

Meeting of the Student Outcomes Committee, Thursday, January 19, 2023, 10:00 a.m. Isadore A. Shrager
Boardroom, M2-1, Hybrid

AGENDA

Public Session

(a) Introductions (I)

(b) Enrollment Update (I)

*Guests: Dr. Shannon Rooney, Vice President of
Enrollment Management / Strategic Communications;
Dr. Darren Lipscomb, Associate Vice President,
Enrollment Management*

(c) Paralegal Studies Associate of Arts in Science Academic Program Review (A)

*Guests: Dr. Chae Sweet, Dean of Liberal Studies; Dr.
Jennifer Schneider, Coordinator Paralegal Studies;
Faye Allard, Department Head, Social Science*

1. What changes in the program have occurred as a result of assessment? Has continuous assessment taken place?

Paralegal APR 2022-2023 SOC Executive Summary.pdf

Paralegal APR 2022-2023 AASSC (1).pdf

2. What actions have been taken to address recommendations made in the last program review?

3. To what extent does the Committee agree with the program review findings and recommendations?

4. What is the Committee's action recommendations to the full Board?

(d) Liberal Arts Associate of Arts Honors Update (I)

Guest: Dr. Chae Sweet, Dean of Liberal Studies

LAHProgram Review.12.19.22.pdf

(e) Behavioral Health/Human Services Associate of Arts Update (I)

Guest: Dr. Chae Sweet, Dean of Liberal Studies

BHHS Mid-Term Update 12.19.22.pdf

(f) New Business

Community College *of* Philadelphia

Academic Program Review: Paralegal Studies (PLS), A.A.S.

Authors: Jennifer Schneider, JD., Ed.D.; Faye Allard, Ph.D.; Dawn Sinnott, Ph.D.
Fall 2022

1. Executive Summary

A. Key Findings

Enrollment

1. Average enrollment in the Paralegal Studies Program between fall 2017 and spring 2022 was 77 students per semester, see Exhibit 1

Exhibit 1: College and Paralegal Studies Enrollment											
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
College-Wide	17,296	16,503	16,671	15,544	15,996	14,789	13,673	12,195	11,647	10,431	14,474
Paralegal Studies*	96	91	94	83	96	74	57	62	62	58	77

* Headcount reflects Paralegal Studies (PLS) only, no proficiency certificate students included in count

2. Enrollment and Demographics

- a. Paralegal Studies's (PLS) average full-time enrollment (33%) is slightly higher than the college average (29%); see Exhibit 2a
- b. Enrollment by Gender within Race, see Exhibit 2b
 - On average, the Paralegal Studies (PLS) program's distribution of gender and ethnicity indicates a higher percentage of Hispanic females (17.6%) than the College (10.4%)
 - On average, the PLS program's distribution of gender and ethnicity indicates a higher percentage of White females (29.8%) than the College (14.4%)
 - On average, the PLS program's distribution of gender and ethnicity indicates a higher percentage of females (85.2%) than the College (60.8%)
- c. On Average, PLS students were more likely to be career age, between 30 to 39 years of age, than the college-wide average; PLS 57% and College 49%, see Exhibit 2c

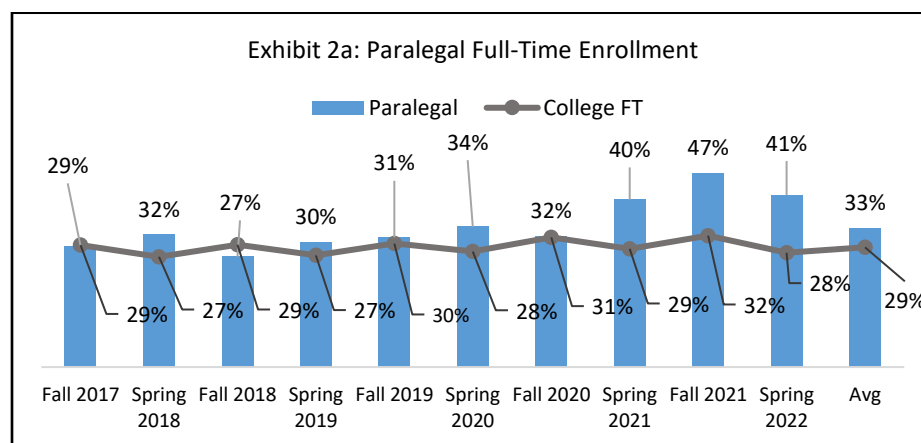
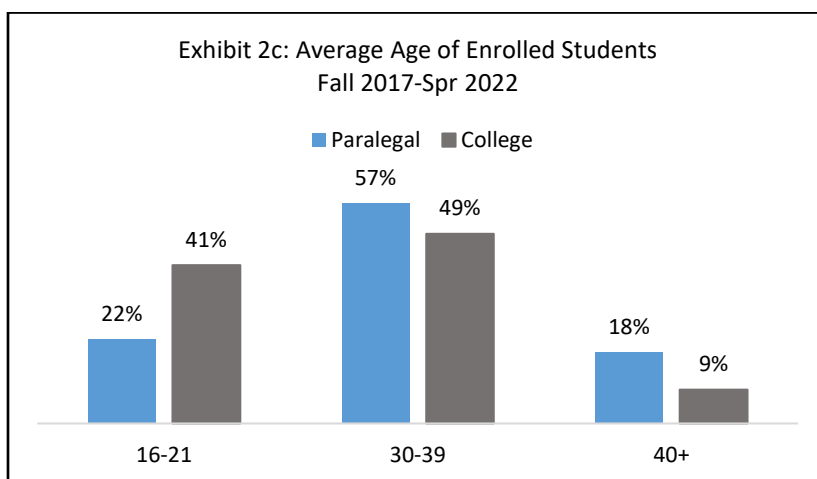


Exhibit 2b: Gender and Ethnicity by Paralegal Studies Majors

		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	PLS Average	College Average
Asian	Female	2.1%	2.2%	3.2%	2.4%	4.1%	4.1%	3.5%	6.5%	6.5%	7.7%	3.9%	5.6%
Asian	Male	1.0%	2.2%	0.0%	0.0%	0.0%	0.0%	1.8%	1.6%	0.0%	0.0%	0.7%	4.6%
Black	Female	32.3%	33.0%	35.1%	31.3%	32.0%	27.0%	33.3%	24.2%	19.4%	15.4%	33.4%	30.4%
Black	Male	12.5%	11.0%	7.4%	7.2%	6.2%	9.5%	5.3%	6.5%	6.5%	3.8%	9.0%	13.5%
Hispanic	Female	15.6%	17.6%	16.0%	15.7%	19.6%	20.3%	14.0%	11.3%	21.0%	21.2%	17.6%	10.4%
Hispanic	Male	1.0%	1.1%	2.1%	2.4%	1.0%	1.4%	0.0%	3.2%	0.0%	1.9%	1.9%	5.0%
White	Female	22.9%	20.9%	27.7%	32.5%	27.8%	29.7%	31.6%	35.5%	32.3%	34.6%	29.8%	14.4%
White	Male	5.2%	2.2%	3.2%	3.6%	4.1%	2.7%	5.3%	4.8%	6.5%	7.7%	4.1%	8.6%
										Total Female		85.2%	60.8%
										Total Male		14.8%	31.6%



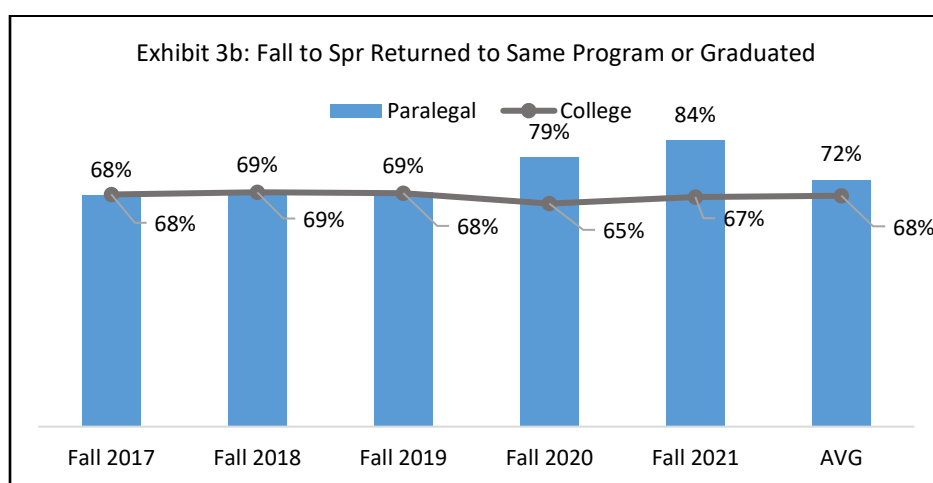
Retention – Returned or Graduated

3. Fall to Spring Retention

- Between fall 2017 and fall 2021, the Paralegal Studies fall to spring retention, Returned to Same Program, averaged 2 points higher than the College average, see Exhibit 3a
- On average, 72% of PLS students returned to the same program or graduated, while 68% of students College-wide returned to the same program or graduated, see Exhibit 3b

Exhibit 3a: Fall to Spring Retention

Paralegal	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	PLS Average	College Average
Headcount	96	94	96	57	62	81	15,057
Returned to Same Program	60.4%	57.4%	61.5%	64.9%	72.6%	62.5%	64.5%
Returned to Different Program	2.1%	3.2%	5.2%	1.8%	0.0%	2.7%	4.3%
Graduated	7.3%	11.7%	7.3%	14.0%	11.3%	9.9%	3.1%
Did Not Persist	30.2%	27.7%	26.0%	19.3%	16.1%	24.9%	28.1%

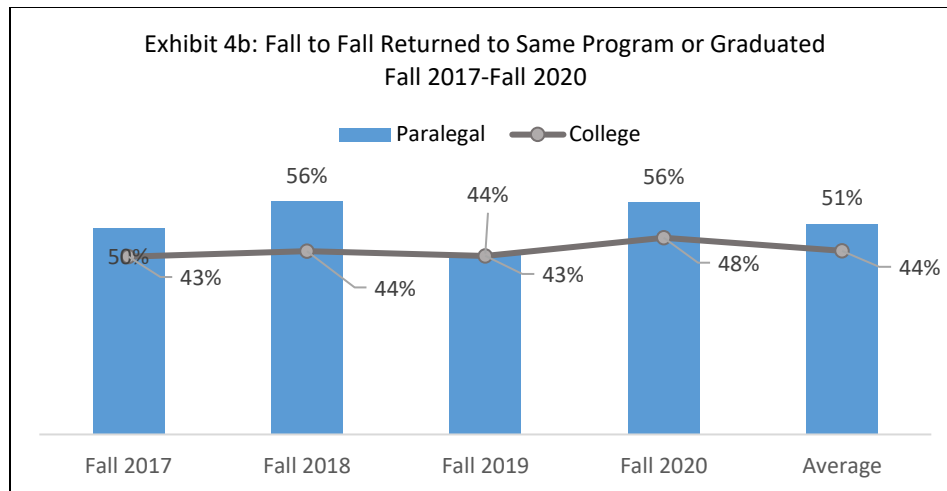


4. Fall to Fall Retention between fall 2017 and fall 2021

- The Paralegal Studies fall to fall Percent Graduated category (22.0%) was more than double the College average (10.7%), see Exhibit 4a
- On average, 51% of PLS students returned to the same program or graduated, while 44% of students College-wide returned to the same program or graduated; see Exhibit 4b

Exhibit 4a: Fall to Fall Retention

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	PLS Average	College Average
Headcount	96	94	96	57	81	15,909
Returned to Same Program	24.0%	36.2%	25.0%	35.1%	30.9%	34.8%
Returned to Different Program	3.1%	5.3%	5.2%	3.5%	4.0%	7.2%
Percent Graduated	26.0%	20.2%	18.8%	21.1%	22.0%	10.7%
Did Not Persist	46.9%	38.3%	51.0%	40.4%	43.2%	47.3%



Academic Success and Graduation

5. Degrees Awarded

- The Paralegal Studies graduate data finds a relatively stable trend between 2017 and 2022
- A total of 122 degrees were awarded during the course of this program review.

	2017	2018	2019	2020	2021	2022	Total
Paralegal Studies, A.A.S	20	27	21	19	16	19	122
College-Wide A.A.S.	587	530	558	482	585	504	3,246

Workforce

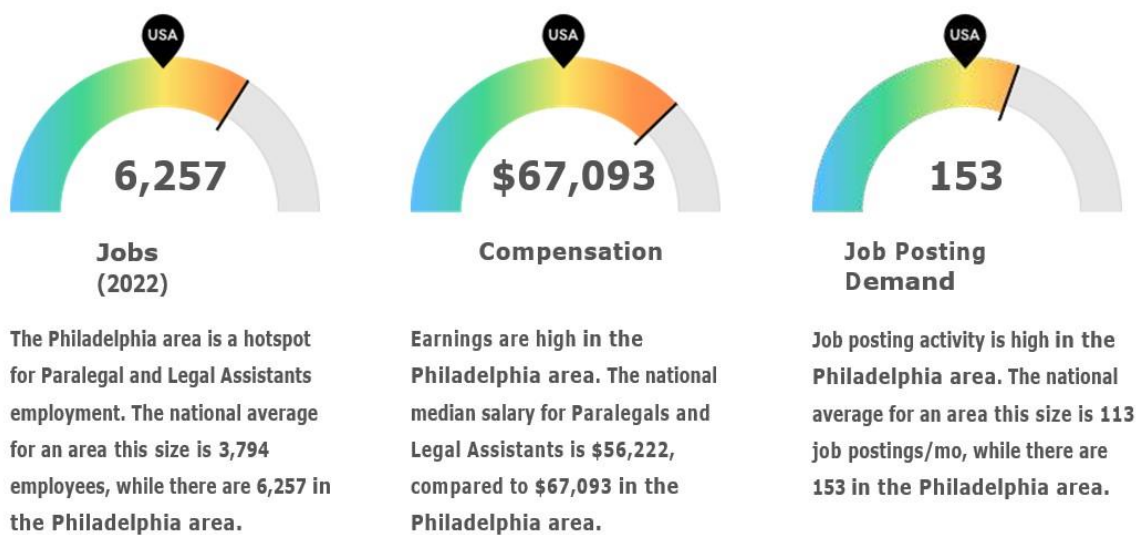
6. Employment Opportunity

The following data was accessed through EMSI, a labor market advisor to leaders in higher education, business, and community development since 2001, searching the counties of Bucks, Delaware, Montgomery, and Philadelphia for employment in the following areas, Paralegal and Legal Assistants (SOC 23-2011).

Assist lawyers by investigating facts, preparing legal documents, or researching legal precedents.
Conduct research to support a legal proceeding, formulate a defense or initiate legal action.

Regional employment is higher than the National average for an area this size. An average area of this size typically has 3,794 employees, while there are 6,257 in the Philadelphia area.

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



Top Job Titles
Paralegals
Legal Assistants
Litigation Paralegals
Paralegals/Legal Assistants
Legal Administrative Assistants
Legal Secretaries/Paralegals
Real Estate Paralegals
Personal Injury Paralegals
Legal Assistants/Secretaries
Trusts and Estates Paralegals

Top Companies
Robert Half
City of Philadelphia
Ballard Spahr LLP
Community Legal Services
RSM
Philadelphia Legal Assistance
DLA Piper
Kaufman Dolowich & Voluck, LLP

Top School	Completions (2020) *
University of Pennsylvania	126
Community College of Philadelphia	39
Peirce College	36
Bucks County Community College	35
Temple University	30
Delaware County Community College	16
Widener University	14
Lansdale School of Business	6
Manor College	6

* The number of degrees and certificates conferred for a specific course of study in a given year; includes all award levels, degrees, and certificates. It may be greater than the number of students who graduated, as Emsi includes both primary and secondary majors. Both primary and secondary majors are included because a graduate with dual majors should be considered part of the potential supply for occupations.
The reference period for a completion year is July 1 of the prior year through June 30 of the current year. For example, the 2020 Completions metric is a count of completions from 7/1/2019-6/30/2020.
Source: NCES, IPEDS.

U.S. Bureau of Labor Statistics Employment Projections								
Occupation Title	Occupation Code	Employment 2021*	Employment 2031*	Employment Change, 2021-2031*	Employment Percent Change, 2021-2031	Occupational Openings, 2021-2031 Annual Average	Median Annual Wage 2021	Typical Entry-Level Education
Paralegals and legal assistants * Assistant Paralegal * Legal Aide * Legal Assistant * Paralegal * Summer Law Clerk * Numbers in thousands	23-2011	352.8	402.7	49.9	14.1 %	45.8	\$56,230	Associate's degree

Transfer

7. Recent Transfer Outcomes

Students whose first semester at CCP was between 2016-2020 and whose last CCP major was Paralegal Studies

- Although Paralegal Studies is a workforce program, 43% of the program graduates and 23% of all enrolled students transferred to continue their education

Departing Students who entered the College between 2016 and 2020*						
Exit Status	Transfer		Did Not Transfer		Total Count of Departing Students	Total Percent of Departing Students
	Count	Percent	Count	Percent		
Graduate	12	43%	16	57%	28	18.1%
Earned 45 or more credits	1	4%	25	96%	26	16.8%
Earned 23 to 44 credits	6	20%	24	80%	30	19.4%
Earned 12 to 22 credits	3	11%	25	89%	28	18.1%
Earned less than - 12 credits	13	30%	30	70%	43	27.7%
Grand Total	35	23%	120	77%	155	100%
* Data run Aug 2022						

B. Prior Audit

The Office of Assessment and Evaluation made the following recommendations for Paralegal Studies in the 2016 APR Review:

1. Coordinated Recruitment Plan

Recently the program has experienced a decrease in enrollment, which has been compounded by the reduction in the number of times a year that the Program enrolls new students. The Academic and Student Success Council felt the program would benefit from a coordinated recruitment plan. This plan should coordinate efforts at the Program and Institutional level. Additionally, the Program enrolls a higher proportion of female students and Caucasian students compared to the Division and the College. Given that the Program demographics mimic the demographic composition of the field, the Program should reach out to its Advisory Board for suggestions and input on how these diversity challenges might be addressed as part of a comprehensive plan.

