

# 2023-2024 Comprehensive Instructional Program Review - Law Latest Version

2022-2023 Comprehensive Instructional Program Review

## Program Overview and Goals

### Mission and Alignment : Version by **Greenberg, Bruce** on **03/26/2024 19:52**

Explain how your program supports the College's Mission.

The Law/Paralegal Department supports Cerritos College's mission through its union with the American Bar Association (ABA) and the State Bar of California to provide students with the knowledge, skills, and values to become productive paralegals and legal support professionals in our local community. Our primary focus is to prepare students to be paralegals and work in law-related environments that will ultimately lower legal fees and provide much needed legal access to our citizens. Our community and student population are diverse, so we recognize and embrace the non-traditional learner, the adult student returning to the workforce or retraining for a career in law or law-related fields, as well as the post-baccalaureate certificate student who is looking for the paralegal skill set to improve job prospects, economic futures, or with an eye towards law school and beyond. It is our intent to create an atmosphere for learning that encourages traits that are important for the paralegal when he or she enters the work force such as independent learning, creativity, organization, efficiency, and productivity.

In determining how to best serve the students, we are continually seeking information and input from the legal community around us as well as our Paralegal Advisory Committee as to what skill sets are required in the paralegals that they hire. It is our goal and a requirement of our approving agency, the ABA, that we train our students to meet the needs of the legal community in which we are located.

We offer student training in core paralegal skills and in accordance with the requirements of our approving agency. Traditional, hybrid, and online formats are offered to meet the diverse needs of our community. We offer training in current technology and internships at more than 80 private and public locations so students will be competitive in the marketplace and an asset to their employers in our community.

The Law Department supports a diverse student population by providing them with a variety of instructional modalities and equity-based instructional practices. Students who enroll in our program in law and paralegal are given the opportunity to participate in Work Experience, often serving the public at self-help centers in courthouses. Further upon graduation they have acquired knowledge, skills, and values, to become productive members of their local and global community employed as paralegals and often as a stepping stone to law school. Working with local partners helps to prepare students to serve the diverse community in which they are working.

### Degrees and Certificates : Version by **Greenberg, Bruce** on **10/03/2022 20:40**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

**Associates of Arts – Paralegal:** 60 units required, of which 33 units are Paralegal (22 units of required paralegal courses and 11 units of elective paralegal courses).

**Paralegal Certificate:** 28 units required of which 22 units are required paralegal courses and 6 units are elective paralegal courses.

### Six-Year Program Goals : Version by **Greenberg, Bruce** on **03/26/2024 19:56**

Our Paralegal Program has five six-year program goals. We are proud of obtaining ABA re-approval and first and primary goal. Our other goals continue to progress positively and are frequently monitored to ensure we are working toward completion.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Program Goal 1: Maintain ABA approved for our Program	r	Completed. We just received reapproval of our Paralegal Program for another 7 years.	Information and data gathering and entry into ABA website; organize for site visit. This requires the Paralegal Assistant's assistance, especially in organizing the necessary events for the site visit and preparing of surveys and tabulating of surveys.
Program Goal 2: Increase enrollment in our Program	A	In progress. We have two classes that can be taught on high school campuses [LAW101 – Introduction and LAW110 – Business Law]. Implementing these classes at more high schools will hopefully provide a lead in to Cerritos College and our Program.	(i) Work with Cerritos College's Dual Enrollment Program to assist in finding suitable high schools for our classes and (ii) hiring of another full-time instructor, so we will have faculty who can teach during daytime hours.
Program Goal 3: Increase job opportunities for our Program graduates	B	In progress. (i) We maintain a list of all graduates of our Program and forward job opportunities to them when brought to our attention and (ii) We now offer our Work Experience class all three semesters.	Hire a full-time Paralegal Assistant/Facilitator whose duties will include contacting attorneys, legal service providers, and bar associations to find job opportunities for our graduates and internship opportunities for our current students.
Program Goal 4: Maintain faculty training and development in the paralegal profession and currency in legal software, both to benefit students and maintain ABA approval.	C	In progress. Our faculty continues to attend annual and regional conferences sponsored by the American Association for Paralegal Education and various software providers.	Currently Perkins and Strong Workforce grants pay for faculty attendance at these functions. Should these grants not be available, the College will need to finance.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Program Goal 5: For those students who do not have a four-year college degree, to assist them in moving toward that direction.	A & B	In progress. Since our last Program Review, we have developed a relationship with National University, one of only two California colleges that offer an ABA-approved Bachelor's Degree in Paralegal. Many of their classes are now taught on our campus and they offer significant tuition discount to our Program graduates, along with permitting students to be dual enrolled with their Program and ours, so that students can graduate both Programs in under four years.	Maintain and enhance our relationship with National University.

## Assessment Report and Data Analysis

### Assessment Report (Part 1: Assessment Table) : Version by Greenberg, Bruce on 03/26/2024 19:56

The SLO results are evaluated every semester for everyone of our paralegal courses. The results are reported to the ABA in our Report. A copy of the most recent report (dated 4/30/2022) was submitted to the ABA and is attached. The responsive information can be found at pages 35 through 40 or if on a Zip Drive, pages 27 to 30, and referenced as "Summary & Analysis of Assessment Results," although the backup data is not provided as they comprise several storage boxes of material, however they are available for review.

Course by SLO	Expected Performance	Performance
LAW56 - Introduction to Computerized Legal Software		
1. Generate legal documents by using software designed to create legal forms (Active from 2020 SP)	100.00%	76.39%
2. Utilize word processing software to perform law office functions. (Active from 2020 SP)	100.00%	76.39%
3. Format and edit legal pleading paper. (Active from 2020 SP)	100.00%	76.39%
4. Utilize legal timekeeping and billing software. (Active from 2020 SP)	100.00%	76.39%
5. Utilize litigation support software. (Active from 2020 SP)	100.00%	76.28%
LAW65 - Advanced Legal Technology		
1. Demonstrate spreadsheet management software; track, calculate, anticipate income and expenses; prepare financial documents; and maintain information for the law office. (Active from 2020 SP)	100.00%	0.00%
2. Demonstrate data base software; students will collect, track, analyze, and maintain information in the law office. (Active from 2020 SP)	100.00%	0.00%
3. Demonstrate graphic presentation software; students will combine text and graphic images to develop computerized slide shows, transparencies, and charts for use in the law office.3. Demonstrate graphic presentation software; students will combine text and graphic images to develop computerized slide shows, transparencies, and charts for use in the law office. (Active from 2020 SP)	100.00%	0.00%
4. Demonstrate understanding and working knowledge of cloud-based legal software for timekeeping and billing, calendaring, and database management. (Active from 2020 SP)	100.00%	0.00%
LAW65 - Advanced Legal Technology		
Demonstrate understanding and working knowledge of cloud-based legal software for timekeeping and billing, calendaring, and data base management. (Active from 2013 FA)	100.00%	93.62%

Course by SLO	Expected Performance	Performance
Demonstrate spreadsheet management software; track, calculate, anticipate income and expenses; prepare financial documents; and maintain information for the law office. (Active from 2013 FA)	100.00%	82.61%
Demonstrate data base software; students will collect, track, analyze, and maintain information in the law office. (Active from 2013 FA)	100.00%	87.78%
Demonstrate graphic presentation software; students will combine text and graphic images to develop computerized slide shows, transparencies, and charts for use in the law office. (Active from 2013 FA)	100.00%	96.39%
LAW104 - Advanced Legal Research		
Find federal and state statutes using both traditional and computerized research methods. (Active from 2013 FA)	100.00%	89.87%
Prepare legal memorandums. (Active from 2013 FA)	100.00%	93.81%
Prepare legal briefs. (Active from 2013 FA)	100.00%	93.81%
Draft persuasive writings and opinion letters. (Active from 2013 FA)	100.00%	93.59%
LAW104 - Advanced Legal Research		
Find federal and state statutes using computerized research methods. (Active from 2017 SP)	100.00%	97.14%
Draft persuasive pleadings including motions with supporting memorandum of points and authorities. (Active from 2017 SU)	100.00%	94.29%
LAW105 - Introduction to Federal and California Employment and Labor Law		
1. Explain and distinguish different forms of the employment relationship. (Active from 2020 SP)	100.00%	0.00%
2. Define federal and state laws governing protected leaves from employment. (Active from 2020 SP)	100.00%	0.00%
3. Define privacy rights. (Active from 2020 SP)	100.00%	0.00%
4. Define and explain federal and state anti-discrimination laws. (Active from 2020 SP)	100.00%	0.00%
5. Recognize and distinguish federal and state employment laws. (Active from 2020 SP)	100.00%	0.00%
LAW105 - Introduction to Federal and California Employment and Labor Law		
Define and explain the rights and responsibilities of both employees and employers under federal and California employment and labor laws. (Active from 2013 FA)	100.00%	70.00%
Define and explain the consequences of failure to comply with the laws for both employers and employees. (Active from 2013 FA)	100.00%	60.00%
Define and explain the methods and means of resolving employer/employee disputes in the workplace. (Active from 2013 FA)	100.00%	55.00%
Explain the Fair Labor Standards Act, Federal Family Medical Leave Act, privacy rights, and sexual harassment laws. (Active from 2013 FA)	100.00%	70.00%
LAW105 - Introduction to Federal and California Employment, Labor, and Workers' Compensation Laws		
Define and explain the methods and means of resolving employer/employee disputes in the workplace. (Active from 2017 SU)	100.00%	0.00%
LAW106 - Bankruptcy Law		
Explain a chapter 7 bankruptcy proceeding. (Active from 2013 FA)	100.00%	54.10%
Explain a chapter 11 bankruptcy proceeding. (Active from 2013 FA)	100.00%	39.66%

