

**Final Report Program Information by TOP Code**

District/College: CERRITOS CCD/CERRITOS COLLEGE  
 Program Title: Paralegal

Agreement No.: 17-C01-006  
 TOP Code: 140200

Briefly describe the program improvement issue(s) concerning this TOP code.  
 Per the 2017-2018 Core Indicators (14-15 data), other than a small deviation, only two categories showed any meaningful percentages below the District Negotiated Level, Core Indicator 3 – Persistence and Transfer and Core Indicator 5b - Nontraditional Completions. As to Core Indicator 3, a number of students “try” paralegal/law, but lack necessary skills to be successful, such as a solid base in English grammar skills. As such, success can only be achieved if these skills are brought to college level either by pre-college programs or in programs through other departments on Campus. As to Core Indicator 5b, not all students enrolled in our classes desire to complete a degree or certificate as some only want one or a few class to improve specific skill regarding an existing job.

Briefly describe how the issue(s) will be addressed.  
 Regarding disabled students, all paralegal faculty incorporate in their syllabi the need for disabled students to seek involvement of DSPS. Regarding students who lack a solid base in English grammar skills, all paralegal faculty are knowledgeable about the Student Success Center and encourage students to see assistance as needed. As for increasing completion, students can be encourage to obtain a degree or certificate as a benefit for their current job or seeking a better job or position

Final Report Summary:  
 1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?  
 If the response in Section 1 is No or Partially describe the barriers and/or lessons learned in Section 2.  
 If the response in Section 1 is Yes or Partially describe the accomplishment and/or effective practices derived from the project in Section 3  
 Select  Yes  No  Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).  
 DSPS assistance is optional for the students; nothing can be done to compel students to seek this department’s assistance. However, as noted below faculty does its best to educate students as to this opportunity available to them.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).  
 Regarding disabled students, all faculty continue to include in syllabi that DSPS is there to assist students with required accommodations and faculty continues to honor DSPS requests for accommodations. Regarding the issue of English grammar skills, we commissioned Institutional Research and Planning to perform an analysis as whether the inability of students to pass English 100 (college level English) was a barrier to completing our A.A. degree Program. The results were “no.” Finally, as for students who have obtained degrees or certificates to benefit their current jobs or seek better jobs/positions, students who have graduated reported success in this endeavor.

Requirement for Uses of Funds	MET	UNMET	NOW MET
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: \$13,509

<input checked="" type="checkbox"/> Professional Dev. (including stipends)	<input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software)
<input type="checkbox"/> Instructional Equipment Purchase/Replacement	<input type="checkbox"/> Project Administration
<input type="checkbox"/> Facility rental/lease (off-campus location)	<input type="checkbox"/> Programs/Services for Special Populations
<input type="checkbox"/> Curriculum Development	<input type="checkbox"/> Consultants or Other Contracted Services
<input checked="" type="checkbox"/> Program Marketing and Outreach	<input checked="" type="checkbox"/> Other(specify) <input type="text" value="CTE Coordinator assist in ad"/>