

# Skyline College

## *Paralegal/Legal Assistant Program*

### Program Review

### Executive Summary



### Short Summary of Findings

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The Skyline Paralegal/Legal Assistant Program offers students an opportunity to earn paralegal certification—the highest certification available in the legal profession short of a license to practice law—and thereby receive priority consideration for legal job openings. Career/education paths include direct entry into the profession, transfer to a four year institution, or eventual enrollment in law school, a doctorate level program. The Skyline Paralegal program is staffed by three part-time adjunct professors and does not currently offer all of the classes listed in the catalog or any summer school classes, let alone classes in such high demand areas as immigration and intellectual property. Even the minimal program currently offered exceeds school wide statistics in most important areas. This program also offers internships so that students can obtain valuable on-the-job experience in the legal profession.

### Three Strengths of the Program

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- Offers the predominantly minority and female participants access to prestigious legal careers while offering the community increased diversity in the legal profession.
- Offers significant opportunities for program expansion with classes whose statistics exceed those of the college overall, thereby offering the college an opportunity to both grow and improve its overall success and retention.
- Offers significant cross-listing potential to numerous other disciplines. A student's understanding of legal principles will greatly enhance careers in administration of justice, business, and sociology. The evolution of the law involves history, philosophy, psychology, science and many other disciplines.

### Three Suggestions for Improvement

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- Addition of full or additional part-time faculty so that the entire catalog of courses may be offered and new classes offered.
- Facilities to shelve and house a donated law library
- Access to important Legal Software.

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#### *Full-Time Faculty Signatures*

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**Submitted on:** Highlight this text & type in date

# PARALEGAL/LEGAL ASSISTANT PROGRAM

*“College . . . Career . . . Citizenship”*



Academic Program Review  
April 20, 2011



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*We run a “taught” ship!”*

SKYLINE COLLEGE  
PARALEGAL/LEGAL ASSISTANT PROGRAM

**ACADEMIC PROGRAM REVIEW REPORT**  
**April 20, 2011**

**PART A: Mission Effectiveness**

**Overview**

***1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.***

The goals/focus of the Paralegal/Legal Assistant Program have not been examined prior to the creation of this review and the related self study. The participating faculty propose the following *Program Mission* statement and *Program Goals* statement that have been adapted from the related Administration of Justice Program:

**PROPOSED PARALEGAL PROGRAM MISSION:**

To provide students with a multi-disciplinary course of study of the highest standards that emphasizes critical thinking, the ability to effectively communicate in written and oral form, a substantive and practical knowledge of law and litigation, and a commitment to lifelong learning that will enable them to think critically about legal problems and issues, both as community citizens and as professionals working in the legal community.

**PROPOSED PARALEGAL PROGRAM GOALS:**

To provide students with a foundational understanding of law and litigation that will help them succeed in reaching their educational, vocational, and personal enrichment goals, which include:

- reaching career goals as professionals in the legal community.
- attaining an Associate in Arts (A.A.) degree.
- attaining a Paralegal Certificate.
- transferring to a four-year college or university and/or law school.
- developing awareness and appreciation for the relevance, role, and application of the law in today's society and to develop citizenship and civic responsibility.

The above-stated program mission and goals are consistent with and contribute to those of the college and the district, both of which emphasize the following shared values:

- Providing open-access student-centered education leading to transfer, career advancement, and personal enrichment.
- Preparing students to be culturally sensitive members of the community.
- Developing students to be critical thinkers and effective communicators.
- Promoting academic excellence and lifelong learning through vocational and certificate programs.
- Developing cooperative and sustained community and industry partnerships.

The Paralegal Program offers 14 substantive and procedural legal courses culminating with a 27 semester unit Paralegal Certificate or two year Associate in Arts degree. The Paralegal Studies Program is designed to provide students with core legal knowledge and 21<sup>st</sup> Century information and technology skills necessary for individuals entering the legal profession or engaged in a more advanced study of the law.

The program prepares students academically for a wide variety of vocations in the legal field, and offers professional internship opportunities, as well as elective credit for general education students interested in law and justice related studies.

**2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.**

**Paralegal/Legal Assistant Program Cross-listed Courses with ADMJ Program, LEGL/Legal Administrative Assistant, and SOCI studies:**

The Paralegal Studies Program interacts and coordinates well with the AJ Program because of the nature and comparability of the course content, and their relationship to the justice system. Both programs are certificated, and both require students to become familiar with the law, the legal profession, the court systems, and federal and state judicial process. It also interacts with the Legal Administrative Assistant (formerly Legal Secretary) Program because both are employed in the same industry in legal support jobs. LEGL courses are cross-listed and offer students an opportunity to complete both a Paralegal and Legal Administrative Assistant Certificates by completing three additional LEGL classes.

