INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: HAWK/WED   **Program:** Paralegal   **Current Academic Year:** 2021-2022

Last Academic Year CPPR Completed: 2018   **Current Date:** Feb 1, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. **GENERAL PROGRAM INFORMATION**

    A. Program Mission (optional)

    The Cuesta College Legal Program consisting of the Paralegal Degree Program and the Legal Studies Degree Program reflects and promotes both the vocational education and transfer education missions of the College. The Paralegal Program Degrees (AA and CA) are primarily designed as vocational degrees. The Legal Studies Program Degrees (AA Business Emphasis and AA Social Science Emphasis) are primarily designed as transfer degrees.

    The Paralegal Degree Program is designed to provide students with the knowledge and skills needed to become a successful paralegal. The Cuesta College Paralegal Degree Program is designed to offer a comprehensive program where students will acquire paralegal skills that will prepare them for a variety of different career opportunities, including employment in law offices, government agencies, and businesses where paralegal skills are desirable. The Paralegal AA Degree could, however, be a transferable degree to a four-year college as well.

    The Legal Studies Degree Program seeks to introduce the student to the field of legal studies along with its connection to and influence over closely related areas in the social sciences and business. The Legal Studies Degree Program is designed primarily for students wishing to transfer into four-year college degree programs by satisfying lower division requirements for transfer to baccalaureate programs in business administration, business economics, business law, management, managerial economics, pre-law, law and society, legal studies, or political science programs. A legal studies degree is also an

excellent first step for students considering law school or other post-baccalaureate programs in the social sciences or business.

B. Brief history of the program

C. Include significant changes/improvements since the last Program Review

There has been no full-time instructor in Legal/Paralegal since Dec 2017.

With COVID-19 and the disruption of moving classes to online from the classroom in March 2020, the courses have been offered entirely online in either a synchronous or asynchronous format. This has had a positive impact on enrollment and fill rates, and the program has still seen an increase in the overall success rate of students during this time.

D. List current faculty, including part-time faculty

Part-time faculty:
Anastasia (Stacey) Hunt

Traci Holler

Janet Wallace

E. Describe how the Program Review was conducted and who was involved

a. This program review is being written by the Division Chair of Business Education with assistance from the previous Division Chair and sent to the part-time instructors for edits or additions.

II. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Paralegal and Legal programs support students to advance or enter the workforce. One of the pieces that has always been present is the Paralegal internship, giving students the opportunity to make contacts in the industry and put their studies into practice while earning course credit.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Objective 1.2 is to "Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued". The paralegal program

has increased the number of completion in degrees and certificates as well as increasing the success of students taking courses online. This is evidence that the program is fostering an environment where students are engaged, valued, and focused.

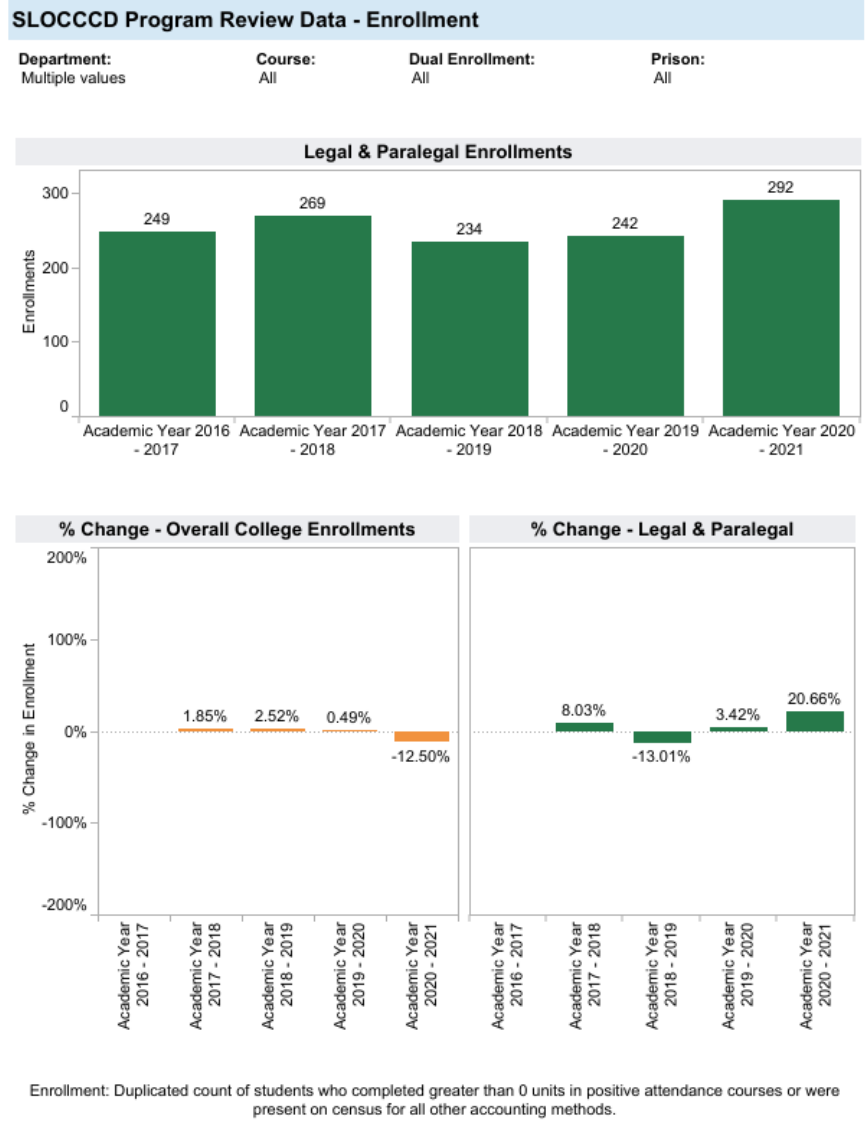C. Identify how your program helps students achieve Institutional Learning Outcomes.

