INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Paralegal Program***

2. Person(s) completing the questionnaire: Peggy Mathieson

3. Date of completion: 6 *November 2007*

4. What are the primary purposes of the program? Check all that apply.

   - [x] WVC Degrees and Certificates
   - [ ] Transfer Courses
   - [ ] WVC General Education
   - [ ] Lifelong Learning/Life Enrichment
   - [x] Occupational / Vocational Courses
   - [ ] Student Support Services
   - [ ] Academic Support Services
   - [ ] Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Please see the information reported in the 2006 Program Review.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

   The continuing decreased funding from VTEA and the College continues to have a negative impact on the program –

   - *Classes solely to provide Westlaw or Lexis training have not been offered.*
   - *The offering of courses in law office technology has been delayed.*
   - *Membership in several paralegal associations has been discontinued. (Membership in such organizations assists the Program in keeping current in the profession.)*

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) There has been a change in enrollment compared to headcount. Over the last several years, our headcount has remained the same while enrollment has grown. For example, in Spring 2006, 170 students accounted for a 362 enrollment. In Fall 2007, 167 students accounted for a 397 enrollment. This change is reflected in the increase of full time students from 16.6% in Spring 2007 to 22.8% in Fall 2007.

Our WSCH/FTEf actual for Spring 2007 was 308; our estimated WSCH/FTEf for Fall is 477.

b) As reported in the last review, one of the strengths of our program is the low student to instructor ratio. However, faced with demands that the program improve WSCH/FTE, we have begun offering fewer introductory courses. The effect has been to bump up enrollment in those courses, allowing us to continue to offer smaller classes in the higher level required courses and electives.

c) The Program needs to continue to market itself to the community. A listserve was created for job opportunities. It is available for use by employers, students, and graduates. It has proven to be a good marketing tool for attracting employers. We now have a new brochure intended to attract prospective students. The Program's website is scheduled for a complete overhaul.

The Program would benefit from funding to improve the quality of such marketing materials.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a-b) There have been no substantial changes. Our male/female ratio continues to be approximately 20%/80%, reflecting industry trends. The overwhelming majority of our students (63%) are over 30 years old, reflecting our program's attraction to re-entry students, older adults who want to change careers, and working paralegals who want to improve their job security and mobility.

c) The Program would benefit from funding to develop marketing strategies aimed at younger students, students of a variety of ethnicities, and men.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) The Program's success rate continues to exceed the College average every semester. Older Paralegal students (over 30 years old) continue to have a greater success rate than younger students. The success rates of Asian and White students appear to be significantly higher than the success rates of African American, Filipino, and Hispanic students. The success rates of these students are on par with the College average.

b) The high success rates reflect the maturity of our students and their commitment to complete the program.

c) The Program would benefit from college resources to help improve the success rates of all its students.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

The Program would benefit tremendously from more administrative assistance. In addition to the usual administrative functions, the program's full-time faculty members do the following –

- *Annual surveys of graduates and employers to assess the program and the needs of the community. For paper surveys, this includes producing the surveys, creating the mailing lists, printing out envelopes, stuffing the envelopes, mailing the envelopes, and analyzing the responses. Past surveys have been sent out twice because of low response. For electronic surveys, (the program has been limited to using the free survey provided by SurveyMonkey), creation of the surveys and collection and analysis of the responses.*
- *Marketing to improve the program's visibility in the community.*
- *Complete a self-evaluation report for the ABA every two years. The next report, the 7-year Re-approval Report, is due 15 June 2008. The compilation of the information takes a tremendous amount of time. It the gathering and analysis of statistical information from the College; community and graduate survey results; budgetary information; facilities information; and program information, including course content, enrollment, course materials, and student surveys.*
- *Manage a Westlaw account for 45 access codes – marketing, collecting checks, handling billing issues, etc. In addition, free training on Westlaw for paralegal students is provided in several sessions throughout the Fall Semester.*
- *Solicit professionals in the community to speak at events scheduled throughout the semester. This includes preparing a mailing of a parking permit and campus map to every attendee.*
- *Creation and maintenance of the Paralegal Job Opportunities List Serve.*

- *Attending annual conference of Paralegal Educators to maintain currency in the profession. (Annual cost is @ $1500; reimbursement is $200)*
- *Hold an Advisory Board meeting – duties include contacting all members to set a date, creation of an agenda, mailing of parking permit and agenda (updating mailing lists to add/delete members, printing out envelopes, stuffing envelopes), and producing and maintaining meeting minutes.*

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

The Program solicits information from the legal community on a continuing basis and makes curriculum changes to keep abreast of the changes in the profession. We currently have a revised Para 26 – Technology in the Law Office course before the Curriculum Committee. Other future changes include addressing HbA, creating an on-line version of the Ethics course, revising the content of several of the major requirements, possibly deleting one required course and/or replacing it with a new course, and eventually, updating all credit course outlines.