Beyond cross-listed LEGL courses, the Paralegal Program also has BUS 201 and two CAOT 214 and 215 as core requirements for the paralegal certificate. The paralegal curriculum offers two elective courses that are cross-listed as BUS 443 and BUS 445. Both Law Office courses focus on managing cases and non-legal staff at law firms.

LEGL 250 – Legal Research	LEGL 245 – Legal Operations	LEGL 240 Introduction to the Law
BUS 201 Business Law	CAOT 214 Word Processing I	CAOT 215 Word Processing II
LEGL 443/BUS 443 Law Office Procedures	LEGL 445/BUS 445 Law Office Management	

The Paralegal Program interacts and coordinates well with sociology studies because both disciplines are concerned with human behavior and human interaction. While the Paralegal Program may approach the subject from the civil law perspective of the instructor, sociology may approach it from a much different perspective of the sociology instructor.

ADMJ 104 / LEGL 304 – <i>Concepts of Criminal Law</i>	ADMJ 106 / LEGL 306 – <i>Legal Aspects of Evidence</i>
ADMJ 108 / SOCI 108 – <i>Community Relations</i>	ADMJ 120 / LEGL 320 – <i>Criminal Investigation</i>
ADMJ 205 / LEGL 305 – <i>Judicial Process in California</i>	

Demand for Paralegals/Legal Assistants:

According to The Bureau of Labor Statistics, paralegal/legal assistant jobs are projected to grow 28% nationally and 19% regionally in California during the years 2008 to 2018<sup>i</sup>. However, the legal job market is defined as “highly competitive”<sup>ii</sup> and our graduates should be prepared to compete by offering prospective employers the ability to perform both administrative and substantive paralegal duties. In particular, small law offices seek employees with skills to manage the firm’s clients, manage legal cases and office administrative functions.

Salaries for Paralegals/Legal Assistants:

Salaries for paralegals continue to be excellent nationally and in the San Francisco Bay Area. For example, in California, 75% of paralegals earn a median yearly salary of \$72,000 and 30% hold Associate’s degrees. It is important to emphasize 44% of paralegals hold Bachelor’s degrees. One goal for the Paralegal Program is to increase the numbers of students who transfer to four year universities and colleges.

Paralegal National and State Wages<sup>iii</sup>

Location	Pay Period	2009				
		10%	25%	Median	75%	90%
United States	Hourly	\$14.32	\$17.67	\$22.50	\$29.14	\$36.39
	Yearly	\$29,300	\$36,800	\$47,000	\$60,600	\$75,700
California	Hourly	\$16.35	\$21.48	\$27.51	\$34.63	\$42.93
	Yearly	\$34,000	\$44,700	\$57,200	\$72,000	\$89,300

Paralegal Studies Program and the Office of Cooperative Education:

An adjunct professor in the Paralegal Studies Program coordinates the Paralegal Internship program. It offers paralegal students’ internships at employer job sites primarily located in San Mateo and San Francisco. Interns have an opportunity to work at law firms, public agencies and the courts for one or two semesters. Internships interact and coordinate with the Cooperative Education Program which offers student involvement as interns or employees within the legal industry. Another goal for the Paralegal Program is to prepare students for entry level employment at private law offices because 70%<sup>iv</sup> of paralegals are employed at firms.

In 2009, we added a new course, *LEGL 671 -Paralegal Internship*, which is offered in both the Spring and Fall semesters. Students can earn 4 units of academic credit while they are interns. Interns gain exposure to legal employers and learn on-the-job as entry-level paralegals. This professional experience can lead to future employment and provides interns with legal references and employer relationships.

After completing internships, students have gained real world experience in the legal industry and become very clear about their future career goals. Some students enjoy their internships so much they decide to stay and become permanent volunteers.

Paralegal Students Reflect on their Internship Experience:

Interns establish semester long Learning Objectives in a collaborative process with internship job site supervisors. At the end of internship, supervisors rate interns based on their on-the-job performance and whether the intern accomplished their Objectives. Some internships offer our students the opportunity to gain experience dealing with domestic violence victims and they help In Pro Per litigants prepare pleadings and declarations that are filed and processed at the Court.

