

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-2021 PROGRAM: LEGAL/PARALEGAL
CLUSTER: HAWK LAST YEAR CPPR COMPLETED: 2018
NEXT SCHEDULED CPPR: 2022 CURRENT DATE: 2/3/2021

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program **may be consolidated** into one APPW.

This APPW encompasses the following degrees and/or certificates:

Legal Studies AA-T, Paralegal AA, and Paralegal CA

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes If yes, please complete the Program Sustainability Plan Progress Report below.
No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

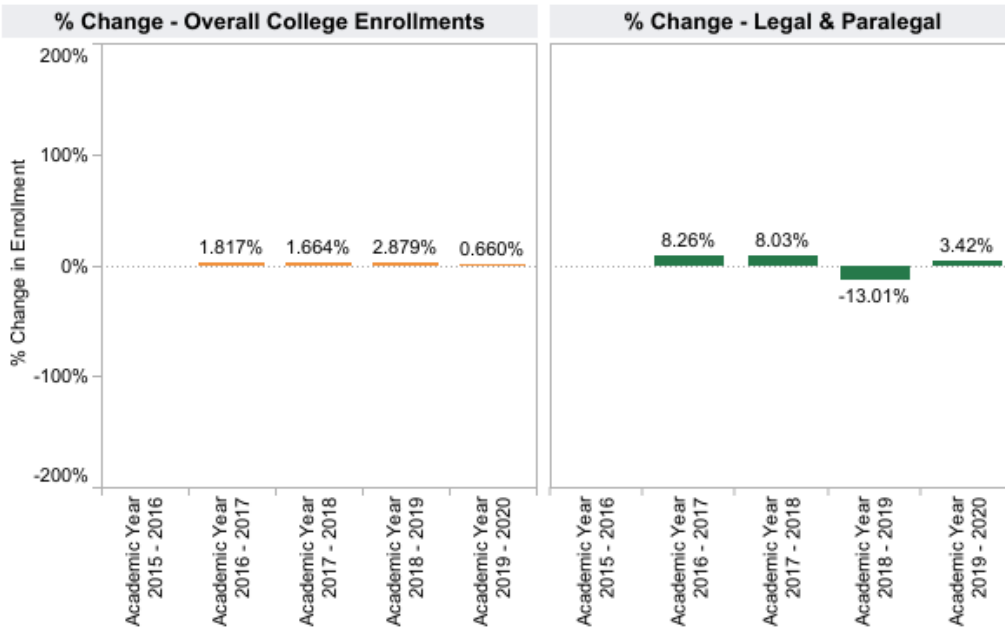
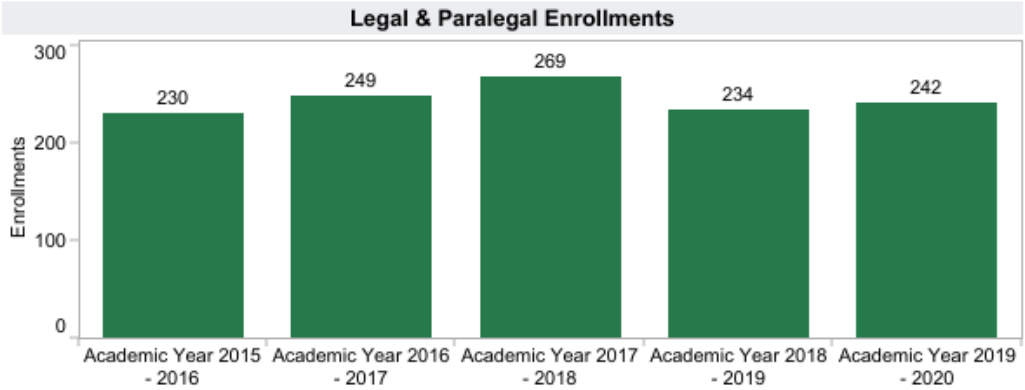
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

[General Enrollment \(Insert Aggregated Data Chart\)](#) Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department: Multiple values **Course:** All **Dual Enrollment:** All **Prison:** All



