for assessing SLOs. Program faculty members are engaged in SLO development.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSPL 400 Introduction to Paralegal Studies - Active</td>
<td>03/28/2007</td>
</tr>
<tr>
<td>BUSPL 401 Legal Research and Writing - Active</td>
<td>03/28/2007</td>
</tr>
<tr>
<td>BUSPL 404 Law Office Operations - Active</td>
<td>03/28/2007</td>
</tr>
<tr>
<td>BUSPL 403 Evidence - Active</td>
<td>01/21/2009</td>
</tr>
<tr>
<td>BUSPL 402 Civil Litigation - Active</td>
<td>09/14/2011</td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All courses are current and updated.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Commettees
Labor Market Studies/Projections
Develop New Courses/Programs

Briefly explain:
A labor market study was prepared when the program was created. We meet annually with an advisory committee. Based on faculty proposals during our last two committee meetings and the committee's recommendations, faculty is preparing to revise the curriculum to add an Associate's degree and more flexibility through additional course electives.
ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).

Annual advisory board meetings are held. The meetings are designed to inform the board members of the trends on campus and developments in the Program. The advisory board provides feedbacks and offers suggestions to update the faculty on the current trends and needs of the paralegal profession. The information from the advisory board is the main driving force for the Program's development, curriculum modifications, classes required and advised, and the content in classroom instruction. Advisory board members are practicing paralegals, attorneys, current student representative, law professors, and college and university professors. The Program has responded directly on several of the board's suggestions. For example, the board has discussed the importance of internships for Chaffey paralegal students to increase their job opportunities. The Program now provides students with the option to intern with the San Bernardino County Superior Court as a judicial externship. The advisory board has also suggested ways to improve students' career skills. Faculty has revised “Introduction to Paralegal Studies” to include a chapter that focuses on skills such as legal resume writing, interview best practices and mock interview sessions, and legal writing samples. The advisory board has encouraged attorney guest speakers as an invaluable experience for students to receive practical knowledge. Faculty in “Law Office Procedure” has since invited six practicing attorneys from different legal fields to provide such insights for students.

Review Team Response
Committee encourages the program to pursue its recommendation of internships to prepare graduates and would be inline with projected future employment as stated in the Labor Market Trends.

EXTERNAL REGULATIONS

Organization:
Last Review:
Recommendations:
Budgetary Recommendations:
Addressed Satisfactorily: Yes
Status of Recommendation:
Next Review:

Organization: Currently, there are no external organizations to impose regulations upon institutions teaching paralegal programs. The Program meets and exceeds statutory requirements under the California Business and Professions Code Section 6450: "A certificate of completion of a paralegal program at, or a degree from, a postsecondary institution that requires the successful Completion of a minimum of 24 semester, or equivalent, units in law-related courses and that has been accredited by a national or regional accrediting organization or approved by the Bureau for Private Postsecondary and Vocational Education." The Program requires students to successfully
complete (C or better grade) 27 semester units of law related courses. Chaffey College is a regional accredited organization. Thus, the Program meets the California statutory requirements to offer the paralegal program.

Last Review: 11/11/1111
Recommendations: N/A
Budgetary Recommendations: N/A
Addressed Satisfactorily: No
Status of Recommendation: N/A
Next Review: 11/11/1111

Review Team Response
Program does not have external regulators.

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)
Type of Service | What knowledge, skills, and/or abilities are learned? | How many students received this service? | Measured with?
--- | --- | --- | ---

| Type of Service | How does this contribute to student success? | How many students received this service? | Measured with? |
--- | --- | --- | ---

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

Additional information:

Review Team Response

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

**Year Three Goal:**
Revise the entire Paralegal curriculum. Based on experience, faculty's evaluation, and the Advisory Committee's agreement, the program should be expanded to offer students the opportunity for exposure to additional areas of legal practice, such as bankruptcy, family law, and other topics. Additionally, the program will expand to offer an
Associate's degree.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
Review program to determine whether any course offerings require updating. Comparison of Chaffey programs/course offerings with reference community colleges. Develop framework for the new Associate's degree and electives.
Completion of the framework for the new degree. Selection of new courses to offer as electives in the program.

Year 2 Steps to Success (activities) and VIP Assessment:
Submit revised curriculum/courses to Curriculum Committee. Completion of proposed curriculum/course changes.
Submission of courses and programs to Curriculum Committee.
Approval of program changes and additional courses by the Curriculum Committee.

Year Three Goal:
To improve the success rates of students enrolled in Paralegal department courses by 5% over the 2009-2010 rate.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Continue to assess course level SLOs and implement strategies revealed by the information obtained during the assessment. Use Success Center and Early Alert to provide additional opportunities and programs to foster student success.
Review student success rates to evaluate progress. Compare success rates of students who attended Success Center vs. those who did not. Document students who we "Early Alerted," and evaluate whether they successfully completed the course.