The Paralegal program helps students "Demonstrate the professional skills necessary for successful employment" (1.c) and though its PLGL 220 course about legal research also supports "Recognize when information is needed, and locate, evaluate and utilize sources effectively and ethically" (6.a).

3 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 7, 2022

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

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

Legal & Paralegal Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
249	269	234	242	292

% Change - Overall College Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
	1.85%	2.52%	0.49%	-12.50%

% Change - Legal & Paralegal

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
	8.03%	-13.01%	3.42%	20.66%

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.
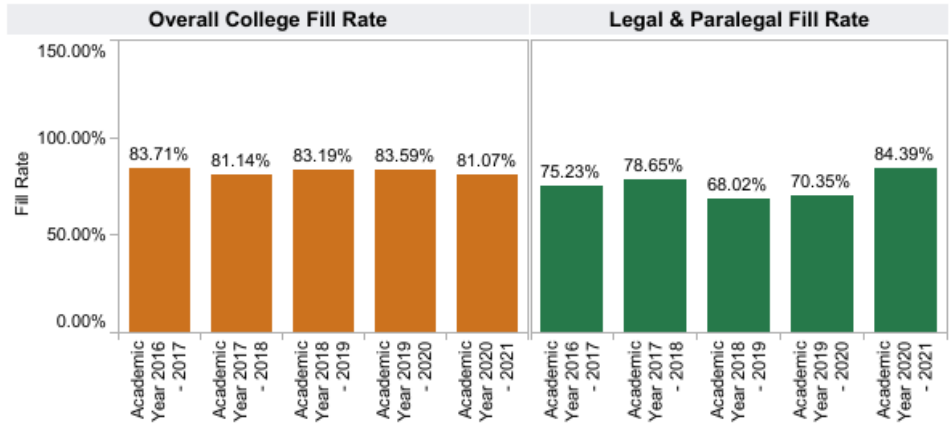
Paralegal enrollment has increased significantly from 2019-2020 academic year with 242 to 292 students in 2020-2021, an increase of 50 students or 20.66%! And with no real changes to the program, so this represents an increase in students interested in Paralegal jobs.