Course by SLO	Expected Performance	Performance
Explain a chapter 13 bankruptcy proceeding. (Active from 2013 FA)	100.00%	39.66%
Prepare a complete chapter 7 bankruptcy petition. (Active from 2013 FA)	100.00%	53.57%
Prepare a creditor's claim. (Active from 2013 FA)	100.00%	63.46%
LAW107 - Probate Procedures		
Determine whether a particular estate requires probate. (Active from 2013 FA)	100.00%	57.14%
Prepare a petition for probate, inventory, and appraisal. (Active from 2013 FA)	100.00%	54.84%
Prepare a notice of proposed action. (Active from 2013 FA)	100.00%	86.67%
Draft a creditor's claim. (Active from 2013 FA)	100.00%	88.89%
LAW111 - Business Law		
Define and explain the different types of contracts. (Active from 2013 FA)	100.00%	72.53%
Explain the elements of a valid contract. (Active from 2013 FA)	100.00%	70.78%
Explain the remedies available for breach of contract. (Active from 2013 FA)	100.00%	66.37%
Explain the U.C.C. (Active from 2013 FA)	100.00%	70.68%
Identify and explain negotiable instruments (a.k.a. commercial paper). (Active from 2013 FA)	100.00%	78.39%
LAW113 - Fundamentals of Alternate Dispute Resolutions		
1. Explain mediation proceedings. (Active from 2020 SP)	100.00%	0.00%
2. Explain arbitration proceedings. (Active from 2020 SP)	100.00%	0.00%
3. Prepare a mediation and/or arbitration brief. (Active from 2020 SP)	100.00%	0.00%
LAW113 - Fundamentals of Alternate Dispute Resolutions		
Prepare a mediation and/or arbitration. (Active from Program Import)	100.00%	63.41%
Prepare a mediation and/or arbitration brief (Active from 2017 SU)	100.00%	0.00%
LAW115 - Elder Law		
Recognize eligibility and benefits available for the elderly through Medicare. (Active from 2013 FA)	100.00%	53.33%
Describe Medi-Cal eligibility for nursing home benefits. (Active from 2013 FA)	100.00%	66.67%
Determine when the Domestic Violence Prevention Act applies to the elderly. (Active from 2013 FA)	100.00%	66.67%
Prepare a Durable Power of Attorney for health care benefits. (Active from 2013 FA)	100.00%	66.67%
LAW116 - Criminal Law		
Describe the defenses available to defendants. (Active from 2017 SP)	100.00%	94.74%
Differentiate between crimes against a person, property, and business. (Active from 2013 FA)	100.00%	88.06%
Describe the types of intellectual and white collar crimes. (Active from 2013 FA)	100.00%	86.57%
Explain the exclusionary rule and its exceptions. (Active from 2017 SP)	100.00%	88.06%
Explain search and seizure principles under the Fourth Amendment and their exceptions. (Active from 2013 FA)	100.00%	91.04%
LAW150 - Intellectual Property Law		

Course by SLO	Expected Performance	Performance
Distinguish between and explain the types of Intellectual Property including trademarks, copyright, and patents. (Active from 2016 FA)	100.00%	75.00%
Prepare a copyright application. (Active from 2016 FA)	100.00%	75.00%
Prepare a deadline docket report. (Active from 2016 FA)	100.00%	37.50%
Prepare an assignment of Intellectual Property rights. (Active from 2016 FA)	100.00%	75.00%
Search for and format a patent application. (Active from 2016 FA)	100.00%	0.00%
Search for and format a patent application. (Active from 2017 SP)	100.00%	75.00%
Search for and prepare trademark applications (Active from 2016 FA)	100.00%	75.00%
LAW160 - California Workers' Compensation Law		
Define and explain California laws regarding workers' compensation rights and benefits (Active from 2017 FA)	100.00%	50.00%
Explain the Appeals Board Hearing procedure (Active from 2017 FA)	100.00%	57.14%
Explain and prepare various workers' compensation form (Active from 2017 FA)	100.00%	62.50%
Understand client intake issues and prepare intake form (Active from 2017 FA)	100.00%	50.00%
Analyze and explain medical-legal forms (Active from 2017 FA)	100.00%	50.00%
LAW - 56 - Introduction to Computerized Legal Software		
Students will demonstrate software in conjunction with a document control system. That will include applications for the following law office functions:	100.00%	77.47%
1. Document maintenance (Active from 2013 FA)		
2. Document retrieval (Active from 2013 FA)	100.00%	77.87%
3. Document construction (Active from 2013 FA)	100.00%	74.00%
4. Document billing (Active from 2013 FA)	100.00%	75.33%
5. Document calendaring. (Active from 2013 FA)	100.00%	75.33%
LAW - 100 - Introduction to California Civil Procedures		
Explain and prepare summons, complaints, answers to complaints, and court required supporting documents. (Active from 2013 FA)	100.00%	60.18%
Explain cross-complaints, amended pleadings, and attacks on pleadings. (Active from 2013 FA)	100.00%	44.52%
Explain the purpose of discovery and prepare notices of depositions. (Active from 2013 FA)	100.00%	44.69%
Explain the jurisdictional and venue requirements of the Superior Court. (Active from 2013 FA)	100.00%	50.10%
LAW - 101 - Introduction To Law		
Describe and compare careers in the legal field. (Active from 2013 FA)	100.00%	60.34%
Explain the duties and functions of paralegals. (Active from 2013 FA)	100.00%	54.62%
Describe the judicial system at both the federal and state level. (Active from 2013 FA)	100.00%	45.81%
Explain the differences in procedure and theory between Tort Law and Criminal Law. (Active from 2013 FA)	100.00%	44.58%
Prepare a research project pertaining to law. (Active from 2013 FA)	100.00%	58.64%
LAW - 102 - Advanced California Civil Procedures		
Explain the purpose of and prepare form interrogatories. (Active from 2013 FA)	100.00%	71.52%
Explain the purpose of and prepare special interrogatories. (Active from 2013 FA)	100.00%	69.84%

Course by SLO	Expected Performance	Performance
Explain the purpose of and prepare requests for admissions. (Active from 2013 FA)	100.00%	69.52%
Analyze a factual situation and prepare appropriate motion to compel. (Active from 2013 FA)	100.00%	68.89%
Prepare a trial brief. (Active from 2013 FA)	100.00%	71.10%
LAW - 103 - Legal Research		
Distinguish between primary and secondary sources of the law. (Active from 2013 FA)	100.00%	77.30%
Use legal encyclopedias; statutory, regulatory, case law books; Shepard's Citations; and other research finding tools. (Active from 2013 FA)	100.00%	61.03%
Introduction to the application of computerized legal research. (Active from 2013 FA)	100.00%	78.71%
Prepare simple memorandums and legal briefs. (Active from 2013 FA)	100.00%	48.83%
LAW - 108 - Family Law Procedures		
Distinguish between an annulment, legal separation, and dissolution of marriage. (Active from 2013 FA)	100.00%	92.42%
Prepare a petition for dissolution. (Active from 2013 FA)	100.00%	92.42%
Prepare a request for order with supporting declaration. (Active from 2013 FA)	100.00%	95.16%
Prepare an order approving temporary orders. (Active from 2013 FA)	100.00%	96.67%
LAW - 109 - Torts and Personal Injury		
Prepare Complaint and Answer (Active from 2016 FA)	100.00%	90.63%
Define Tort Law. (Active from 2013 FA)	100.00%	95.45%
Distinguish between intentional and unintentional torts. (Active from 2013 FA)	100.00%	94.32%
Explain the difference between negligence and products liability. (Active from 2013 FA)	100.00%	94.32%
Prepare investigative summaries of cases. (Active from 2013 FA)	100.00%	95.40%
LAW - 110 - Business Law		
Define and distinguish between sole proprietorships, partnerships, and corporations. (Active from 2013 FA)	100.00%	63.64%
Explain the differences between Common Law contracts and contracts governed by the UCC. (Active from 2013 FA)	100.00%	41.86%
Define and explain bailments. (Active from 2013 FA)	100.00%	64.12%
Explain the development of American Law and the court system. (Active from 2013 FA)	100.00%	61.11%
Explain tort and criminal law on business. (Active from 2015 FA)	100.00%	50.44%
LAW - 112 - Estate Planning/Paralegal		
Distinguish between inter-vivos and testamentary trusts. (Active from 2013 FA)	100.00%	47.06%
Prepare a simple living/testamentary trust. (Active from 2013 FA)	100.00%	84.31%
Prepare a durable power of attorney form. (Active from 2013 FA)	100.00%	79.00%
Prepare a will. (Active from 2013 FA)	100.00%	93.81%
LAW - 113 - Fundamentals of Alternate Dispute Resolutions		
Explain mediation proceedings. (Active from 2013 FA)	100.00%	51.76%
Prepare an arbitration brief. (Active from 2013 FA)	100.00%	54.76%
Prepare a mediation and/or arbitration (Active from 2013 FA)	100.00%	57.83%
LAW - 120 - Legal Ethics		