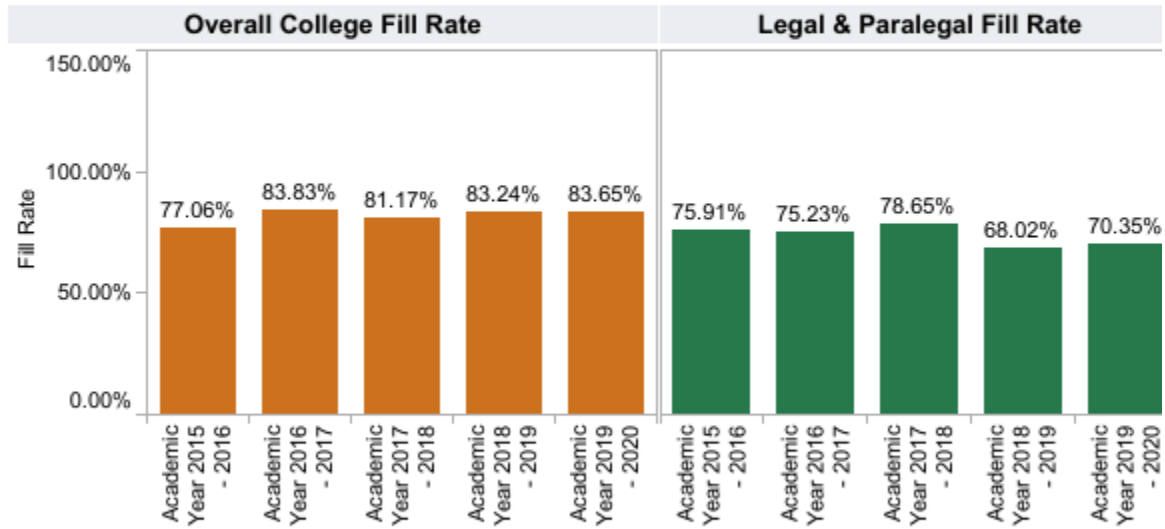
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Enrollments have recovered a small amount (3.42%) from the drop that occurred in 2018-2019 (-13.01%). There have been no major changes in the department, this seems to reflect small changes in student interest in the program.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Multiple values **Course:** All **Dual Enrollment:** All **Prison:** All



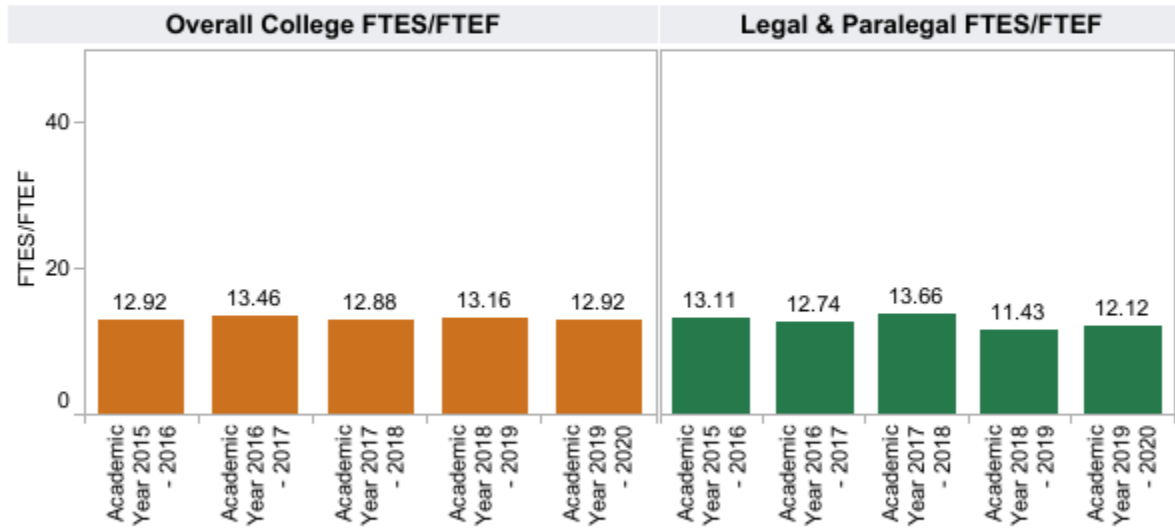
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The legal/paralegal fill rates show roughly the same as the enrollment picture in the previous section. As enrollment has rebounded slightly, so has the fill rate for these courses. There is only one section of each Paralegal course offered in any given semester, so fill rates are entirely based upon student interest in the program.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#) Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Multiple values **Course:** All **Dual Enrollment:** All **Prison:** All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