[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

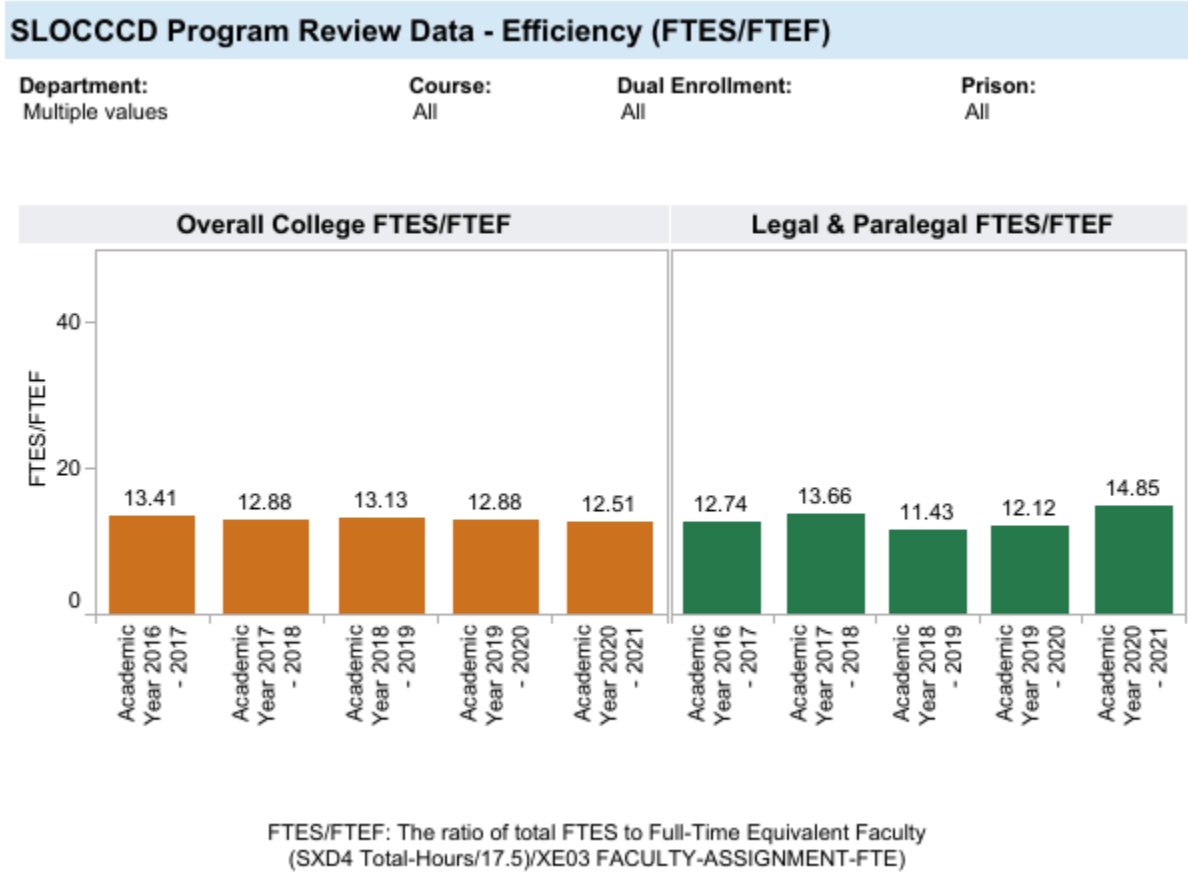| Department: Multiple values	Course: All	Dual Enrollment: All	Prison All

Overall College Fill Rate

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
83.71%	81.14%	83.19%	83.59%	81.07%

Legal & Paralegal Fill Rate

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
75.23%	78.65%	68.02%	70.35%	84.39%

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 and Paralegal courses have thrived seeing a 14.04% increase in the fill rate for the academic year (AY) 2020-2021 from the previous year. We attribute this change to offering courses fully online, whereas prior to the pandemic courses were often taught in-person during evening hours. It is especially encouraging that the course fill rate was greater than the college average fill rate of 81.07%.
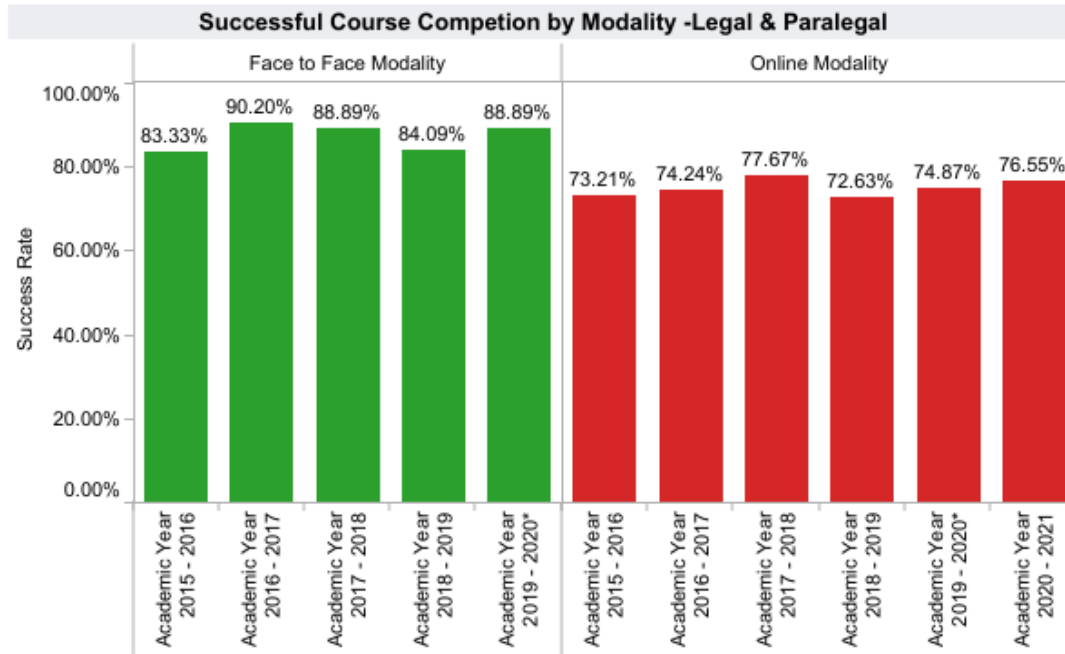
[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