Course by SLO	Expected Performance	Performance
Students will be given a factual scenario and the student will be able to do the following:  Understand the ethical guidelines for the regulation of paralegals and the sanctions for violation thereof. (Active from 2013 FA)	100.00%	23.33%
Identify issues regarding the unauthorized practice of law. (Active from 2013 FA)	100.00%	26.67%
Apply the principles of confidentiality. (Active from 2013 FA)	100.00%	33.33%
Recognize any issues involving unauthorized advertising and solicitation. (Active from 2013 FA)	100.00%	23.33%
Determine whether or not there is an issue involving a conflict of interest. (Active from 2013 FA)	100.00%	30.00%
LAW - 171 - Legal Occupational Work Experience		
Provided with an opportunity to use their classroom knowledge and experience in the real world setting of a law office or other work site. (Active from 2013 FA)	100.00%	97.14%
Create a resume. (Active from 2013 FA)	100.00%	60.00%
Create a cover letter. (Active from 2013 FA)	100.00%	53.49%
Complete 60 volunteer hours per unit of course work or complete 75 paid hours per unit of course work. (Active from 2013 FA)	100.00%	93.18%
LAW - 172 - Legal Occupational Work Experience		
Provided with an opportunity to use their classroom knowledge and experience in the real world setting of a law office or other work site. (Active from 2013 FA)	100.00%	96.55%
Create a resume. (Active from 2013 FA)	100.00%	75.61%
Create a cover letter. (Active from 2013 FA)	100.00%	65.85%
Complete 60 volunteer hours per unit of course work or complete 75 paid hours per unit of course work. (Active from 2013 FA)	100.00%	97.37%
LAW - 173 - Legal Occupational Work Experience		
Provided with an opportunity to use their classroom knowledge and experience in the real world setting of a law office or other work site. (Active from 2013 FA)	100.00%	91.67%
Create a resume. (Active from 2013 FA)	100.00%	68.97%
Create a cover letter. (Active from 2013 FA)	100.00%	67.86%
Complete 60 volunteer hours per unit of course work or complete 75 paid hours per unit of course work. (Active from 2013 FA)	100.00%	92.59%
LAW - 174 - Legal Occupational Work Experience		
Provided with an opportunity to use their classroom knowledge and experience in the real world setting of a law office or other work site. (Active from 2013 FA)	100.00%	94.12%
Create a resume. (Active from 2013 FA)	100.00%	61.90%
Create a cover letter. (Active from 2013 FA)	100.00%	57.89%
Complete 60 volunteer hours per unit of course work or complete 75 paid hours per unit of course work. (Active from 2013 FA)	100.00%	94.44%
LAW - 230 - Corporate Law		
Prepare by-laws. (Active from 2013 FA)	100.00%	68.75%
Distinguish between corporation, partnerships, and limited liability companies. (Active from 2013 FA)	100.00%	46.84%
Prepare articles of incorporation. (Active from 2013 FA)	100.00%	71.43%
Prepare articles of organization. (Active from 2013 FA)	100.00%	81.58%
Prepare a statement of information form. (Active from 2013 FA)	100.00%	62.82%
Prepare minutes. (Active from 2013 FA)	100.00%	60.26%
LAW - 260 - Immigration Law		

Course by SLO	Expected Performance	Performance
Apply the criteria by which immigration would be allowed or denied. (Active from 2013 FA)	100.00%	35.29%
Analyze the difference between a quota system and a preference system. (Active from 2013 FA)	100.00%	35.29%
Describe the difference between non-immigrant visas and immigrant visas. (Active from 2013 FA)	100.00%	35.29%
Analyze the reason for either granting or denying asylum. (Active from 2013 FA)	100.00%	35.29%
LAW - 290 - Capstone Course-Paralegal Program		
Prepare a portfolio project demonstrating legal knowledge, practical skills, and technological skills. (Active from 2013 FA)	100.00%	69.33%
Prepare a written assessment. (Active from 2013 FA)	100.00%	74.00%
Prepare an oral communication assessment. (Active from 2013 FA)	100.00%	99.33%
Demonstrate paralegal ethical responsibilities. (Active from 2013 FA)	100.00%	99.35%

## Assessment Report (Part 2: Assessment Responses) : Version by **Greenberg, Bruce** on **03/26/2024 19:57**

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

SAARs: Every course, campus-wide, has Student Learning Outcomes [SLOs]. The SLOs for each course are developed by the Department Chair in conjunction with the instructors who teach that particular course. In our case, our SLOs are reviewed by the Dean of Business, Humanities, and Social Science. They are next submitted to the Cerritos College Student Learning Outcome Committee and eventually, Cerritos College's administration. The SLOs are considered to be the minimum material a student is expected to learn in each class for that course. The SLOs for the course are published in the syllabus for each class, every semester. The syllabus for each class is provided to the students online via Canvas, our campus software tool designed to help instructors communicate with their students. Additionally, our Paralegal instructors present their syllabi to their students on the first day of class. The Syllabi are also upload to Rosters Plus so Administration ca confirm syllabi have been properly prepared for each class.

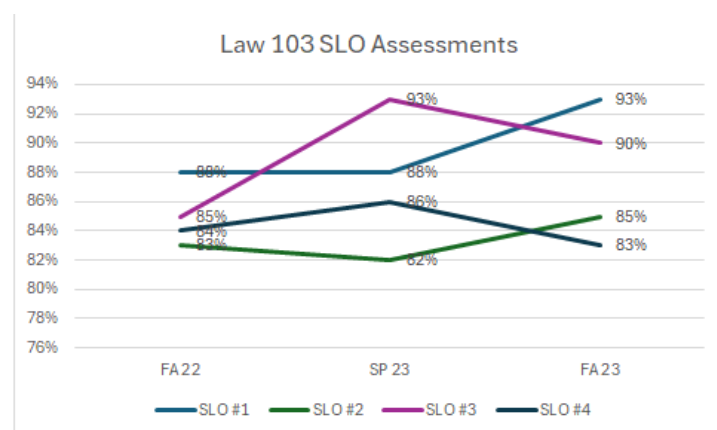
Every instructor in our Paralegal Program is required to provide their students with projects, essays, and/or tests to determine if each SLO has been met. Then, the instructor must analyze the results and determine if an Improvement Plan needs to be adopted for the next semester. In other words, each instructor self-evaluates his/her teaching effectiveness.

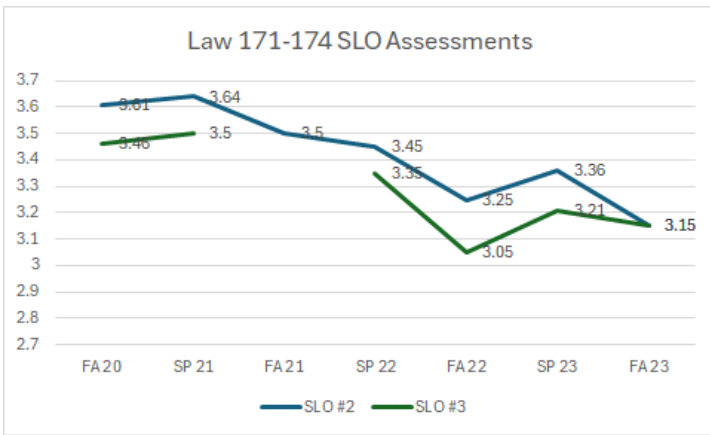
In addition to the instructor's preparation of the SAARs, the instructor provides a copy of each SAAR to the Paralegal Program Director with a copy of the assessment(s) utilized to determine SLO achievement, along with no less than three examples of student work in support thereof. The examples include one "Good," which is "A" level work, one "Satisfactory" which is mid to lower "B" level work, and if available, one "Emergent," which is "D" level work.

The Paralegal Program Director reviews the SAARs and attachments and discusses the results with the instructors, as needed, along with making suggestions to improve SLO achievement performance.

The summary results of the SAARs are shared with our Advisory Committee (which includes our Dean), and obviously are known by the instructors who prepare the SAARs, along with the Program Director who receives and analyzes the SAARs.

These are two examples of the Law Department's attention in tracking SLO performance trends.





Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

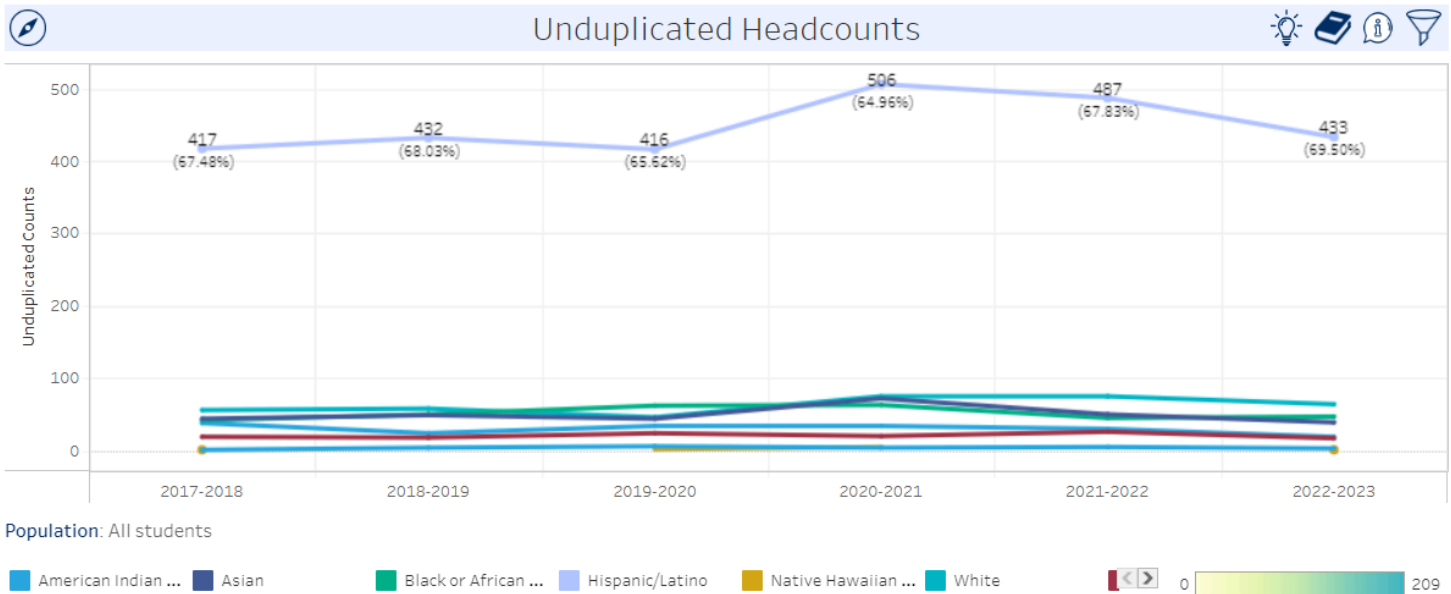
SLOs are evaluated every semester for every paralegal course. Instructors prepare a "Summary & Analysis of Assessment Results" [SAAR] for each class. The SAARs require the instructor to evaluate how students performed regarding each SLO, reflect how to improve (if needed), and then the next semester evaluate anything implemented to improve SLOs. The SAARs are reviewed by the Paralegal Program Director and summarized and reported to the ABA in our Interim and Reapproval Reports. The data used to prepare SAARs is the same data used to input into eLumen. Going forward, our intention is to work closely with administration to understand and fully utilize the eLumen system for assessments. The following are examples of improvement plans developed after the SAARs have been reviewed at each semester's end.