Program Update: The Program continues to explore opportunities to reach more potentially interested students and to raise awareness of the program offerings and related opportunities. The Program engages in a variety of outreach efforts, including presentations co-hosted with the College's Counseling Department. For example, the Program presented at a College-wide session on Careers in Social Justice (with Paralegal Studies as an example). Program Faculty have also attended recruitment events and presented to local high schools. In addition, the program has sent emails to local high school and college career departments as a way to raise awareness of the program and its opportunities. The Program also outreaches students who have expressed interest but not registered, as well as students who may have completed one PLS course but then did not continue with their studies for a variety of reasons. In addition to focused outreach to potential students, the program also looks for opportunities to partner with local Philadelphia agencies and legal organizations. The Program has made many connections with local legal agencies and organizations through internship placements. Many of these placements convert to job opportunities for students. Program referrals occur organically over time in this manner. Program faculty also solicit recruitment ideas from its Advisory Board and part-time faculty. These ideas include outreach to local organizations that support new Philadelphians (The Welcome Center, for example). The program has also partnered with local agencies (including Community Legal Services, Affordable Housing Centers of PA, and others) to increase awareness of the program in the legal community and, hopefully, student referrals. The Program has also been working in partnership with others at CCP and Fox Rothschild on a new scholarship opportunity for students. The hope is that additional funding opportunities will raise awareness of the program and also work to address and mitigate diversity challenges, as noted. In addition to outward-focused recruitment efforts, the program also works on retention (including diversity, equity, and inclusion challenges) internally on an ongoing basis. For example, the program has also undertaken efforts to review all course materials from a diversity and inclusion lens. Program faculty recognize the importance of low-cost, high-quality resources and materials that reflect the student body's voice. Many program courses now incorporate (in whole or in part) open educational resources and a more diverse set of authors. In addition, in the past year, Program faculty undertook a program-wide curriculum update. Upon review, it was found that stated pre-requisites for several of the Program's 100-level

courses were posing barriers to student entry and movement through the program. These updates have been implemented in the Fall 2022 catalog. The hope is that interested students will no longer encounter challenges registering for more than one PLS course in their initial semester.

2. Section offering/ enrollment

The Program requires students to choose four out of 12 concentration courses for the certificate, five for the degree program. These concentration courses are offered on various topics such as Family Law, Tort Law, Real Estate Law, Business Organizations, and Wills, Trusts and Estates. The courses do not appear to be clustered or sequential. Students are able to select the courses that they feel best meet their career goals. However, it is unclear how students identify the best courses to meet their needs. This robust selectivity may not be working to every student's advantage. Faculty may want to clarify for students a default pathway for various career opportunities and provide more advising for the myriad options.

Most of these twelve concentration courses are offered each semester and are run with low enrollment. For example, *Environmental Law* has not run in the past five years. It is to the students and the program's advantage to investigate ways in which these courses may be offered predictably and logically, such as a planned course rotation.

Program Update: The Program has worked to develop a more predictable schedule and scheduled offering of all concentration courses. For example, over the past two years, the Program has offered Civil Litigation II each Summer, Real Estate Law each Spring, Family Law each Fall, etc. (with a similar pattern for other concentration courses). With a more predictable scheduled offering of these electives, Program faculty and College advisors can better advise students based on both interest and course availability. All required courses are offered each semester to maximize the ease with which students can move throughout the program. With concentration courses now offered on a more predictable schedule and course rotation, the hope is that students will be better able to plan ahead for when and how to meet all program requirements.

A consistent rotation not only improves planning for students but also maintains variety in program course offerings each semester (both at a content/substantive level and a course modality/scheduling level). This variety is important to best meet all student interests and scheduling needs.

A sample rotation schedule follows:

Fall: Family Law, Tort Law, Environmental Law, Legal Internship

Spring: Real Estate Law or Immigration Law, Intellectual Property, Electronic Discovery, Employment Law, Legal Internship

Summer: Civil Litigation II, Business Organizations

Note: As enrollments rise, the Program will add back in additional concentration course opportunities including Bankruptcy Law and Wills, Trusts, and Estates.

Highly respected experts teach several of the Program Concentration courses in the field. For example, Judge Holly Ford teaches Family Law and does so each Fall, and Judith Bernstein Baker teaches Immigration Law (which is scheduled for Spring 2023). As such, scheduled offerings also take their availability into account.

C. Action Items

- The OAE makes recommendations based on the key findings

Enrollment and Demographics

1. Increase Enrollment as follows:

	Average (Bench mark)	Fall 2020	Fall 2023 Increase in Headcount		Fall 2025 Increase in Headcount		Fall 2027 Increase in Headcount	
Headcount *	77	62	69	12%	80	15%	96	16%
Returned to Same Program	29%	33%	7	40%	36	45%	46	50%
Graduated	21.6%	20%	14	20%	16	20%	5	20%
*Projected enrollment growth is also subject to the availability of College resources, particularly in areas of recruitment, admissions, and support for faculty, material, and supplies, as needs develop.								

2. Enrollment Growth

The program has made strides in implementing enrollment strategies to raise awareness of the program offerings and related opportunities. However, in the post-COVID environment, enrollment in the Paralegal Studies Degree Program lags while the Paralegal Proficiency Certificate is stable and growing. Nearly 75% of the Program students are career-age, over 30 years of age. The program should consider outreach to younger students looking for professional career opportunities.

Students speak to students, and student voices can provide unique and first-hand insights into their college experiences, opportunities, personal growth, and fulfillment. Student and graduate insights and perspectives are a valuable resource of expertise for engaging new and prospective students.

Continue to develop strategies to implement the student voices and testimonials on the Program website. Continue to explore starting a Paralegal Studies club through which students might help develop activities and promotional materials/events for current and prospective students. Continue to explore partnerships within the high school to college pipeline such as Parkway Center Middle College High School.

Person responsible: Curriculum Coordinator, Department Head

Timeline: Fall 2023 through Fall 2026

3. Accreditation

At the time of this review, ABA reapproval is in progress. When the final determination has been made, forward approvals to the AASSC committee for acknowledgment

Person responsible: Curriculum Coordinator

Timeline: Fall 2023

4. Recognize student achievement

Continue to explore applying to become a Lambda Epsilon Chi (LEX) Chapter. Lambda Epsilon Chi (LEX) is the national honor society founded by the American Association for Paralegal Education (AAfPE). There are over 170 chapters throughout the United States, and thousands of inductees have been honored for their exceptional academic achievements.

Each year, colleges select paralegal students who meet high academic criteria and recognize them for their accomplishments by inducting them into Lambda Epsilon Chi. They are honored through a formal ceremony and awarded a certificate of induction and a special pin. They are also entered into the permanent records of LEX.

Representatives from respected firms in the local Philadelphia market have noted LEX membership as a desirable credential for job applicants. Achieving status as a Lex Chapter can lead to enhanced student career placements and marketability.

Person responsible: Curriculum Coordinator

Timeline: Fall 2026

5. Streamlined Enrollments and Solutions to Enrollment Challenges

Work with College partners to help identify and implement solutions to challenges regarding paralegal degree program enrollments. Possibilities include, for example, investigating the PLS Program's current designation as a "Select Program" and the associated diversion of interested students to other majors pending enrollment in paralegal studies. Pursue internal marketing opportunities such as additional program information sessions and workshops for interested students. Explore the pros, cons, and possibility of a program name change (Paralegal versus Legal Studies) as well as enhanced partnerships with local high schools.

Person responsible: Curriculum Coordinator, Department Head

Timeline: Fall 2023 through Fall 2026

2. Narrative

A paralegal is defined by the American Bar Association (ABA) as a person qualified by (1) education, training, or (2) work experience, and (3) is employed or retained by a lawyer, law office, corporation, governmental agency, or other entity and performs specifically delegated substantive legal work for which a lawyer is responsible. Over 650 colleges and universities across the US offer paralegal educational programs; of these, the ABA has approved 235 programs as meeting all ABA-specified standards. The Paralegal program at Community College of Philadelphia has been approved by the ABA since Aug 1997 and is currently in reapproval. Factors in the success of the Paralegal program at CCP are meeting not just (1) the educational component of providing a qualified education but also (2) ensuring students can access work experience through Internships and (3) providing a network for students to local and regional law offices, governmental agencies, and other employment opportunities.

Paralegal Studies at CCP is probably the most cost-effective option in the Philadelphia area; teaching students how to conduct legal research, write legal documents, analyze legal problems, and develop effective client relationships in preparation for entry-level positions in the region. The program also prepares students for further study in various areas of law, including business, litigation, intellectual property, real estate, family law, and immigration law, at a four-year institution and/or law school.

Many attributes contribute to the Paralegal Studies' continued success, including an assessment process that is iterative and multi-pronged. Assessment data is reviewed and analyzed on an ongoing and regular basis. Areas for improvement are identified, and changes are considered and implemented as part of the Program's planning process.

The Legal Internship course, which many students take in their final semester, is an integral component of students' success and offers many benefits to both participating students and the program as a whole. The paralegal program has a growing number of partners that serve as internship sites and that provide a wide range of placements to meet student interests. Internship placements include large, medium, and small-sized law firms, government agencies, judges, corporations, public interest agencies, and solo practitioners. These partnerships are also a crucial link between Paralegal Studies and the legal community in Philadelphia, increasing opportunities for students and the program's visibility.

For example, relationships have been developed with a wide variety of internship site partners, all of whom offer unique experiences and practice areas. Illustrative partners include Spector Gadon Rosen Vinci P.C., Glaxo Smith Kline (GSK), Community Legal Services, Philadelphia County Court of Common Pleas, The Mazzone Center, and Affordable Housing Centers of Pennsylvania, among many others. These partnerships (with law firms, legal agencies, the courts, and local industry) provide students with short- and long-term benefits and strengthen awareness of the PLS program throughout the Philadelphia legal community. Many students (examples detailed in student success stories below) accept permanent job offers from their placements. Others utilize referrals and connections that extend far beyond their internship experience. Students often stay in touch with their internship site supervisors well beyond their time in the program. Internship benefits include, in part, additional resume-ready experiences, job offers, mentorship, connections in the legal field, networking, hands-on practical experiences, resume content that strengthens candidate preparedness, career-ready materials (resumes, cover letters, interview practice, etc.), and associated soft skills development. Many internship students demonstrate remarkable growth and increased confidence through their internship experience, with an increased understanding of the relevance of their skills and an expanded appreciation for the value they bring to the workplace. The diversity of placement sites is also a highlight of the Legal Internship course. As

noted, partners include law firms of varying sizes and practice areas, legal aid agencies, non-profits, industry, and the courts. In addition, for students who seek an internship experience but cannot commit to a placement in real-time due to work or other commitments the Program offers a simulated legal internship experience. The simulation technology is highly interactive and authentic and an ideal alternative for students with work, family, and other commitments. The Legal Internship course is a highlight of the Community College of Philadelphia's paralegal program (not all paralegal programs offer this type of experiential learning) and can be emphasized as a way to recruit new students into the program. Consideration might also be given to the pros and cons of making the Legal Internship course a required part of the PLS program.

The Program's diverse faculty team includes highly respected leaders in their respective disciplines, who bring a wide range of experiences to share with students and teach several specialized courses. For example, program faculty include representatives from the local Philadelphia court system (Judge Holly Ford, Philadelphia County Court of Common Pleas, teaches Family Law) as well as Judith Bernstein Baker, former executive director of the Hebrew Immigrant Aid Society, who teaches Immigration Law. Not only do these faculty bring deep subject matter expertise, they are also tremendous sources of support, mentorship, and career-connections for our students in the workplace. Judge Ford, for example, consistently serves as a Legal Internship supervisor, as well as a connection to attorneys practicing in the local market and seeking paralegals. In addition, having faculty with a wide range of practice experiences and career paths highlights for students the many different ways in which one might pursue a legal career.

The following student success stories illustrate the Program's diverse student population and the impact the program can have across a wide range of student populations and experiences.

[Robin Wynne, a Paralegal Studies graduate with the Highest Honors](#), was hired as the first staff paralegal at Philadelphia Lawyers for Social Equity (PLSE). Wynne received her Paralegal Studies degree from the Community College of Philadelphia and was a recipient of the CCP Paralegal Studies Award. While at CCP, Wynne learned about the difference that expungements can make in people's lives while participating in a clinic hosted by the Defender Association. Keenly aware of the social structures that support and promote racial and income-based disparities in the law, she believes everyone is entitled to a second chance.

[Geoff Jefferson, Paralegal Studies Graduate, 2021](#), Accepted a full-time position from his internship site host. His title: Associate Manager, Healthcare Compliance | Best Buy Inc.

The following quote is from an email Geoff sent to Program faculty soon after receiving and accepting this job offer:

"For me, this is the culmination of a decision made at 3 am, one day after I was laid off during the Covid lockdown in 2020. I decided to end 25+ years of retail in the service industry and made a plan to go back to school and start a whole new career. It was a gamble, and more than a few tried to talk me out of it because of my age and the uncertainty covid injected into our lives. But I knew I had to make a change, and I was willing to accept whatever happened. What happened was a new career and a dramatically improved standard of living. My time at CCP, in your classes, played a major role in this success story. I know I have thanked you in previous correspondence, but THANK YOU."

[Leyla Kamilova](#) accepted a full-time position as a commercial litigation paralegal from her internship site host - a medium-sized law firm in Philadelphia, PA. Her title: Commercial litigation paralegal.

Spector Gadon Rosen Vinci P.C., Leyla's internship mentor, wrote: "Although Leyla has little-to-no office or law firm experience, she has shown an ability to adapt and learn quickly. She asks appropriate questions and demonstrates a desire to complete tasks thoroughly. I have recommended her for hiring to our firm's administration and executives so that she can continue learning and gain field experience. She has been a pleasure to teach and work closely with."

The program also provides technology training for students on software used heavily in the local legal markets. For example, students in Legal Technology earn certificates for twelve unique legal technologies (document management, practice management, case management, trial software, digital presentation software, legal billing and time tracking, and more), with an opportunity to train on more than twenty unique softwares. Similarly, students in e-Discovery receive training on cutting-edge electronic discovery software programs (Relativity, DISCO, and others) that are used widely in the legal field. In both courses, students earn certificates on individual technologies and can include earned certificates on resumes as additional testaments to their career readiness. Legal Research and Writing students train on Lexis-Nexis and Westlaw, both leading legal research software programs. The paralegal program has also incorporated technology that provides simulated interview practice in the Legal Internship course as well additional simulations in a variety of practice areas. These technology enhancements support additional career readiness and market competitiveness for students.

Community College *of* Philadelphia

Academic Program Review: Paralegal Studies (PLS), A.A.S.

Authors: Jennifer Schneider, JD., Ed.D.; Faye Allard, Ph.D.; Dawn Sinnott, Ph.D.
Fall 2022

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1. Executive Summary

A. Key Findings

Enrollment

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2. Enrollment and Demographics

- a. Paralegal Studies's (PLS) average full-time enrollment (33%) is slightly higher than the college average (29%); see Exhibit 2a
- b. Enrollment by Gender within Race, see Exhibit 2b
 - On average, the Paralegal Studies (PLS) program's distribution of gender and ethnicity indicates a higher percentage of Hispanic females (17.6%) than the College (10.4%)
 - On average, the PLS program's distribution of gender and ethnicity indicates a higher percentage of White females (29.8%) than the College (14.4%)
 - On average, the PLS program's distribution of gender and ethnicity indicates a higher percentage of females (85.2%) than the College (60.8%)
- c. On Average, PLS students were more likely to be career age, between 30 to 39 years of age, than the college-wide average; PLS 57% and College 49%, see Exhibit 2c

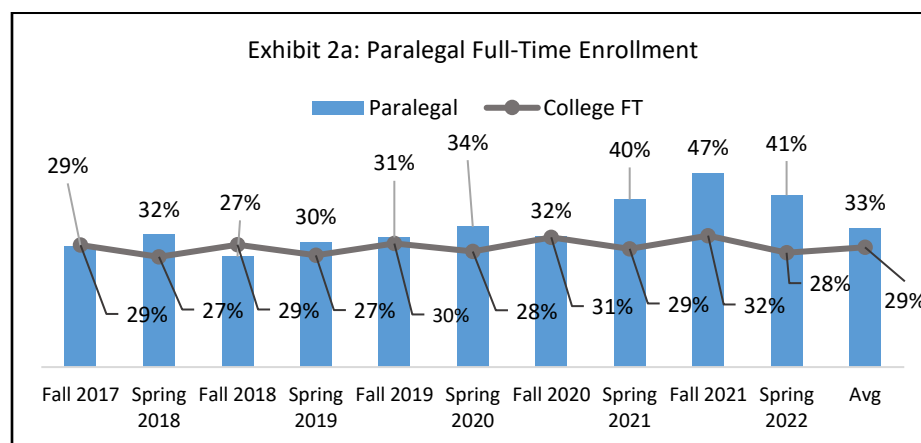
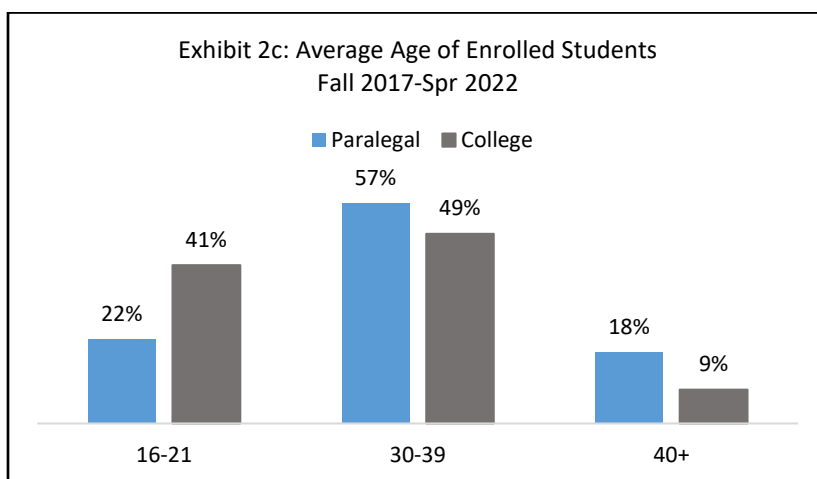


Exhibit 2b: Gender and Ethnicity by Paralegal Studies Majors

		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	PLS Average	College Average
Asian	Female	2.1%	2.2%	3.2%	2.4%	4.1%	4.1%	3.5%	6.5%	6.5%	7.7%	3.9%	5.6%
Asian	Male	1.0%	2.2%	0.0%	0.0%	0.0%	0.0%	1.8%	1.6%	0.0%	0.0%	0.7%	4.6%
Black	Female	32.3%	33.0%	35.1%	31.3%	32.0%	27.0%	33.3%	24.2%	19.4%	15.4%	33.4%	30.4%
Black	Male	12.5%	11.0%	7.4%	7.2%	6.2%	9.5%	5.3%	6.5%	6.5%	3.8%	9.0%	13.5%
Hispanic	Female	15.6%	17.6%	16.0%	15.7%	19.6%	20.3%	14.0%	11.3%	21.0%	21.2%	17.6%	10.4%
Hispanic	Male	1.0%	1.1%	2.1%	2.4%	1.0%	1.4%	0.0%	3.2%	0.0%	1.9%	1.9%	5.0%
White	Female	22.9%	20.9%	27.7%	32.5%	27.8%	29.7%	31.6%	35.5%	32.3%	34.6%	29.8%	14.4%
White	Male	5.2%	2.2%	3.2%	3.6%	4.1%	2.7%	5.3%	4.8%	6.5%	7.7%	4.1%	8.6%
										Total Female		85.2%	60.8%
										Total Male		14.8%	31.6%



