

# Form: "PSR 2021 INSTRUCTIONAL Comprehensive Cohort B"

Participating Area: Business: Legal Studies Cohort-B 0506 I-CTE

Show All Possible Responses

**\* Response is required**

## 1. PROGRAM OVERVIEW

### \* Program Title & Code

#### Program Title

Business - Legal Studies  
(Max chars: 100)

#### Program Code

0506 I-CTE  
(Max chars: 100)

### \* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

### \* 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Chaffey College's Business Legal Studies programs improve lives within the diverse communities they serve through equal access to a quality paralegal and pre-law studies programs in a dynamic, supportive, and engaging environment of educational excellence where our diverse students learn and benefit from both career and transfer programs. The Business - Legal Studies department created the Paralegal program to focus on entry-level employment for students who want to become paralegals or legal assistants. The job opportunities for paralegals in the Inland Empire are strong. The median annual wages for paralegals in the IE exceed \$73,000. This is even higher than the median annual wage for paralegals in Los Angeles! This program provides an opportunity for career success for all of our students. This career will allow paralegal students to earn more than many graduates earn after earning a bachelor's degree. Employment estimates for the IE, Los Angeles, and Orange County areas indicate strong opportunities for students graduating with a paralegal degree or certificate. This indicates there is both need in the community and opportunities for students. The great majority of the department's students identify as races other than caucasian. A career in the paralegal field provides a great opportunity to promote equity and to help these students and their families earn more than a living wage. Chaffey paralegal degree and certificate earners complete their programs with fewer units than is typical when compared to overall Chaffey College data for similar degree and certificate programs. This promotes timely completion of their educational goals. The department maintains a rigorous approach to teaching paralegal courses. Faculty include full-time and adjunct faculty who have had extensive experience in the practice of law. Success and retention rates of Chaffey Paralegal students have risen so that they are now somewhat higher than those for Chaffey students overall. Some of our graduates move on to earn a bachelor's degree. One such graduate recently was accepted to the law school at Seattle University.

Chaffey was selected as one of the first group of California Community colleges selected to participate in the 2+2+3 Community College Pathway to Law School program. The participating law schools (and their associated undergraduate school) are USC, Loyola Law School (LMU), UCLA, UC Berkeley, UC Davis, UC Irvine, University of San Francisco, Pepperdine University, Chapman University, and Santa Clara University. Students who complete the Pathway to Law School program earn a Chaffey certificate that is approved by the Chancellor's office. The program is designed to improve transfer rates and to provide a pathway for students who want to become lawyers. Although we do not have separate equity data for Pathway to Law School students, faculty have observed that the demographics of these students is similar to the demographics for the Paralegal program and for the College as a whole. The program is designed to help diversify the membership of the State Bar of California by attracting students from the most diverse student pool in California's system of higher education - The community colleges. To date, students have transferred to many outstanding

transfer institutions, from UCLA, UC Berkeley, and other UC campuses, to Loyola Marymount, USC, Claremont-McKenna, Long Beach State, and other fine universities. This year, we learned that one former student who participated in the Pathway is attending law school at the University of Oregon, following his graduation from Portland State University. Also this year, one faculty member has written nine letters of recommendation to law schools on behalf of former Chaffey students. It appears that the program is starting to bear fruit. Pathway certificate recipients should be compared to ADT earners, because all of them plan to transfer. Pathway students complete their time at Chaffey with significantly fewer units than do students who earn an ADT degree.

## PRIOR VIP GOALS STATUS/PROGRESS

### ✳ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

1. To improve the success rates of students enrolled in Legal Studies courses by 5% over the 2015-16 rate. Achieved. During the PSR period, the lowest success rate was 5.8% points higher than the 2015-16 rate. The highest success rate was 10.8% points higher than the 2015-16 rate.
2. To increase degree/certificate completion rates for students enrolled in Legal Studies courses by 15% over the 2015-2016 rate. Not achieved. The number of awards earned in 2015-16 was 29. The highest number of degrees/certificates earned during the PSR period was 20.
3. To improve the retention and success rates of African American students enrolled in Legal Studies courses by 15% over the 2015-16 rate.
4. Conditional Goal: Create a new Area of Emphasis ADT in Law, Public Policy, and Society which is the subject of a draft TMC that recently closed for vetting. Achieved. The degree was approved and will be in the 2021-2022 catalog.

## OTHER RESOURCES REQUESTS

### ✳ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

- Yes  
 No

### 1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

We received funding to purchase manuals and related materials regarding American Bar Association (ABA) accreditation of the Paralegal program. These materials were purchased. These materials will help us to prepare for the accreditation process.