Course	Description	Plan for Improvement
LAW 171-174	Work Study	Encourage all students to participate in workshops.
LAW 102	Advanced Civil Procedures	Require students to turn in drafts of assignments prior to final assignment to catch those who don't understand the material.
LAW 105	Federal CA Employment/Labor Law	Give more advice on Check-In quizzes, develop more interactive activities for student engagement.
LAW 106	Bankruptcy	Transition to cloud based free bankruptcy petition program; then try paid version of program for enhanced features.
LAW 103	Legal Research	None required.

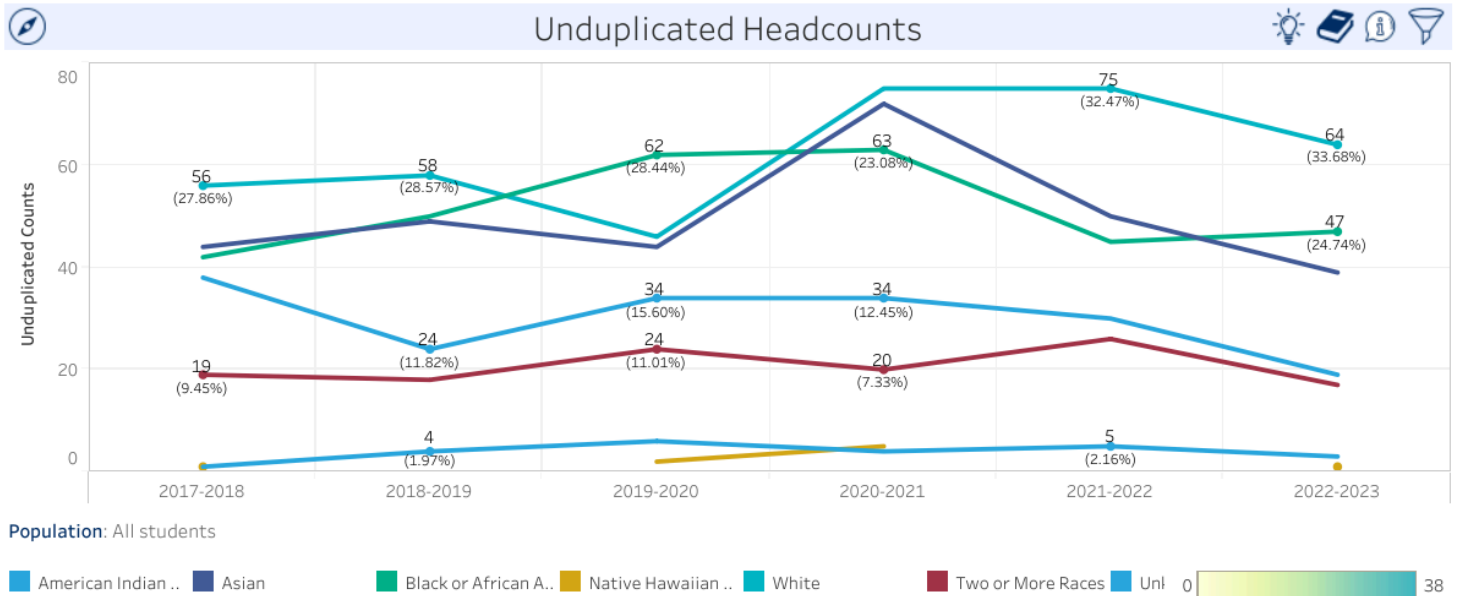
## Data Analysis of Program Data : Version by Greenberg, Bruce on 03/26/2024 19:58

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

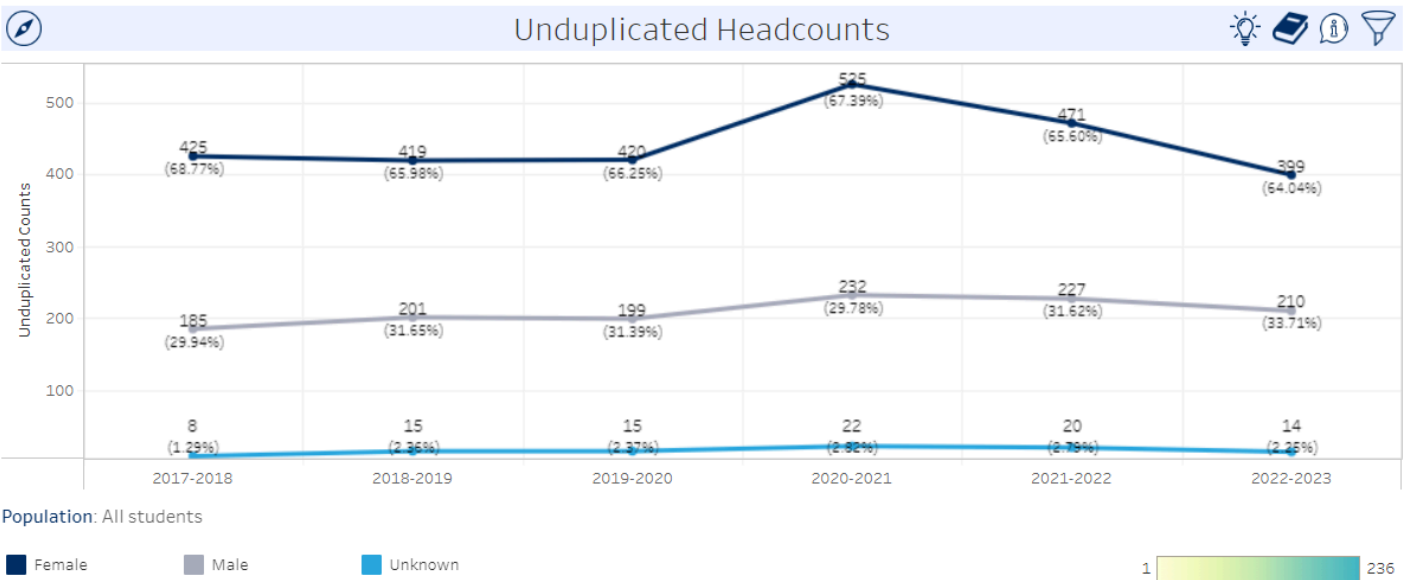
- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?



Cerritos College's students are approximately 67.48% Hispanic and Law/Paralegal Law is about the same at 68.33%. We analyzed the non-Hispanic population and found no material differences over time.

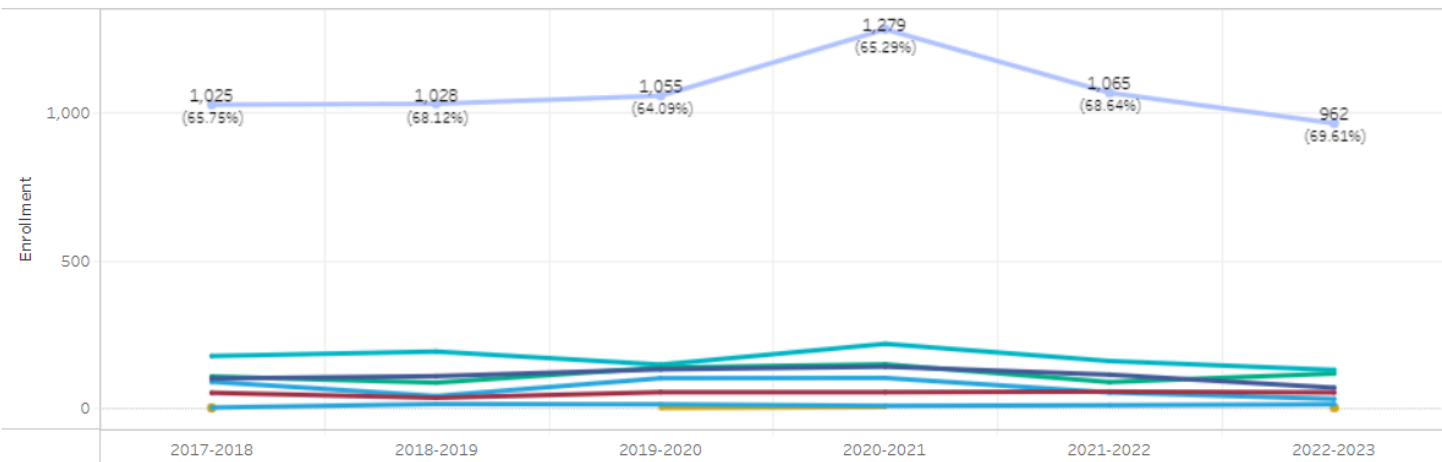


The only significant demographic difference is the College's female enrollment is 55% and in Law/Paralegal, about 64%. Of note, in recent news articles, it has been reported that the enrollment in law schools now over 50% female for the first time in history.



Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

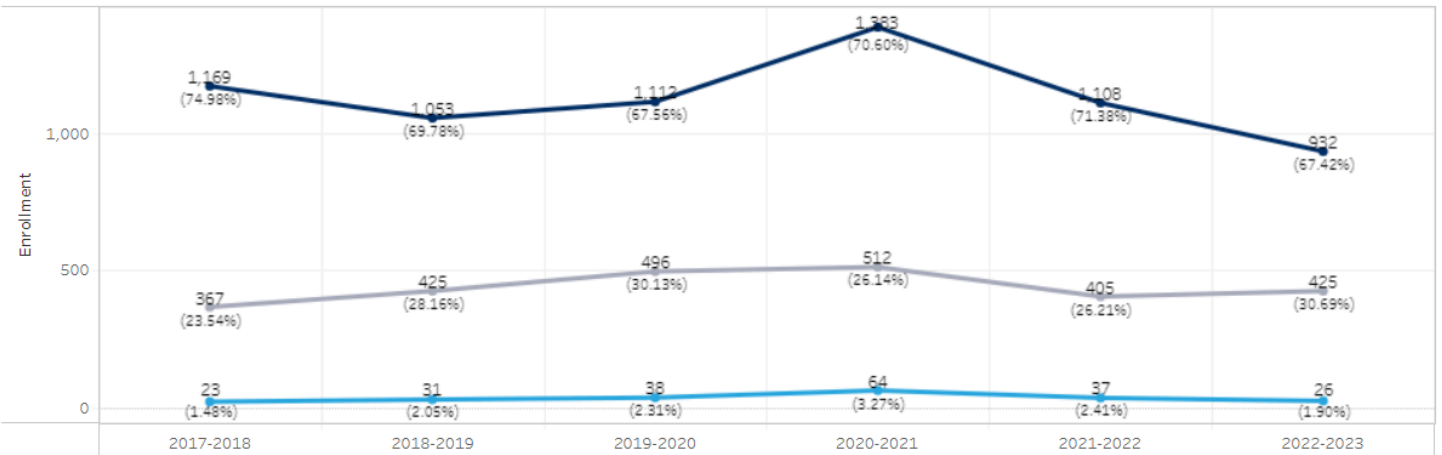
- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?



Population: All students



Comparing 2018-2019 to 2022-2023, Cerritos College's Unduplicated Headcount is down approximately 8.2%. Over the same period Law/Paralegal is minimally unchanged (down .02%). Cerritos College's Enrollment Count over this same period is down 17% and Law/Paralegal is down 8%. However, comparing 2021-2022 to 2022-2023, Law/Paralegal unchanged.

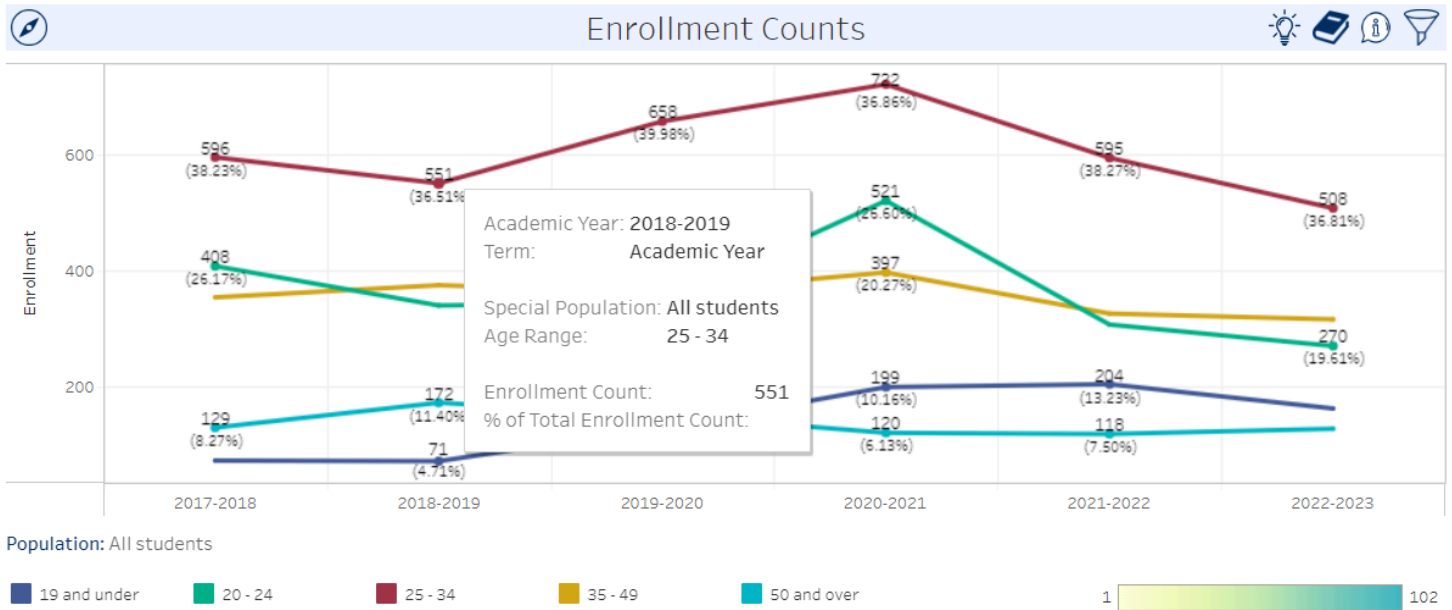


Population: All students



We believe that the decrease in enrollment counts described above is based on our difficulty in providing Dual Enrollment classes at the high schools. We were able to retain another full-

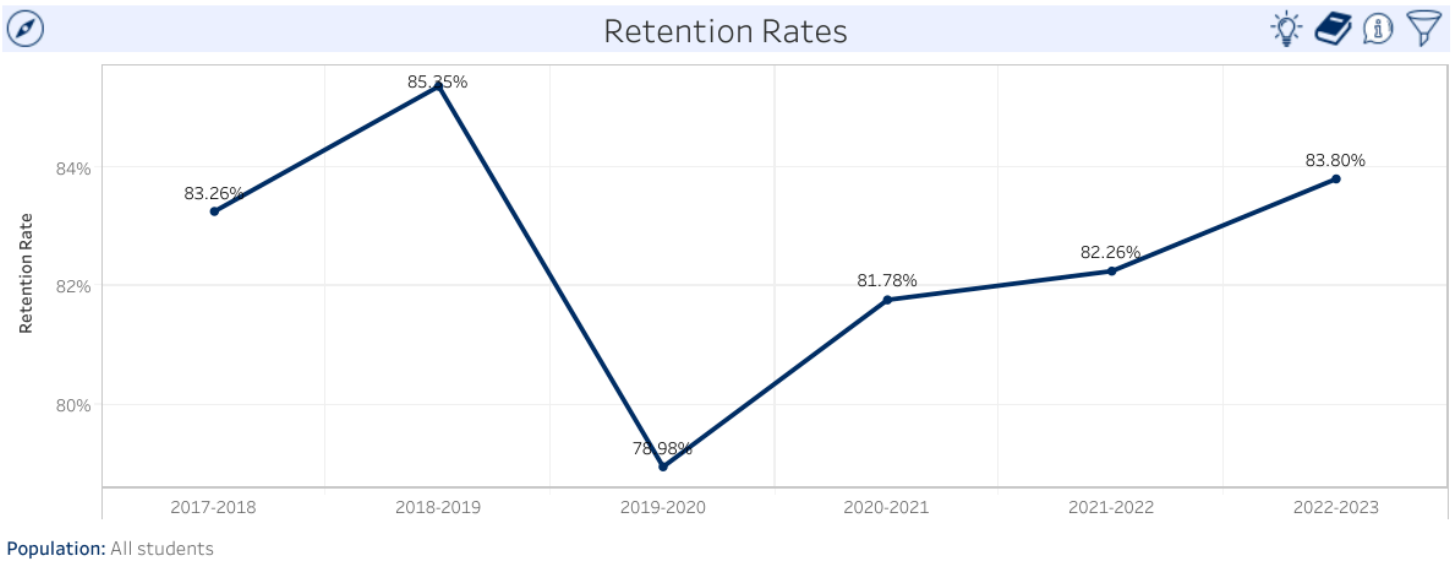
time instructor in Fall 2023 and we believe the enrollment should increase based on additional Dual Enrollment classes, which will positively impact the 19 and under student group.



Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

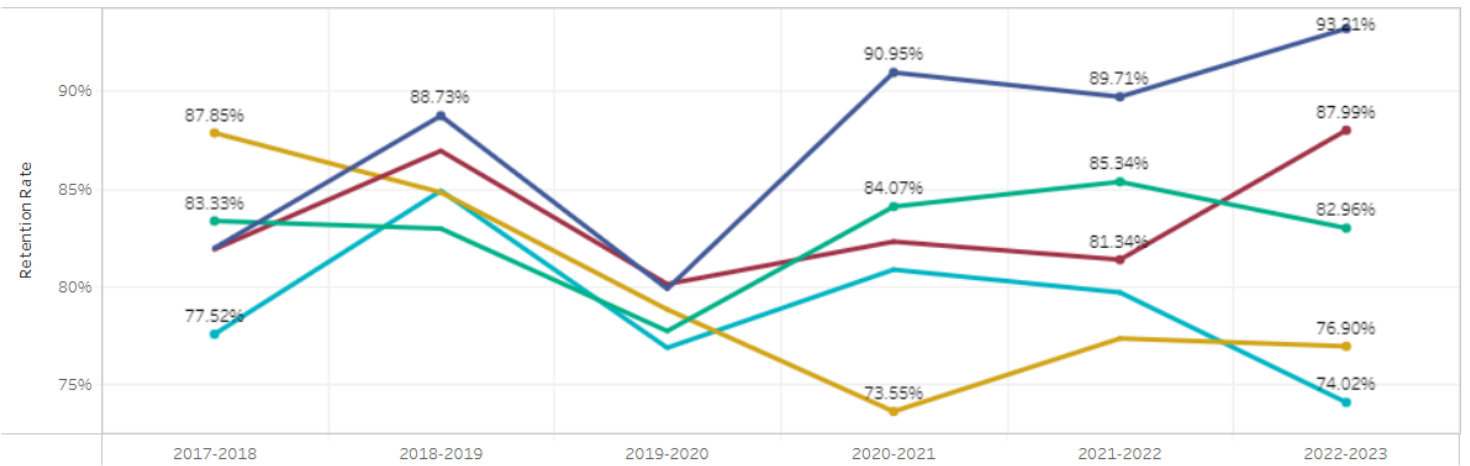
- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

We examined our retention rates and we're pleased to see a rebound to pre-pandemic levels.



We noticed an increase in retention for 19 and under, which we believe is based on Dual Enrollment classes at high schools. These students bolster retention rates since they are less able to withdraw, because they are receiving high school credit, and enrollment is mandatory.

## Retention Rates



Population: All students



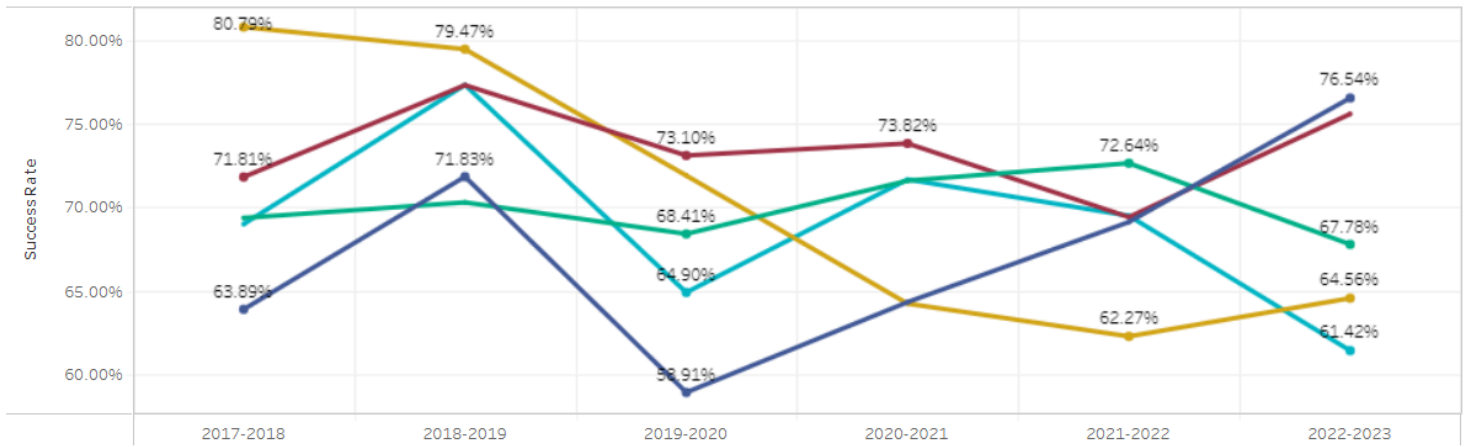
With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

**Success & Retention Rates:** For the 2018-2019 year, Cerritos College’s Success Rate was 70.03% and Law/Paralegal was 76.01%. For 2018-2019 to 2022-2023, Cerritos College’s Retention Rate was down .09% and Law/Paralegal down 2%, marginally different from the College.

The highest Success Rate for 2022-2023 Paralegal Students is the category of ages “19 and under” at 76.54% with the lowest Success Rate being for ages of “50 and over” at 61.42%. The Paralegal Program’s Success Rate for all ages is at or significantly above Cerritos College’s average of 61.57% .

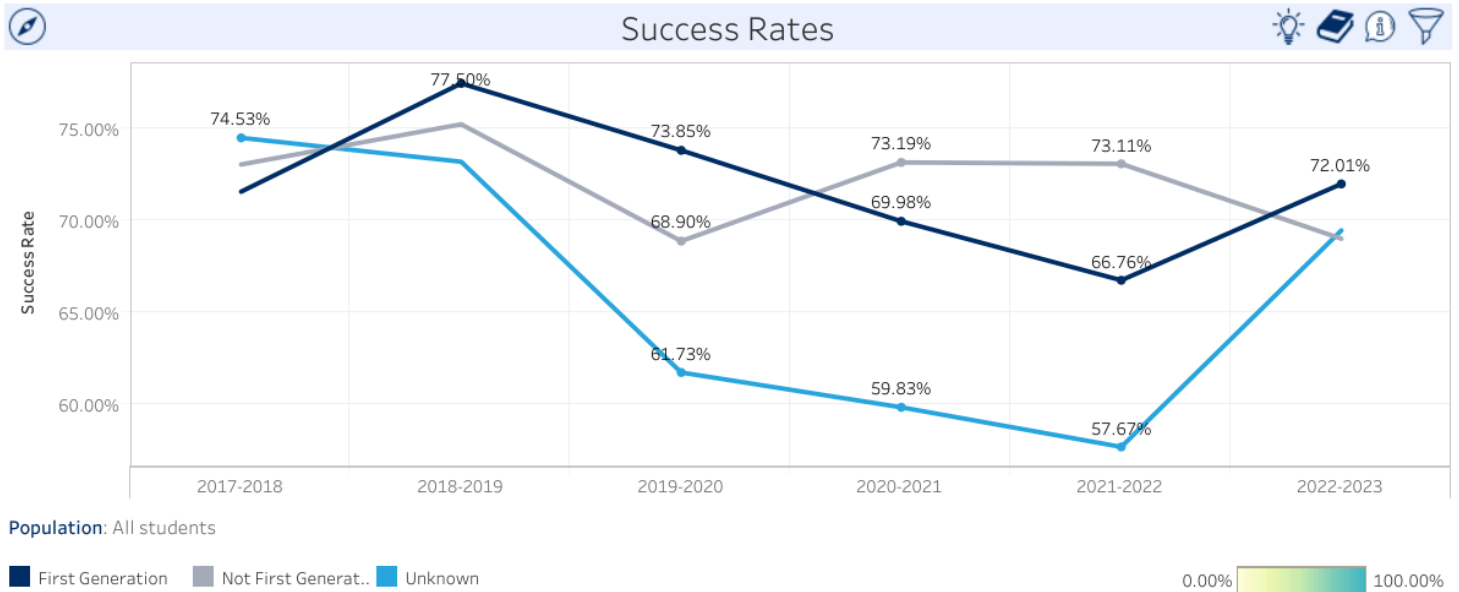
## Success Rates



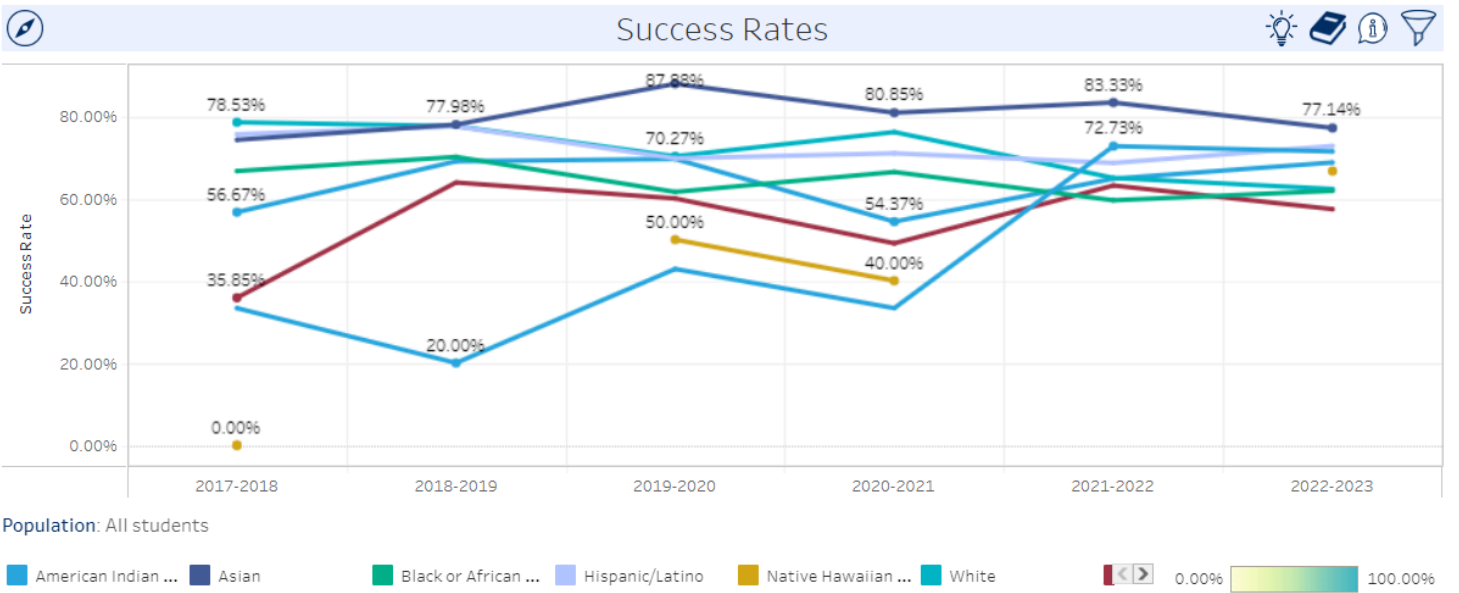
Population: All students



First generation success rates can be affected by the availability of on-ground instruction. We believe as more courses come back to on-ground, success rates will continue to rise to pre-pandemic levels.