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

Overall College FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
13.41	12.88	13.13	12.88	12.51

Legal & Paralegal FTES/FTEF

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021
12.74	13.66	11.43	12.12	14.85

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

Legal and Paralegal courses saw their greatest efficiency in 2020-2021, surpassing the previous high of 13.66 in 2017-2018, to achieve 14.85. We feel that this due to the increase in enrollment stemming from the move to offer classes fully online without an in-person component, making the courses available to more students.

[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

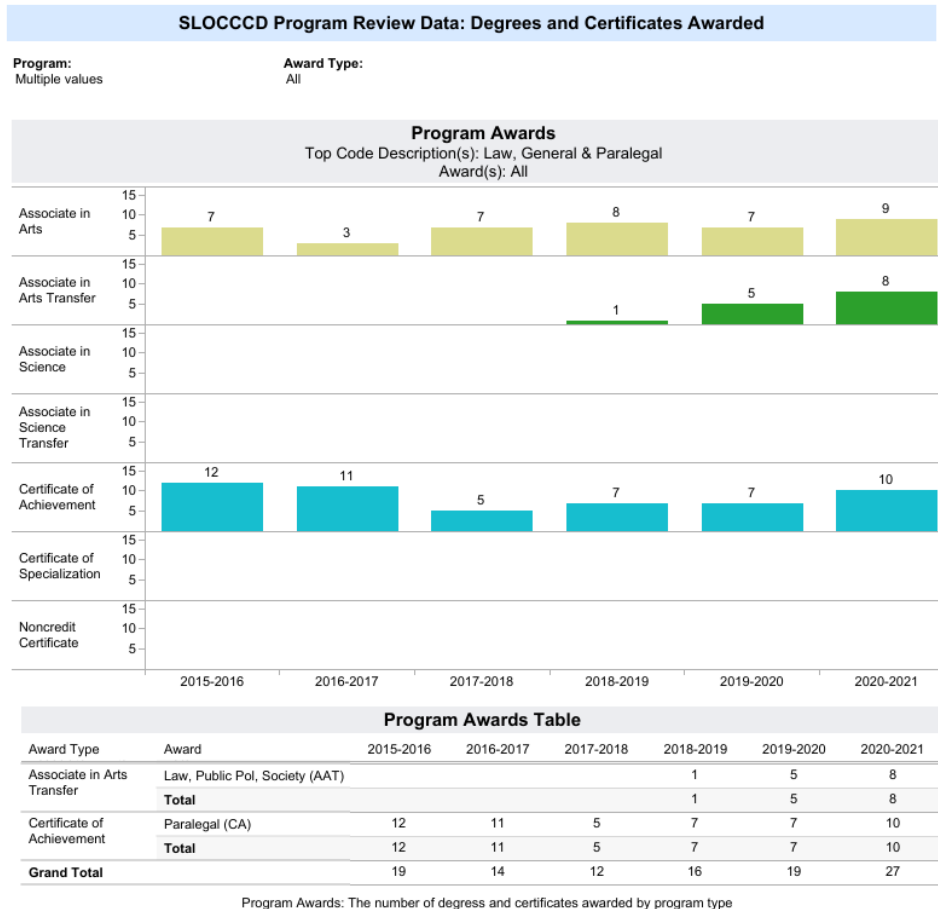**Course:** All

Legend:
- 🟩 Face to Face Modality
- 🟥 Online Modality

Successful Course Competion by Modality -Legal & Paralegal

Successful Course Competion by Modality Table - Legal & Paralegal

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	83.33%	90.20%	88.89%	84.09%	88.89%	
	Total Department Enrollm..	174.0	51.0	54.0	44.0	23.0	
Online Modality	Department Success Rate	73.21%	74.24%	77.67%	72.63%	74.87%	76.55%
	Total Department Enrollm..	56.0	198.0	215.0	190.0	219.0	292.0

As there were no face-to-face courses offered in Paralegal in 2020-2021 due to the COVID-19 pandemic, there are no success rates for that modality. However, it is encouraging that the online success rate increased from 74.87% from academic year 2019-2020, to 76.55% in 2020-2021.