Students have an opportunity to experience the Domestic Violence process from Intake to the issuance of temporary Domestic Violence Orders and establishing a Hearing date. In addition to the DV clinic setting, interns work in the law office under the supervision of attorneys. One of our paralegal graduates is currently serving as the Interim Coordinator at the Domestic Violence Center. This employment opportunity is a direct result of his work as an intern at the Domestic Violence Center in the Fall 2010 semester.

Internship Exit Survey Results:

Interns are asked to take an exit survey based on the Likert scale survey outlined below. 90% of student interns have responded “5=Strongly Agree” when asked about their internship job sites they also “5=Strongly Agree” and recommend future students complete paralegal internships.

Please rate the internship below. Additional comments are welcome on the back of the evaluation.

1=Strong Disagree, 2=Disagree, 3=No Opinion, 4=Agree, 5=Strongly Agree

Training	Sufficient training was provided to succeed in the internship.
Expectations	Expectations and job duties were made clear.
Quality of Work	Challenging, career-related work and activities were provided.
Work Quantity	The amount of work provided was sufficient.
Learning	Opportunities were provided to learn about the industry.
Supervision	The supervision was adequate and helpful.
Integration	Work and academic components were integrated successfully.
Future Plans	Experience will be of benefit after graduation.
Recommendation	I would recommend this internship to other students.

They are also asked to rate their internship experience based on their expectations.

Q: How did this internship meet your expectations? (Check one)

\_\_\_\_\_ Exceeded Expectations \_\_\_\_\_ Met Expectations \_\_\_\_\_ Did Not Meet Expectations

88% of interns surveyed responded “exceeded expectations” to this survey question and their personal comments support the outstanding value of the internship on-the-job learning experience.

Interns’ Comments Internship Experience:

One intern comments on his internship experience: “I am thrilled to have received such great feedback from the clinic staff, and I am happy to add them to my professional references.” Another intern comments on her internship experience: “I feel that the experiences throughout all of my internships have given me the ability to deal effectively with the public and I learned the proper legal atmosphere decorum.”

**3. Explain how this program meets the needs of our diverse community.**

The program is first and foremost a vocational program that facilitates the diverse members of the College community to establish prestigious careers in the legal profession and thereby increase the diversity of the legal profession. The diverse members of the greater community have unique career challenges that are sometimes more effectively addressed by members of the legal profession who share the same racial/ethnic/gender/sexual preference traits, common language, and heritage with their clients. Thus the program serves the needs of the community by improving the quality of legal services provided to the diverse members of that community.

**4. If the program has completed a previous self-study, evaluate the progress made toward previous goals:**

There has been no prior program review or study of the Paralegal Program. This report is the program’s initial attempt at comprehensive evaluation.

**PART B: Student Learning Programs and Services Overview**

**1. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

The program does not currently utilize advisory boards, but the faculties are involved with professional organization such as the San Francisco and San Mateo County Bar Associations, the San Francisco Paralegal Association, the San Francisco and San Mateo Legal Secretaries Associations and members are invited to classes as guest speakers. There are significant advantages to involving Paralegal and Administration of Justice students in Skyline’s Paralegal and Administration of Justice programs.

**Curriculum**

**1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students.**

The curriculum currently consists of the following classes:

Legl 240	Introduction to Law	Offered Regularly Fall
Legl 245	Legal Operations	Offered Regularly Fall
Legl 250	Legal Research	Offered Regularly

Legl 252	Principles of Civil and Administrative Process	Offered Regularly
Legl 260	Advanced Legal Research and Writing	Will Offer Fall 2011
Legl 265	Labor Law and Collective Bargaining	Not Offered
Legl 266	Probates, Estates, and Trusts	Not Offered
Legl 304	Concepts of Criminal Law	Offered as Adjm 104
Legl 305	Judicial Process in California	Not Offered
Legl 306	Legal Aspects of Evidence	Offered as Adjm 106
Legl 320	Criminal Investigation	Offered as Adjm 120
Legl 433	LawOffice Procedure	Offered Fall Semester
Legl 445	Law Office Management	Offered Regularly Sp
Legl 671	Paralegal Internship	Offered regularly

Legal services generally contain a procedural component (i.e. knowing how something is done) and a substantive component (i.e. the legal rules controlling the outcome of a dispute). Legl 250 and 260 essentially teach students how to teach themselves. Legl 671 provides practical on-the-job training in both procedural and substantive matters in specific legal environments. The students' need to understand procedural matters are satisfied by Legl 240, 245, 252, 320, 433, 445, and 305 when it is offered. The Students' need to understand substantive areas of law are currently satisfied by Legl 304 and 306, and will be satisfied by Legl 265, and 266 if and when those classes are offered.