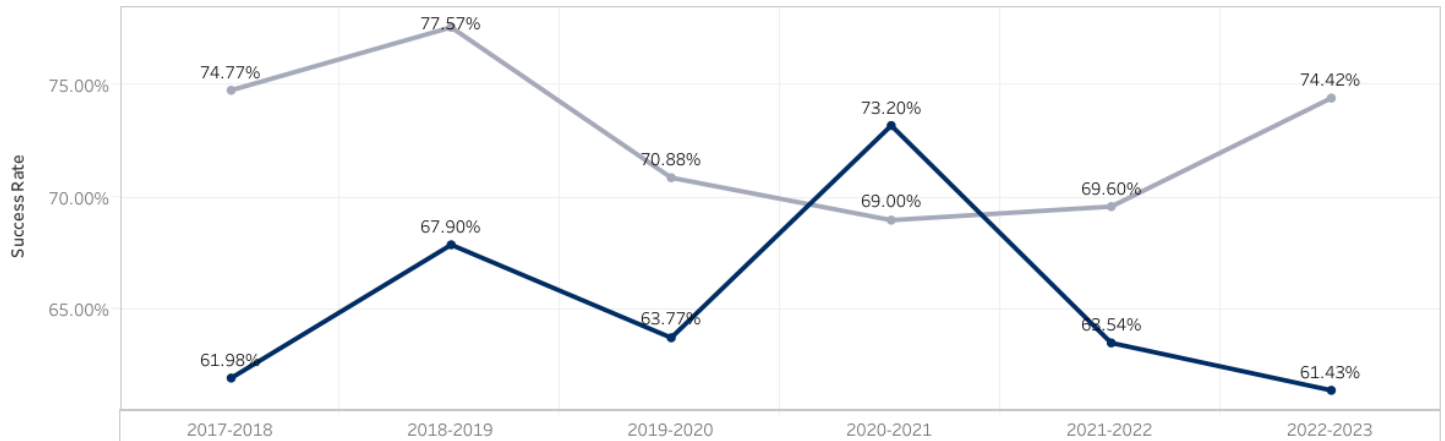
The Success Rate for 2022-2023 Paralegal Students based on Race ranges from 60% to 77% which is approximately equal to and much better than Cerritos College's 61.57%. Based on 2022-2023, the Success Rate for Black and Hispanic was 77.78% and 65.43%, respectively. White paralegal students in 2022-2023 was 60%, however, the year prior it was 75%. In other words, the differences were negligible. This is perhaps because in paralegal, success is rated by the ability to perform practical skills.



It appears to the Paralegal Program that there is a greater success rate with students who take classes on campus or synchronous/remote, rather than asynchronous/online. This trend was briefly interrupted when all students had to take classes online or remotely in 2020-2021. This information will steer us to continually offer more face-to-face courses and opportunities with students.



## Success Rates



Population: All students

■ Online

■ Traditional

28.57% 100.00%

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. The Paralegal/Law Program continues to be successful and in general, outperforms the College as a whole.

## Curricular Course Review : Version by Greenberg, Bruce on 10/03/2022 20:40

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years. Because our Program is ABA approved, every course is reviewed every semester by the Program Director.

Explain any course additions to current course offerings.

Since the last Program Review, we have added one class California Workers' Compensation Law [LAW160]. This class was added to address the need for paralegals in the field of Workers' Compensation Law. Additionally, we have changed one class from an elective to a required course, Advanced California Civil Procedure [LAW102]. Through discussions with our Paralegal Advisory Committee, it was determined that additional training in the procedural aspects of the law would benefit our students in the work force.

Explain any course deletions and inactivations from current course offerings.

None.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

For both our AA degree and Paralegal Certificate Programs, 22 units of paralegal courses are required. Additionally, the AA degree requires 11 elective units and the Certificate 6 units of electives. As to the required classes, they are all offered in the Fall and Spring semesters, with most being offered in both day and night sessions. Electives vary each semester.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

California does not license or certify Paralegals. However, California Business & Professions Code section 6450(c) includes in its definition of a paralegal, that the paralegal shall possess either (1) A certificate of completion of a paralegal program approved by the American Bar Association [our Certificate Program meets that criteria] or (2) 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 [our AA degree in Paralegal meets that criteria].

## Program Reflection

### Six-Year Program Reflection : Version by Greenberg, Bruce on 03/26/2024 19:58

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

For the past six years, our Paralegal Program has focused on serving the needs of our diverse population with an eye towards growth and inclusion. For example, our Program now has a fourth full-time instructor which allows us to go into the community to recruit more students. Specifically, our newest full-time instructor was hired to expand our Program to high schools via Dual Enrollment, which we believe will increase enrollment with the younger population of students. Thus, Enrollment has remained stable with a decrease during the pandemic when high schools cut back on Dual Enrollment because of not being on campus. As High Schools have returned to on campus classes, our dual enrollment has increased to where in the current semester [Spring 2024] we have four classes and will for the first time have two dual enrollment classes in Summer 2024.

Currently we offer two classes in Dual Enrollment, LAW101 – Introduction to Law and LAW110 – Business Law. We like to see our Program expand to offer more classes, possibly LAW52 – Law Office Management and LAW56 – Introduction to Legal Software. If we can offer four classes to high school students, all of which are transferrable to an A.A. degree in Paralegal, we are hopeful this will increase our enrollment.

We are all faced with a new environment in this post pandemic world. Our Program now faces instructing students in a new modality. Specifically, a few years ago, most of our classes were on campus and students came to the campus to learn and grow as a community. Now, we, like all other programs, face a situation where some of our instruction is transitioning to a remote or online format. The ABA has restrictions on the number of units that students can take in an asynchronous remote format. In brief sum, the ABA requires the students to complete no less than 9 units of their program in person and/or remote synchronous classes. One of the things our Paralegal Program has done is to develop courses in a hybrid format that serve both the needs of the students and the requirements of the ABA.

Finally, our Program has placed a strong emphasis on training for our faculty, both full-time and adjunct. There is an organization called AAfPE (American Association for Paralegal Educators) and this organization has conferences twice per year. One of the conferences, every March, is virtual and we encourage all faculty (both full-time and adjunct) to attend. In addition, AAfPE, holds a live conference once a year and during the last six years, all full-time faculty have traveled to this conference to learn new techniques in paralegal instruction. We believe this training to be invaluable and we will continue to attend these conferences, including the upcoming conference in Washington DC which will occur in October.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

	2015/ <u>2016</u>	2016/ <u>2017</u>	2017/ <u>2018</u>	2018/ <u>2019</u>	2019/ <u>2020</u>	2020/ <u>2021</u>	2021/ <u>2022</u>
AA:	21	28	4	25	25	19	23
Cert.:	15	23	12	32	31	25	36
Total:	36	51	16	57	56	44	59

If we can increase student enrollment, this should increase the number of students who receive degrees. As for certificates, this is dependent on students graduating either other colleges or non-paralegal programs from Cerritos College and then enrolling in our Paralegal Certificate Program. This is because the ABA requires certificate students to possess a degree before commencement of our Program. This requires outreach and the assistance of our Paralegal Program Facilitator. As noted in funding, a fulltime Facilitator would enhance our abilities including in increasing enrollment.

We continue to maintain a supportive environment for the current students to increase the number of who acquire degrees. Specifically, we have a dedicated paralegal computer lab, which we staff with highly skilled faculty. In this lab, students can seek additional assistance, beyond classroom time and student/office hours. To meet the needs of our students and to increase the number of degrees awarded, we have opened our lab in both an on-campus and virtual format. Namely, two days a week, students can come to campus and work in the physical computer lab with lab technicians present. In addition, two days a week, we have a virtual paralegal lab, wherein students can receive help from our lab technicians via Zoom. This allows us to serve those students who do not come to campus regularly or may not have transportation.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The pandemic impacted the way we taught our classes, many of which are very hands-on such as requiring the use of our Paralegal Lab and the Law Collection in our campus library. Trying to teach computer skills, legal document preparation, and how to use the law section of our library impacted students' learning. The "good side" is instructors learned how to teach using remote format. This has resulted in a change in presentation as some classes are better in a hybrid format --- part on campus and part remote, synchronously, or asynchronously. The pandemic also changed the way that paralegals work in a law firm. Prior to the pandemic, it was almost unheard of for a paralegal to work remotely. However, that is no longer the case. Our Work Experience program now includes law firms who work with our students remotely and/or on the weekends. This allows our students who have full time jobs or other commitments, to be included in the Work Experience program.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Almost all our faculty, both full-time and adjunct are licensed California attorneys who bring their real-life experiences into the classroom. Each faculty member maintains 25 hours of continuing legal education in their specialty as required by the California Bar. In addition, our Program recently hired an adjunct who is a current family law judge sitting in the Whittier court. The students enjoy learning from a sitting judge, as she provides a valuable resource with her experience.