As mimicked by enrollment and fill rate above, there was a slight increase in the efficiency of the Legal/Paralegal program as more students enrolled in the courses. Again, there were no changes in the delivery, or marketing, or curriculum, this seems to simply reflect changes in the interest of students/community in the program offerings.

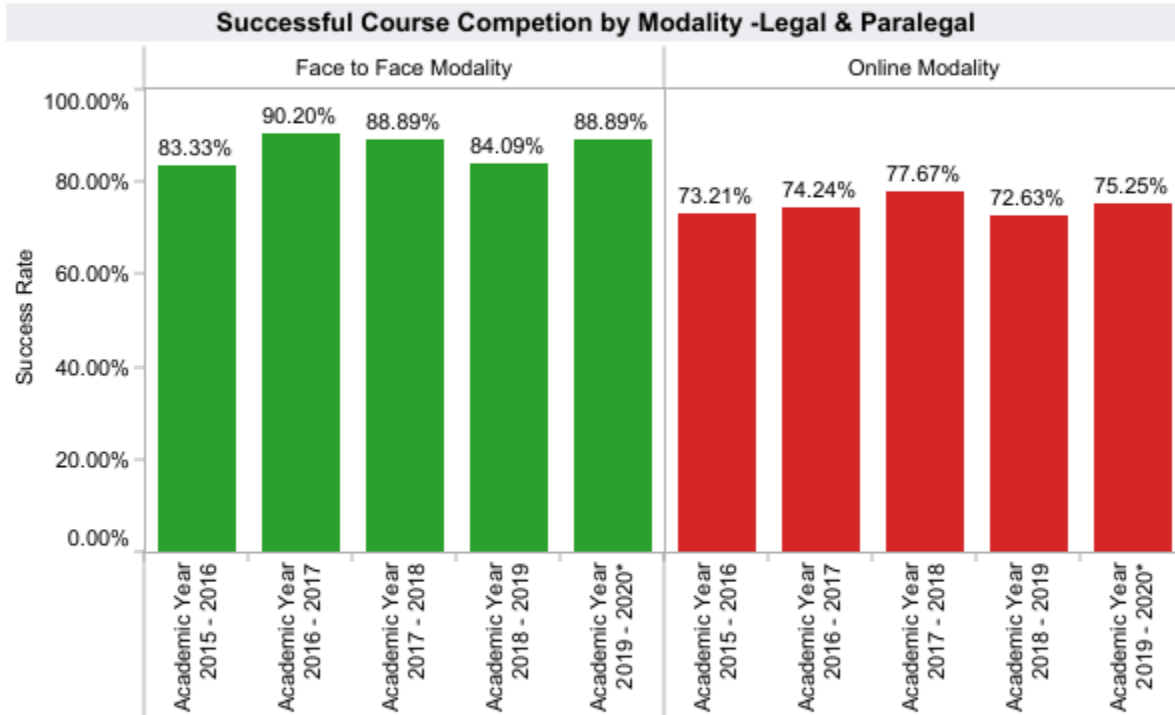
[Student Success—Course Completion by Modality \(Insert Data Chart\)](#) Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