We also received approval on funds for 1) an expert consultant to assist in preparations for ABA accreditation and to review the self-study, and 2) approval of the funds necessary to pay the fees associated with an application for ABA accreditation. These funds were never used. This is because we have not been able to begin the process. There are multiple reasons for this. First, the pandemic has derailed our efforts in this area. Second, even before the pandemic, we never received confirmation that the Legal Studies faculty would receive release time to work on this massive and time consuming project or that funds would be allocated to pay for adjunct faculty to fill in for the full-time faculty if release time is given.

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## 2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

### ✳ 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by males	✓			
Number of enrollments by females	✓			
Success rate by males	✓			
Success rate by females	✓			
Retention rate by males			✓	
Retention rate by females			✓	

**2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by African American		✓		
Number of enrollments by Asian	✓			
Number of enrollments by Caucasian			✓	
Number of enrollments by Hispanic	✓			
Number of enrollments by other race/ethnicity	✓			
Success rate by African American	✓			
Success rate by Asian		✓		
Success rate by Caucasian	✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by Hispanic	✓			
Success rate by other race/ethnicity	✓			
Retention rate by African American		✓		
Retention rate by Caucasian	✓			
Retention rate by Asian	✓			
Retention rate by Hispanic			✓	
Retention rate by other race/ethnicity			✓	

**2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data over the last six years.

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Number of enrollments by age group, 19 or younger	✓			
Number of enrollments by age group, 20-24	✓			
Number of enrollments by age group, 25-29	✓			
Number of enrollments by age group, 30-39			✓	
Number of enrollments by age group, 40-49	✓			
Number of enrollments by age group, 50 or older	✓			
Success rate by age group, 19 or younger		✓		
Success rate by age group, 20-24	✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by age group, 25-29	✓			
Success rate by age group, 30-39	✓			
Success rate by age group, 40-49	✓			
Success rate by age group, 50 or older	✓			
Retention rate by age group, 19 or younger			✓	
Retention rate by age group, 20-24	✓			
Retention rate by age group, 25-29			✓	
Retention rate by age group, 30-39			✓	
Retention rate by age group, 40-49			✓	
Retention rate by age group, 50 or older			✓	

**2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data over the last six years.

<b>Response Legend:</b>				
1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation	✓			
Number of enrollments by economically disadvantage	✓			
Success rate by students with disabilities			✓	
Success rate by first generation	✓			
Success rate by economically disadvantage	✓			
Retention rate by students with disabilities			✓	
Retention rate by first generation			✓	
Retention rate by economically disadvantage			✓	

**2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

Response Legend: 1 = Increase 2 = Decrease 3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✓

**2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.**

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

- Gender - Enrollment by males and females increased. Success rates for males and females both increased. There was no change in retention rates for males and females.
- Race/Ethnicity - The number of enrollments increased for Asian, Hispanic, and other for race/ethnicity. There was no change in the number of enrollments by Caucasians. Success rates increased for African American, Hispanic, Caucasian, and other race/ethnicity students. Retention rates increased for Asian and Caucasian students. There was no change in retention rates for Hispanic and other race/ethnicity.
- Age Group - Enrollment increased for the following age groups: 19 or younger, 20-24, 25-29, 40-49, and 50 or older. Enrollment did not change for students 30-39 years old. Success rates increased for students age 20-24, 25-29, 30-39, 40-49, and 50 or older. Retention rates increased for students aged 20-24. Retention rates did not change for students age 25-29, 30-39, 40-49, and 50 or older.
- Other characteristics - Enrollment increased for first generation students and economically disadvantaged students. Success rates increased for first generation students and economically disadvantaged students. There was no change in success rates for students with disabilities. Retention rates for students with disabilities, economically disadvantaged students, and first generation students did not change.

Based on the above indicators, the program is achieving positive and improving results for most of the students in the above categories. There are a fewer number of "no change" categories and an even fewer number of categories demonstrating a decrease in outcomes. Overall, the program is achieving equitable results, although improvement in all areas is desirable.

### 3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

**3a. Identify important PROGRAM developments and trends.**

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment	✓				
Overall Retention			✓		
Overall Course Success	✓				
FTES	✓				
All ADT degrees awarded				✓	
All AA degrees awarded				✓	
All AS degrees awarded	✓				
All degrees awarded	✓				
	1	2	3	4	5
All Certificate Completion	✓				

Average units earned, ADT degree				✓	
Average units earned, AA degree				✓	
Average units earned, AS degree		✓			
Average units earned, all degrees		✓			
Average units earned by certificate(s)	✓				
Overall average # of semesters to award degree(s)					✓
Overall average # of semesters to award certificate(s)					✓

**3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.**

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

Overall, program health appears good. The following areas experienced a beneficial increase: enrollment, success rates, the number of degrees awarded, and the number of certificates awarded. At the same time, degree earners showed a decrease in the number of units earned before achieving their degree. During most of the period covered by the data, the average number of units earned by certificate students decreased, with the exception of 2019-2020. Whether that year is an outlier will be determined as we move forward. Retention rates, which are typically higher than the College's average retention rate, remained stable.