Year 2 Steps to Success (activities) and VIP Assessment:
Continue to assess course level SLOs and implement strategies revealed by the information obtained during the assessment. Use Success Center and Early Alert to provide additional opportunities and programs to foster student success. Implement interactive learning technology (classroom response system, etc.) in classrooms.
Review student success rates to evaluate progress. Compare success rates of students who attended Success Center vs. those who did not. Document students who we "Early Alerted," and evaluate whether they successfully completed the course. Compare student success rates in courses using interactive learning technology with rates in those courses taught without learning technology.

Year Three Goal:
To increase degree/certificate completion rates for students enrolled in Paralegal department courses by 15% over the 2009-2010 rate.
To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
Expose students taking Paralegal classes to available degree and certificate options. Expose students taking Paralegal classes to support services such as E-Advising, Success Guides, and counseling. Prepare an A.S. degree for Paralegals so that students without a prior degree are better prepared for their chosen career path.
Compare number of certificates/degrees awarded with those awarded during the 2009-2010 school year.

Year 2 Steps to Success (activities) and VIP Assessment:
Expose students taking Paralegal classes to available degree and certificate options. Expose students taking Paralegal classes to support services such as E-Advising, Success Guides, and Counseling. Prepare and submit to Curriculum the A.S. degree for Paralegal.
Approval of the A.S. degree by Curriculum. Compare number of certificates/degrees awarded with those awarded during the prior school year.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
All three VIPs are well done and articulated. Goals are clear and measureable. Consider expanding rationale for goals 2 and 3.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM
List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>We attend regularly the FLEX activities and convocation presentations offered each Fall and Spring.</td>
<td>The Evidence and Trial Wheel; Civil Litigation Update; &quot;Game &quot;Changers&quot; New Federal Rules and Cases</td>
<td>Due to budget constraints, we have not attended conferences in recent years.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedural and Forensic Protocols in Electronic Discovery; Employment Law for the In-house Counsel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
The aforementioned flex activities, workshops, and training sessions enable the paralegal faculty to stay current with legal developments, and help faculty bring real world illustrations into the classroom, thus promoting the achievement of student learning outcomes.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Senate, Accreditation Committee, Evaluation Procedures Committee</td>
<td>Ethics Across the Curriculum Art, Professional Relations, Hiring, Evaluations, Wignall Advisory,</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
These campus-related activities allow business faculty the opportunity to collaborate and share instructional ideas with faculty in other disciplines. These activities also make us aware of student issues. Faculty often explore these issues and develop viable solutions to facilitate student learning.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Business: Paralegal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
We cannot enter data into the table. There are two full time faculty with 6-10 years of service. Given the data, the Paralegal program has experienced a consistency of instruction since its inception. The consistency, vibrancy, passion, and enthusiasm of instruction has positively impacted the paralegal student body.

Does your program anticipate retirements within the next 3 years?
No.

Review Team Response
Professional development seems appropriate for program. May consider online or video conferencing to save costs and remain updated. Program should be commended for number and diversity of on-campus involvement given the size of its faculty. Does program have full time faculty? If so, should be reflected in Years of Service.

PROJECTED NEEDS
Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other
The Paralegal program received Perkins funds to pay for WESTLAW legal research software for use by the students taking BUSPL-401. This is a critical issue, because the program has never been funded via the budget for this resource, which is required so that students can learn how to and practice legal research.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT
Year 1
Year 2
Year 3

TECHNOLOGY
Year 1
Interactive Student Response Unit for rooms BE-101, BE-103, BE-105, BE-111. Rationale: Research has shown these units improve student engagement in the classroom, and can improve student learning. Cost: $16,000.00. Can be shared with Business program.

Year 2
Year 3

SOFTWARE

Year 1

Year 2
WESTLAW legal research software. Our Perkins funding covers us through 2012-2013. After that we will need to fund WESTLAW with budgeted funds. Cost: Approximately $7,000.00 annually.

Year 3

OTHER

Year 1

Year 2
Item: Additional classroom availability. Rationale: Student enrollment throughout the Business department is growing, and demand for business and paralegal classes should continue to grow. We are actually operating with two fewer classrooms than the department had available in 2004-2005. In addition, the school of Business and Applied Technology added the Paralegal and FireTec program during that time. Both programs are growing. As noted in this PSR, the Paralegal program is planning for expansion. This makes it very difficult to schedule an adequate number of business and paralegal classes for both day and evening students. In particular, 4 unit accounting courses consume both evening time modules, making it hard to schedule enough evening courses to serve our evening students. Cost: None, unless we build some more rooms.

Year 3

Review Team Response
Given the programs success the committee supports the program's requests for additional technology and software, provided it is not duplicated in another request. It will increase engagement for all students in those classroom regardless of curriculum.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. Program's PSR contains useful and appropriate information and thoughtful analysis. Programs supports the college's mission and understands its changing student population. Goals are measureable and steps to success are attainable.