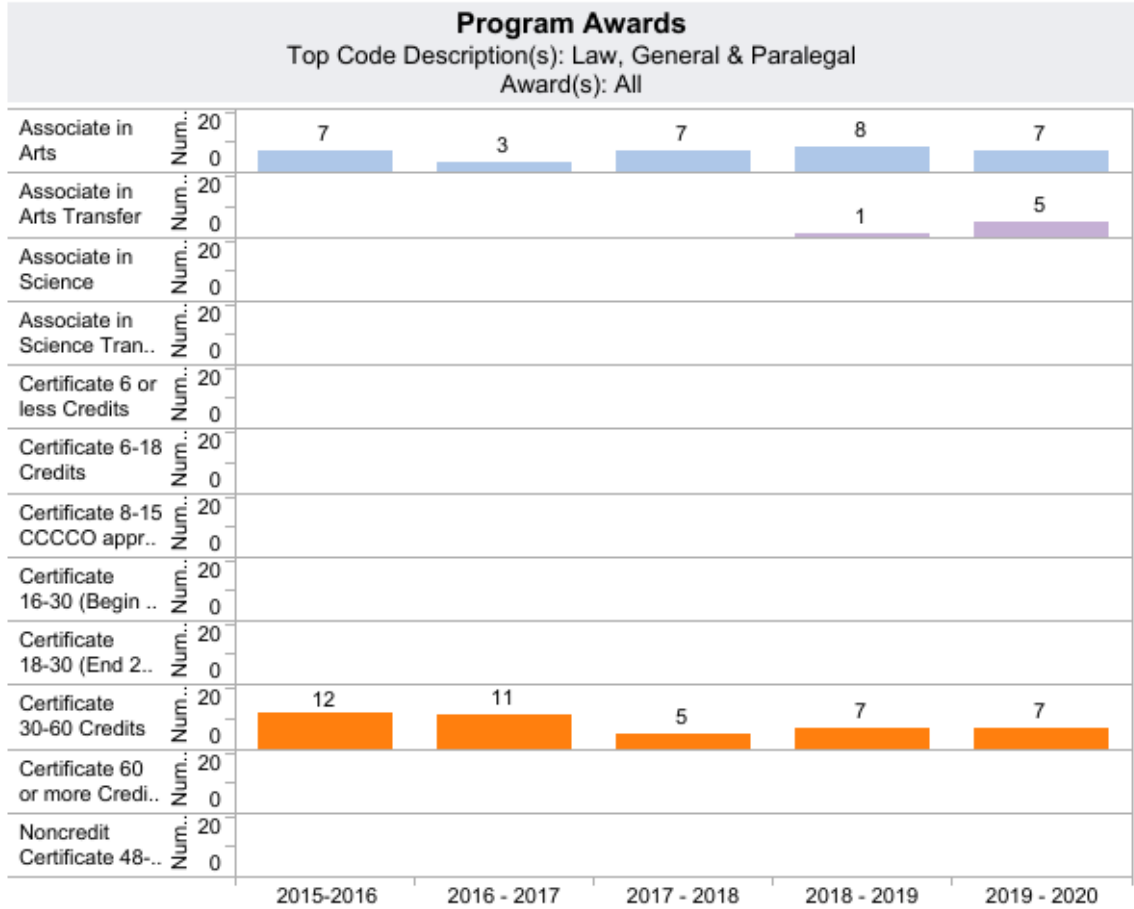
		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	83.33%	90.20%	88.89%	84.09%	88.89%
	Total Department Enrollments	174.0	51.0	54.0	44.0	23.0
Online Modality	Department Success Rate	73.21%	74.24%	77.67%	72.63%	75.25%
	Total Department Enrollments	56.0	198.0	215.0	190.0	219.0

The success of students in legal and paralegal courses has increased in both the face-to-face modalities and online modalities. While there is still a deficit for online course success as compared to face-to-face success, not only has it improved from previous years, it has increased while the number of students taking online courses has also increased.

Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Multiple values
Award Type: All



Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts	Paralegal (AA)	7	3	7	8	7
	Total	7	3	7	8	7
Associate in Arts Tr..	Law, Public Pol, Society (AAT)				1	5
	Total				1	5
Certificate 30-60 Cr..	Paralegal (CA)	12	11	5	7	7

Program Awards: The number of degrees and certificates awarded by program type

The number of awards is in-line with the history of previous awards and previous enrollment in legal and paralegal courses.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#) Review the Disaggregated Student Success

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

TERM_ID
All

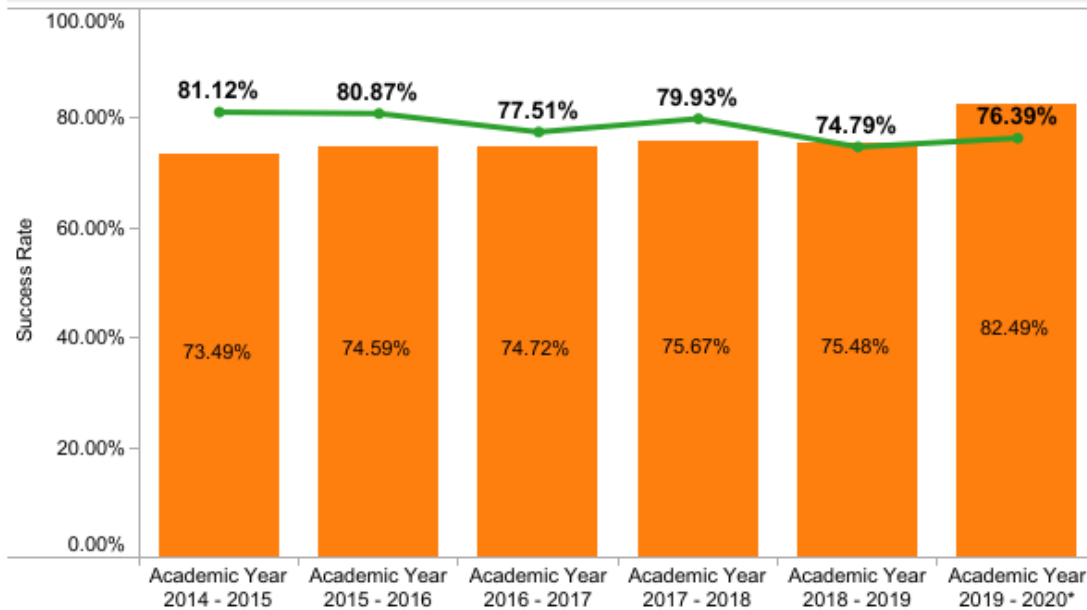
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Legal & Paralegal



Legal & Paralegal Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	80.87%	77.51%	79.93%	74.79%	76.39%
Total Enrollments	230	249	269	234	242

The enrollment in legal and paralegal courses were higher than in previous years, and yet the success rate of the course still increased from 76.39% to 74.79%. However, when compared to the college success rate it is lower than that of the overall college in 2019-2020, which stands at 82.49% but was influenced by the use of “EW” which is an Excused Withdrawal grade that was available *en masse* in Spring 2020 as a result of the COVID-19 pandemic which forced all face to face courses to switch to the online modality.

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2019 - 2020

Department:
Multiple values

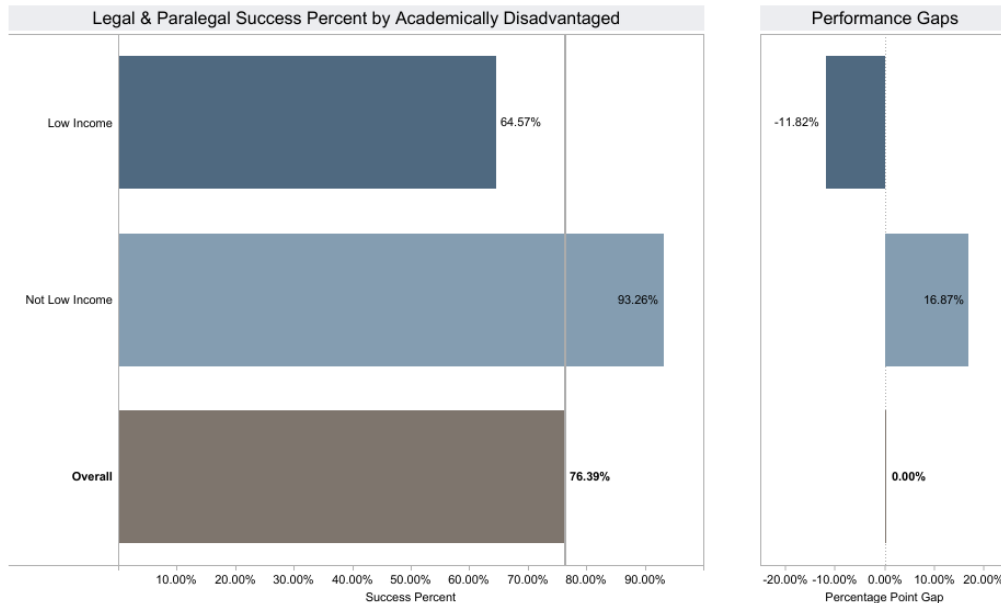
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantag..