**3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.**

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

The program experienced a decrease in the average number of units earned by associate degree students. This is actually a strength. (We were directed to address "any items marked 'decrease' . . . .")

After peaking in 2016-17, the average number of units earned by Paralegal Certificate earners decreased significantly. However, that average increased in 2019-2020. The department does not have any information as to the cause for that increase.

## 4. EVIDENCE--Career & Technical Education (CTE)

**4a. Is this a CTE program?**

If yes, proceed to questions 4b-4e. If no, skip to section 5.

Yes  No

### Labor Market Information (LMI): Regional Job Outlook (If Applicable)

**4b. Identify important CTE PROGRAM developments and trends.**

**Response Legend:**  
**1** = Middle Skill    **2** = Above Middle Skill

	<b>1</b>	<b>2</b>
CTE: Projected Occupational Growth	✓	

**4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.**

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

Calculations are based on OIR data unless otherwise indicated. This discussion is for the Paralegal program only. The Pathway to Law School program is not a CTE program.

According to indexmundi.com, the average number of persons per household in San Bernardino County is 3.3. (<https://www.indexmundi.com/facts/united-states/quick-facts/california/average-household-size#table>) We will round that number to 3 for this discussion. We assume that this is a traditional household with two adult parents and one child.

According to the MIT living wage calculator, a living wage for a household with two working adults and one child living in the Riverside - San Bernardino - Ontario area is \$39,582.40. (<https://livingwage.mit.edu/metros/40140>)

OIR data indicates that the median annual wage for a paralegal working in the Riverside - San Bernardino - Ontario area is \$73,240. The median annual wage for a paralegal working in the Los Angeles, Long Beach, Glendale area is \$69,052. Both of these totals exceeds the two worker family minimum wage totals generated by the MIT calculator. They are also far more than 10% higher than the regional living wage rate for a two worker one child household in our area.

According to the California Employment Development Department,

In California, the number of Paralegals and Legal Assistants is expected to grow much faster than average growth rate for all occupations. Jobs for Paralegals and Legal Assistants are expected to increase by 18.0 percent, or 5,400 jobs between 2016 and 2026. (<https://www.labormarketinfo.edd.ca.gov/OccGuides/detail.aspx?Soccode=232011&Geography=060100000#:~:text=Projections%20of%20Employment,jobs%20between%202016%20and%202026.>)

The projected occupational growth for students earning Paralegal degrees and certificates offered by the department is exceptionally good.

## External Oversight: Advisory Committee Information (If applicable)

Programs that have an active advisory committee must complete this section.

**4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.**

Yes  No

**4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?**

Yes  No

**4e.2 If yes, what are the recommendations?**

NA

## 5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

**5a. External Agency**

Does the program have external regulations?

Yes  No

## 5b. External Agency Information

If yes, please provide the following information:

- a) Name of Agency
- b) Date of last review
- c) Recommendations made
- d) Any budgetary or institutional impacts from the recommendations
- e) Progress on recommendations
- f) Date of next review

\*Note: more than one external agency can be added in the same field if needed.

NA

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## 6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

### 6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

- Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
- Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
- Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

### 6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

Yes

No

Comment:

### 6c. Three-year cycle

Do you evaluate all courses within the three-year period?

Yes

No

Other:

### 6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?



- Yes  
 No  
 Other:

## ASSESSMENT REFLECTION

Look over your learning outcomes assessment results for the various COURSES in your program(s).

### 6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE been met.

The program has the following strengths:

- 100% of the faculty have earned the J.D. degree.
- The faculty have a great deal of experience teaching and in a variety of legal practice areas. One faculty member is a Judge of the California Superior Court. Another is a Superior Court Commissioner. The full-time and adjunct faculty have high standards, which is important in instilling a high level of professionalism and ethics in our students.
- Completion rates and success rates have been trending upward.
- Students graduating from the Paralegal program have obtained employment at law firms, the Superior Court, other public agencies, corporations, and other entities. Some paralegal students have gone on to attend law school.
- Pathway to Law School students have transferred to outstanding universities, including UCLA, UC Berkeley, UCSB, UCR, Claremont McKenna, Loyola Marymount, Cal Poly Pomona, CSUSB, CSUF, and USC. Many Chaffey Pathway students have applied to law school to start in fall semester 2021.

### 6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE NOT been met.

The program can improve in the following ways:

- Increase enrollment and success rates for students of color.
- Achieve American Bar Association accreditation for the Paralegal program to improve the employability of program graduates.
- Increase the number of students participating in internship opportunities.
- Develop stronger ties to the local legal and paralegal communities to provide mentoring opportunities for both Pathway to Law School and Paralegal students.
- Develop better student learning outcomes and/or methods for assessing student learning outcomes so that they are relevant, meaningful, and collectible.