The catalog currently does not provide substantive training in the areas of civil rights, contract law, DUI defense, family law, immigration, intellectual property, or landlord tenant/real estate, though the professors provide some training in these matters when teaching the existing courses. The school does not have a law library or any sets of codes, case law, encyclopedias or treatises used by the legal profession, though some of the professors provide access to these resources by touring the county law library or providing access to portions of their personal libraries. Both Administration of Justice and Paralegal need a civil/criminal law library.

***2. State how the program has remained current in the discipline(s).***

The three members of the Adjunct Faculty are practicing professionals whose licensing or certification contains a mandatory continuing legal education requirement.

***3. If the student population has changed, state how the program is addressing these changes.***

While the overall general characteristics of Skyline students enrolled in paralegal classes do not appear to have significantly changed in recent years, a significant challenge faced by the paralegal professors is the wildly diverse character of the student enrolled in a specific class, and the radical shifts in the personalities and needs of different sections of the same class. For example, a portion of each class will consist of novices who know nothing about the legal profession while another portion will include students currently working in the profession with substantial professional experience. Changes in this mix

from section to section require an extremely flexible approach to the presentation of course material.

GENDER DIVERSITY

The Paralegal Program supports and encourages female participation in the program. While the law was once a male-dominated profession, legal fields have been more accepting of females in recent decades. Nationally, the gender population is evenly split at about **50%**. In California, females outnumber males by about **51%** to **49%**.

PARALEGAL PROGRAM	
Female Headcount: (5-Year Average) 77%. Male Headcount: (5-Year Average): 23%	
Female Rates:	Success: 84% - 68% = 76% Avg. Retention: 90% - 86% = 88%
Male Rates:	Success: 91% - 52% = 71.5% Avg. Retention: 93% - 76% = 84.5%

COLLEGE-WIDE	
Female Headcount (5-Year Average) 52% Male Headcount (5-Year Average): 45%.	
Female Rates:	Success: 69% - 69% = 68% Avg. Retention: 84% - 84% = 83%
Male Rates:	Success: 64% - 68% = 65% Avg. Retention: 82% - 84% = 82%

ETHNIC DIVERSITY

The Paralegal Program strives to positively impact a disparate ethnic under-representation among those employed in the legal profession. Demographics in our communities are showing trends in an increasing non-white population, especially the rapid growth of the Hispanic population. While the legal profession has made significant headway in increasing minority hiring to reflect the diversity of their communities, more must be done to address disparities in minority employment.

<u>California Population:</u>		<u>% of California Law Enforcement:</u>	
White	47%	White	66%
Hispanic	32% *	Hispanic	20% *
Asian	11% *	Asian	5% *
African American	7%	African-American	7%
Other	3%	Other	2%

\* The biggest disparity of population to police officers

While there are African American students in the Paralegal Program, there were no success or retention statistics for African Americans enrolled in the paralegal program. Over 1/3 of Paralegal Students are Hispanic, less than 1/3 are white, and more than 1/3 are Asian or Filipino.

	PARALEGAL PROGRAM				
	Head Count: (Avg.)	Success Count: (Avg.)	Success Rate: (Avg.)	Retention Count: (Avg.)	Retention Rate: (Avg.)
African Am:	0	0	0%	0	0%
Asian:	32	24.8	77.6%	27.2	85.2%
Filipino	35.8	26.6	73.0%	31.6	87.6%
Hispanic:	54.6	39.8	72.8%	47.8	88.4%
Other:	3.5	3.0	75%	3.0	75%
White:	52.8	42.0	79.6%	46.0	87%

The Paralegal Program is well attended by Asian, Hispanic, and White students, respectively. Whites do not have a higher success and retention rates than others.

	SKYLINE COLLEGE				
	Head Count: (Avg.)	Success Count: (Avg.)	Success Rate: (Avg.)	Retention Count: (Avg.)	Retention Rate: (Avg.)
African Am:	1,369	696	51%	1,051	77%
Asian:	16,751	11,254	67%	13,732	82%
Hispanic:	7,051	4,347	62%	5,703	81%
Other:	3,975	2,638	66%	3,288	83%
White:	7,458	5,435	73%	6,390	86%

Paralegal Program students showed higher success and retention rates than students college-wide for all ethnicities.