[Degrees and Certificates Awarded (Insert Data Chart)](#)

Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Multiple values

Award Type: All

Program Awards
Top Code Description(s): Law, General & Paralegal
Award(s): All

Award Type	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	7	3	7	8	7	9
Associate in Arts Transfer				1	5	8
Associate in Science						
Associate in Science Transfer						
Certificate of Achievement	12	11	5	7	7	10
Certificate of Specialization						
Noncredit Certificate						

Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts Transfer	Law, Public Pol, Society (AAT)				1	5	8
	Total				1	5	8
Certificate of Achievement	Paralegal (CA)	12	11	5	7	7	10
	Total	12	11	5	7	7	10
Grand Total		19	14	12	16	19	27

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

In 2020-2021 there 27 total completions: 9 Paralegal AA, 8 Law, Public Policy AAT, and 10 Paralegal CA. This corresponds to the increase in student interest in the courses.

The institutional set standard for the college is 15.5% of students and a stretch goal of 27.2% for earning degrees, and 7.1% and 19.6% respectively for certificate completion rate.

Depending on how the number of students in the program is calculated, using the total number of 292 students does not tell us the percentage because each students is required to take a certain number of courses depending on the degree, and for the AA those courses will be completed in multiple departments.

We are encouraged by the fact the number of degrees and certificates earned has substantially increased from last year despite the pandemic.

[General Student Success – Course Completion (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and Institutional Set Standard (as shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

COURSE
All

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

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*	Academic Year 2020 - 2021
Department Success..	80.87%	77.51%	79.93%	74.79%	76.04%	76.55%
Total Enrollments	230	249	269	234	242	292

The Institutional Set standard baseline is 73.5% which was met by the program, and the stretch goal of 76.9% has not yet been met, but the overall success rate did increase from 76.04% to 76.55%, moving the program closer to reaching the stretch goal set by the college. And the program does have a higher success rate than the college-wide average of 74.64%

What resources might you need to meet and exceed the Institutional Set Standard?

None have been identified at this time.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