As stated above, our Program has focused on developing and implementing Dual Enrollment programs in high schools. All the full-time faculty are active in meetings with our Advisory Board and most serve on other outside advisory boards and/or legal organizations.

Because we gather job opportunities and convey to our graduates, our graduates have great success in finding jobs.

Provide a status update on goals from the last program review cycle.

Goal 1: Maintain ABA approval. Achieved, as approval received effective Feb. 2024.

Goal 2: Investigate additional Paralegal electives. Achieved, as LAW160, Workers' Compensation Law class added.

Goal 3: Provide current legal software. Achieved, as our Program uses Lawyaw and Clio, which are state of the art as being used by many law firms and users of other legal software.

Goal 4: Maintain ABA currency in professional training. Achieved, as one or more of our instructors have attended every AAfPE semi-annual conference and instructors have attended legal software conferences, too, to stay current with the software being utilized by law firms and our legal software users.

Goal 5: Evaluate SLOs: Achieved, as we continue to do this for every class for every semester.

Goal 6: Determine if lack of English skills hinders students in achieving an AA degree: Achieved as we have IERP prepare a report which concluded, "no."

Goal 7: Retain a full-time instructor to teach all software classes and oversee paralegal lab. Partially achieved effective Fall 2023, as a new full-time instructor was hired, but not for teaching software classes or overseeing the lab.

Goal 8: Insure and maintain Program quality: Achieved, as our last ABA Report and site visit determined our Program continued to be successful and not needed any changes or modifications.

Goal 9: Participate in State Pilot Program to offer a 4-years Bachelor's Degree in Paralegal Students: Achieved, but instead our offering a 4-year degree through the Pilot Program, we have joined with National University where our students can graduate our Program and transfer seamlessly to National's 4-year Paralegal Degree Program receiving full articulation, significant discount on tuition, and for students to be able to attend National's classes on our campus.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

We continue to receive Perkins and Strong Workforce grants which permits faculty to attend conferences and seminars for professional development, to purchase and maintain current legal software, and to have a Paralegal Facilitator to market our Program to both potential employers and future students.

## Resource Requests

## Faculty Resource Request(s) : Version by **Greenberg, Bruce** on **09/05/2023 20:48**

Hiring a full-time faculty member. Program goal alignment 1 & 5.

Program/Department/Division:

Paralegal/Law/BHSS.

Title of instructor position:

Instructor.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

It can wait.

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New.

Cost estimate:

Approximately \$150,000 per year with benefits.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund.

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

The ability to teach more classes at local schools under Cerritos College's Dual Enrollment Program as opportunities arise. We are unable to hire adjunct instructors because their full time jobs as attorneys prevent the ability in most instances to teach during the days. A full time instructor will be able to teach during the days.

If this position is not filled, what is the potential impact to student success?

If we are able to increase enrollment with graduating high school students enrolling at Cerritos College in our Paralegal Program, we have the ability to offer more elective classes and to continue to offer our required classes both days and nights. Offering electives attracts students to our Program. Offering both day and night sessions provides us a competitive advantage as some students are unable to attend during the day and others are unable to attend at night.

## Classified Resource Request(s) : Version by **Greenberg, Bruce** on **10/03/2022 20:40**

Hiring a full-time Paralegal Assistant/Paralegal Facilitator. Program goal alignment 1 & 3.

Program/Department/Division:

Paralegal/Law/BHSS.

Position requested:

Paralegal Assistant/Paralegal Facilitator.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical if the College desires our Program maintain ABA approval status.

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New, although currently, a part-time person fills both positions. However, the part-time status restricts that person's ability to fully benefit our Program and in turn, our College.

Cost estimate:

Annual expense of approximately \$50,000 inclusive of benefits.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring.

Funding source:

- Instructional equipment
- Perkins

- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund regarding Paralegal Assistant services and Strong Workforce Grant regarding Paralegal Facilitator services.

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

Currently, these are two positions filled by one person on a part-time basis. Having a full-time person is important to increase efficiency in the Program and job opportunities for graduates.

A full-time Assistant/Facilitator is important if the College desires our Program improve, enrollment increase, and jobs be located for our graduates.

If this position is not filled, what is the potential impact to student success?

Success will be unchanged as there is a part-time employee, however opportunities are lost to increase enrollment and job opportunities because of lack of time for outreach to high school students, potential internship sponsors, and potential employers.

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by **Greenberg, Bruce** on **10/03/2022 20:40**

None.

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Professional Development Resource Request(s) : Version by **Greenberg, Bruce** on **03/26/2024 20:03**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

Attending Professional Development conferences and seminars is a requirement of maintaining ABA approval as faculty need to stay current with paralegal skills and needs, along with enhancing teaching skills. Program goal alignment 1 and 4.

Professional Development Resource Request(s):

Funding to attend Professional Development seminars and conferences.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical if the College desires our Program maintain ABA approval status.

Cost estimate:

From \$10,000 to \$25,000 per year depending on the number of attendees and the location of the training.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce and Perkins grants assuming they are available, and if not, the General Fund.

## Facilities Resource Request(s) : Version by **Greenberg, Bruce** on **10/03/2022 20:40**

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space. We continue to need our Paralegal Labs with computers, printers, and software. These are in rooms BE-117 and LC-22. Program goal alignment 1 and 3.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

These are critical to our Program as without them, we lose ABA approval as students must learn practical skills which currently are all performed on computers with appropriate legal software.

Facilities Resource Request(s):

The classrooms already exist [BE-117 and LC-22] and the computers and printers are replaced in due course by the College. The IT Department employees maintain the equipment.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical.

Cost estimate:

Cost unknown to Paralegal Program; information would need to be obtained from the College.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund.

## Technology and Software Resource Request(s) : Version by **Greenberg, Bruce** on **10/03/2022 20:40**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

Legal and related software to support our Paralegal labs. Program goal alignment 1,3, and 4.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Legal software is critical to our Program as without it, we lose ABA approval as students must learn practical skills which currently are all performed on computers with appropriate legal software.

Technology and Software Resource Request(s):

Lexis, Clio, Microsoft Suite, Case Map, Lawyaw, Best's Bankruptcy, and several other legal software programs.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical.

Cost estimate:

\$15,000 per year.

Occurrence:

- Recurring expense
- One-time augmentation

Recurring.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund.

### Other Resource Request(s) : Version by Greenberg, Bruce on 10/03/2022 20:40

Identify and justify any other needs. Explain how it will help the program better meet its goals.

None.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

### Prioritized Resource Request Recommendations : Version by Greenberg, Bruce on 03/26/2024 20:00

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Hire Full-time instructor	In can wait	\$150,000	1, 2, & 5
Hire Fulltime Paralegal Assistant/Facilitator	Important	\$50,000	1, 2, & 3
Attend Conferences	Critical	\$25,000	1 & 4
Computer Hardware	Critical	unknown	1, 2, 3, & 4
Computer Software	Critical	\$15,000	1, 2, 3, & 4

### Career Technical Education (CTE) Supplemental Questions : Version by Greenberg, Bruce on 10/03/2022 20:40

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Our Program uses the United States Bureau of Labor Statistics Occupational Outlook Handbook to determine the labor demand for Paralegals. The most current report provides:

Quick Facts: Paralegals and Legal Assistants	
<b>2021 Median Pay</b> ( <a href="https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-wage">https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-wage</a> )	\$56,230 per year \$27.03 per hour
<b>Typical Entry-Level Education</b> ( <a href="https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-education">https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-education</a> )	Associate's degree
<b>Work Experience in a Related Occupation</b> ( <a href="https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-experience">https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-experience</a> )	None
<b>On-the-job Training</b> ( <a href="https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-training">https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-training</a> )	None
<b>Number of Jobs, 2020</b> ( <a href="https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-number-jobs">https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-number-jobs</a> )	345,600
<b>Job Outlook, 2020-30</b> ( <a href="https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-outlook">https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlineId=qf-outlook</a> )	12% (Faster than average)

<b>Quick Facts: Paralegals and Legal Assistants</b>
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<b>Employment Change, 2020-30</b> ( <a href="https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlined=of-emp-change">https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#TB_inline?height=325&amp;width=325&amp;inlined=of-emp-change</a> )	41,400
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As can be seen the job market for paralegal is growing at 12%, which is faster than average.

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

Our Paralegal Program is one of the largest, if not the largest, program in our region. As such, we can offer more elective courses than other colleges and to offer them more frequently. We often have students from our paralegal programs take classes from us that cannot obtain on their campus.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

As we are an ABA approved Program, we are required to track every graduate, providing the information to the ABA in our Re-Approval and Interim Reports. A copy of the most recent report submitted to the ABA is attached to Assessment Report Part 2 according to Amber Hroch.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

California does not license or certify Paralegals. However, California Business & Professions Code section 6450(c) includes in its definition of a paralegal, that the paralegal shall possess either (1) A certificate of completion of a paralegal program approved by the American Bar Association [our Certificate Program meets that criteria] or (2) 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 [our AA degree in Paralegal meets that criteria].