#### AGE DIVERSITY

Unlike the Administration of Justice Program where a majority of the students enrolled in the program are ages **18-22 (75%)**, the age diversity of the Paralegal Program is more evenly distributed with ages 18-22 comprising 17% (36.4/206.6), ages 23-28 comprising 30% (60.6/206.6), ages 29-39 comprising 23% (47.6/206.6), ages 40-49 comprising 15% (31.6/206.6), and ages 50-59 comprising 10% (20/206.6). This is probably attributable to the fact that the legal profession offers a more attractive second career to older students who are having to re-enter the job market.

Other ways that the program has attempted to meet the needs of our changing and diverse student population is by making our courses more available to a wider range of students. Many prospective students are unable to attend daytime or regular semester courses because of work, family, and life demands. To address this issue, our course offerings are primarily evening courses. This has allowed students who might not have otherwise been able to enroll in our courses to have greater access to the Paralegal Program.

**4. Courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list courses and explain.**

All of the course outlines and syllabi have been recently reviewed for currency and appropriately updated to meet College, Program, and SLOAC standards.

**5. If external accreditation or certification is required, please state the certifying agency and status of the program.**

The Skyline College Paralegal Program currently requires no outside certification or external accreditation. The division is considering ABA (American Bar Association) accreditation as a long term goal but one not currently feasible given the program’s budget restraints.

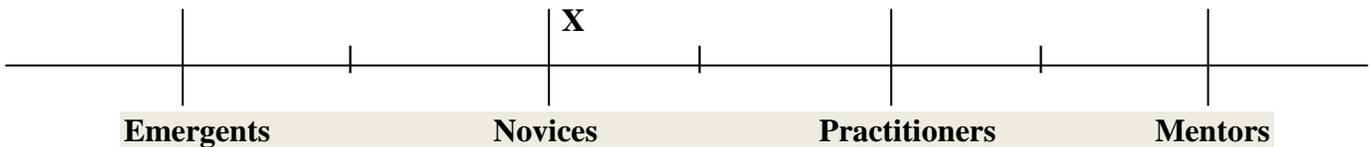
**Student Learning Outcomes & Assessment**

**1. Where on the continuum do you believe your department is on the SLOAC Initiative?**

The Paralegal is just beginning to participate in the SLOAC initiative. While the various faculty members have different levels of skill, the average would be novice.

<b>Novices</b>	<b>Practitioners</b>	<b>Mentors</b>
<ul style="list-style-type: none"> <li>• Beginning a dialogue</li> <li>• Drafting SLOs</li> <li>• Drafting assessment plans</li> <li>• Taking inventory of assessments</li> <li>• Creating instruments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in widespread dialogue</li> <li>• Implementing assessment plans</li> <li>• Refining SLOs</li> <li>• Reviewing outcome data and discussing implications</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating discussions and generating new dialogue</li> <li>• Conducting workshops</li> <li>• Lending assistance</li> </ul>

(Mark an **X** on the continuum below and briefly comment.)



The Paralegal Program is in the process of developing course-level SLOs for its 14 courses and program-level PSLOs for the program. Assessment plans and instruments have been created at many course levels.

We began assessing courses that were cross-listed with LEGL and have completed the *assessment/analysis/action* cycle for ADMJ 106/LEGL 306 and ADMJ 104/LEGL 304. The TracDat four-column assessment reports are appended We developed a 6-year rotational assessment schedule for AJ and LEGL.

***2. Highlight any major findings and resulting course or program modifications.***

None to date; there have only been two semesters of compliance. Some of the measurement goals are not being met, but this is most likely a problem with the measurement devices themselves (e.g. Pre-tests/Post-tests containing such broad generalizations that Pre-Test takers knowing nothing of the curriculum can still guess the correct answers.)

***2. What resources are needed to implement the plan?***

For LEGL 304/ADMJ 104, we will be reviewing our pre/post test questions to ensure they more clearly relate to the course SLOs. No resources are needed to implement the action plan.

**PART C: Resources**  
**Faculty and Staff**

***1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.***

The Paralegal Program has no full time faculty members and therefore no development activities other than those achieved through cross-listing courses taught by the Administration of Justice full time faculty. The Paralegal Program does not have sufficient part time faculty to present all of the classes currently listed in the catalog, let alone develop new classes to meet current student needs. Core courses of the Paralegal Program have been taught by one of the licensed attorneys teaching in the Administration of Justice Program.

***2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).***

There is no orientation process at present and no staff other than part-time faculty.

***3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.***

Given the current decline in legal employment opportunities, a single advertisement appearing in the Recorder or Daily Journal is likely to draw hundreds of applications and resumes from licensed attorneys and certified paralegals. The San Mateo Court is currently augmenting its staffing resources using volunteer attorneys and has received, literally, hundreds of applicants of every age, race, and ethnic division.