While there still remains a gap between students identified as Low Income and Not Low Income, the gap did decline significantly from 93.26 – 64.06 = 29.2% in 2019-2020, to 83.65 - 67.94 = 15.71% in 2020-2021 and we find this encouraging.
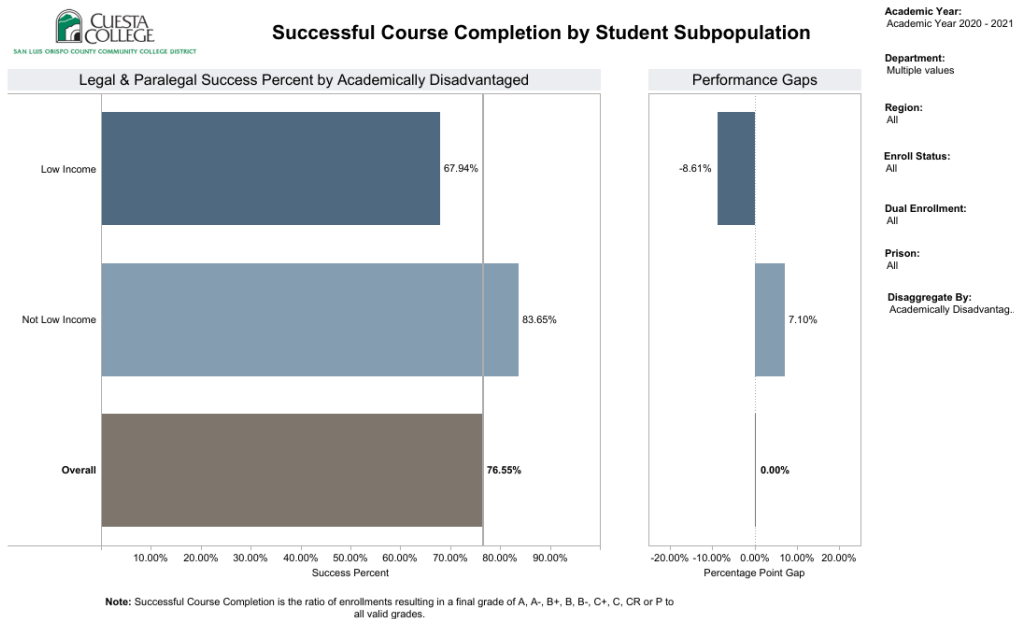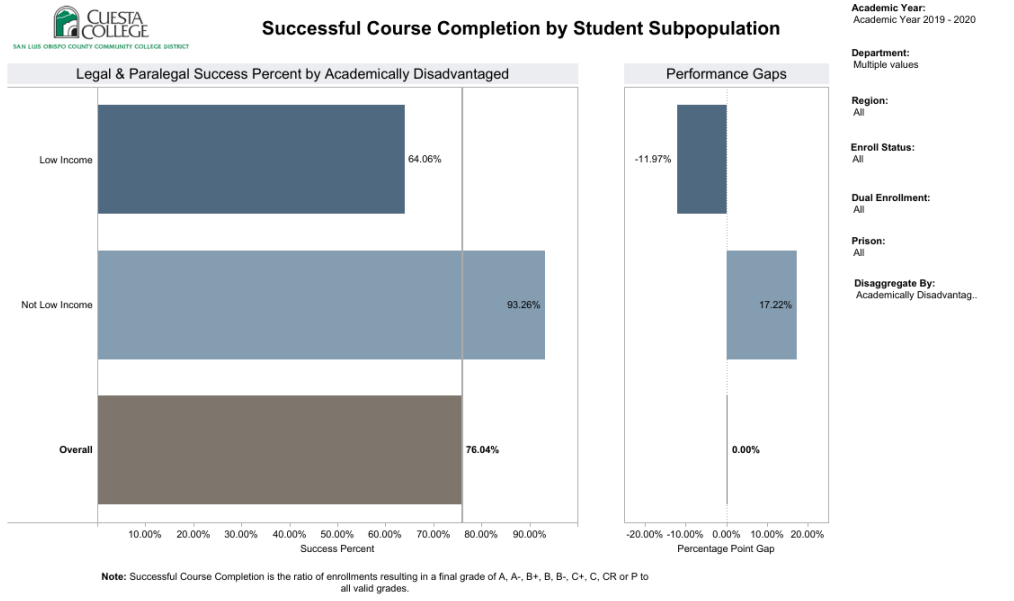
Other Relevant Program Data (optional)

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.

IV. **CURRICULUM REVIEW**

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.
Complete the Curriculum Review Template and submit the form within your CPPR.

Since the loss of the only full-time legal/paralegal instructor in 2017, there have not been any major updates to the degrees or certificates. There is a plan to add two new elective courses to the Paralegal CA and AA in Bankruptcy and Debt Collection. Work has started, but is being done by the division chair and the curriculum rep. This will be subject to approval of the need for these courses by the Advisory Committee.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Course (Prefix / Number)	Currently active	Plan for review of Curriculum before next CCPR:
PLGL 131	yes	Fall 2022
PLGL 147	yes	Fall 2022
PLGL 201	yes	Spring 2023
PLGL 203	yes	Fall 2023
PLGL 205	yes	Spring 2024
PLGL 206	yes	Fall 2024
PLGL 207	yes	Fall 2025
PLGL 208	yes	Spring 2025
PLGL 209	yes	Fall 2026
PLGL 220	yes	Fall 2024

V.   PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Course (Prefix / Number)	Currently active	Plan for review of Curriculum before next CCPR:
PLGL 131	yes	Fall 2022
PLGL 147	yes	Fall 2022
PLGL 201	yes	Spring 2023

PLGL 203	yes	Fall 2023
PLGL 205	yes	Spring 2024
PLGL 206	yes	Fall 2024
PLGL 207	yes	Fall 2025
PLGL 208	yes	Spring 2025
PLGL 209	yes	Fall 2026
PLGL 220	yes	Fall 2024

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

No. As the courses are entirely taught by part-time instructors without oversight from a full-time faculty lead.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Submitted as a separate spreadsheet.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Submitted as a separate spreadsheet.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Paralegal is taught entirely by part-time instructors who have other jobs. It is welcome, but not a requirement of part-time instructors to engage in SLO assessment, division meetings, and similar, and therefore we do not have evidence of dialog or changes that have resulted from the SLO assessment.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

None.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

B. Institutional Learning Outcomes

C. Program outcomes

Already listed above

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

B. Support services to promote success, persistence and retention

C. Facilities needs

D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The Paralegal program has been without a full-time instructor or part-time instructor lead since the last CPPR. The enrollment, fill rate and completion have kept steady and the goal of the division is to keep Paralegal on track. While it may benefit the department to have such a lead, it would have other impacts that may displace current part-time instructors and reduce the diversity of instructor delivery. The division continues to consider this paradox.