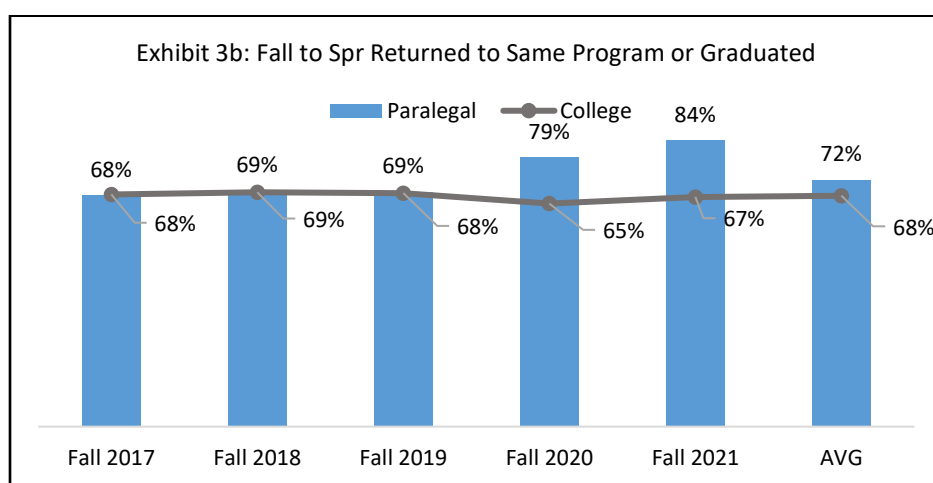
Retention – Returned or Graduated

3. Fall to Spring Retention

- Between fall 2017 and fall 2021, the Paralegal Studies fall to spring retention, Returned to Same Program, averaged 2 points higher than the College average, see Exhibit 3a
- On average, 72% of PLS students returned to the same program or graduated, while 68% of students College-wide returned to the same program or graduated, see Exhibit 3b

Exhibit 3a: Fall to Spring Retention

Paralegal	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	PLS Average	College Average
Headcount	96	94	96	57	62	81	15,057
Returned to Same Program	60.4%	57.4%	61.5%	64.9%	72.6%	62.5%	64.5%
Returned to Different Program	2.1%	3.2%	5.2%	1.8%	0.0%	2.7%	4.3%
Graduated	7.3%	11.7%	7.3%	14.0%	11.3%	9.9%	3.1%
Did Not Persist	30.2%	27.7%	26.0%	19.3%	16.1%	24.9%	28.1%

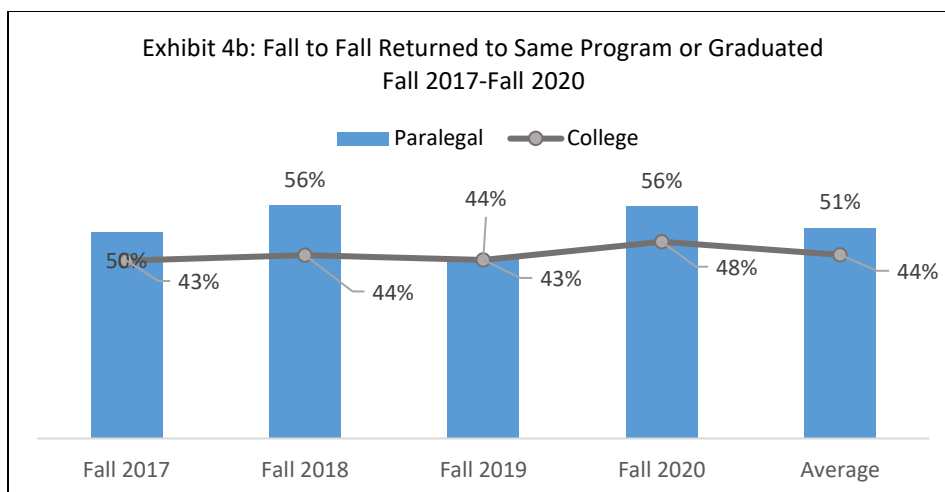


4. Fall to Fall Retention between fall 2017 and fall 2021

- The Paralegal Studies fall to fall Percent Graduated category (22.0%) was more than double the College average (10.7%), see Exhibit 4a
- On average, 51% of PLS students returned to the same program or graduated, while 44% of students College-wide returned to the same program or graduated; see Exhibit 4b

Exhibit 4a: Fall to Fall Retention

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	PLS Average	College Average
Headcount	96	94	96	57	81	15,909
Returned to Same Program	24.0%	36.2%	25.0%	35.1%	30.9%	34.8%
Returned to Different Program	3.1%	5.3%	5.2%	3.5%	4.0%	7.2%
Percent Graduated	26.0%	20.2%	18.8%	21.1%	22.0%	10.7%
Did Not Persist	46.9%	38.3%	51.0%	40.4%	43.2%	47.3%



Academic Success and Graduation

5. Degrees Awarded

- The Paralegal Studies graduate data finds a relatively stable trend between 2017 and 2022
- A total of 122 degrees were awarded during the course of this program review.

	2017	2018	2019	2020	2021	2022	Total
Paralegal Studies, A.A.S	20	27	21	19	16	19	122
College-Wide A.A.S.	587	530	558	482	585	504	3,246

Workforce

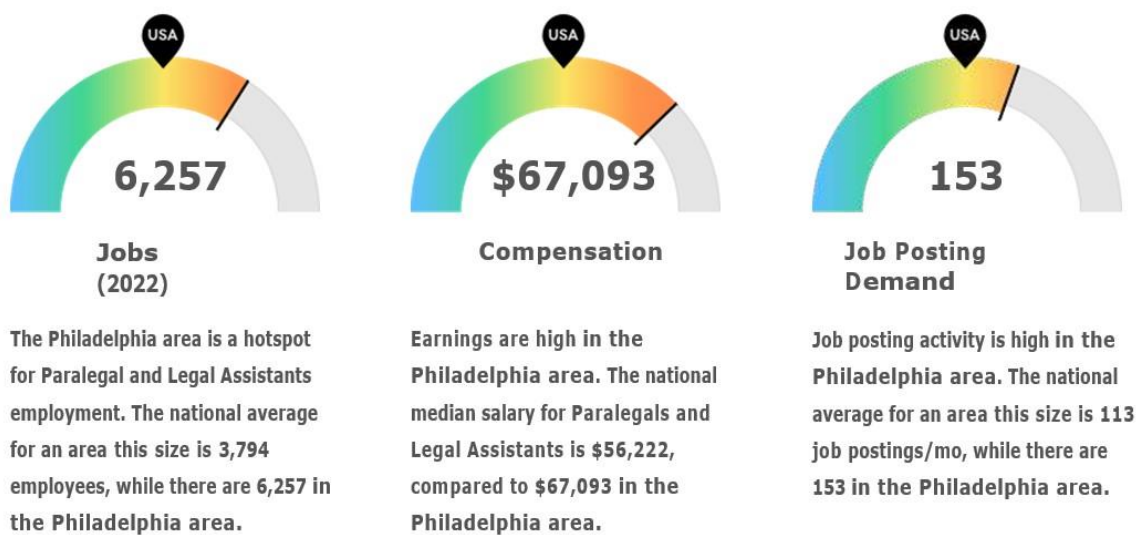
6. Employment Opportunity

The following data was accessed through EMSI, a labor market advisor to leaders in higher education, business, and community development since 2001, searching the counties of Bucks, Delaware, Montgomery, and Philadelphia for employment in the following areas, Paralegal and Legal Assistants (SOC 23-2011).

Assist lawyers by investigating facts, preparing legal documents, or researching legal precedents.
Conduct research to support a legal proceeding, formulate a defense or initiate legal action.

Regional employment is higher than the National average for an area this size. An average area of this size typically has 3,794 employees, while there are 6,257 in the Philadelphia area.

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



Top Job Titles
Paralegals
Legal Assistants
Litigation Paralegals
Paralegals/Legal Assistants
Legal Administrative Assistants
Legal Secretaries/Paralegals
Real Estate Paralegals
Personal Injury Paralegals
Legal Assistants/Secretaries
Trusts and Estates Paralegals

Top Companies
Robert Half
City of Philadelphia
Ballard Spahr LLP
Community Legal Services
RSM
Philadelphia Legal Assistance
DLA Piper
Kaufman Dolowich & Voluck, LLP

Top School	Completions (2020) *
University of Pennsylvania	126
Community College of Philadelphia	39
Peirce College	36
Bucks County Community College	35
Temple University	30
Delaware County Community College	16
Widener University	14
Lansdale School of Business	6
Manor College	6

* The number of degrees and certificates conferred for a specific course of study in a given year; includes all award levels, degrees, and certificates. It may be greater than the number of students who graduated, as Emsi includes both primary and secondary majors. Both primary and secondary majors are included because a graduate with dual majors should be considered part of the potential supply for occupations.
The reference period for a completion year is July 1 of the prior year through June 30 of the current year. For example, the 2020 Completions metric is a count of completions from 7/1/2019-6/30/2020.
Source: NCES, IPEDS.

U.S. Bureau of Labor Statistics Employment Projections								
Occupation Title	Occupation Code	Employment 2021*	Employment 2031*	Employment Change, 2021-2031*	Employment Percent Change, 2021-2031	Occupational Openings, 2021-2031 Annual Average	Median Annual Wage 2021	Typical Entry-Level Education
Paralegals and legal assistants * Assistant Paralegal * Legal Aide * Legal Assistant * Paralegal * Summer Law Clerk * Numbers in thousands	23-2011	352.8	402.7	49.9	14.1 %	45.8	\$56,230	Associate's degree

Transfer

7. Recent Transfer Outcomes

Students whose first semester at CCP was between 2016-2020 and whose last CCP major was Paralegal Studies

- Although Paralegal Studies is a workforce program, 43% of the program graduates and 23% of all enrolled students transferred to continue their education

Departing Students who entered the College between 2016 and 2020*						
Exit Status	Transfer		Did Not Transfer		Total Count of Departing Students	Total Percent of Departing Students
	Count	Percent	Count	Percent		
Graduate	12	43%	16	57%	28	18.1%
Earned 45 or more credits	1	4%	25	96%	26	16.8%
Earned 23 to 44 credits	6	20%	24	80%	30	19.4%
Earned 12 to 22 credits	3	11%	25	89%	28	18.1%
Earned less than - 12 credits	13	30%	30	70%	43	27.7%
Grand Total	35	23%	120	77%	155	100%
* Data run Aug 2022						

B. Prior Audit

The Office of Assessment and Evaluation made the following recommendations for Paralegal Studies in the 2016 APR Review:

1. Coordinated Recruitment Plan

Recently the program has experienced a decrease in enrollment, which has been compounded by the reduction in the number of times a year that the Program enrolls new students. The Academic and Student Success Council felt the program would benefit from a coordinated recruitment plan. This plan should coordinate efforts at the Program and Institutional level. Additionally, the Program enrolls a higher proportion of female students and Caucasian students compared to the Division and the College. Given that the Program demographics mimic the demographic composition of the field, the Program should reach out to its Advisory Board for suggestions and input on how these diversity challenges might be addressed as part of a comprehensive plan.

Program Update: The Program continues to explore opportunities to reach more potentially interested students and to raise awareness of the program offerings and related opportunities. The Program engages in a variety of outreach efforts, including presentations co-hosted with the College's Counseling Department. For example, the Program presented at a College-wide session on Careers in Social Justice (with Paralegal Studies as an example). Program Faculty have also attended recruitment events and presented to local high schools. In addition, the program has sent emails to local high school and college career departments as a way to raise awareness of the program and its opportunities. The Program also outreaches students who have expressed interest but not registered, as well as students who may have completed one PLS course but then did not continue with their studies for a variety of reasons. In addition to focused outreach to potential students, the program also looks for opportunities to partner with local Philadelphia agencies and legal organizations. The Program has made many connections with local legal agencies and organizations through internship placements. Many of these placements convert to job opportunities for students. Program referrals occur organically over time in this manner. Program faculty also solicit recruitment ideas from its Advisory Board and part-time faculty. These ideas include outreach to local organizations that support new Philadelphians (The Welcome Center, for example). The program has also partnered with local agencies (including Community Legal Services, Affordable Housing Centers of PA, and others) to increase awareness of the program in the legal community and, hopefully, student referrals. The Program has also been working in partnership with others at CCP and Fox Rothschild on a new scholarship opportunity for students. The hope is that additional funding opportunities will raise awareness of the program and also work to address and mitigate diversity challenges, as noted. In addition to outward-focused recruitment efforts, the program also works on retention (including diversity, equity, and inclusion challenges) internally on an ongoing basis. For example, the program has also undertaken efforts to review all course materials from a diversity and inclusion lens. Program faculty recognize the importance of low-cost, high-quality resources and materials that reflect the student body's voice. Many program courses now incorporate (in whole or in part) open educational resources and a more diverse set of authors. In addition, in the past year, Program faculty undertook a program-wide curriculum update. Upon review, it was found that stated pre-requisites for several of the Program's 100-level

courses were posing barriers to student entry and movement through the program. These updates have been implemented in the Fall 2022 catalog. The hope is that interested students will no longer encounter challenges registering for more than one PLS course in their initial semester.

2. Section offering/ enrollment

The Program requires students to choose four out of 12 concentration courses for the certificate, five for the degree program. These concentration courses are offered on various topics such as Family Law, Tort Law, Real Estate Law, Business Organizations, and Wills, Trusts and Estates. The courses do not appear to be clustered or sequential. Students are able to select the courses that they feel best meet their career goals. However, it is unclear how students identify the best courses to meet their needs. This robust selectivity may not be working to every student's advantage. Faculty may want to clarify for students a default pathway for various career opportunities and provide more advising for the myriad options.

Most of these twelve concentration courses are offered each semester and are run with low enrollment. For example, *Environmental Law* has not run in the past five years. It is to the students and the program's advantage to investigate ways in which these courses may be offered predictably and logically, such as a planned course rotation.

Program Update: The Program has worked to develop a more predictable schedule and scheduled offering of all concentration courses. For example, over the past two years, the Program has offered Civil Litigation II each Summer, Real Estate Law each Spring, Family Law each Fall, etc. (with a similar pattern for other concentration courses). With a more predictable scheduled offering of these electives, Program faculty and College advisors can better advise students based on both interest and course availability. All required courses are offered each semester to maximize the ease with which students can move throughout the program. With concentration courses now offered on a more predictable schedule and course rotation, the hope is that students will be better able to plan ahead for when and how to meet all program requirements.

A consistent rotation not only improves planning for students but also maintains variety in program course offerings each semester (both at a content/substantive level and a course modality/scheduling level). This variety is important to best meet all student interests and scheduling needs.

A sample rotation schedule follows:

Fall: Family Law, Tort Law, Environmental Law, Legal Internship

Spring: Real Estate Law or Immigration Law, Intellectual Property, Electronic Discovery, Employment Law, Legal Internship

Summer: Civil Litigation II, Business Organizations

Note: As enrollments rise, the Program will add back in additional concentration course opportunities including Bankruptcy Law and Wills, Trusts, and Estates.

Highly respected experts teach several of the Program Concentration courses in the field. For example, Judge Holly Ford teaches Family Law and does so each Fall, and Judith Bernstein Baker teaches Immigration Law (which is scheduled for Spring 2023). As such, scheduled offerings also take their availability into account.

C. Action Items

- The OAE makes recommendations based on the key findings

Enrollment and Demographics

1. Increase Enrollment as follows:

	Average (Bench mark)	Fall 2020	Fall 2023 Increase in Headcount		Fall 2025 Increase in Headcount		Fall 2027 Increase in Headcount	
Headcount *	77	62	69	12%	80	15%	96	16%
Returned to Same Program	29%	33%	7	40%	36	45%	46	50%
Graduated	21.6%	20%	14	20%	16	20%	5	20%
*Projected enrollment growth is also subject to the availability of College resources, particularly in areas of recruitment, admissions, and support for faculty, material, and supplies, as needs develop.								

2. Enrollment Growth

The program has made strides in implementing enrollment strategies to raise awareness of the program offerings and related opportunities. However, in the post-COVID environment, enrollment in the Paralegal Studies Degree Program lags while the Paralegal Proficiency Certificate is stable and growing. Nearly 75% of the Program students are career-age, over 30 years of age. The program should consider outreach to younger students looking for professional career opportunities.

Students speak to students, and student voices can provide unique and first-hand insights into their college experiences, opportunities, personal growth, and fulfillment. Student and graduate insights and perspectives are a valuable resource of expertise for engaging new and prospective students.

Continue to develop strategies to implement the student voices and testimonials on the Program website. Continue to explore starting a Paralegal Studies club through which students might help develop activities and promotional materials/events for current and prospective students. Continue to explore partnerships within the high school to college pipeline such as Parkway Center Middle College High School.

Person responsible: Curriculum Coordinator, Department Head

Timeline: Fall 2023 through Fall 2026

3. Accreditation

At the time of this review, ABA reapproval is in progress. When the final determination has been made, forward approvals to the AASSC committee for acknowledgment

Person responsible: Curriculum Coordinator

Timeline: Fall 2023

4. Recognize student achievement

Continue to explore applying to become a Lambda Epsilon Chi (LEX) Chapter. Lambda Epsilon Chi (LEX) is the national honor society founded by the American Association for Paralegal Education (AAfPE). There are over 170 chapters throughout the United States, and thousands of inductees have been honored for their exceptional academic achievements.

Each year, colleges select paralegal students who meet high academic criteria and recognize them for their accomplishments by inducting them into Lambda Epsilon Chi. They are honored through a formal ceremony and awarded a certificate of induction and a special pin. They are also entered into the permanent records of LEX.

Representatives from respected firms in the local Philadelphia market have noted LEX membership as a desirable credential for job applicants. Achieving status as a Lex Chapter can lead to enhanced student career placements and marketability.

Person responsible: Curriculum Coordinator

Timeline: Fall 2026

5. Streamlined Enrollments and Solutions to Enrollment Challenges

Work with College partners to help identify and implement solutions to challenges regarding paralegal degree program enrollments. Possibilities include, for example, investigating the PLS Program's current designation as a "Select Program" and the associated diversion of interested students to other majors pending enrollment in paralegal studies. Pursue internal marketing opportunities such as additional program information sessions and workshops for interested students. Explore the pros, cons, and possibility of a program name change (Paralegal versus Legal Studies) as well as enhanced partnerships with local high schools.

Person responsible: Curriculum Coordinator, Department Head

Timeline: Fall 2023 through Fall 2026

2. Narrative

A paralegal is defined by the American Bar Association (ABA) as a person qualified by (1) education, training, or (2) work experience, and (3) is employed or retained by a lawyer, law office, corporation, governmental agency, or other entity and performs specifically delegated substantive legal work for which a lawyer is responsible. Over 650 colleges and universities across the US offer paralegal educational programs; of these, the ABA has approved 235 programs as meeting all ABA-specified standards. The Paralegal program at Community College of Philadelphia has been approved by the ABA since Aug 1997 and is currently in reapproval. Factors in the success of the Paralegal program at CCP are meeting not just (1) the educational component of providing a qualified education but also (2) ensuring students can access work experience through Internships and (3) providing a network for students to local and regional law offices, governmental agencies, and other employment opportunities.

Paralegal Studies at CCP is probably the most cost-effective option in the Philadelphia area; teaching students how to conduct legal research, write legal documents, analyze legal problems, and develop effective client relationships in preparation for entry-level positions in the region. The program also prepares students for further study in various areas of law, including business, litigation, intellectual property, real estate, family law, and immigration law, at a four-year institution and/or law school.

Many attributes contribute to the Paralegal Studies' continued success, including an assessment process that is iterative and multi-pronged. Assessment data is reviewed and analyzed on an ongoing and regular basis. Areas for improvement are identified, and changes are considered and implemented as part of the Program's planning process.

The Legal Internship course, which many students take in their final semester, is an integral component of students' success and offers many benefits to both participating students and the program as a whole. The paralegal program has a growing number of partners that serve as internship sites and that provide a wide range of placements to meet student interests. Internship placements include large, medium, and small-sized law firms, government agencies, judges, corporations, public interest agencies, and solo practitioners. These partnerships are also a crucial link between Paralegal Studies and the legal community in Philadelphia, increasing opportunities for students and the program's visibility.

For example, relationships have been developed with a wide variety of internship site partners, all of whom offer unique experiences and practice areas. Illustrative partners include Spector Gadon Rosen Vinci P.C., Glaxo Smith Kline (GSK), Community Legal Services, Philadelphia County Court of Common Pleas, The Mazzone Center, and Affordable Housing Centers of Pennsylvania, among many others. These partnerships (with law firms, legal agencies, the courts, and local industry) provide students with short- and long-term benefits and strengthen awareness of the PLS program throughout the Philadelphia legal community. Many students (examples detailed in student success stories below) accept permanent job offers from their placements. Others utilize referrals and connections that extend far beyond their internship experience. Students often stay in touch with their internship site supervisors well beyond their time in the program. Internship benefits include, in part, additional resume-ready experiences, job offers, mentorship, connections in the legal field, networking, hands-on practical experiences, resume content that strengthens candidate preparedness, career-ready materials (resumes, cover letters, interview practice, etc.), and associated soft skills development. Many internship students demonstrate remarkable growth and increased confidence through their internship experience, with an increased understanding of the relevance of their skills and an expanded appreciation for the value they bring to the workplace. The diversity of placement sites is also a highlight of the Legal Internship course. As

noted, partners include law firms of varying sizes and practice areas, legal aid agencies, non-profits, industry, and the courts. In addition, for students who seek an internship experience but cannot commit to a placement in real-time due to work or other commitments the Program offers a simulated legal internship experience. The simulation technology is highly interactive and authentic and an ideal alternative for students with work, family, and other commitments. The Legal Internship course is a highlight of the Community College of Philadelphia's paralegal program (not all paralegal programs offer this type of experiential learning) and can be emphasized as a way to recruit new students into the program. Consideration might also be given to the pros and cons of making the Legal Internship course a required part of the PLS program.

The Program's diverse faculty team includes highly respected leaders in their respective disciplines, who bring a wide range of experiences to share with students and teach several specialized courses. For example, program faculty include representatives from the local Philadelphia court system (Judge Holly Ford, Philadelphia County Court of Common Pleas, teaches Family Law) as well as Judith Bernstein Baker, former executive director of the Hebrew Immigrant Aid Society, who teaches Immigration Law. Not only do these faculty bring deep subject matter expertise, they are also tremendous sources of support, mentorship, and career-connections for our students in the workplace. Judge Ford, for example, consistently serves as a Legal Internship supervisor, as well as a connection to attorneys practicing in the local market and seeking paralegals. In addition, having faculty with a wide range of practice experiences and career paths highlights for students the many different ways in which one might pursue a legal career.

The following student success stories illustrate the Program's diverse student population and the impact the program can have across a wide range of student populations and experiences.

[Robin Wynne, a Paralegal Studies graduate with the Highest Honors](#), was hired as the first staff paralegal at Philadelphia Lawyers for Social Equity (PLSE). Wynne received her Paralegal Studies degree from the Community College of Philadelphia and was a recipient of the CCP Paralegal Studies Award. While at CCP, Wynne learned about the difference that expungements can make in people's lives while participating in a clinic hosted by the Defender Association. Keenly aware of the social structures that support and promote racial and income-based disparities in the law, she believes everyone is entitled to a second chance.

[Geoff Jefferson, Paralegal Studies Graduate, 2021](#), Accepted a full-time position from his internship site host. His title: Associate Manager, Healthcare Compliance | Best Buy Inc.

The following quote is from an email Geoff sent to Program faculty soon after receiving and accepting this job offer:

"For me, this is the culmination of a decision made at 3 am, one day after I was laid off during the Covid lockdown in 2020. I decided to end 25+ years of retail in the service industry and made a plan to go back to school and start a whole new career. It was a gamble, and more than a few tried to talk me out of it because of my age and the uncertainty covid injected into our lives. But I knew I had to make a change, and I was willing to accept whatever happened. What happened was a new career and a dramatically improved standard of living. My time at CCP, in your classes, played a major role in this success story. I know I have thanked you in previous correspondence, but THANK YOU."

[Leyla Kamilova](#) accepted a full-time position as a commercial litigation paralegal from her internship site host - a medium-sized law firm in Philadelphia, PA. Her title: Commercial litigation paralegal.

Spector Gadon Rosen Vinci P.C., Leyla's internship mentor, wrote: "Although Leyla has little-to-no office or law firm experience, she has shown an ability to adapt and learn quickly. She asks appropriate questions and demonstrates a desire to complete tasks thoroughly. I have recommended her for hiring to our firm's administration and executives so that she can continue learning and gain field experience. She has been a pleasure to teach and work closely with."

The program also provides technology training for students on software used heavily in the local legal markets. For example, students in Legal Technology earn certificates for twelve unique legal technologies (document management, practice management, case management, trial software, digital presentation software, legal billing and time tracking, and more), with an opportunity to train on more than twenty unique softwares. Similarly, students in e-Discovery receive training on cutting-edge electronic discovery software programs (Relativity, DISCO, and others) that are used widely in the legal field. In both courses, students earn certificates on individual technologies and can include earned certificates on resumes as additional testaments to their career readiness. Legal Research and Writing students train on Lexis-Nexis and Westlaw, both leading legal research software programs. The paralegal program has also incorporated technology that provides simulated interview practice in the Legal Internship course as well additional simulations in a variety of practice areas. These technology enhancements support additional career readiness and market competitiveness for students.

3. Program Analysis

About the Paralegal Studies Program at CCP

Paralegal Studies is part of the Department of Social Sciences. The Program Director reports to the Department Head of Social Sciences, who reports to the Dean of Liberal Studies. The Dean of Liberal Studies reports to the Academic Vice President of the College, who reports to the President of the College.

Paralegal Studies, approved by the American Bar Association, teaches students how to navigate the field of law from the ground level up. Students learn to conduct legal research and writing, draft legal documents, analyze legal problems, and develop effective client relationships. Program goals and values include supporting all students as they explore legal career paths and acquire the skills and knowledge needed to develop career-ready entry-level paralegal skills. The College offers a cost-effective, ABA-approved paralegal program (perhaps the most cost-effective, ABA-approved option in Philadelphia); it equips students to apply for entry-level positions in the region and beyond. The program also prepares students for further study, including four-year degrees and law school. Program faculty are also deeply committed to equitable and inclusive learning experiences. As one example of this commitment and a program-based value, many of the Program's courses adopt open educational resources to remove cost barriers and challenges for students. The Program also offers a variety of Legal Specialty electives, which offer many unique benefits, including the opportunity to explore a variety of areas of law, including business, litigation, intellectual property, real estate, family law, and immigration law, among others.

The program is designed to teach a variety of highly-transferable skills and knowledge, including legal-specific legal research, writing, and analysis skills, as well as soft-skills such as written communication, oral communication, collaboration, and problem-solving. During a student's first Paralegal Studies course (PLS 101, Introduction to Paralegal Studies), a professional from within the local legal community mentors each student on the realities of a legal career. The Paralegal Studies courses emphasize hands-on, practical skills and knowledge closely aligned with legal specialties and market needs. The program also offers a variety of course modalities (including on-campus, hybrid, and online courses, as well as a mix of day and evening courses) to meet the needs of a diverse student population.

Upon completion of the program, students will be able to:

- Work successfully as entry-level paralegals.
- Apply ethical concepts to hypothetical examples and real-life situations.
- Draft legal documents and conduct legal research both manually and through computer-assisted research.
- Demonstrate legal analytical skills and legal writing skills.
- Cultivate a supportive professional network and learn how to remain current in the legal profession.
- Define and explain legal terminology.
- Explain the role of technology in the modern law office and utilize legal technology programs.

Program students are well-prepared for a career in a variety of settings, including law firms, corporate law offices, public interest organizations, courts, and government agencies. Paralegal Studies trains paralegals who must operate under the supervision of a licensed attorney and are prohibited from practicing law. Graduates work at major legal employers throughout the Delaware Valley, serving as valuable legal resources within the region.

The Paralegal Studies program serves a wide-range of students with varied and diverse backgrounds. Students include first-time college students, students who have earned a bachelor's or other advanced degrees, and students who have been working for some time and are interested in a career change.

Student goals are varied. Many seek employment immediately upon graduation, some looking for long-term career paths and others hoping to gain some practical experience prior to pursuing further education in the form of a four-year, graduate, or professional degree. Others seek to transfer immediately upon graduation. In terms of program admission requirements, new students are required to take the College's placement tests at their time of entry. Those needing developmental coursework must satisfactorily complete the appropriate English and mathematics courses as a part of their degree program.

Students transferring into the Paralegal Studies Program may transfer up to thirty credits (one-half of the credits required for an A.A.S. in Paralegal Studies) from other accredited institutions following the College's general transfer policies. Students who enter the program with an accredited college degree may choose an accelerated, 9-course option, enabling them to earn an ABA-approved paralegal studies proficiency certificate in as few as eight months. The program also offers a range of optional activities, such as internships, guest lectures, field trips, guidance in developing job interview skills and résumés, job placement assistance, career listservs, alumni networking, and student volunteer opportunities.

Program Design

As noted above, upon completion of the program, students will be able to:

- Work successfully as entry-level paralegals.
- Apply ethical concepts to hypothetical examples and real-life situations.
- Draft legal documents and conduct legal research both manually and through computer-assisted research.
- Demonstrate legal analytical skills and legal writing skills.
- Cultivate a supportive professional network and learn how to remain current in the legal profession.
- Define and explain legal terminology.
- Explain the role of technology in the modern law office and utilize legal technology programs.

The curriculum supports these objectives through a variety of required and elective legal specialty course options. All students take five required courses, including Introduction to Paralegal Studies, Legal Research and Writing I, Legal Research and Writing II, Civil Litigation I, and Legal Technology. Traditional students pursuing a Paralegal Studies degree choose five Legal Specialty electives. Students who have already earned a college degree and are pursuing the accelerated option choose four Legal Specialty electives. The program offers a wide range of

Legal Specialty electives, so students can explore interests and gain insights into various legal practice areas. Class exercises develop analytical writing skills as students are given ethical situations and cases to evaluate or compare. These exercises facilitate the students' understanding of the material and encourage the development of writing skills, which are critical to the students' success in paralegal careers. Students are also encouraged to develop the skills necessary to evaluate and revise their written expression. Class assignments are varied, practical, and simulate work in the paralegal and legal fields. Because paralegals generally provide frequent "first line" communication with the client, interview/interaction skills are crucial. To that end, students often engage in role play and mock interviews with "clients" in various circumstances.

The principal pedagogical activity in all program courses is not simple lectures but rather interactive learning, with the students taking the lead in the classroom and small group discussions. In addition, an emphasis on evaluating and analyzing text in oral arguments and writing assignments is encouraged. Role play and discussion encourage students to think analytically and express themselves clearly and coherently verbally and in writing. Assignments--both in-class and homework--help develop writing and organizational skills; group projects aid in acquiring necessary team-work experiences. Guest speakers offer students real-life models. Students are urged to ask questions and apply course concepts, particularly as they relate to ethics and situations they are likely to encounter as paralegals.

Progression through course sequences has been developed over time, with recent student-centered revisions implemented in the Fall 2022 catalog. For example, the Program has worked to create a more predictable schedule and scheduled offering of all concentration courses. For example, over the past two years, the Program has offered Civil Litigation II each Summer, Real Estate Law each Spring, Family Law each Fall, etc. (with a similar pattern for other concentration courses). With a more predictable scheduled offering of these electives, Program faculty and College advisors can better advise students based on both interest and course availability. All required courses are offered each semester to maximize the ease with which students can move through the program. With concentration courses now offered on a more predictable schedule and course rotation, the hope is that students will be better able to plan for when and how to meet all program requirements.

A consistent rotation improves students' planning and maintains variety in Program course offerings each semester (both at a content/substantive level and a course modality/scheduling level). This variety is important to best meet all student interests and scheduling needs.

A sample rotation schedule follows:

- Fall: Family Law, Tort Law, Environmental Law, Legal Internship
- Spring: Real Estate Law or Immigration Law (depending on instructor availability), Intellectual Property, Electronic Discovery, Employment Law, Legal Internship
- Summer: Civil Litigation II, Business Organizations

This flexible plan provides room to add additional concentration course opportunities, including Bankruptcy Law and Wills, Trusts, and Estates, to meet future demand.

All courses emphasize highly-transferable and practical legal writing, research, and analysis skills. Students can gain hands-on work experience through volunteer opportunities (both through CCP's Institute for Community Engagement and Civic Leadership and community

partners) and graduate career-ready and well-equipped to succeed in further education. In addition, the Program is proud to offer a Legal Internship course that many students take in their final semester with the College. Placement opportunities include local law firms, courts, non-profits, and legal agencies. Through weekly class discussions and individual meetings with the course instructor in the Legal Internship course, students explore career options, develop confidence as legal professionals, and acquire job hunting and career development skills.

Internships

The robust Legal Internship Program provides students with practical experiences by applying the knowledge learned throughout the paralegal program in a work environment. The Department has a growing community of partners that serve as site placements and mentors for students each semester, providing a wide range of placements to meet student interests. Placements include small, medium and large law firms, government agencies, judges, corporations, public interest agencies, and solo practitioners. The diversity of opportunities leads to a variety of experiences. Some students, for example, perform many tasks while others focus on one or two; some have extensive client contact, while others focus on the documentation needed for case development. The Legal Internship course is a crucial link between the Paralegal Studies Program and the legal community in Philadelphia. The development of internship placements increases the visibility of the Program and leads more employers to look to the Program when job openings arise or when current employees need training. Connections with employers also enable the Program to remain current with legal practices and trends in paralegal utilization through information solicited through site evaluations and conversations with site supervisors.

New internship placement sites are pre-screened to ensure that students will receive appropriate work and that the site supervisor is willing to complete the evaluative and record-keeping components of the course.

Students are assigned to a pre-screened placement based on interests and strengths identified in the self-evaluation component of a Legal Internship welcome assignment and student academic performance as observed by paralegal instructors.

New placement partners are solicited throughout the year through networking with the current Internship sites, periodic letters to employers in the legal community, and networking at bar and paralegal functions.

Occasionally, a student may request a specific placement; in those cases, the placement site is evaluated similarly to other new placements. The ideal placement provides the student with substantive paralegal work, frequent contact, feedback from the site supervisor, and a resource for future support.

Feedback from students is solicited each week in class discussions and meetings as a means of both sharing with other students the nature of the work environment and providing a way for the course instructor to evaluate the placement. If the course instructor questions the quality of a site, a meeting or telephone conversation with the site supervisor will promptly occur to assess the viability of the placement; if necessary, the student will be reassigned. Additionally, the course instructor evaluates the site throughout the course based on student projects and assignments.

Eligibility to participate in the Internship Program requires a G.P.A. of 2.5 and completion of certain required program courses. The Program instructor facilitates a process designed to

create an experience that meets the Internship Partner's expectations and student's interests. As noted, their day-to-day activities will vary because the students are placed in various legal environments. However, all students received hands-on, real-world experiences. The on-site supervisor evaluates the student's work on two occasions, at the mid-point and end of the semester.

Faculty

The recruitment of a diverse faculty is a priority in the paralegal studies program and the college. The Program is proud of its diverse faculty team, many of whom have a wide range of experiences across different legal practice areas, are highly respected leaders in their respective disciplines, and teach several of our Concentration courses, for example

- Judge Holly Ford teaches Family Law
- Judith Bernstein Baker teaches Immigration Law

Opportunities to employ part-time faculty to teach have been limited during the past two-plus years due to COVID-19 and enrollment declines; however, the Program has provided teaching opportunities to diverse members of the part-time faculty pool whenever possible. In addition, the Program maintains ongoing communications with all part-time faculty to retain relationships and program connections with the diverse teaching pool. At the individual course level, instructors often invite diverse speakers to share industry and practitioner knowledge with students. Proactive changes and updates have also been made to the course curriculum to integrate and incorporate more diverse speakers, readings, and course materials in required and elective Legal Specialty courses.

More generally, recruiting a diverse faculty is a priority in the Paralegal Studies program and the College. The College has taken proactive steps over the past couple of years in negotiating the newest collective bargaining agreement to encourage hiring a diverse faculty.

Student Success

Student academic progress is assessed and evaluated regularly through course assignments, formative and summative assessments, formal course reviews, student evaluations, employer evaluations, and alumni surveys (among other assessment tools). The program engages in ongoing reflection and review of all assessment data and implements constructive revisions regularly and continuously. Feedback and revision are important components of continual improvement for the program and the students. For the students, many assignments are scaffolded with ongoing feedback, review, and improvement opportunities.

Program faculty meet formally at least once each semester (all full-time and part-time Program faculty) to discuss Program updates, assessment outcomes, and proposed changes. As a part of the program's ABA approval, faculty must do so at least once a semester. Faculty also participate in program-specific professional development as a part of these bi-annual meetings designed and developed intentionally to support students in the program, both in and outside the classroom.

The Paralegal Studies program tracks student progress at the course and program levels. Faculty regularly utilize Starfish to track and communicate student progress to students and others at the College. Program faculty regularly collaborate with Advising, Counseling, Financial Aid, and other College staff to support student progress. Program faculty also meet with students one-on-one and advise them on course selection. In connection with these meetings, student

progress is regularly reviewed (using tools such as My Degree Path), and appropriate recommendations are shared with students to support a timely path toward graduation.

Program faculty support struggling students in various ways, including one-on-one meetings, flexible submission policies, revision opportunities, and College resources/partners. The Program has a peer tutor that is available to support struggling students, as well. Assessments are intentionally varied to provide a range of opportunities and ways for students to demonstrate mastery. Program faculty regularly leverage College resources, including library support, laptop loaners, and other services (such as Single Stop, International Student Services, Advising, Counseling, and others) to help students who might be struggling for a variety of reasons (whether academic or otherwise) achieve their educational goals.

The Program regularly communicates with students and graduates via email to encourage further education upon program completion. Students receive information on transfer opportunities through the College's Transfer office. Program faculty also share opportunities with students in a variety of ways, including in-class speakers, shared resources, course announcements, and student and alumni list-serv opportunities. The Program also hosts alumni panels where prior students share their post-graduation experiences with current students. All student advising sessions also include discussion of post-graduation planning and opportunities for further education.