## **Facilities, Equipment, Materials, and Maintenance**

### ***1. Discuss the effectiveness of the facilities, equipment, maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.***

The existing set of "smart classroom" equipped with VHS/DVD Players and LCD projectors are being used successfully (when available) for paralegal and administration of justice classes and are accessible to all students who attend class.

### ***2. List projected needs.***

**Library Using Donated Books:** The Paralegal and Administration of Justice programs cannot realistically address the needs of the students without access to a law library. Local attorneys have offered to donate a set of annotated California Civil and Criminal codes, California cases, California digest, California legal encyclopedia and treatises on civil procedure, civil rights, contract, and employment law, but the school currently does not have any place to put them. Such a library would require a secure room and approximately 12-15 six shelf book cabinets. While a dedicated reading room would be best, a library could be set up in a dedicated classroom with the bookshelves lining the walls of the classrooms.

**Document Cameras:** The Skyline Media department has a few document cameras, which are devices that allow a student paper, book page, or legal document to be projected through an LCD projector so that it can be viewed and discussed by an entire class. Current the Skyline document cameras have all been dedicated to specific programs or classrooms.

**Electric Supply to Classrooms:** Paralegal students use laptop computers and other internet access devices requiring external power supply to access legal resources such as Lexis, Lexis academic (available via the Skyline library), and Google to access legal materials in class. Since the classrooms (including the "smart" classrooms) only provide electrical connections along the walls, the students cannot use the center seats. The students need access to a power supply in the center of each classroom.

**Access to Westlaw:** While the book store as arranged for students to license Lexis on a semester by semester basis, there is no comparable arrangement for Westlaw, the more comprehensive and more commonly used legal research system.

**Legal Specialty Case Management/Time and Billing Software:** Many law firms use computer systems for case management and billing (based on attorney/paralegal hours worked). Operational familiarity with such software gained via the Law Office Management Course (Legl 445) would give Skyline Students a key competitive advantage in this very tight job market.

Expansion of the Internship Program: The scope of the current intern program is limited by the number of hours part-time faculty are paid to perform site visits. An increase in budget would permit existing faculty to increase the scope of the program.

***3. Describe the use of technology in the program and discuss if technology is current and comparable to other colleges and business or industry.***

LEGL 671 (Paralegal Internship) is the first on-line course offered in the Paralegal Program and has helped to facilitate enrollment of distant learners.

The proliferation of smart phones, tablet computers, and laptops along with the significant expansion of Google and other web search engines is enabling Skyline's Paralegal Students to perform sophisticated legal research while on the go without relying exclusively on conventional legal data bases such as Lexis and Westlaw.

The college has a more than adequate wi-fi system, that is comparable to those provided in modern law schools. The permanently installed LCD projectors and sound systems in the "smart" classrooms at Skyline are also comparable. Most law schools now provide electrical access to every desk and 24x7 access to both Westlaw and Lexis, neither of which is available at Skyline. Modern trial lawyers use PowerPoint presentations that the "smart" classrooms accommodate, but also use document cameras which are in short supply at Skyline.

***4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?***

Judges and Practicing Attorneys are pleased to appear as guest speakers and provide valuable points of view to students. The Paralegal Internship Program depends entirely on the cooperation of participating members of the legal profession. More outreach to more law firms and government entities would increase the number of internship positions available.

**Budget Request**

***1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?***

Increase full time faculty from zero to one or increase part-time faculty from three to six.

Increase budget allocation of time for site visits for the intern program

Acquire 15 six-shelf book cabinets and a dedicated room for law library/classroom using donated books

Acquire a dedicated document camera

Provide electrical access to every desk in dedicated classroom

Provide Case Management and Billing Software

***2. If appropriate, discuss methods the program could share resources with other programs in the College and District.***

Consider coordinating (or where feasible Cross-listing) Administration of Justice and Paralegal Classes to Business, Career and Personal Development, Computer Applications and Office Technology, Family and Community Sciences, Library, Philosophy, Political Science, and Sociology programs.

**PART D: Leadership and Governance**

***1. What leadership roles do the faculty and staff of your program hold in the College?***

Dietra Prater-Slack us a member of the advisory committee for the computer applications and office technology (CAOT) program which meets on a yearly basis, the advisory committee for John F Kennedy Paralegal Program, and the advisory board for The Forum, the legal secretaries association training division.

***2. How do the faculty and staff in your program participate in the governance processes of the College/District?***

Participation in SLOAC/TRACDAT and Program Review by adjunct faculty.