Anticipated changes in Paralegal curriculum: one of the PT instructors identified two possible additions to the electives offered, therefore the division is trying to support the creation of two new electives for the Paralegal Certificate and AA. The courses would be "Bankruptcy" and "Debt Collections and Judgement" or similarly names.

The Paralegal department continues to require access to Lexis-Nexis to allow instructors and students to gain access to relevant and recent case law.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

14 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 26, 2018 Document to be Used for Submission Spring, March 7, 2022

VIII. **After completing and submitting this document, please complete the <u>Overall Program</u> <u>Strength and Ongoing Viability Assessment</u> with your Dean before May 13, 2022.**

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Amy Stapp (Mar 9, 2022 08:55 PST)

Division Chair/Director Name	Signature	Date

Traci Holler (Mar 4, 2022 10:47 PST)

Name	Signature	Date

Anastasia Hunt
Anastasia Hunt (Mar 7, 2022 18:08 PST)

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found by clicking this link.

APPLICABLE SIGNATURES:

Genevieve Siivabessy

_____

Vice President/Dean   **Date**

Amy Stapp (Mar 9, 2022 08:55 PST)

_____

Division Chair/Director/Designee   **Date**

_____

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

Cuesta College

PLO Summary Map by Course

Map Origin: Courses for Paralegal
Map Target: AA_PARALEGAL

SLOs	AA_PARALEGAL				
	Students will be able to conduct library and computerized legal research that involves the selection, compilation, and analysis of relevant reference materials.	Students will be able to conduct themselves in a professional and ethical manner in the workplace environment, and interact and communicate effectively with attorneys, other staff, and clients.	Students will be able to discuss and explain the different subject areas of the law, including the substantive and procedural areas of civil and criminal law.	Students will be able to perform different law office management functions such as utilization of legal software programs, correspondence, billing and financial management, file and record management, and library management.	Students will be able to prepare and interpret various legal documents and forms, including litigation, non-litigation, and transactional documents and forms.
PLGL131					
Identify the different sources for ethical rules and guidelines for paralegals.		X			
Identify the general ethical rules regarding the unauthorized practice of law including attorney supervision requirements.		X			
Summarize the ethical rules regarding the unauthorized practice of law including attorney supervision requirements.		X			
Relate the general rules regarding the duty of confidentiality and how the rules regarding attorney client privilege impact the paralegal.		X			
Explain the rules regarding conflicts of interest and identify the types of activities and transactions that could pose a risk of a conflict of interest.		X			
Identify work place situations which could potentially pose ethical issues in order to protect oneself from participation in unethical behavior in the work place.		X			
PLGL201					
Demonstrate a basic understanding of the overall structure of the American legal system and basic approaches to legal research.			X		

Explain and demonstrate the proper use of legal terminology in the context of oral and written instructions from supervising attorneys and in written communications to attorneys, other legal professionals, and clients.					X
Evaluate and explain the value that quality correspondence has to a law firm's reputation. Apply learned writing techniques for e-mail messages, memoranda, and legal office letters.				X	
Describe the different billing practices and methods of financial management in law offices.				X	
Explain the importance of calendar and docket control and how this may be accomplished in the law office as well as describe the various methods of file and record management in a law office.				X	
Describe the contents of the average law firm library and explain basic library management.	X				
Discuss the basic skills and qualities required for all members of a well qualified law office support staff.		X			
Explain what constitutes good client relationships.		X			
PLGL203					
Identify all roles and responsibilities of a worker in the legal environment.		X			
Describe and analyze the needs of legal employees and the areas of continued education and personal growth to meet those needs.		X			
Evaluate the skills and qualities each student needs for success in a legal environment.		X			
Compare the classroom textual learning to the actual on-the-job training.		X			