Discussions with students during the internship course focus on career success through weekly discussion topics, including:

- job hunting tools (resumes, cover letters, thank-you, emails, follow-up letters, references, writing samples, job searches, interview skills, mock interviews)
- coping skills needed to conduct a successful job search
- ethical issues on the job
- strategies for solving common workplace problems
- basic law governing the employment relationship, such as benefits and evaluations
- critique of interview experiences and targeting specific sectors of the legal marketplace

These discussions serve not only to impart information but also to develop students' confidence.

Faculty meet with the Program's Advisory Board at least two times each academic year. Additionally, faculty meet informally at other times to discuss issues that present between these formally scheduled meetings. Program faculty also communicate regularly through email to discuss program issues and proposed changes.

The following student success stories are shared as an illustration of the Program's diverse student population and the impact the Program can have across a wide range of student populations and experiences.

- Robin Wynne, a Paralegal Studies graduate with the Highest Honors, was hired as the first staff paralegal at Philadelphia Lawyers for Social Equity (PLSE). Wynne received her Paralegal Studies degree from the Community College of Philadelphia and was a recipient of the CCP Paralegal Studies Award. While at CCP, Wynne participated in an expungement clinic hosted by the Defender Association and learned about how expungements can impact people's lives. Keenly aware of the social structures that support and promote racial and income-based disparities in the law, she believes everyone is entitled to a second chance.

- Geoff Jefferson, Paralegal Studies Graduate, 2021, Accepted a full-time position from his internship site host; his title: Associate Manager, Healthcare Compliance | Best Buy Inc. Geoff sent the following to Program faculty soon after receiving and accepting the job offer:

“For me, this is the culmination of a decision made at 3 am, one day after I was laid off during the Covid lockdown in 2020. I decided to end 25+ years of retail work in the service industry and made a plan to go back to school and start a whole new career. It was a gamble, and more than a few tried to talk me out of it because of my age and the uncertainty covid injected into our lives. But I knew I had to make a change, and I was willing to accept whatever happened. It turns out that what happened was a new career and a dramatically improved standard of living. My time at CCP, in your classes, played a major role in this success story. I know I have thanked you in previous correspondence, but THANK YOU.”

- Leyla Kamilova. Accepted a full-time position as a commercial litigation paralegal from her internship site host - a medium-sized law firm in Philadelphia, PA. Her title: Commercial litigation paralegal. Spector Gadon Rosen Vinci P.C., Leyla’s internship mentor, wrote:

“Although Leyla has little-to-no office or law firm experience, she has shown an ability to adapt and learn quickly. She asks appropriate questions and demonstrates a desire to complete tasks thoroughly. I have recommended her for hiring to our firm's administration and executives so that she can continue learning and gain field experience. She has been a pleasure to teach and work closely with.”

Workforce

The College President appoints the Paralegal Advisory Committee on the recommendation of the Program Director. Terms are for five years and renewable. Membership in the Committee is reviewed regularly to ensure representation from all required categories per the ABA Guidelines. Presently, members include attorneys, public and private sector paralegals, paralegal managers, general public representatives, CCP representatives, and individuals falling within "other" categories. Program Faculty, including full-time and part-time faculty members at the College, attend all Program Advisory Board meetings. Most members are and have been appointed from the local Philadelphia community (the region served by the College) and are not presently affiliated with the College.

The Advisory Committee assists the program in assessing the local job market. This information is conveyed at bi-annual whole committee meetings through open discussions, focused Q&A, and documented in meeting minutes. Members of the Advisory Committee also inform the program of job market trends through regular communications outside the formal bi-annual meetings. Committee members often email the Program with job updates and opportunities, which are then shared with students and alums via a Program list-serv and closed Facebook group. Advisory Committee members have also participated in mock interviews, student resume reviews, and information panels for students, all to assist the program in job market assessment and updates.

The Advisory Committee assesses the effectiveness of the Paralegal Studies program in terms of its curriculum and objectives, the needs of the legal community, and graduate performance. Committee members review the existing and proposed curriculum, the needs of the local legal

community, as well as graduate performance (academic, retention, job placement, and employer reviews, among other metrics of performance) through open discussions and focused Q&A.

Transfer

The Program regularly communicates with students and graduates via email to encourage further education upon program completion. Students receive information on transfer opportunities through the College's Transfer office. Program faculty also share opportunities with students in a variety of ways, including in-class speakers, shared resources, course announcements, and student and alumni list-serv opportunities. The Program also hosts alumni panels where prior students share their post-graduation experiences with current students. All student advising sessions also include discussion of post-graduation planning and opportunities for further education.

Transfer Agreements:

These agreements indicate Paralegal Studies degree meets the core requirements of the transfer college, and students can proceed directly to the required degree courses.

The Program has formal agreements with the following schools:

Dual Admission Agreements	Degree Completion
Chestnut Hill College	Bloomsburg University
Rutgers University - Camden	Chestnut Hill College
Peirce College	Drexel University
St Joseph's University	Jefferson University
	Peirce College
	Rutgers University - Camden
	St Joseph's University
	Temple

Assessment

Assessment data is reviewed and analyzed on an ongoing and regular basis. Areas for improvement are identified, and changes are considered and implemented as part of the Program's planning process. For example, one area targeted for additional focus was concentrating on "soft skills," as identified by the Advisory Committee and external constituencies. As a result, the Program incorporated additional work on "soft skills" into the curriculum by updating and redesigning assignments in several PLS courses (to include additional communication and presentation skills).

Assessment Tools, Administration, and Distribution

Assessment is ongoing, iterative, and multi-pronged. The components of the Assessment Plan and the specific tools used to measure each stated goal and objective are as follows:

Program Audits (APRs): All Community College of Philadelphia programs undergo an institutional five-year program review. The Program Audit results are summarized in an extensive report; a follow-up report is submitted to the Board of Trustees to document progress made on recommendations.

Paralegal Program Outcomes: Paralegal Studies has mapped all of its Program Outcomes and Goals to specific courses in the Paralegal Studies curriculum. The Program utilizes an online tool (AEFIS) for assessment purposes. As a result, the Program goals are simultaneously evaluated as Student Learning Outcomes (SLOs) data is collected. AEFIS tracks student performance on course assignments and generates analysis reports on whether (and to what degree) course and program goals have been met. Faculty update assignments and course/program alignments each semester. Benchmarks are established for each Program Learning Outcome (PLO) and are reviewed and analyzed annually with data graphs generated via AEFIS. Program outcomes are assessed in multiple sections of courses and all delivery formats. Faculty meet at least once a semester to review performance and plan for ongoing improvements. Faculty have been using AEFIS since Fall 2020. An assessment plan ensured that over a two-year window, all PLOs would be assessed in AEFIS, reaching full cycle in Spring 2022. The benchmarks have been met in each assessed PLO, exceeding 80%. Outside of AEFIS, faculty collect Course Learning Outcomes (CLO) and PLO data and engage in informal assessment through advisory board meetings and focus groups.

Assessment overviews are compiled in a Continuous Improvement Planning document that includes the following categories: Semester Data was Collected; Whether the Assessment is Direct or Indirect; Description of the Sources of Evidence (i.e., Assignments, Tests, etc.); Population; Benchmark; Results; Action Plan.

Course Reviews (Performance, Retention): Grade and Retention Course Comparison are analyzed and reviewed annually. Faculty meet a minimum of once a semester to review performance and plan for ongoing improvements. Faculty engage in continuous self-assessment of course reviews and iterate and improve on course assignments, delivery, and assessment each time a course is taught.

Formal Course Evaluations (ACT 335s) are conducted every five years as mandated by the Commonwealth of Pennsylvania; in the Spring of 2021 ACT 335s for PLS 221, 231, 241, 251, 261, 265, 271, and 285. In the Fall of 2022, ACT 335s for PLS 101, PLS 111, PLS 115, PLS 211, PLS 255, PLS 275, and PLS 295 were completed. Reports are drafted by the program coordinator for paralegal studies, revised with feedback from the administration, and provided to the state for review and comment.

Paralegal Student Course Evaluations are administered for all paralegal courses every semester. These instruments allow for student feedback on course design, delivery, instruction, materials, and other related inputs. Students offer anonymous feedback about their individual growth on a variety of metrics, including legal research, legal writing, legal analysis, and substantive legal knowledge. Students also provide anonymous feedback about the course, course resources, assignments, and instruction. The data is gathered in a summary form for statistical analysis; results are disseminated to faculty, and areas of concern are discussed.

Internship Evaluations are administered at least two times annually (typically at the end of each semester). These evaluations provide feedback on entry-level paralegal skills, including oral and written communications skills, organizational skills, and professionalism. Summaries of the internships and attendant analysis are presented at faculty and advisory committee meetings.

Employer Evaluations are administered annually. These evaluations provide feedback on entry-level paralegal skills, including oral and written communications skills, organizational skills, and professionalism. The surveys are summarized, analyzed, and discussed at faculty meetings, which take place each semester.

Graduates Surveys are administered one month after graduation and six months after graduation to determine the effectiveness of the Program, its faculty, and curriculum and to follow up on the graduates' employment. In addition, every two to three years, the program graduates are surveyed through its listserv and database information collected from the College's Records and Registration department. Surveys are summarized, analyzed, and discussed at faculty meetings, which take place each semester.

Advisory Board Review: The Advisory Committee assesses the effectiveness of the total Paralegal Studies program in terms of its curriculum and objectives, the needs of the legal community, and graduate performance in a variety of ways. All of the foregoing topics are standing agenda items for all bi-annual whole committee meetings. Advisory Committee members review the existing and proposed curriculum (along with any questions regarding the possibility of updating and revising the existing curriculum), the needs of the local legal community, as well as graduate performance (academic, retention, job placement, employer reviews, among other metrics of performance), through open discussions and focused Q&A. Meeting minutes document this information.

Lawyer/Community Focus Group: Several times a year, program faculty attend Lawyer/Community Focus Groups to obtain feedback from the legal community. Program faculty also meet with area programs and practice management representatives at least once a year to get input from other programs and the legal community. Summaries and analyses of the legal community focus groups are included in minutes disseminated via email and discussed at faculty meetings, which take place each semester.

Advisory Board "Quick Surveys" are conducted on an as-needed basis to obtain feedback on improving the Program. The quick surveys are summarized, analyzed, and discussed at faculty meetings, which take place each semester.

This extensive assessment plan provides the Program Director and Program faculty with considerable data to determine the effectiveness of the Program and determine whether it is meeting its stated goals.

A. Program Description

A. Statement of Mission Alignment

The Program's mission aligns with and supports the College Mission "[t]o help address broad economic, cultural and political concerns in the city and beyond, the College draws together students from a wide range of ages and backgrounds and seeks to provide the programs and support they need to achieve their goals" by providing high-quality, job-ready paralegal training. Students in the Program are well-positioned to undertake work that will help address sweeping economic, cultural, and political concerns in Philadelphia and beyond. They are also well-equipped to pursue additional education should they wish to transfer upon graduation. Legal concepts and training are not only a bedrock of the legal profession; they are a bedrock of all aspects of our lives. Paralegal students gain the research, writing, and critical thinking skills needed to achieve their goals, whatever those goals might be.

B. History and Revision to Curriculum

Summary of Curriculum Revisions

- Updated course co-reqs
 - PLS 111 - PLS 101 as a co-req
 - PLS 121 - PLS 101 as a co-req
 - PLS 115 - PLS 101 as a co-req, removed CIS 103 as a pre-req, PLS 115 was approved as satisfying the tech competency
- Updated required course sequences
- Updated Internship course required hours
 - PLS 295 changed hours from 120 to 96; removed completion of 36 credits requirement for certificate students (this requirement posed registration issues as the certificate is a 27-credit program)
- Updated course descriptions and course learning outcomes
- Paralegal Studies Program Addendum for co-req changes
- Paralegal Studies Proficiency Certificate Addendum for co-req changes
- Electronic Discovery Proficiency Certificate Addendum removed CIS 105, added additional PLS courses
- Retroactive Program Addendum (to address updated ABA requirement for nine live credit hours of traditional instruction)
- Retroactive Proficiency Certificate Addendum (to address updated ABA requirement for nine live credit hours of traditional instruction)

PLS 115	Fall 2022	Course Revision: This course revision includes a change to the prerequisite and a description of how PLS 115: Legal Technology meets the general education Essential Skill of technological competency criteria.	PLS 115 fulfills the College's Technological Competency requirement because, like in CIS 103, topics covered include word processing, electronic spreadsheet, presentation, and database management software; collaboration and networking
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		<p>Current Prereq: PLS 101 and CIS 103</p> <p>Revised Prereq: PLS 101, which may be taken concurrently</p>	<p>software; and ethical issues related to technology. In addition, students in PLS 115 receive instruction in all necessary computer software applications as preparation for legal-based careers.</p> <p>In the past few decades, technology has become essential in all legal studies and legal work areas, including law firms, in-house legal departments, courts, and government agencies.</p>
PLS 251	Fall 2022	<p>Course Revision: This course is considered a Legal Specialty course (ABA terminology) that serves as an upper-level elective for PLS degree and certificate students. A course such as PLS 251 is typically offered in other PLS programs throughout the region and country. The course description did not adequately represent the course content.</p>	<p>Original course description: Introduction to various tasks performed by paralegals as part of the legal profession's role in the conduct of real estate transactions</p> <p>Revised course description: The course engages students in the analysis of legal concepts and procedures related to real estate transactions, such as consideration of deeds, the use of notes and mortgages in real estate financing, title examinations, title insurance, and real estate closings, as well as the critical examination of relevant ethical considerations involving individuals and institutions who, as clients, expect paralegals to aid in the solution of legal problems.</p>
PLS 251	Fall 2022	<p>CLO and Assessment Revision: Revise/replace CLOs #1, #2, and #4 to reflect current law and industry needs. To allow for flexibility as laws and markets need change, proposed CLOs are written using more general language that reflects a range of documents and tasks critical to the real estate law field.</p>	<p>This revision of PLS 251 primarily updates the CLOs and course content to reflect current law and markets need, but also adds some detail to the course description to clarify the focus for potential students. The resulting course provides both a general survey of the subject of real estate transactions and a more intensive, detailed examination of particular real estate law concepts and procedures.</p>
PLS 285	Spr 2018	<p>Learning Outcomes Revision: PLS 285: Immigration Law is one of the upper-level directed electives</p>	<p>The former SLOs do not contain outcomes relate to organizational</p>

		<p>available to paralegal studies students who have completed PLS 101: Introduction to Paralegal Studies and PLS 121: Civil Litigation I.</p> <p>During the course assessment process for immigration law, the faculty determined that the SLOs for the course no longer reflected the skills required by students to succeed as entry-level paralegals in the immigration field.</p>	<p>immigration law, a large component of the current immigration law field.</p> <p>The new SLOs address this outcome in SLO 3, "identify the needs of organizations employing foreign nationals and create a strategy for compliance with laws and regulations concerning temporary and permanent work authorization."</p> <p>The faculty drafted new SLOs that reflect the current needs of immigration paralegals.</p>
PLS 121	Fall 2022	<p>Prerequisite Revision</p> <p>This SLO revision removes PLS 101 as a prerequisite because PLS 101 is already a prerequisite for PLS 121.</p>	

4. Learning Outcomes and Assessment

A. Assessment Cycle Plan

Paralegal Studies Program Learning Outcomes. These outcomes are published in the College's catalog and on the College's website. They are also shared in course syllabi and on program informational resources.

Upon completion of this program graduates will be able to:

- Work successfully as entry-level paralegals.
- Apply ethical concepts to hypothetical examples and real-life situations.
- Draft legal documents and conduct legal research both manually and through computer-assisted research.
- Demonstrate legal analytical skills and legal writing skills.
- Cultivate a supportive professional network and learn to remain current in the legal profession.
- Define and explain legal terminology.
- Explain the role of technology in the modern law office and utilize legal technology programs.

The Paralegal Studies Program at Community College of Philadelphia (CCP) uses the following assessment tools to measure each stated goal and objective of the program:

1	<p>A College-Level Program Review, the results of which are shared and discussed with the division dean and the vice president for academic and student success. The Program audit results are given to the Board of Trustees for review and approval. The Board of Trustees approves the program and/or recommends follow-up. The most recent Program Review was conducted in February 2016. Another College-Level Program Audit is currently underway and slated to be completed during the 2022-2023 academic year.</p>
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2	Assessment Overviews are drafted each semester to summarize the analysis of assessment data over the past semester relating to course learning outcomes and program learning outcomes and recommendations for improvement to teaching and learning based on the results.
3	ACT 335 Course Evaluations are mandated by the state every five years to determine whether an individual course remains viable. Each ACT 335 course evaluation includes assessment data and analysis for the specific course.
5	Paralegal Student Evaluation Form, the PLS program disseminates a program-specific student evaluation form in each class each semester that assesses student perception of improvement in teaching and learning and provides a mechanism for student feedback. This evaluation form was recently updated to take into account alternative delivery methods. The PLS program also disseminates a student interest survey to understand student desires regarding course modality.
6	Internship Employer Evaluation Form obtains feedback from employers on the attainment of entry-level paralegal skills.
7	Legal Community Focus Groups obtain feedback from the legal community.
8	Presentations at Professional Development Seminars to obtain feedback on assessment from external parties (Sample Presentations including High Impact Practices, Active Learning as an Equity Tool, A Plate for Every Student, and Academic Integrity Training); all were designed in response to identified assessment opportunities.
9	Student Scheduling Surveys to obtain feedback on preferred times (day, evening, weekend) and modalities (campus, online, hybrid, Sync) for course offerings.

PLS Assessment Plan (Course Review High Level Overview)

- Required Courses
 - Discuss at all Paralegal Studies faculty meetings
 - Discuss at semester PLS Professional Development meetings
 - Discuss at Advisory Board meetings (each semester)
 - Solicit input (via email and at regular meetings) and work collaboratively to address any identified needs
- Legal Specialty Electives
 - Assess each time an elective course is offered for instruction
 - Assess course learning outcomes for currency annually
 - Discuss at semester Paralegal Studies Professional Development meetings
 - Discuss at Advisory Board meetings (each semester)
 - Solicit input (via email and at regular meetings) and work collaboratively to address any identified needs

PLS Assessment Plan (Survey Dissemination Overview) Survey Planning/Schedule

- Student Grad Survey: Sent each January and June, goes back a whole year to pick up any grads who may not have responded to the first email
- Student Alumni Survey; sent annually
- Employer Survey; sent annually
- Internship Host Survey; sent at the end of each semester
- Review all responses and share findings at regular Paralegal Studies Faculty meetings and Advisory Board meetings. Work collaboratively to address any identified needs and opportunities for continuous improvement

End of each course

- Student Course Evaluation Surveys
- Share results with faculty
- Review all responses and share findings at regular Paralegal Studies Faculty meetings and Advisory Board meetings. Work collaboratively to address any identified needs and opportunities for continuous improvement

End of each semester

- College-Wide Student Eval of Learning Surveys

B. Course and Program Assessment Status

2021-2022 Assessment Report

DATA-DRIVEN ASSESSMENT ACTION PLAN PARALEGAL STUDIES

2021-2022 ACADEMIC YEAR

DATA-DRIVEN ACTION ITEMS:

The Paralegal Studies program met the college's benchmark of 80% for all Program Learning Outcomes (PLOs).

Program Learning Outcomes:

Upon completion of this program graduates will be able to:

- Work successfully as entry-level paralegals.
- Apply ethical concepts to hypothetical examples and real-life situations.
- Draft legal documents and conduct legal research both manually and through computer-assisted research.
- Demonstrate legal analytical skills and legal writing skills.
- Cultivate a supportive professional network and learn to remain current in the legal profession.
- Define and explain legal terminology.
- Explain the role of technology in the modern law office and utilize legal technology programs.

However, despite generally strong performance across all PLOs, one PLO was met at precisely the 80% level.

This PLO states: “Apply ethical concepts to hypothetical examples and real-life situations.”

Ethical concepts are presently introduced in all PLS courses. In addition, students are tasked with applying ethical concepts to hypothetical examples and real-life situations in all PLS courses. In order to continuously improve in this area, the following strategies are being implemented.

- Paralegal faculty will approach ethical issues and related learning objectives as a continuous theme throughout all PLS courses. Assessments will be reviewed and updated, as applicable, to ensure that many, if not most, course assessments prompt students to engage with ethical issues in a variety of ways and across multiple domains throughout the semester.
- Paralegal faculty will apply instructional strategies that increase the likelihood that students are fully engaged in learning and that instruction regarding ethics is transparent and ongoing.
- Ethics will be introduced at an early stage in PLS courses (and sustained throughout the entirety of a semester). Related assignments will be varied (including discussions, written reflections, and interactive exercises) to increase student engagement and impact as many learners as possible.
- These improvements and updates are currently being incorporated into current sections of PLS 101 and PLS 115 (two of our required courses).
- Similar instructional strategies are also being implemented in our upper-level Legal Specialty Electives, including PLS 281, PLS 265, and PLS 215 (among others).
- Paralegal faculty will share and highlight opportunities for students to engage in volunteer and service-oriented work. Student participation will be encouraged, and related class discussions will explore ethical issues that may arise in connection with such experiences.

REASSESSMENT PLAN:

Paralegal Studies faculty will review the direct assessment data for each PLO in the Fall of 2022 to determine whether (and to what degree) the above-described changes increased the benchmark.

Over the past few years, the paralegal studies program at CCP has engaged in systematic and high-quality continuous improvement. Highlights include the following:

- Paralegal studies reviewed and revised the program learning outcomes in 2018 to make them more measurable.
- Course learning outcomes for two courses have been revised based on the assessment process.
- Changes to courses are implemented and revisited on a continuous basis, including the adoption of OER to replace expensive textbooks, as well as the changing of assignments and resources to better support student needs.

- The paralegal studies program undertook an exhaustive analysis of changes made to courses as a result of the pandemic. This analysis was documented in a submission to its accreditor, the American Bar Association, in April 2021.

Assessment Goals

- Continue to advocate for zeros (0s) due to assignment non-submissions to be properly accounted for (or not tracked) in AFEIS (**accurate reporting goal**)
- Continue to advocate and encourage all PLS faculty to utilize AEFIS (**comprehensive/accurate reporting goal**)
- Continue to design and develop student-facing assignment rubrics for use in PLS courses (**transparency and alignment goal**)
- Continue to solicit alumni and employer feedback regarding courses, assignments, and overall career-readiness (**course and program improvement goal**)
- Continue working to adopt open educational resources in additional PLS courses (**equity /student success goal**)

The following provides a summary of some recent changes (illustrative, not a comprehensive list) made to the program as a result of the assessment findings:

- In 2021, student learning outcomes were changed in Real Estate Law, PLS 251, as a direct result of assessment recommendations and Advisory Board input.
- In 2021, general education requirements were revised in order to incorporate coursework more explicitly with an emphasis on diversity, equity, and inclusion. Updated program documents to include language that encourages the selection of three courses that focus on gender or race, and all explicitly emphasize diversity. Revisions were made directly from assessment recommendations and college-level program and performance reviews.
- In 2021, PLS 295 (Legal Internship) requirements (hours and pre-requisites) were updated as a direct result of assessment recommendations.
- In 2021, pre-requisites for Legal Research and Writing 1 (PLS 111), Legal Technology (PLS 115), and Civil Litigation (PLS 121) were changed to co-requisites and updated as a direct result of assessment recommendations.
- In 2021, PLS 115 student learning outcomes and pre-requisites were updated as a direct result of assessment recommendations and Advisory Board input.
- In 2020, 2021, and 2022, as the result of focus groups (IPMA, Legal Technology, Women in E- Discovery groups specifically), changes were made to course assignments to incorporate suggestions made by the groups. For example, more assignments relating to soft skills were included based on Advisory Board and Internship Hosts' recommendations. Another example incorporated more hands-on practical assignments utilizing legal technology software (such as DISCO and Clio) and general office suite software (Word, Excel, and PPT) into coursework.

- In 2020, 2021, and 2022, as a direct result of Advisory Board input, changes to assignments were implemented in associated courses. Changes include additional hands-on litigation-focused assignments (e.g., drafting additional pleadings) and additional assignments that teach oral and written communication skills (in various professional contexts).
- Multiple courses (including Introduction to Paralegal Studies - PLS 101, Legal Technology - PLS 115, and Intellectual Property - PLS 265) have been redesigned to use open educational resources. These initiatives were undertaken to support student success and close equity gaps identified through assessment.
- Changes to courses are implemented and revisited on a continuous basis, including the adoption of OER to replace expensive textbooks, as well as the changing of assignments and resources to better support student needs.
- Ongoing efforts to design and develop student-facing assignment rubrics for use in PLS courses have been undertaken (with rubrics for all course assignments presently utilized in PLS 101, PLS 115, PLS 121, PLS 221, PLS 265, PLS 281, and PLS 295, among others). This initiative is designed to improve transparency for students, improve student outcomes, and strengthen assessment and associated alignment goals.
- The paralegal studies program undertook an exhaustive analysis of changes made to courses as a result of the pandemic. This analysis was documented, and faculty met regularly to identify opportunities for ongoing enhancements to teaching and learning via Zoom (including shared experiences using a variety of interactive teaching tools to support student engagement and associated performance).
- In response to the pandemic and ongoing need for online instruction, program faculty developed training, syllabus language, and sample instructional resources for faculty use. This was done in direct response to an assessment that identified a need for additional instructional ideas to support student engagement, collaboration, and interaction.

5. Chart of Program Faculty

Name	Rank	Service to the College/Professional Contributions
Judith Bernstein-Baker	PT	Judith Bernstein-Baker recently retired from her position as the Executive Director of HIAS Pennsylvania, which she held for the past 18 years, and in this role, she has supervised paralegals. In addition to running the organization, she practices immigration law, specializing in asylum and citizenship. She has authored numerous articles on topics related to immigration.
Elizabeth Canapary	FT	Elizabeth Canapary earned her BA from the University of Rochester and her JD from Cornell Law School. She has practiced law for 15 years, primarily in commercial litigation and insurance coverage. During law school, Ms. Canapary worked as a paralegal. After law school, she supervised paralegals in her practice.
Holly Ford	PT	Holly J. Ford is a judge on the Court of Common Pleas for Philadelphia. Before assuming the bench, she practiced law in her firm and

		supervised paralegals in that capacity. She has B.S from S.U.N.Y. at Albany, an M.S. from Fordham University in Curriculum and Teaching, and a J.D. from Rutgers University.
Susan Freedman	PT	Susan R. Freedman has practiced law for over three decades with support from paralegals and has taught paralegals for approximately 25 years. In addition, she serves as an arbitrator for the Philadelphia Court of Common Pleas and the United States District Court for the Eastern District of Pennsylvania and teaches paralegal and English courses at the Community College of Philadelphia. Adjunct Professor of Paralegal Studies and English at the Community College of Philadelphia. Teaches courses on "Business Organizations," "Intellectual Property Law," "Bankruptcy Law," "Introduction to Paralegal Studies," "Legal Research and Writing," "Wills, Trusts, and Estates," and "Reading," and "English Composition" (Writing Essays and Research Papers) (2005 to the Present)
David Freeman	FT	David Freeman worked as an attorney for thirty years, representing private and public clients in the courts of the State of New Jersey and the Commonwealth of Pennsylvania. During Mr. Freeman's experiences practicing law, he organized a legal clinic and supervised a staff of paraprofessionals. Later in numerous offices, he worked directly with and supervised paralegals. Mr. Freeman has taught at the Community College for more than twenty years.
Linda Hibbs	FT	Linda Hibbs earned her BA from Denison University and her JD from American University, Washington School of Law. She practiced law for nine years, primarily in the areas of Employment and Education Law. In her practice, she supervised paralegals.
Tracey Livingston	PT	Tracey Livingston serves as an Adjunct Professor for the Paralegal Studies Program. She has taught Legal Technology and Legal Research and Writing courses. She has served as a Research Paralegal for the Federal Government and a teacher in the Philadelphia Prison Systems.
Michael Onufrak	PT	Mike Onufrak has practiced law for about thirty-five years, mostly in commercial litigation. He has worked with paralegals throughout his career. He uses paralegals for a variety of tasks: document review, investigation, some legal research, responding to and serving discovery requests, service of subpoenas, gathering materials for expert review, and numerous other tasks, billable and non-billable.
Jennifer Schneider	FT	Jennifer Schneider earned her B.S. (Economics and Finance) from New York University Stern School of Business and her J.D. from New York University School of Law. She also earned an Ed.D. from the University of South Carolina. She practiced law for 15 years, primarily in Corporate, Employee Benefits, and Tax Law. In this capacity, she worked with diverse teams of legal professionals. She has authored multiple articles and chapters on legal education practices and trends.
Mary Sims	PT	Mary Sims, J.D. serves as an Adjunct Professor for the Paralegal Studies Program. Her professional experiences include Partner - Gilfillan, Gilpin & Brehman 1987-1992; Managing Partner Sims & Snyder (1992-1999); Law Offices of Mary L. Sims 1999-2013. She is a member of the Pennsylvania Bar Association, New Jersey Bar Association, Montgomery County Bar Association, FINRA Arbitrator; and a Certified Mediator, PA, and NJ Youth Services Committee Member, Archdiocese of Philadelphia.
Brent Vullings	PT	Brent Vullings, Esq. has practiced law for 12 years, primarily in Consumer Protection Litigation, Bankruptcy, and Real Estate Law. Before and during law school, Brent worked as a paralegal in a couple of well-respected law firms for nine years. As a senior paralegal and in his law practice, he has supervised numerous paralegals. He takes great pride in mentoring those paralegals to become elite professionals in the legal field.

Bruce Warren	PT	Bruce Warren has a BA from Richard Stockton College and a JD from Widener University School of Law. Bruce K. Warren is a licensed attorney in NY, NJ & PA, where his practice focuses on criminal law and family law. Twice elected to public office in New Jersey, he is now the Chief Prosecutor for Pine Hill, NJ, and the sole public defender for Deptford, NJ. He has supervised paralegals.
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6. Environmental Scan

A. Future Directions of the Program/Field

Continue to maintain Program strength and opportunities for students

There is tremendous demand for paralegals in the Philadelphia area legal markets, and ongoing recruitment efforts are intended to help the Program satisfy that demand. The discipline is becoming increasingly professionalized, and employers are looking for graduates with strong technological skills. To meet workforce demand, the Program constantly reviews all offerings to ensure the curriculum provides training to best position our graduates for long-term success; for example, this past year, additional certifications and training on popular E-Discovery and Legal Technology software were incorporated into the Legal Technology and E-Discovery Courses.

Continue to strengthen community relationships and opportunities for students

The Program will continue to develop partnerships with the local legal community and invite guest speakers to share their experiences with students. For example, guest speakers from Community Legal Services, Affordable Housing Centers of Pennsylvania, and DISCO (an E-Discovery provider) have provided career path options and connections with the local legal community (its needs and trajectory) such as housing counselors (a new, high-demand position in the city).

The Program will continue to explore additional service opportunities for students in the local area. Students benefit from experiential learning opportunities, and these activities also raise awareness of the Program throughout the city.

Recognize student achievement

Apply to become a Lambda Epsilon Chi (LEX) Chapter. Lambda Epsilon Chi (LEX) is the national honor society founded by the American Association for Paralegal Education (AAfPE). There are over 170 chapters throughout the United States, and thousands of inductees have been honored for their exceptional academic achievements.

Each year, colleges select paralegal students who meet high academic criteria and recognize them for their accomplishments by inducting them into Lambda Epsilon Chi. They are honored through a formal ceremony and awarding a certificate of induction and a special pin. They are also entered into the permanent records of LEX.

Strengthen the student voice within the Program

- Explore opportunities to feature student testimonials, success stories, etc., on the Program website.

- Explore starting a Paralegal Studies club through which students might help develop activities and promotional materials/events for PLS students throughout the year.
- Create a PLS program corkboard to raise students awareness of the program.

B. Expected Job Growth

The following data was accessed through EMSI, a labor market advisor to leaders in higher education, business, and community development since 2001, searching the counties of Bucks, Delaware, Montgomery, and Philadelphia for employment in the following areas, Paralegal and Legal Assistants (SOC 23-2011).

Description: Assist lawyers by investigating facts, preparing legal documents, or researching legal precedents. Conduct research to support a legal proceeding, formulate a defense or initiate legal action.

Regional employment is higher than the National average for an area this size. An average area of this size typically has 3,794 employees, while there are 11,677 here in the Philadelphia area.

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



The Philadelphia area is a hotspot for Paralegal and Legal Assistants employment. The national average for an area this size is 3,794 employees, while there are 6,257 in the Philadelphia area.



Earnings are high in the Philadelphia area. The national median salary for Paralegals and Legal Assistants is \$56,222, compared to \$67,093 in the Philadelphia area.



Job posting activity is high in the Philadelphia area. The national average for an area this size is 113 job postings/mo, while there are 153 in the Philadelphia area.

U.S. Bureau of Labor Statistics Employment Projections

Occupation Title	Occupation Code	Employment 2021*	Employment 2031*	Employment Change, 2021-2031*	Employment Percent Change, 2021-2031	Occupational Openings, 2021-2031 Annual Average	Median Annual Wage 2021	Typical Entry-Level Education
Paralegals and legal assistants * Assistant Paralegal * Legal Aide * Legal Assistant	23-2011	352.8	402.7	49.9	14.1 %	45.8	\$56,230	Associate's degree

* Paralegal								
* Summer Law Clerk								
* Numbers in thousands								

Top Job Titles
Paralegals
Legal Assistants
Litigation Paralegals
Paralegals/Legal Assistants
Legal Administrative Assistants
Legal Secretaries/Paralegals
Real Estate Paralegals
Personal Injury Paralegals
Legal Assistants/Secretaries
Trusts and Estates Paralegals

Top Companies
Robert Half
GPAC
City of Philadelphia
Ballard Spahr LLP
Community Legal Services
Jobot
RSM
Philadelphia Legal Assistance
DLA Piper
Kaufman Dolowich & Voluck, LLP

Top Specialized Skills	
Lawsuits	36%
Legal Discovery	24%
Legal Depositions	14%
Legal Research	12%
Proofreading	11%
Personal Injury Law	10%
Administrative Support	10%
Medical Records	9%
Legal Hearings	8%
Case Management	8%

Top School	Completions (2020) ¹
University of Pennsylvania	126
Community College of Philadelphia	39
Peirce College	36
Bucks County Community College	35

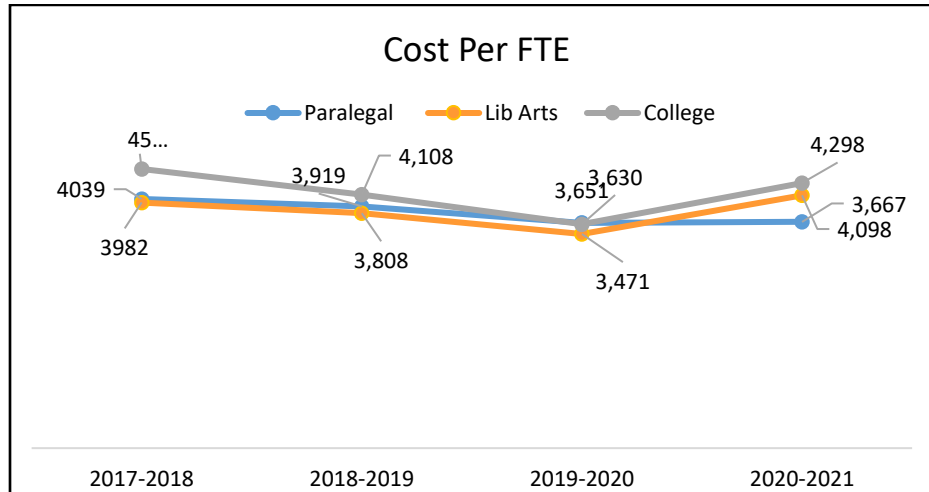
Top Schools	Completions (2020)
Temple University	30
Delaware County Community College	16
Widener University	14
Lansdale School of Business	6
Manor College	6

¹ * The number of degrees or certificates conferred for a specific course of study in a given year; includes all award levels, degrees, and certificates. It may be greater than the number of students who graduated, as Emsi includes both primary and secondary majors. Both primary and secondary majors are included because a graduate with a dual major in mathematics and electrical engineering should be considered part of the potential supply for occupations that map to both majors.

The reference period for a completion year is July 1 of the prior year through June 30 of the current year. For example, the 2020 Completions metric is a count of completions from 7/1/2019-6/30/2020.

Source: NCES, IPEDS.

Special Expenditures and Resources



Cost Per FTE				
	2017-2018	2018-2019	2019-2020	2020-2021
Paralegal	4039	3,919	3,651	3,667
Lib Arts	3982	3,808	3,471	4,098
College	4525	4,108	3,630	4,298

Appendix A

A. Catalog Description

The Paralegal Studies curriculum leads to the Associate in Applied Science (A.A.S.) degree, which is approved by the American Bar Association. This curriculum provides students with a varied and general grounding in the practical skills necessary to be a paralegal along with a strong liberal arts background. The program is suitable for students seeking either to transfer to a four-year institution in a law-related program or to enter the workforce as a paralegal, particularly in small to mid-sized law firms, businesses, government, and public and private agencies.

Community College of Philadelphia trains paralegals who must operate under the supervision of a licensed attorney and are prohibited from practicing law. This program has been approved by the American Bar Association.