***3. How do the faculty and staff in your program exercise initiative/leadership in improving practice and services related to the***

The primary focus of initiative/leadership in the Paralegal Program is the use of personal resources and volunteered time to improve student experience. The use of personal books and equipment, volunteer law library tours, promotion of internship opportunities, private coaching, and access to judges and practicing attorneys open opportunities to students, the value of which, far exceed the resources currently allocated to the program.

**PART E: Action Plan**

***1. Describe the program's plan for addressing areas of improvement.***

Area Requiring Improvement:

- Increase Class Enrollment and Online Classes
- Create Brochure advertising Paralegal Program
- Obtain 100% Faculty Participation in SLOAC and Program Review
- Obtain Additional Full or Part-time Faculty
- Offer all catalog courses
- Offer courses during summer school
- Obtain Use of Room for Law Library Using Donated Books
- Obtain Case Management and Billing Software

**Skyline College Program Review  
Worksheet for Enrollment, Performance and WSCH/FTE**

***Weekly Student Contact Hours - WSCH***

Report the 3 previous fall semesters with the most recent on the right.

<b>Year:</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>WSCH:</b>	<b>436</b>	<b>323</b>	<b>634</b>

**Please comment on program enrollment and expected trends.**

*Weekly Student Contact Hours (WSCH)* decreased from 2007 to 2008, but then doubled in 2009. Anecdotal evidence suggests that fill rates are affected by students registering for evening classes they never intend to attend so that they can provide a class list that will qualify them for a student discount on auto insurance.

**Overall enrollment** in the Paralegal program has been increasing:

<b>Year:</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Enrollment:</b>	60	70	87

**Gender enrollment** in the Paralegal program has shifted showing a 6% increase in men who now comprise almost 1/3 of the enrollment.

<b>Year:</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Female:</b>	86	77	97
<b>Male:</b>	29	29	44
<b>Male %</b>	25%	27%	31%

**Ethnic enrollment** in the Paralegal program is increasing in the sense that the percentage of white students has decreased (down from 25% to 23%) slightly, and therefore the percentage of non-white students has increased slightly.

The Paralegal Program Enrollment is handicapped by the fact that not all of the classes listed in the catalog are offered and BUS 201 is the only class are offered during summer school.

***FTEF and WSCH/FTE  
(Load)***

Report the 3 previous fall semesters with the most recent on the right.

	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>FTEF:</b>	0.70	0.90	0.90
<b>WSCH/FTE:</b>	623	359	704

**Please comment on the comparison of this program to college trends.**

The faculty load has fluctuated, but is now showing an overall increase. The Paralegal Program’s WSCH/FTE (704) is above the College’s average of (632). This can be explained by the fact that the Paralegal Program has offered fewer classes in the past few years, with the result that the program has more students per class.

***Retention and Success***

Report data on program retention and success rate with most recent on the right.

<b>Years:</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Retention:</b>	67%	85%	74%
<b>Success:</b>	82%	91%	85%

***Please comment on the program’s retention and success rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.***

While the Paralegal Program’s Retention and Success have fluctuated, those figures have at all times been greater than the school as a whole (Success: 65%, 67%, 68% and Retention 81%, 83%, 84%) The Paralegal Program is increasing in attraction, retention, success, and popularity and should improve significantly if courses in popular subjects such as immigration, intellectual property, DUI Defense and landlord tenant were offered.

***Paralegal Program vs. College Retention & Success Rates***

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Paralegal Program</b>					
<b>Retention:</b>	88%	87%	82%	91%	85%
<b>Success:</b>	77%	74%	67%	85%	74%

<b>College's</b>					
<b>Retention:</b>	<b>83%</b>	<b>82%</b>	81%	83%	84%
<b>Success:</b>	<b>67%</b>	<b>65%</b>	65%	67%	68%

The success and retention by gender or by ethnicity vary from year to year with no clear pattern. This data suggests that there is no gender or ethnic bias in retention and success.