Evaluate their own performance in the work environment and meaningfully discuss their performance with the class instructor and their internship sponsor/mentor.		X			
PLGL205					
Explain the role and ethical responsibilities of the paralegal on the litigation team and describe the different stages of civil litigation including the pretrial stage, the trial stage, and the post trial stage.		X			
Relate the basic differences between state and federal civil litigation procedures as well as the differences between local, state, and federal forms.			X		
Properly prepare pleadings, forms, motions and other litigation documents as well as other relevant materials utilized at the pretrial, trial, and post trial stages.					X
Engage in assisting in information and evidence gathering, client and witness interviewing along with discovery and manage case files generated through these activities.				X	
Demonstrate knowledge of the appropriate legal application software by utilizing the software in the preparation and management of forms and documents relevant to civil litigation.				X	X
Describe the considerations and procedures involved in case settlement and alternative dispute resolution and assist in preparing for case settlment and alternative dispute resolution.					X
Assist at the trial and the post trial stages including managing trial materials and preparing post trial motions.					X
PLGL206					
Prepare such business forms and documents as partnership agreements, articles of incorporation, and employment contracts.	X				

Demonstrate knowledge of the appropriate legal application software by utilizing the software in the preparation of forms and documents relevant to business organizations.				X	
Compare and contrast the different business organizations prevalent in the United States.			X		
Discuss the considerations involved in selecting a particular business organization and the steps involved in creating the different business organizations.			X		
Describe the different rights and obligations among the different business organizations and the individual owners of each including sole proprietorships, partnerships, corporations, and limited liability companies.			X		
PLGL207					
Prepare proper judicial forms and legal documents under California Family Law in such areas as adoption, child support and custody, and marital and alternative relationships.					
Demonstrate knowledge of the appropriate legal application software by utilizing the software in the preparation of forms and documents relevant to family law.					
Describe and compare California law regarding marriage and alternative relationships with regard to both formation and dissolution.					
Identify and discuss the basic steps involved in child support, child custody and visitation, paternity, and adoption proceedings.					
PLGL208					

Prepare proper judicial forms and legal documents in estate planning including wills and trusts, in estate administration including formal probate and summary proceedings as well as forms and documents relevant to powers of attorney and conservatorship proceedings.					X
Demonstrate knowledge of the appropriate legal application software by utilizing the software in the preparation of forms and documents relevant to estate planning and administration				X	
Compare and contrast the relative advantages and disadvantages of such estate planning devices as trusts and wills.					
Summarize California law regarding the distribution patterns of assets with a will and without a will.					
Describe the ways in which property can be transferred upon the owner's death and what circumstances would require formal proceedings to transfer the decedent's property.					
PLGL209					
Explain the role of the paralegal in utilizing technology in a legal setting.				X	
Demonstrate an understanding of computer technology and the use of computer hardware and software in the law office.				X	
Demonstrate an understanding of and the ability to utilize various computer applications in the law office.				X	
Explain the use of and demonstrate the ability to perform computer assisted legal research.	X				
Discuss the ethical issues surrounding technology in a legal setting.		X			
PLGL220					

Describe and distinguish among the most common types of primary and secondary legalresearch materials.	X				
Develop appropriate research strategies depending on the specific legal issues presentedusing both print and computerized legal sources.	X				
Identify the basic reasons for and the goals of legal research.	X				
Utilize summaries of the law to analyze a given set of factual and legal issues and to predictprobable legal outcomes based on these analyses.	X				
Synthesize and incorporate different legal sources into clear and concise summaries of the law using effective legal analytical skills and effective writing techniques.	X				
	26	30	20	25	15

ILO Summary Map by Course

Map Origin: Courses for Paralegal
Map Target: All ILOs

Course	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Ac
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
PLGL131	0	0	0	0	0
PLGL201	0	0	0	0	0
PLGL203	0	0	0	0	0
PLGL205	0	0	0	0	0
PLGL206	0	0	0	3	0
PLGL207	0	0	0	3	0
PLGL208	0	0	0	4	0
PLGL209	0	0	0	0	0
PLGL220	0	0	0	0	0
	0	0	0	10	0

cademic, and Professional Development		Scientific and Environmental Understanding				Social, Historical, and Engag
Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world	Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	1	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	1	0	0	0	0	0

Global Knowledge and ement	Technical and Informational Fluency	
Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
0	0	0
0	0	0
0	0	0
0	0	0
0	0	1
0	0	1
0	0	1
0	0	0
0	0	0
0	0	3

PLGL_CPPR_2022

Final Audit Report   2022-03-24

Created:	2022-03-04
By:	Tiffanie Kerr (tiffanie_kerr@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAl2BrXR1_gFtCgk-pSJ2cl6Io6XxKSiod

"PLGL_CPPR_2022" History

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2022-03-04 - 6:32:58 PM GMT

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Agreement completed.
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