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## 7. STRATEGIC PLANNING

### 7a. Do you have any plans to modify a degree or certificate in your program?

- Yes  
 No

### 7b. Are you planning to initiate a new program?

- Yes  
 No

## OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity

Subsection 3: EVIDENCE--Program Data

Subsection 4: EVIDENCE--Learning Outcomes

**7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.**

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors, budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

In general, success rates for students in our programs in the last three years have been better than those for similar demographics college-wide. This has been an improvement over prior years. Nevertheless, there is still an achievement gap that we want to close. When looking at the success rates broken down by demographics, African American, Asian, Hispanic, other, and unknown students experience success rates lower than our students' average success rates. Even though our program's success rates are generally higher than the College's average success rates over the period covered by the data and each of these demographic groups generally outperforms the same groups' results in the college-wide data, it is imperative that we work to close this gap.

Declines:

- Enrollment and retention rates for African American students
- Success rates for Asian students
- Success rates for students age 19 and younger
- Number of enrollments for students with disabilities

**7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.**

If there is a disparity in equity, the strategies for implementation should be included in the plan.

This is our single most important priority: Improve outcomes in our programs for students of color.

SPRING 2021:

A. We plan on reaching out to Special Populations, DPS, and Equity Programs and Dr. Colondres to discuss creating a Legal Studies Success cohort.

B. We plan on reaching out to Special Populations, DPS, and Equity Programs and Dr. Colondres to recruit permanent members of our Advisory Committees.

C. We plan on discussing the recruitment of Special Populations and Equity Programs, DPS, and Umoja Legal Studies student leaders in various positions such as Success Center tutors, SI Leaders, etc.

2021-22

A. Fall - Develop strategies with Special Populations, DPS, and Equity Programs and UMOJA.

B. Fall/Spring - Begin implementing strategies developed with Special Populations, DPS, and Equity Programs and UMOJA.

2022-23

A. Continue implementing strategies.

B. Measure results in PSR.

2023-24

- A. Continue implementing strategies.
- B. Measure results in PSR.
- C. Modify if/when necessary.

## CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

### 7e. How does (or will) your program incorporate experiential learning components into your curriculum?

We have a provision for Paralegal internships as an option in the elective section of the Paralegal program. This gives them the opportunity to earn credit while gaining experience in the legal field. We also have an MOU with the San Bernardino Superior Court Self-Help Center that gives some of our paralegal students the opportunity to work in the Self-Help center as interns. We also have an MOU with the Riverside District Attorney's Office and the San Bernardino Superior Court that provides internship opportunities for paralegal students. The program also sponsors an annual Legal Night in which Paralegal and Pathway to Law School students in the Legal Society plan and run a pro-bono legal clinic for one night on the Chaffey College Rancho campus. Students meet with clients, conduct intake interviews, make presentations to a group of lawyers, and assist lawyers as they provide legal advice to Chaffey students, staff, and members of the community.

(Max chars: 5,000)

### 7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?

Career exploration is covered in BUSL 400 for Paralegal students. It is covered in BUSL 10 for Pathway to Law School students.

(Max chars: 5,000)

### 7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?

Type N/A in the response field if you are not making any recommendations for professional development.

Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

Video workshop(s) for adjunct faculty. Our adjunct faculty is primarily made up of working professionals who teach an extra course or two to give back to the community. We do not have a large group of full-time professional part-time faculty. These faculty do not have the time available to attend workshops during the day. Workshops would be directed toward techniques that improve student success and enhance equity.

Workshop on interpretation of data provided by IR for use in PSR.

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## 8. VIP GOALS

### 8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

1. Improve success rates of students of color taking Legal Studies courses and pursuing Legal Studies programs by at least 3% prior to the next full PSR assessment. Offer courses in sessions shown to have the highest increase in student success rates. (Fast Track classes and 14 week).
2. Obtain American Bar Association accreditation for the Paralegal program.

**8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
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- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

**8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP GOAL 1 - To achieve equity it is important that all of our students are as successful as possible in both school and the workplace. Even though our success and retention rates for students of color are generally higher than the College's overall statistics, we must close the gap completely. This aligns directly with Chaffey Goal 1 on Equity and Success. This will also promote learning and completion, which is Chaffey Goal 2.

VIP GOAL 2 - There are no American Bar Association (ABA) accredited Paralegal programs at community colleges in the Inland Empire. Some large firms and government agencies limit paralegal hiring to graduates of ABA accredited programs. ABA accreditation for our program will increase employment opportunities for our students, thereby aligning with Chaffey Goal 3, Community Opportunities and Needs.