2. The attached document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

PARA*044	Computerized Legal Research
PARA*045	Contemporary Legal Issues
PARA*080A	Current Legal Topics
PARA*080F	Current Legal Topics: How to Read the Law
PARA*081A	Current Legal Topics
PARA*081B	Current Legal Topics: Introduction to Lexis
PARA*082A	Current Legal Topics
PARA*100N	Legal Research Using the Internet

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

In the Research classes, basic research skills are being learned but the assessment process has shown a need for more emphasis on critical thinking exercises and writing exercises. The balance of the beginning and advanced research courses has swung too far in favor of research skills as opposed to writing skills.

The first change was to adopt a new textbook for the research classes that will be used by both the beginning and advanced classes. The textbook's content helps by placing the emphasis in its first 15 chapters on research skills. The first semester will cover all the basic research skills. The emphasis in the second semester will be on analytical and writing skills.

In addition, more emphasis on analysis and writing will be made in the introductory courses, Intro to Para Studies and Intro to American Law.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

a) Please see the information reported in the 2006 Program Review.

b) There continues to be a need to improve training in technological skills, particularly litigation support software.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

   - *An additional full-time faculty member was added to give greater stability and consistency to our course offerings. In addition, new associate faculty members were added to the pool to expand the legal specialties represented by our faculty.*
   - *Several courses were added or revised to improve students' technology skills and to provide electives in legal specialties where the demand for paralegals is growing. These include Para 66 – a revised short course on computer assisted legal research, Para 70 – Employment Law, Para 76 – Immigration Law, Para 83B – a short course in Electronic Discover, and Para 26 – a revised course in law office technology.*
   - *A Westlaw account was created and is currently being managed to provide for-fee access to Westlaw's on-line legal databases for approximately 45 students each year.*
   - *Free Westlaw training for all students is provided during the Fall semesters.*

- *A ListServe was created and is currently being maintained to post job opportunities and employment related information. It is available to students, graduates, Paralegal professional organizations, and employers.*
- *Program SLO's and the SLO's for the revised courses were updated.*
- *A grant from the One-Time Funds was obtained to add a computer and projector to our main classroom, AAS 15. The equipment is used for a variety of media, including DVD's, PowerPoint Presentation, and presentations using Internet sites.*
- *In response to student evaluations, the content of the 6 week internship class was improved by providing a greater focus on job hunting and survival skills.*

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The Paralegal student population is primarily part-time and older (between 31-50). The majority of our students are here to change careers by choice or because they have lost their jobs or are re-entering the workforce. They chose the program because it will prepare them for a high-paying and challenging career.

To help prepare them, the program provides both academic preparation and job skills training. To stay current with the demands of the profession, the program must focus on improving technology training in such areas as on-line research services (Lexis or Westlaw) and litigation support software.

2. Program Strengths:

- *Maintaining its ABA approval.*
- *Faculty with practical experience.*
- *Affordable tuition and flexible scheduling (both day and evening classes).*
- *Low student to faculty ratio in most classes, promoting greater interaction and student retention.*
- *Emphasis on practical training as well as academics.*

3. Program Challenges:

- *Funding law office/litigation support software including on-line research tools (Lexis or Westlaw) and litigation support software for use in existing courses or as the subject for new courses, either by purchase or donation.*
- *Improving marketing of the program to promote a more diverse student population and to educate the legal community about the program.*
- *Improving WSCH/FTE without losing the benefits of the smaller class size in our higher level courses.*

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- *Begin offering the Technology in the Law Office course now that we have found a textbook that comes with free access to a variety of law office technologies. Each student will be able to access the software for 120 days. This makes offering the course feasible under current program funding.*
- *Ultimately, redesign the major requirements to add a technology course. The program must get the permission of both the ABA and the College to do this.*
- *Keep looking for a way to offer a course in Westlaw class without being able to pay for access or to require students to pay a fee for internet access.*
- *Experiment with fewer course offerings to determine whether improving FTEs/FTEf by having larger class sizes has a negative impact on student learning, success, and retention.*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Offering Technology course – Fall 2008

Redesigning the major requirements – Fall 2009

Finding a way to offer Westlaw – ASAP

Reviewing the impact of changes to course offerings – Fall 2008

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

See above.

H. 2006-2007 RESOURCE REQUESTS

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Associate faculty FTE: *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Administrative Staff FTE: .	☐ Yes ☒ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *Computer with Internet access, projector in AAS 15 from One Time Funds grant* - approx. $3600	☒ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost):	☐ Yes ☒ No ☐ Partially
Staff Development (brief narrative description): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Paralegal instructors teaching in AAS 15 are now able to incorporate PowerPoint and DVD's into their curriculum. In addition, a wealth of information and resources obtainable from the Internet has been incorporated into the classroom experience. For example, sites containing legal databases (Findlaw, Westlaw, and court and legislative websites) are used to convey information, teach students how to use sites for filings, and teach internet search techniques.

I. 2007 – 2008 RESOURCE REQUESTS

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE

Associate faculty FTE

Classified Staff FTE:

Classified Hourly (in dollars):

Administrative Staff FTE:

Sufficient to assist with the duties described in Part B, Question 4

Facilities (brief narrative description):

Equipment (brief narrative description with estimated total cost):

Supplies (brief narrative description with estimated total cost):

Westlaw/Lexis on-line access ($40/student/semester): $4800

Staff Development (brief narrative description):

Other:

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu