

Los Angeles Southwest College

Program Review

2010

Program: Law/Paralegal

Initiator: John Bowman

Reviewer 1: Angela Jenks

Reviewer 2: Leonard Apenahier

Date first draft of review was completed by initiator: 11/10/2011

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The mission of the law/paralegal program is to train students to work in the legal profession, either as a paralegal, legal assistant, or legal secretary.

Module One: Enrollment Trends

Enrollment

| | 2007-2008 | 2008-2009 | 2009-2010 |
|---------|-----------|-----------|-----------|
| Day | 23 | 15 | 20 |
| Evening | 100 | 24 | 57 |
| Total | 123 | 39 | 77 |

Average Class Size

| | 2007-2008 | 2008-2009 | 2009-2010 |
|---------|-----------|-----------|-----------|
| Day | | | |
| Evening | | | |
| Total | | | |

1.0 Describe the trends in **enrollment and average class size**.

Enrollment dropped significantly in 2008-2009 but began to rise again in 2009-2010. Fewer classes were offered in 2008-2009 and many students left the program to attend other colleges. This decrease may be linked to the fact that the programs at Santa Monica College and West LA College are each accredited by the American Bar Association (ABA), while LASC's program is not.

No average class size data is available.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

The program must offer all of its required classes and continue efforts to gain ABA accreditation. This accreditation requires at least one full time faculty member, investment in the library, computer resources, and membership in West Law, a legal research program.

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

| | |
|------------------------|---|
| Objective | Hire a full time faculty member. |
| Planned Activities | Submit a proposal to the faculty hiring prioritization committee. |
| Individual Responsible | Department Chair (Toure) |
| Start Date | Fall 2011 |
| Method of Evaluation | A full time faculty member will be hired. |

| | |
|------------------------|---|
| Objective | Become accredited by the American Bar Association. |
| Planned Activities | --Gather information about accreditation requirements. --Submit a budget and strategic plans to achieve those requirements. --Submit an accreditation application to the ABA. |
| Individual Responsible | Law Faculty and Department Chair (Toure) |
| Start Date | Fall 2011 |
| Method of Evaluation | ABA accreditation will be awarded. |

Module Two: Demographics and Student Success

Ethnicity

| Ethnicity (%) | 2007-2008 | 2008-2009 | 2009-2010 |
|--------------------------|-----------|-----------|-----------|
| Asian | 4.1% | 0.0% | 0.0% |
| Black/African American | 71.5% | 71.8% | 70.1% |
| Hispanic | 22.0% | 12.8% | 15.6% |
| Native American | 0.0% | 0.0% | 2.6% |
| Pacific Islander | 0.0% | 0.0% | 0.0% |
| Caucasian/White | 0.8% | 5.1% | 0.0% |
| Other | 0.8% | 0.0% | 0.0% |
| Unknown/Decline To State | 0.8% | 10.3% | 11.7% |

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The majority of students in the program (over 70%) are African American. The percentage of Hispanic students has decreased. However, the majority of individuals in the local community are Hispanic. The program has not been able to reach out to this Hispanic community, particularly those who have learned English as a second language.

Age

| Age Group | 2007-2008 | 2008-2009 | 2009-2010 |
|--------------|-----------|-----------|-----------|
| 19 and under | 19.5% | 15.4% | 15.6% |
| 20-24 | 22.0% | 7.7% | 22.1% |
| 25-29 | 15.4% | 10.3% | 9.1% |
| 30-34 | 13.0% | 12.8% | 6.5% |
| 35-39 | 6.5% | 10.3% | 11.7% |
| 40-49 | 14.6% | 23.1% | 20.8% |
| 50+ | 8.9% | 20.5% | 14.3% |

Gender

| Gender | 2007-2008 | 2008-2009 | 2009-2010 |
|--------|-----------|-----------|-----------|
| Female | 73.2% | 71.8% | 70.1% |
| Male | 26.8% | 28.2% | 29.9% |

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

The highest percentage of students are in the 20-24 year old age range. Younger students often enter the program with defined long-term goals and are especially well positioned to have future careers in the legal profession.

The percentage of males in the program has increased slightly. Faculty have recently visited local high schools to inform them about the paralegal program and future opportunities. Those efforts have resulted in an increase in younger male students, who are especially interested in the legal profession.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

| | 2007-2008 | 2008-2009 | 2009-2010 |
|-----------|-----------|-----------|-----------|
| % Day | 65.2% | 86.7% | 95.0% |
| % Evening | 67.0% | 100.0% | 93.0% |
| % Total | 66.7% | 94.9% | 93.5% |

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Retention has increased significantly over the last three years and is quite high. Students remain in the program when they see that they are gaining specific skills. The program also helps students transition into programs at other schools.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

| | 2007-2008 | 2008-2009 | 2009-2010 |
|-----------|-----------|-----------|-----------|
| % Day | 47.8% | 60.0% | 50.0% |
| % Evening | 51.0% | 62.5% | 71.9% |
| % Total | 50.4% | 61.5% | 66.2% |

2.3 Given the data, describe the trend in **successful course completion** rates.

Overall success rates have increased over the last three years.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

Although traditional law studies are focused on a “weed out” model, LASC’s program includes in class exercises and opportunities for student participation to encourage success. Students are also able to participate in real-world legal clinics and to attend court cases to increase their investment in the courses and programs. All of these efforts contribute to success.

2.3.2 What are the implications of this trend in successful course completion for your program?

Additional resources can build on this increase and help students continue to succeed. Computer labs, mock court cases, improved library resources and law books will help students do additional research and gain hands-on skills. Open house sessions will help give potential and currently enrolled students a better understanding of the program and what is involved in earning a degree or certificate.

Degrees and Certificates Awarded

| | 2007-2008 | 2008-2009 | 2009-2010 |
|---------------------|-----------|-----------|-----------|
| Degrees | 1 | 0 | 1 |
| Certificates | 0 | 0 | 0 |
| Skills Certificates | 0 | 1 | 0 |

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

One degree or certificate has been awarded each year.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

Reduced course offerings have prevented students from being able to take all of the courses needed to graduate with a degree or certificate. Faculty members have completed directed studies with students to allow them to graduate. In addition, the lack of ABA accreditation has led some students to attend other local programs.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

All of the courses required for degrees and certificates must be offered on a regular basis so students can plan their schedules and stay on track to graduate.

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Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

| | |
|------------------------|---|
| Objective | Increase the percentage of Hispanic students enrolled in the law/paralegal courses and degrees. |
| Planned Activities | Specific courses that may be of interest to the Hispanic community should be offered. For example, these may include a course in Immigration Law. Legal empowerment sessions on campus have been and should continue to be offered. These campus sessions invite community members and give information about legal rights (bankruptcy, expungement, etc.) and local legal clinics. Spanish-speaking interpreters should be available at these events. |
| Individual Responsible | Program faculty |
| Start Date | On going |
| Method of Evaluation | The percentage of Hispanic students in the program will increase. |

| | |
|------------------------|---|
| Objective | Ensure that student support services are available to evening, weekend and online students |
| Planned Activities | <ol style="list-style-type: none"> 1. Encourage utilization of <i>college admissions evaluation</i> of all students 2. Provide occupational students with the full range of <i>counseling support services</i> 3. Provide occupational students with the full range of <i>work-based learning experiences</i> 4. Provide occupational students with the full range of <i>job placement services</i> 5. Encourage students to consider occupational <i>goals not traditional</i> for their gender, ethnicity, or economic or educational status |
| Individual Responsible | Faculty, chair, college-wide |
| Start Date | Fall 2010 |
| Method of Evaluation | Students will engage with support services in assessment, testing and evaluation. |

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

To earn ABA accreditation, the program requires at least one full time faculty member, investment in the library, computer resources, and membership in West Law, a legal research program.

WSCH per FTEF

| Discipline | 2007 | 2008 | 2009 |
|------------|------|------|------|
| Law | 245 | 176 | 313 |

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

WSCH per FTEF dropped in 2008 as enrollment declined, but has increased overall from 2007 to 2009.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

WSCH per FTEF may increase as the program works to attract additional students. The lack of a full time faculty member results in low enrollment (because a full time member is needed for ABA accreditation). The availability of a full time faculty member may help to attract more students to the program.

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3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

| Name | Activities (Mark all that apply) | Comments (Optional) |
|-----------------|--|---|
| John Bowman | <input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other | Professor Bowman is often involved in additional legal training sessions, attending sessions at West Law and University of West LA School of Law. He has participated in ongoing educational programs for the alumni association and attended workshops on issues such as bankruptcy law. He is also part of a ABA certification team at WLA. |
| D. McCants-Reed | <input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other | Data not available |
| Kathy Cox | <input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other | Data not available |
| | <input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other | |
| | <input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other | |
| | <input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other | |

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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

| | |
|------------------------|--|
| Objective | |
| Planned Activities | |
| Individual Responsible | |
| Start Date | |
| Method of Evaluation | |

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

| Outdated Course | Last Updated | Plan for Updating | Update completion deadline |
|--|---------------------|--------------------------|-----------------------------------|
| All course outlines have been updated. | | | |
| | | | |
| | | | |
| | | | |
| | | | |

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

| Inactive Course | Action | Comments |
|------------------------|--|--|
| Law 17 | <input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail): | This course is required for the degree and certificate programs. It should remain listed and be offered regularly. |
| | <input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail): | |
| | <input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail): | |

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| | | |
|--|---|--|
| | <input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail): | |
| | <input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail): | |

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

| New Course | Justification (check all that apply) |
|--|---|
| Law 15 (Property, Bankruptcy, and Family Law) should be broken up into two classes: Bankruptcy and Family Law. Each of these areas involves a large amount of information. These separate classes will also correspond better to course work at other schools. | <input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input checked="" type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail): |
| Immigration Law | <input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail): |

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

| |
|--|
| There is a large demand for paralegal services and this is a very fast growing field both nationally and in California (see U.S. Department of Labor). |
|--|

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4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

The advisory board has not been active in some time and is not currently meeting.

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

Students in the program are often given information about local job opportunities. There is a great need to collect information on employment when students graduate or leave the program.

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

| | |
|------------------------|--|
| Objective | |
| Planned Activities | |
| Individual Responsible | |
| Start Date | |
| Method of Evaluation | |

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

LASC Institutional SLOs

1. Communication (Oral and Written Skills)
 - use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
 - use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
 - utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
 - demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
 - demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

| Program Title: AA in Law/Paralegal | | | | |
|--|--------------------------------------|--|--|---|
| Program SLO | Target Courses to be Assessed | Assessment Strategy & Timing | Results and Plans for Improvement (if applicable) | Related Institutional SLO (mark all that apply) |
| 1. Students will learn to analyze legal problems | Law 10,11,12 | Embedded Assessment in final exam <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 2. Students will analyze a legal problem, and determine a strategy to correct the problem. | Law 3,12, 13,14,15, 16,17 | Embedded Assessment in final exam <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |

| | | | | |
|---|-------------------------------|--|---|---|
| | | | | <input type="checkbox"/> 5 |
| 3. Students will learn to write a legal brief addressing the broader scope of a legal problem | Law 14,17 | Embedded Assessment in final exam <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Fall 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 4. Students will analyze a legal problem, determine a strategy to correct the problem, and write a legal brief addressing the broader scope of the problem. | Law 3,10,11,12,13,14,15,16,17 | <input type="checkbox"/> Fall 2011 <input checked="" type="checkbox"/> Spring 2012 | (D) AA in Law/Paralegal (C) Law Office Specialist: Litigation (C) Law Office Specialist I (C) Law Office Specialist: Civil Law | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| 5. | | <input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

5.1 List each course in your program as well as each course's SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press "Edit-Copy." Click on the blank row and press "Edit-Paste".

| Course Name, Number, and SLOs | | Related Program SLO (mark all that apply) | Related Institutional SLO (mark all that apply) |
|---|--|---|---|
| Example: Course name: Chemistry 51 | SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation) | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation) | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |

| | | | |
|---|--|---|---|
| Course name: Law 3: Civil Rights and the Law | SLO 1: Evaluate U.S. Supreme Court cases using the Facts, Issue, Rule, Analysis, and Conclusion (FIRAC) method | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 2: Examine the procedure by which civil rights cases ultimately come before the U.S. Supreme Court and are decided. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 3: Compare the legal concepts used by the Court in rendering a decision | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| Course name: Law 10: Introduction to Legal Assistant I | SLO 1: Evaluate the elements of the role of the legal assistant | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 2: Evaluate the elements of a legal decision | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 3: Debate with legal terminology and prepare a legal bibliography. | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| Course name: Law 11: Introduction to Legal Assistant II | SLO 1: Evaluate the judicial structure in the production of civil and criminal cases. | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| | SLO 2: Evaluate the composition, location, and jurisdiction of courts. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| | SLO 3: Examine the production and administration of legal documents within the judicial structure. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |

| | | | |
|--|---|---|--|
| Course name: Law 12: Tort Law and Claims Investigation | SLO 1: Evaluate the elements of tort liability. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| | SLO 2: Evaluate the elements of an insurance claim. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| | SLO 3: Prepare a special research assignment with legal arguments to present during class discussions | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| Course name: Law 13: Wills, Trusts, and Probate Administration | SLO 1: The student will create a simple will which will comply with the California Probate Code. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 2: Recognize problems and legal implications as they arise in estate administration. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| | SLO 3: Recognize the authorized limits of the paralegal's practice. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| Course name: Law 14: Law Office Management | SLO 1: Evaluate the procedures of law office management | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| | SLO 2: Compare the ethics of the lawyer-client relationship as well as the lawyer-employee relationship. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |
| | SLO 3: Analyze basic accounting principles used for billing and client's obligations. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 |

| | | | |
|--|--|---|---|
| Course name: Law 15: Property, Bankruptcy, and Family Law | SLO 1: Describe the substantive law of contracts, agency, and negotiable instruments | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 2: Delineate the problems most frequently encountered in Family Law | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 3: Evaluate requirements for bankruptcy | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| Course name: Law 16: Civil and Criminal Evidence | SLO 1: Evaluate the elements of civil liability. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 2: Evaluate the elements of criminal liability. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 3: Evaluate the proper procedures for obtaining and excluding evidence unconstitutionally obtained. | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| Course name: Law 17: Legal Writing | SLO 1: Legal Writing Process Goal of legal writing and the stages of the writing process | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 2: Identify and write major components of a legal brief and Memorandum | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |
| | SLO 3: Distinguish among sources of law and identify secondary authority | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 |

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- 5.2 Identify 2-5 Student learning Outcomes for any **certificate programs** within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

| Certificate Program and SLO | Target Courses | Assessment Strategy & Timing | Results and Plans for Improvement (if applicable) | Related Institutional SLO (mark all that apply) |
|--|-----------------------|--|--|--|
| Name of Certificate Program: Law Office Specialist: Litigation | | | | |
| SLO 1: Students will learn to evaluate the elements of a legal assistant and legal decision. | Law 10 | Embedded Assessment <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| SLO 2: Students will acquire knowledge of legal terminology and procedures. | Law 3, 10, & 14 | Embedded Assessment <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| SLO 3: Students will learn to work effectively with coworkers in a law office. | Law 3, 10 & 14 | Surveys <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 | | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 4: Students will learn to evaluate procedures and ethics of lawyer/client and employee relationships | Law 14 | Embedded Assessment <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 | | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 5: Examine procedure by which civil rights cases ultimately come before the U.S. Supreme Court and | Law 3 & 10 | Embedded Assessment <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011 | (C) Law Office Specialist: Litigation | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

| are decided | | | | |
|---|-----------------------|--|--|---|
| Certificate Program and SLO | Target Courses | Assessment Strategy & Timing | Results and Plans for Improvement (if applicable) | Related Institutional SLO (mark all that apply) |
| Name of Certificate Program: Law Office Specialist I | | | | |
| SLO 1: Students will learn to evaluate the composition, location, and jurisdiction of courts. | Law 11 & 12 | Embedded Assessment <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| SLO 2: Students learn to produce and administer legal documents within the judicial structure | Law 11 & 17 | Embedded Assessment <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 | | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| SLO 3: Students will learn the legal Writing Process, the Goal and the stages of the writing process | Law 11 & 17 | Rubrics <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 | | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 4: Students will prepare research assignment on legal arguments to present during class discussions | Law 12, & 17 | Rubrics <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 | | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 5: Students will identify and write major components of a legal brief and Memorandum | Law 11, 12 & 17 | Rubrics <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 | (C) Law Office Specialist I | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

| Certificate Program and SLO | Target Courses | Assessment Strategy & Timing | Results and Plans for Improvement (if applicable) | Related Institutional SLO (mark all that apply) |
|--|-----------------------|--|--|---|
| Name of Certificate Program: Law Office Specialist: Civil Law | | | | |
| SLO 1: Recognize problems and legal implications as they arise in estate administration. | Law 13 | Embedded Assessment <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Fall 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 2: Students learn the substantive law of contracts, agency, and negotiable instruments and how its used in Family and Bankruptcy Law | Law 15 | Embedded Assessment <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Fall 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 3: Students learn the proper procedures for obtaining and excluding evidence in civil and criminal liability cases. | Law 16 | Embedded Assessment <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Fall 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 4: Students learn to work independently under strict procedures. | Law 13, 15, & 16 | Performances <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Fall 2011 | | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| SLO 5: Students learn how to use problem solving skills and handle pressure and deadlines with ease | Law 13, 15, & 16 | Surveys <input type="checkbox"/> Spring 2011 <input checked="" type="checkbox"/> Fall 2011 | (C) Law Office Specialist: Civil Law | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

5.3 How are course and/or program student learning outcomes communicated to students?

Program SLOs are listed in the course catalog and course SLOs are distributed on the syllabus.

1. Increase *distance education* offerings
2. Restructure curriculum to address *skills needed for entry into high-tech & legal fields*
3. Increase *integration focusing on learning skills*
4. Increase *flexibility* of program offerings in response to industry needs
5. Ensure *competency-based* assessment, learning, & certification
6. Increase *work-based learning* opportunities for students
7. Provide more *flexibility for students pursuing paralegal careers*

5.3.1 How do you measure whether students understand what the outcomes mean?

Faculty address SLO-related questions from students in class.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

1. Students can evaluate themselves in group activities and classroom participation.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

The curriculum should be constructed in such a way as to provide opportunities for students to achieve higher levels of education. Program graduates without a baccalaureate degree should be encouraged to continue their education and to obtain a baccalaureate degree. The institution should make a good faith effort to enter into articulation agreements with other institutions to facilitate the transfer of students from two-year to four-year colleges.

As a result, our curriculum must be responsive to changing needs and reflect research and assessment findings related to paralegal education and utilization of paralegal services. The program must engage in continual review and evaluation and incorporate new ideas related to both curriculum and instructional method. Our program must have an organized plan for evaluation, review, and improvement of the program.

Students will get involve through assessment and evaluation which may be accomplished through surveys and a well put together Advisory Committee.

Objective for Module Five

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Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

| | |
|------------------------|--|
| Objective | |
| Planned Activities | |
| Individual Responsible | |
| Start Date | |
| Method of Evaluation | |

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

Course evaluation surveys have been distributed to students in each class.

6.0.2 How many students participated in focus groups?

0

6.0.3 How many students participated in interviews?

0

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

0

6.1 Describe the results of the data accumulated in the above methods.

Students often rank law/paralegal classes and faculty highly. Students state that they have gained a lot from the class and that faculty have a good grasp of the material and an ability to explain it clearly to students.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

| | |
|------------------------|--|
| Objective | |
| Planned Activities | |
| Individual Responsible | |
| Start Date | |
| Method of Evaluation | |

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

After a decrease in enrollment, the program has been able to begin attracting students again. This may be the result of targeted recruitment efforts. In addition, events such as a legal empowerment day have allowed the program to serve both currently enrolled students and the larger community.

Program Weaknesses

Reduced class offerings are a major weakness. Students are not able to complete the courses necessary to complete degrees. In addition, the program is not accredited by the American Bar Association.

Program Opportunities

The job market for paralegals remains strong and steady in California and continues to flourish. Paralegals are able to obtain jobs in law offices, federal and city government. In addition, as demographics change in the local area, there is a great opportunity to increase the representation of Hispanics in the legal profession.