B. Curriculum Sequence

Course Sequence:

Semester 1

ENGL 101 - English Composition I		3 credits
FNMT 118 - Intermediate Algebra or MATH 121 - Computer Mathematics and Logic or MATH 137 - Geometry for Design or MATH 150 - Introductory Data Analysis	FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement	3 credits
PLS 101 - Introduction to Paralegal Studies		3 credits
DF 101 - Introduction to Digital Forensics (for students interested in e-discovery proficiency certificate); or PSYC 101 - Introduction to Psychology or SOC 101 - Introduction to Sociology	DF 101: JUS 101 or PLS 101	3 credits
JUS 122 - Race and Justice or GS 101 - Introduction to Gender Studies or SOC 115 - Gender and Society	SOC 115: ENGL 101 with a grade of "C" or better	3 credits

Semester 2

Course Number and Name	Prerequisites and Corequisites	Credits
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3 credits
PLS 111 - Legal Research and Writing I	PLS 101, which may be taken concurrently	3 credits

PLS 115 - Legal Technology	PLS 101, which may be taken concurrently	3 credits
EASC 111 - Environmental Conservation or BIOL 106 - General Biology I or BIOL 104 - Forensic Biology		3 or 4 credits
PLS 121 - Civil Litigation I	PLS 101, which may be taken concurrently	3 credits

Semester 3

JUS 171 - Juvenile Justice or POLS 111 - American Government or World Language		3 credits
ENGL 116 - Interpersonal Communication or ENGL 117 - Group and Team Communication or ENGL 118 - Intercultural Communication	ENGL 101, which may be taken concurrently	3 credits
PLS 211 - Legal Research and Writing II	PLS 111, ENGL 102	3 credits
Concentration Course – Select one from the list below **		3 credits
Concentration Course – Select one from the list below **		3 credits

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits
SOC 215 - Criminology or SOC 233 - Race/Ethnicity and Social Inequality or MNGT 262 - Business Law or POLS 101 - Introduction to Political Science or PSYC 222 - Forensic Psychology	For SOC 215 and SOC 233: SOC 101 or ANTH 112 For PSYC 222: PSYC 101 or JUS 101 and ENGL 101	3 credits
General Elective*		3 or 4 credits
Concentration Elective – Select one from the list below **		3 credits

Course Number and Name	Prerequisites and Corequisites	Credits
Concentration Elective – Select one from the list below **		3 credits
Concentration Elective – Select one from the list below **		3 credits

Minimum Credits Needed to Graduate: 60

* Students are encouraged to take an additional PLS course.

** The curriculum has been designed so that any five of the following courses will provide a coherent course of study in preparation for employment as a paralegal.

Concentration Courses

Course Number and Name	Prerequisites and Corequisites
PLS 215 - Electronic Discovery	PLS 121
PLS 221 - Civil Litigation II	PLS 121
PLS 231 - Family Law	PLS 111, PLS 121
PLS 241 - Tort Law	PLS 121
PLS 251 - Real Estate Law for Paralegals	PLS 111
PLS 255 - Business Organizations for Paralegals	PLS 111, ENGL 101
PLS 261 - Wills, Trusts and Estate Administration	PLS 111
PLS 265 - Intellectual Property	PLS 111
PLS 271 - Bankruptcy Law	PLS 121
PLS 275 - Employment Law	PLS 111
PLS 281 - Environmental Law	PLS 111
PLS 285 - Immigration Law	PLS 121
PLS 295 - Legal Internship	Completion of PLS 101, PLS 111 and PLS 121 and a grade point average of 2.5 or better
JUS 241 - Criminal Law	JUS 101 or PLS 101

C. Curriculum Map

VERIFIED CURRICULUM MAP							
	Work successfully as entry-level paralegals.	Apply ethical concepts to hypothetical examples and real-life situations.	Draft legal documents and conduct legal research both manually and through computer-assisted research.	Demonstrate legal analytical and writing skills	Cultivate a supportive professional network and learn how to remain current in the legal profession.	Define and explain legal terminology.	Explain the role of technology in the modern law office and utilize legal technology programs.
PLS 101	I	I, A	I	I	I, A	I	I
PLS 111	I		I, A	I, A		I	I
PLS 115	I	R	I	I		I	I, R, A
PLS 121	I	R	I	I		R, A	R
PLS 211	R, A		R, A	R, A		R	R

Appendix B

Academic Performance Measures

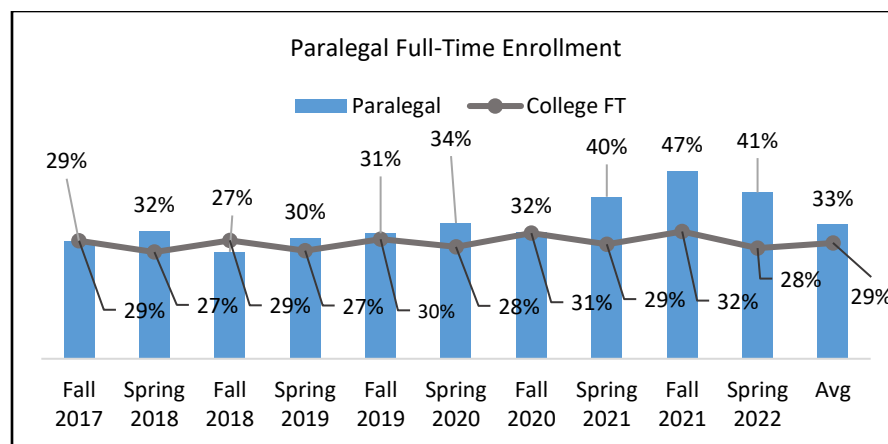
A. Headcount Enrollment and Full time/Part-time Enrollment

- Average enrollment in the Paralegal Studies program between fall 2017 and Spring 2022 was 77 students per semester
- Paralegal Studies full-time enrollment followed the College full-time trend until mid-COVID; while total enrollment decreased, the percentage of full-time enrollment increased

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
College-Wide	17,296	16,503	16,671	15,544	15,996	14,789	13,673	12,195	11,647	10,431	14,474
Paralegal Studies	96	91	94	83	96	74	57	62	62	58	77

Credit Status College Wide											
College-Wide	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
Headcount	17,296	16,503	16,671	15,544	15,996	14,789	13,672	12,195	11,647	10,431	14,474
Full-time	29.4%	26.6%	29.5%	26.9%	29.8%	27.8%	31.3%	28.5%	31.7%	27.5%	28.8%
Part-time	70.6%	73.4%	70.5%	73.1%	70.2%	72.2%	68.7%	71.5%	68.3%	72.5%	71.2%

Credit Status by Paralegal Studies											
PLS	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
Headcount	96	91	94	83	96	74	57	62	62	58	77
Full-Time	29.2%	31.9%	26.6%	30.1%	31.3%	33.8%	31.6%	40.3%	46.8%	41.4%	33.4%
Part-Time	70.8%	68.1%	73.4%	69.9%	68.8%	66.2%	68.4%	59.7%	53.2%	58.6%	66.6%

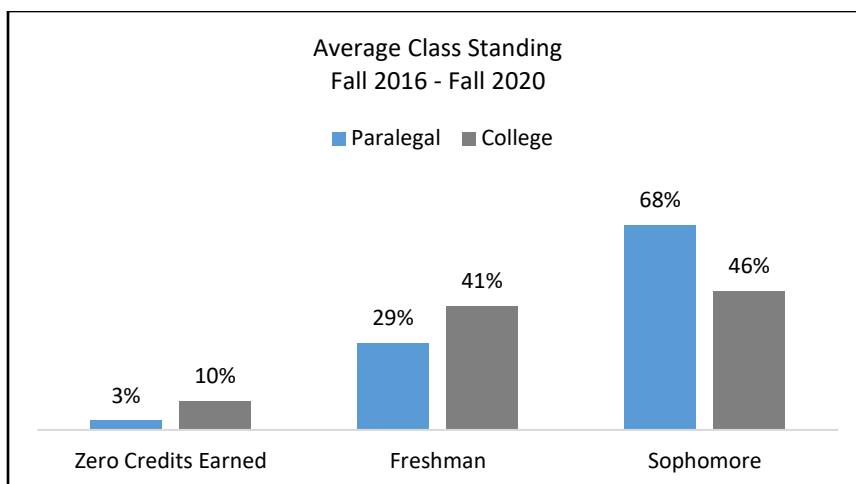


B. Class Standing

- Over the period studied, Paralegal Studies students with at least 24 earned credits (68.2%) exceed the proportion of enrolled College students with at least 24 earned credits (47.3%).

Class Standing College Wide										
College-wide	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Average
Zero Credits Earned	11.7%	9.5%	11.6%	9.0%	11.3%	8.8%	9.1%	6.6%	10.7%	9.8%
Fewer than 24 credits	45.7%	43.8%	45.0%	42.2%	44.3%	40.7%	41.2%	37.6%	39.1%	42.8%
24 credits or more	42.6%	46.8%	43.4%	48.8%	44.4%	50.5%	49.7%	55.7%	50.3%	47.3%

Class Standing by Paralegal Studies										
PLS	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Average
Zero Credits Earned	2.1%	4.4%	1.1%	1.2%	5.2%	5.4%	1.8%	0.0%	1.6%	3.0%
Fewer than 24 credits	25.0%	25.3%	33.0%	38.6%	33.3%	23.0%	26.3%	25.8%	27.4%	28.9%
24 credits or more	72.9%	70.3%	66.0%	60.2%	61.5%	71.6%	71.9%	74.2%	71.0%	68.2%



C. Demographics

- On average, the Paralegal Studies (PLS) program's distribution of gender and ethnicity indicates a higher percentage of Hispanic females (17.6%) than the College (10.4%)
- On average, the PLS program's distribution of gender and ethnicity indicates a higher percentage of White females (29.8%) than the College (14.4%)

Gender and Ethnicity by College												
College-wide		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
Asian	Female	5.2%	5.2%	5.4%	5.4%	5.7%	5.8%	6.0%	6.3%	6.4%	6.3%	5.7%
Asian	Male	4.3%	4.4%	4.7%	4.7%	4.9%	4.9%	4.7%	4.7%	4.7%	4.7%	4.7%
Black	Female	30.9%	31.0%	30.3%	30.4%	30.3%	30.4%	29.9%	30.4%	30.1%	30.4%	30.4%
Black	Male	15.3%	15.1%	14.5%	14.2%	13.4%	13.1%	11.3%	10.8%	11.6%	11.5%	13.3%
Hispanic	Female	9.3%	9.2%	9.8%	9.6%	10.8%	10.8%	12.0%	11.3%	11.8%	12.0%	10.4%
Hispanic	Male	5.1%	5.0%	5.2%	5.0%	5.3%	4.9%	4.4%	4.2%	5.1%	5.1%	5.0%
White	Female	13.3%	13.5%	14.1%	14.7%	14.0%	14.3%	15.5%	16.2%	15.4%	14.9%	14.4%
White	Male	9.2%	8.9%	8.8%	8.6%	8.5%	8.5%	8.2%	8.1%	7.8%	7.8%	8.5%

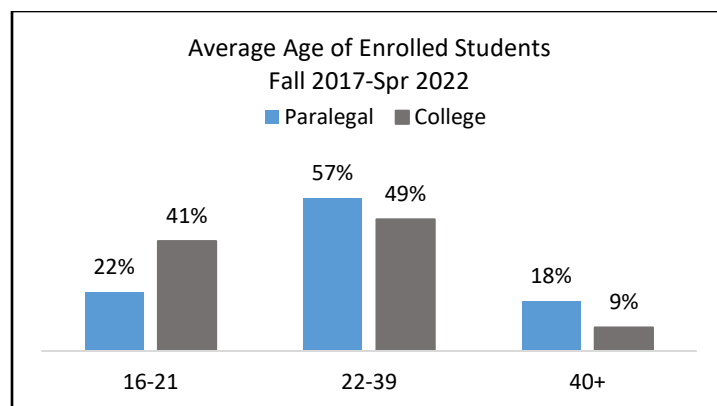
Gender and Ethnicity by Paralegal Studies												
PLS		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
Asian	Female	2.1%	2.2%	3.2%	2.4%	4.1%	4.1%	3.5%	6.5%	6.5%	7.7%	3.9%
Asian	Male	1.0%	2.2%	0.0%	0.0%	0.0%	0.0%	1.8%	1.6%	0.0%	0.0%	0.7%
Black	Female	32.3%	33.0%	35.1%	31.3%	32.0%	27.0%	33.3%	24.2%	19.4%	15.4%	33.4%
Black	Male	12.5%	11.0%	7.4%	7.2%	6.2%	9.5%	5.3%	6.5%	6.5%	3.8%	9.0%
Hispanic	Female	15.6%	17.6%	16.0%	15.7%	19.6%	20.3%	14.0%	11.3%	21.0%	21.2%	17.6%
Hispanic	Male	1.0%	1.1%	2.1%	2.4%	1.0%	1.4%	0.0%	3.2%	0.0%	1.9%	1.9%
White	Female	22.9%	20.9%	27.7%	32.5%	27.8%	29.7%	31.6%	35.5%	32.3%	34.6%	29.8%
White	Male	5.2%	2.2%	3.2%	3.6%	4.1%	2.7%	5.3%	4.8%	6.5%	7.7%	4.1%

Distributions by Age

- On Average, Paralegal Studies students were more likely to be career age, between 22 to 39 years of age, than the college-wide average; PLS 57% and College 49%.

Age by College Wide											
College-wide	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
16-21	42.2%	40.0%	40.8%	39.5%	43.3%	41.0%	41.3%	39.0%	42.1%	41.0%	41.1%
22-29	33.3%	34.4%	34.0%	34.4%	32.0%	33.1%	32.8%	33.2%	31.7%	31.5%	33.2%
30-39	14.7%	15.3%	14.9%	16.2%	15.1%	16.0%	16.6%	18.0%	17.1%	17.5%	16.0%
40+	9.3%	9.7%	9.1%	9.2%	8.3%	9.0%	7.6%	8.2%	7.9%	8.9%	8.8%

Age by Paralegal Studies											
PLS	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
16-21	18.8%	17.6%	19.1%	22.9%	27.1%	27.0%	17.5%	27.4%	24.2%	25.9%	21.9%
22-29	40.6%	44.0%	38.3%	32.5%	29.2%	31.1%	45.6%	32.3%	38.7%	24.1%	34.9%
30-39	19.8%	16.5%	20.2%	25.3%	27.1%	23.0%	21.1%	25.8%	22.6%	29.3%	22.2%
40+	20.8%	22.0%	22.3%	19.3%	16.7%	18.9%	15.8%	14.5%	14.5%	20.7%	18.4%



Academic Standing

- Over the period studied, the Paralegal Studies averaged Good Standing outcomes slightly higher than the College; PLS students in good academic standing (93.9%), the College's overall good standing average (91.4%).
- Over the period studied, the Paralegal Studies averaged a lower percentage of students on probation (part-time and full-time); the percentage of students on probation was 5.4%, and college-wide 7.8%.

Academic Standing by College Wide											
College-wide	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
Good Standing	94.0%	92.4%	94.0%	92.5%	93.4%	92.0%	90.4%	84.7%	77.3%	79.3%	91.4%
Dropped/ Insufficient Progress	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.7%	0.8%	0.7%	0.7%	0.4%
Dropped/ Poor Scholarship	0.3%	0.2%	0.4%	0.3%	0.4%	0.3%	0.6%	0.5%	1.1%	1.0%	0.4%
Probation Full-time Status	3.3%	4.7%	3.3%	4.7%	3.7%	5.3%	5.5%	9.0%	15.7%	11.4%	5.3%
Probation Part-time Status	2.0%	2.2%	1.9%	2.2%	2.1%	2.0%	2.8%	5.0%	5.1%	7.7%	2.5%

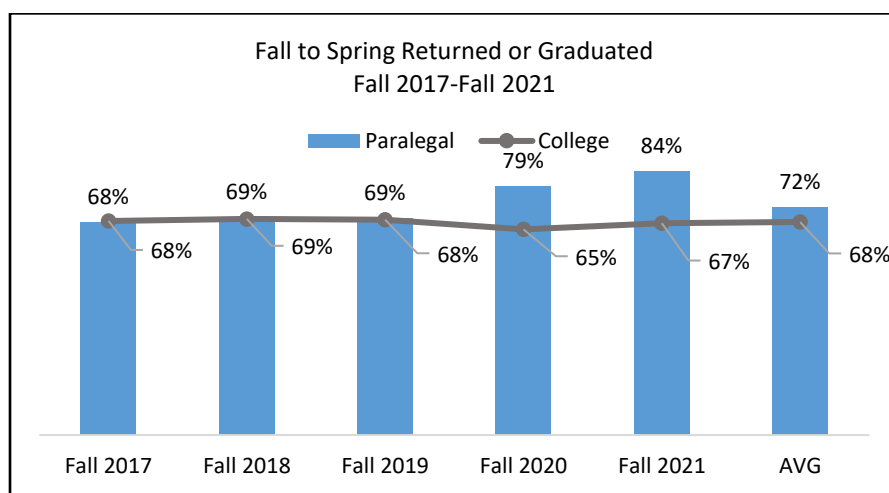
Academic Standing by Paralegal Studies											
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
Good Standing	95.8%	92.3%	94.7%	94.0%	95.8%	90.5%	93.0%	96.8%	90.3%	84.5%	93.7%
Dropped/ Insufficient Progress	1.0%	0.0%	1.1%	1.2%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.5%
Dropped/ Poor Scholarship	1.0%	1.1%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Probation Full-time Status	2.1%	3.3%	1.1%	3.6%	3.1%	5.4%	5.3%	1.6%	6.5%	10.3%	3.5%
Probation Part-time Status	0.0%	3.3%	2.1%	1.2%	1.0%	2.7%	1.8%	1.6%	3.2%	5.2%	1.9%

Retention

- Fall to Spring Retention (Returned to Same Program) between fall 2017 and fall 2021: PLS fall to spring retention averaged 2 points higher than the College average.
- On average, 72% of PLS students returned to the same program or graduated
- On average, 68% of students College-wide returned to the same program or graduated.