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<sup>i</sup> **National Data Source:** Bureau of Labor Statistics, Occupational Employment Statistics Survey at <http://www.onetonline.org/link/summary/23-2011.00>

<sup>ii</sup> **National Data Source:** Bureau of Labor Statistics, Occupational Employment Statistics Survey at <http://www.onetonline.org/link/summary/23-2011.00>

<sup>iii</sup> **National Data Source:** Bureau of Labor Statistics, Occupational Employment Statistics Survey at <http://www.onetonline.org/link/summary/23-2011.00>

<sup>iv</sup> **National Data Source:** Bureau of Labor Statistics, Occupational Employment Statistics Survey at <http://www.onetonline.org/link/summary/23-2011.00>

## Program Review Course Outline & Prerequisite Checklist

Discipline: Paralegal/Legal Assistant

Semester: Spring 2011

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

## COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
										Compliance began 2010	
LEGL 240	INTRODUCTION TO THE LAW	03/31	X			Recommended: Eligibility for ENGL 836 or equivalent	X	YES	YES	NO	NO
LEGL 245	LEGAL OPERATIONS	03/31	X			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400m or equivalent	X	YES	YES	NO	NO
LEGL 250	LEGAL RESEARCH	03/31	X			Recommended: Eligibility for ENGL 836	X	YES	YES	NO	NO
LELG 252	PRIN. OF CIVIL AND ADMINISTRATIVE PROCESS	03/31	X			Recommended: Eligibility for ENGL 836	X	YES	YES	NO	NO
LEGL 260	ADV. LEGAL RESEARCH AND WRITING	03/31	X			Legal Research	X	YES	NO	NO	NO
LEGL 304	CONCEPTS OF CRIMINAL LAW	12/10	X			Recommended: Eligibility for ENGL 836	X	YES	YES	YES	YES
LEGL 306	LEGAL ASPECTS OF EVIDENCE	12/10	X			Recommended: Eligibility for ENGL 836	X	YES	YES	YES	YES
LEGL 320	CRIMINAL INVESTIGATION	12/10	X			Recommended: Eligibility for ENGL 836.	X	YES	YES	NO	NO
LEGL 443	LAW OFFICE PROCEDURES	03/31	X			Recommended: Eligibility for ENGL 800, CAOT 212 or CAOT 214 and BUS 400 OR equivalent skills.	X	YES	YES	NO	NO
LEGL 445	LAW OFFICE MANAGEMENT	03/31	X			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846; CAOT 212 or 214, or equivalent.	X	YES	YES	NO	NO
LEGL 671	PARALEGAL INTERNSHIP I	3/31	X			Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent. Students are strongly advised to complete or enroll concurrently in LEGL 443 or LEGL 445.	X	YES	YES	NO	NO

**COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST**

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							

**COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST**

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							

**COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST**

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							

**Skyline College Program Review  
Certification of Course Outline & Prerequisite Review**

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***Faculty Signatures***

\_\_\_\_\_  
Dietra Prater-Slack

\_\_\_\_\_  
Peter Maclaren

\_\_\_\_\_  
Steven L. Aurilio

**Date Submitted:** 04/02/11

**Division Dean:** \_\_\_\_\_



## **MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)**

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

<b>Skyline College Institutional Outcomes</b>		Legl 240 Introduction	Legl 245 Operations	Legl 250 Research	Legl 252 Civil Process	Bus 201 Business Law	CAOT 214 Word Proc1	CAOT 215 Word Proc2	
<b>Key: (C) central to a course, (S) supported by a course, (blank) does not apply</b>									
<b>Critical Thinking:</b>	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C	C	C	C	C			
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	C	C	C	C	C			
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	C	C	C	C	C			
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C	C	C	C	C			
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	C	C	C	C	C			
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	C	C	C	C	C			

<b>Effective Communication:</b>	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C	C	C			
	Effectively express ideas through speaking and writing.	C	C	C	C	C			
<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;	S	S	S	S	S			
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	S	S	S	S	S			
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	S	S	S	S	S			
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	S	S	S	S	S			
	Demonstrate commitment to active citizenship.	S	S	S	S	S			
<b>Information and Computer Technology Literacy:</b>	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	C	C	C	C	C	C	C	
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	C	C	C	C	C	C	C	
<b>Information and Computer</b>	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and	C	C	C	C	C	C	C	

<b>Technology Literacy:</b>	problem solving skills.								
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.	S	S	S	S	S			
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.	S	S	S	S	S			

Program Review - Resource Needs Summary Table

Program Paralegal Program

	Needs	Notes
<b>Personnel</b>	<ol style="list-style-type: none"><li>1. Increase full time staff from zero to one (or)</li><li>2. Increase part time staff from three to six</li><li>3.</li><li>4.</li></ol>	
<b>Equipment</b>	<ol style="list-style-type: none"><li>1. Document Camera</li><li>2. 15 six shelf book cabinets for law library</li><li>3. Billing and Case Management Software</li><li>4.</li></ol>	
<b>Facilities</b>	<ol style="list-style-type: none"><li>1. Dedicated room to house law library</li><li>2.</li><li>3.</li><li>4.</li></ol>	