Program Challenges

The major challenge is providing students with all required courses to give them what they need to graduate from the program. The other major challenge is to obtain the resources necessary for ABA accreditation.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

| Objective | Status Completed = C In Progress = IP Not Implemented = NI | Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision |
|--|---|---|
| Increase FTES enrollment | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented | Enrollment declined in 2008 but has recently rebounded. The program has made several recruitment efforts by visiting local high schools and hosting community events on campus. |
| Support and encourage professional growth. | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented | Many faculty members have continued to attend conferences and stay up to date on developments in the field. |
| Course outlines consistency | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented | Regular meetings among the faculty have been held. All course outlines are now updated. |

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| | | |
|---|--|---|
| <p>Hire a full time paralegal program director.</p> | <p><input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented</p> | <p>This objective has not been obtained.</p> |
| <p>Curriculum review</p> | <p><input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented</p> | <p>All course outlines have been reviewed and updated. The advisory committee is currently inactive.</p> |
| <p>Attract more students who are in the age range of 25 to 30. Recruit more males in the paralegal program.</p> | <p><input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented</p> | <p>The percentage of male students has increased over the last 3 years. Although the percentage of students in the 25-30 age group has decreased, overall enrollment among younger students remains high.</p> |

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

| Rank | Objective | Planned Activities | Individual Responsible | Start Date | End Date |
|------|--|--|--------------------------|------------|----------|
| 1 | Hire a full time faculty member. | Submit a proposal to the faculty hiring prioritization committee | Department chair (Toure) | Fall 2011 | Ongoing |
| 2 | Increase the percentage of Hispanic students enrolled in the law/paralegal courses and earning degrees or certificates | <p>Specific courses that may be of interest to the Hispanic community should be offered. For example, these may include a course in Immigration Law.</p> <p>Legal empowerment sessions on campus have been and should continue to be offered. These campus sessions invite community members and give information about legal rights (bankruptcy, expungement, etc.) and local legal clinics. Spanish-speaking interpreters should be available at</p> | Program faculty | Fall 2011 | Ongoing |

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| | | | | | |
|---|--|--|--------------------------------------|-----------|---------|
| 3 | Become accredited by the American Bar Association. | <ul style="list-style-type: none"> --Gather information about accreditation requirements. --Submit a budget and strategic plans to achieve those requirements. --Submit an accreditation application to the ABA | Program faculty and department chair | Fall 2011 | Ongoing |
| 4 | Ensure that student support services are available to evening, weekend and online students | <ul style="list-style-type: none"> --Encourage utilization of <i>college admissions evaluation</i> of all students --Provide occupational students with the full range of <i>counseling support</i> services --Provide occupational students with the full range of <i>work-based learning</i> experiences --Provide occupational students with the full range of <i>job placement</i> services --Encourage students to consider occupational <i>goals not traditional</i> for their gender, ethnicity, or economic or educational status | Faculty, chair, and college-wide | Fall 2011 | ongoing |
| | | | | | |

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

| Rank | Resources Requested | Quantity /Units | Program Objective Number Related to this Request | Strategic Goal/Objective Number Related to this Request | Rationale for the Request | Anticipated Total Cost |
|------|--|-----------------|--|---|--|------------------------|
| 1 | Full time faculty member | 1 | 1 | 3 (Excellence) and 6 (CTE) | A full time faculty member is needed to direct the ABA accreditation process | N/A |
| 2 | Library resources/law book | Variable | 2, 3 | 2 (Success) | These resources are needed to obtain ABA accreditation | \$2,500 |
| 3 | Computers and law-related software | | 3 | 2 (Success) | These resources are needed to obtain ABA accreditation | \$3,000 |
| 4 | Membership in legal research programs (such as West Law and Lexis-Nexis) | | 3 | 2 (Success) | These resources are needed to obtain ABA accreditation | \$2,500 |
| | | | | | | |

Concluding Comments and Recommendations

1. Discuss any special program accomplishments or achievements that have not already been addressed.

The law/paralegal program provides an important service for students and the community. The program helps students learn to better improve the community, addressing issues from child care to custody to legal and criminal problems. The legal empowerment clinic provided essential information and support services to community members. The college must invest more in this program that serves the needs of the local community.

2. Discuss anything else you would like to share about your program that has not already been addressed.

N/A

3. List a minimum of (3) recommendations for the program.

- 1) Hire a full time faculty member.
- 2) Gain ABA accreditation.
- 3) Offer all courses regularly to allow students to complete degrees and certificates.
- 4) Increase the availability of legal books and computer resources.