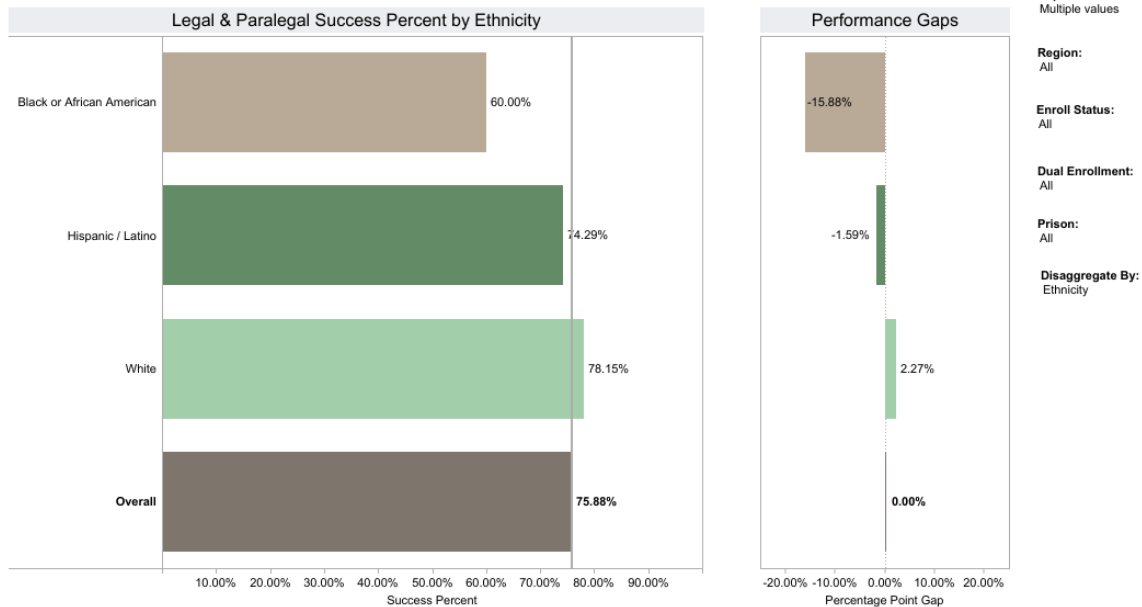


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

There is a considerable gap between “Not Low Income” students who succeed at a rate of 93.26% and “Low Income” students who success at a rate of 64.57%. This can unfortunately be attributed to many factors, such as having to work and having less time to devote to schoolwork, being unable to afford the cost of textbooks, or simply being unable to concentrate because of hunger. We appreciate that Cuesta College has programs to help students deal with these issues and continue to try and refer students to help as appropriate. The N for each category was available by hovering over the data and not printed. The N_ Low Income = 142, N_ Not Low Income = 100.

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2019 - 2020



Department:
Multiple values

 Region:
All

 Enrollment Status:
All

 Dual Enrollment:
All

 Prison:
All

 Disaggregate By:
Ethnicity

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

The N_Black/AA =11, N_Hispanic = 85, N_White = 128. While we want to pay attention to opportunity gaps, the data also brings into question how much of this is also due to “Academically Disadvantaged” status that impacts success.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

None.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

None.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

None.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.