Fall to Spring Retention by College Wide						
College-Wide	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Average
Headcount	17,296	16,672	15,997	13,673	11,647	15,057
Returned to Same Program	65.4%	65.9%	65.5%	61.8%	63.0%	64.5%
Returned to Different Program	5.1%	4.0%	4.2%	4.5%	3.5%	4.3%
Graduated	2.6%	2.8%	2.9%	3.6%	4.3%	3.1%
Did Not Persist	26.9%	27.4%	27.4%	30.2%	29.2%	28.1%

Fall to Spring Retention by Paralegal Studies						
Paralegal	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Average
Headcount	96	94	96	57	62	81
Returned to Same Program	60.4%	57.4%	61.5%	64.9%	72.6%	62.5%
Returned to Different Program	2.1%	3.2%	5.2%	1.8%	0.0%	2.7%
Graduated	7.3%	11.7%	7.3%	14.0%	11.3%	9.9%
Did Not Persist	30.2%	27.7%	26.0%	19.3%	16.1%	24.9%

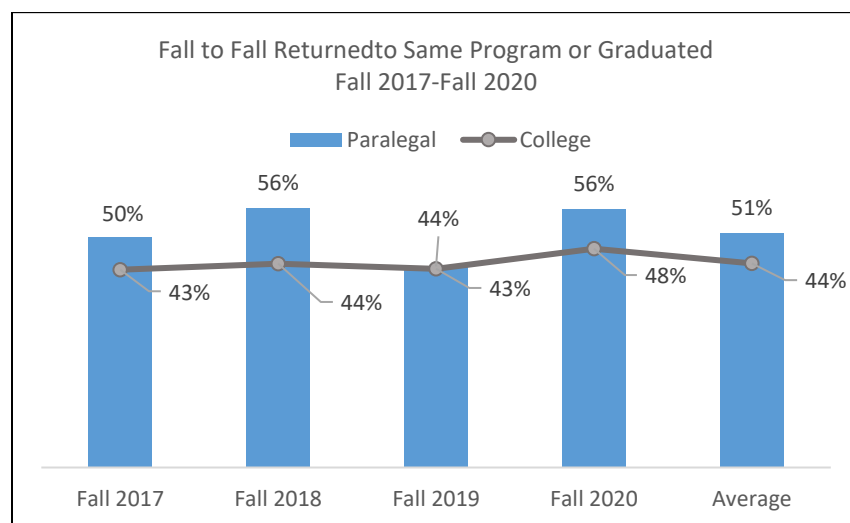


Fall to Fall Retention

- Fall to Fall Retention between fall 2017 and fall 2020: On average, 51% of PLS students returned to the same program or graduated, while 44% of students College-wide returned to the same program or graduated

Fall to Fall Retention by College Wide					
College-Wide	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Average
Headcount	17,296	16,671	15,996	13,672	15,909
Returned to Same Program	33.5%	35.1%	33.4%	34.8%	34.2%
Returned to Different Program	8.0%	7.3%	6.3%	7.0%	7.2%
Graduated	9.6%	9.2%	9.6%	12.4%	10.1%
Did not Persist	49.0%	48.3%	50.6%	45.8%	48.5%

Fall to Fall Retention by Paralegal Studies					
Paralegal Studies	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Average
Headcount	96	94	96	57	86
Returned to Same Program	24.0%	36.2%	25.0%	35.1%	29.4%
Returned to Different Program	3.1%	5.3%	5.2%	3.5%	4.4%
Graduated	26.0%	20.2%	18.8%	21.1%	21.6%
Did Not Persist	46.9%	38.3%	51.0%	40.4%	44.6%



D. Transfer:

Students whose first semester at CCP was between 2017-2020 and whose last CCP major was Paralegal Studies

Departing Students who entered the College between 2016 and 2020						
Exit Status	Transfer		Did Not Transfer		Total Count of Departing Students	Total Percent of Departing Students
	Count	Percent	Count	Percent		
Graduate	12	43%	16	57%	28	18.1%
Earned 45 or more credits	1	4%	25	96%	26	16.8%
Earned 23 to 44 credits	6	20%	24	80%	30	19.4%
Earned 12 to 22 credits	3	11%	25	89%	28	18.1%
Earned less than 12 credits	13	30%	30	70%	43	27.7%
Grand Total	35	23%	120	77%	155	100.0%

Post CCP 4 year Transfer Institutions
Peirce College
Cheyney University
University of Phoenix
Temple University
Southern New Hampshire
Purdue University
Pennsylvania State University
Lockhaven University
CUNY John Jay College of Criminal Justice
Chestnut Hill College
Arizona State University

E. Degrees Awarded

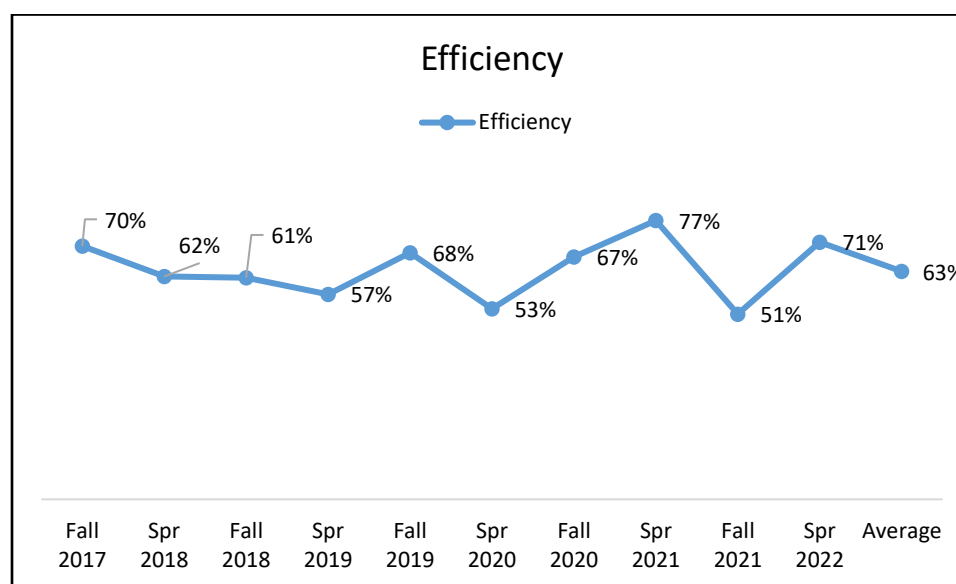
	2017	2018	2019	2020	2021	2022	Total
Paralegal Studies	20	27	21	19	16	18	121
College-Wide A.A.S.	587	530	558	482	585	504	3,246

F. Section Operating Efficiency

Includes core courses: PLS 101, PLS 111, PLS 115, PLS 121, PLS 211

Efficiency Quotient: Efficiency is a ratio that compares effective capacity, seats available per semester, and actual capacity, seats occupied.

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Average
Sections	8	9	8	9	6	6	7	7	8	5	7
Enrollment	160	163	140	150	123	95	137	139	117	94	131.8
Capacity	228	264	228	264	180	180	204	180	228	132	208.8
Efficiency	70%	62%	61%	57%	68%	53%	67%	77%	51%	71%	63%



**Midterm Program Review
Liberal Arts Honors Program**

Presented to Student Outcomes Committee

Prepared by Dr. Sarah Iepson, Coordinator

I. Overview of Program

Liberal Arts Honors is an interdisciplinary program that relies on linked courses of no fewer than 6 credits and team teaching to create small cohorts of students who engage in collaborative and high-impact teaching and learning. The program provides an opportunity for students to challenge themselves with handling complicated theory through academic modes of reading, writing, speaking, and listening.

The Liberal Arts Honors program has undergone significant changes in the past three years since the 2019-2020 Academic Program Review (APR). The program responded to the audit concerns and continues to work on creating flexible new ways of addressing the concerns of the audit and of the program leads and teaching faculty. In particular, the changes address a few major points of concern: diversifying materials, providing students with additional flexible options for credentials, developing an on-ramp for new students, creating a mentoring program among returning and new students, increasing high impact practices, redesigning our recruiting practices, and assessment.

II. Overview of Major Responses

a. Material Diversification

Teaching faculty in the program worked over the past few semesters to revamp and redesign much of the material used in the linked classes and full-time course blocks. This includes continuing to provide academic voices that challenge one another and common understandings of various theories but has been expanded to include not only the primary voices in those debates, but marginalized voices as well.

b. Credentials

The program has created the Interdisciplinary Analysis and Critical Reasoning Certificate. This provides students the opportunity to gain an Honors Credential even if they are not pursuing the LAH associate degree. Upon earning 18 credits in Honors, students can apply for the certificate, which is an indication of their ability to meet program-based learning outcomes associated with the Liberal Arts Honors pedagogy. As more than a few of our students are not pursuing the LAH Degree, this credential also supports the program in clearly identifying (via data points) the success of students who take Honors courses. We are celebrating our first student earning the certificate in December 2022 when Christopher Brinkley-Pridgen will earn his Associate Degree and the IACR Certificate.

c. On-Ramp

We continue to work with advising and counseling at the College to identify new students who are interested in Honors as a Degree Program, but who fall shy of the English 101 level requirement for enrolling. Once these students are identified, we communicate with them about their progress and speak with them about the opportunities to work towards

taking Honors courses. We hope, as we continue to build this program, that we will be able to pair incoming students with current students as part of the mentoring program.

We believe that one significant potential on-ramp is working with the Catto Scholar program. WE have several Catto scholars who will be joining Honors courses in the Spring 2023 semester and we believe that this is a very natural partnership that can be further explored and enhanced.

d. Mentoring Program

The students taking classes in the Spring 2022 and Fall 2022 cohorts worked with new students in Fall 2022 to mentor them into the program. Students met informally with their classmates to discuss Honors class expectations and opportunities. We expect the program to become more robust and more codified as enrollment grows and students more consistently return to campus.

e. High Impact Practices

In addition to attempting to increase activity in local lectures and events, we recruited students to begin submitting abstract research proposals to the National Conference for Undergraduate Research. In 2021, we had one student submit and present at the virtual conference. In 2022, we had two students submit and present at the virtual conference. For the 2023 conference, which is being held at the University of Wisconsin Eau Claire, we have four students who have submitted abstracts. They will find out in January if they have been accepted to present.

Honors faculty assisted in a grant and partnership with Bryn Mawr for the FL2022-SP2023 semesters. Bryn Mawr is running a Spring 2023 course on translations and adaptations of ancient theater performances and our students are welcome to join the classes and participate in the theater performance class in the Spring 2023. CCP students will pay CCP tuition and be part of the Bryn Mawr experience.

f. Recruiting

Enrollment dropped precipitously during and in the wake of the COVID pandemic. Prior to 2020, we consistently ran a 15-credit block of courses with 25-40 students and at least two additional 6-credit links with 15-25 students each. We are struggling now to run the linked classes. Osval Acosta-Morales and Sarah Iepson continue to explore new modes of recruitment, including email and phone call outreach, Facebook “ads” and messaging, encouraging colleagues to recommend students, and outreach to high schools.

g. Assessment

Sarah Iepson has worked closely with the assessment team over the past few semesters to build a process through which AEFIS, Canvas, and the Honors courses gathered assessment data. Assessment data has been consistently collected, analyzed, and communicated to teaching faculty, administration, and students.

III. Continuing Issues and Future Plans

Like much of the College, we continue to have issues with enrollment. Student interest is high, but problems of recruitment include student work schedules requiring them to take classes in a fully online format, student academic progress is too advanced for our courses to work, there continue to be roadblocks that keep students from easily registering for courses, and students reporting that they were advised away from our courses. The enrollment data table below

indicates that we maintained students during COVID but are having trouble getting them back on campus post-pandemic.

Enrollment Data:

	FL19	SP20	FL20	SP21	FL21	SP22	FL22
New	2	0	3	0	6	2	3
Returning	33	24	19	30	24	25	13
Total	35	24	22	30	30	27	16

Recruitment has also continued to be difficult, as we are employing methods that require an extensive amount of faculty time with inconsistent results. We hope to work more closely with marketing, our alumni, and our colleagues in advising to continue to rebuild the reputation of the program and the interest of students.

The program has begun brainstorming some “radical” ideas about ways in which to open up registration for our courses. We hope to speak with various constituents and departments at the College to see if some of these ideas might aid in either students and/or advisors being able to directly register students for courses while still ensuring that students meet with Honors Coordinator or Faculty. That second step is fundamental in ensuring that students understand the expectations of the program, the courses, and that they do, in fact, want the Honors experience.

The program continues to offer courses in hybrid models in the hopes of easing students back onto campus and back into Honors courses.

Mid-Term Review

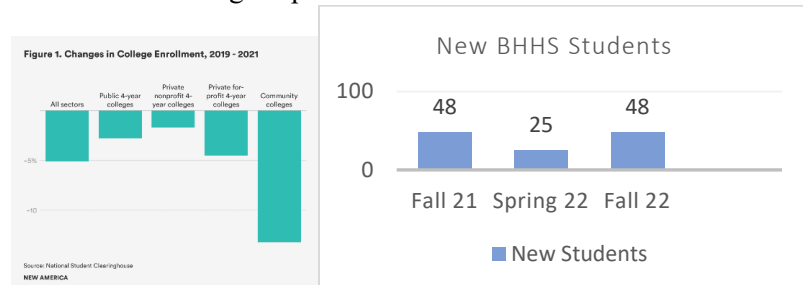
Behavioral Health and Human Services, A.A.S.

Prepared by Dr. Terrilyn Hickman-Allen, Ed.D., M.S.W., LCSW, BC-TMH

- I. **Overview of Program**—The Behavioral Health and Human Services (BHHS) program has undergone significant changes since our most recent Annual Program Review (APR) in fall 2020. A COVID-19 global pandemic has led to a shift in the workforce, demand, and the modalities through which services are delivered. The BHHS program, with its emphasis in workforce development, has a newly revised program, implemented fall 2022. There has also been a transition in leadership to a new curriculum coordinator, Terrilyn Hickman-Allen.
- II. **Maximizing Workforce Development Mission**—Students regularly report receiving offers for employment from their agency placement sites. We see this as evidence that our program prepares students for the workforce and our partners value our practicum students. To maximize our workforce mission, faculty have met with Workforce and Economic Innovation (WEI) and external agencies to explore the establishment of more formal pipelines to employment possibilities that include the development and cultivation of field placement sites. Likewise, the BHHS faculty have engaged in a series of meetings this semester with Peggy Dugan and Suzanne Felix in Workforce Development to determine what opportunities to collaborate with their office already exist and to renew previously established workforce development partnerships.

During her sabbatical, Terrilyn Hickman-Allen took the initiative to engage in coursework in Telemental Health. With the increase in the use of technology as a method of service delivery, it is imperative that teaching faculty have this practical knowledge and find ways to infuse it into the curriculum to make students more marketable in the workplace.

- III. **Outreach and Enrollment**—Prior to the pandemic, there was a decline in enrollment in the BHHS program. The pandemic accelerated this decline. The BHHS program has declined nearly 44% from spring 2020 to fall 2022 from 467 to 259. Comparatively, the College's decline in enrollment has been 27% (15,996 to 11,637). The national average is pictured below and seems to be about 12%. (See chart below.)



There has been an overall gradual decline in enrollment for the BHHS program. At present, our primary focus is to interrupt the decline in enrollment. In fall 22, there were 48 new students, compared to spring 22, 25, and fall 21, 48. (See chart above.) Recognizing the need to increase enrollment, the BHHS faculty have engaged in various activities, that over time, will create multiple streams for significantly increased enrollment.

There are many societal ills that plague the city of Philadelphia and its citizens. The city of Philadelphia has many initiatives to address and combat them. Historically, Dr. Pat Scoles has bridged a relationship between the city and the College especially as it relates to addiction and recovery. There is an opioid epidemic in the city. As practitioners, we understand that addiction and mental health issues are often comorbid. The BHHS

program is positioned to equip the workforce in addressing these comorbidities through our educational offerings. Housed within our program, we offer an Addictions and Recovery Certificate. Aligning the certificate with the needs of the city, and the requirements that may lead to state certifications for students, presents an opportunity and strengthens the workforce.

With a collaborative vision to increase our visibility on and off campus, Kerry Arnold, as a sabbatical project, fostered a relationship with the city at Mental Health Partnerships to host a training for Certified Peer Specialists (CPS). Partnering with CCP's Marketing and Admissions departments, Professor Arnold led CCP, during fall 2022, to become the first higher education institution to be a host site for their training. Fifteen participants received their CPS certifications. This allows CPS graduates to obtain up to 9 credits towards their AAS and, to date, two have enrolled in the BHHS program. Thus, over time, and with additional support, this partnership has the potential to serve as a continuous source of enrollment for BHHS.

To re-establish our partnership with The Alliance of Community Service Providers, Christine Coppa partnered with WEI and attended the Direct Support Professionals Conference to promote the BHHS program. The Alliance has partnerships with many organizations throughout the city. While the BHHS practicum program currently partners with many of their partner organizations already, this re-engagement has led to other potential opportunities to develop new partnerships with organizations such as Resources for Human Development.

Philadelphia Health Management Corporation reached out to our program regarding a pipeline for employment through the practicum program. Kerry Arnold and Terrilyn Hickman-Allen have met with their education director. Likewise, the feasibility of their request to consider both paid and unpaid opportunities for students seeking to become case managers – their strong area of need—has been explored with the assistant dean of Liberal Studies, Lisa Sanders.

Community Behavioral Health and the City of Philadelphia met with several representatives from CCP including BHHS regarding a scholarship opportunity. In that meeting, there was an expressed need for increasing AND improving the workforce. A central focus of that discussion was the idea of the BHHS practicum course as a more formal part of a pipeline for CBH employment.

Lorraine Barber has met with Peggy Dugan to re-initiate a partnership with 1199C, a local affiliate of the National Union of Hospital and Health Care Employees AFSCME. 1199C offers training to the employees in their union. In the past, we had an agreement with them to accept several their training courses for college credits.

Faculty have also met with Louisa Kopp, Director of Alumni Relations and Engagement, to identify ways to utilize scholarship funds donated by, BHHS professor emeritus, Dr. Aram Terzian, to support BHHS program initiatives, support current students, and attract new students to the program.

Internally, faculty have engaged in efforts to inform students who may be uncertain about a career path in the field of human services, as well as CCP academic advisors and counselors who work with non-declared major students on the possibilities of the BHHS program. These efforts include hosting virtual information sessions for students and faculty in Academic Advising and providing marketing materials for the College's fall Open House. This fall, BHHS faculty hosted 2 virtual information sessions. Finally, BHHS partnered with Education and Human Services Pathway Coordinator, Abbey Wexler, to have a BHHS alumnus on a Careers panel offering attendees the opportunity to see what a career in the field looks like and to consider BHHS as a possible path.

- IV. Program and Course Revision**—To have the courses align better with the new program learning outcomes, the faculty have continued making course revisions and developing new courses. BHHS 299, Field Experience in BHHS is underway and will be approved for implementation for fall 2023. The course has an emphasis on the workforce and incorporates the use of technology to support the students need to operationalize its use in the academic setting and organizations. Dr. Fran DiRosa worked with the assessment team is aligning our new program learning outcomes with the current courses. This better positions BHHS to assess the effectiveness of our instructional strategies in helping students achieve course learning outcomes.
- V. Pre-existing and Prospective BHHS Transfer Agreements**—Although we are a workforce development program, there are several pre-existing BHHS-related transfer articulation agreements, Eastern, LaSalle, Lincoln, Pierce, Rutgers, Wilmington U, Cheyney, Alvernia and Chestnut Hill. The BHHS faculty believe these are important to maintain to ensure that our BHHS majors have options if they decide to continue their education beyond the AAS degree. So, with our updated course offerings, we need to update these articulation agreements. Likewise, there are other local universities who are still interested in developing articulation agreements with our program. The new coordinator has met with the transfer and articulation director, Sandra Gonzalez-Torres, to explore inquiries from Neumann, Gwynedd Mercy and most recently, Millersville Universities – which offers a fully online social work program.

VI. Future Plans

The BHHS Faculty will identify and recruit members for a revitalized Advisory Committee to be organized during the 23-24 academic year.

As a service to the community, the BHHS faculty and staff see an opportunity to re-engage in supporting field sites by providing education and professional development. In doing so, we serve and strengthen the community of human service agencies and, consequently, improve the practicum experiences for our students.

Community college enrollment declines threaten to worsen educational inequity. New America. (2022, January 25). Retrieved November 29, 2022, from <https://www.newamerica.org/education-policy/edcentral/community-college-enrollment/>