Business and Paralegal Studies Department
AUP for Academic Year 2024-2025
November 2023

Describe Department/Unit

Connection to College Mission

It is the mission of the Department of Business Administration and Paralegal Department to provide courses and instruction that will meet the academic, career, and general education needs of our students, college, and communities. We provide instruction leading totransfer and local associate degrees and certificates in multiple occupational areas including: Business Administration;Business, Management; Entrepreneurship; Law, Public Policy, and Society; and Paralegal Studies. The programs in the Department provide life-long learning and support to students in their academic, technical, and vocational pursuits. The goals of our programs are to foster in students a lifelong desire to learn, a passion to excel, and a commitment to contribute actively to their local community. Students graduating from the department's programs will be prepared to transfer to a four-year institution to continue as students in Business, Business Administration, Business Management, Political Science, Law, or other comparable courses of studies. Students earning associate degrees, certificates, and awards that are under the Department will be prepared to enter the job market in entry level positions with a variety of focuses including but not limited to: help desk providers, administrative support specialists, paralegals, administration, managers, and other business areas.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Paralegal Studies Program review was completed and the data is consistent with the prior program review. We have also seen a growth in male students. Some of this may be attributed to the ISEP program, but there has also been a noticeable increase of males in the online modality. The closing and restructuring of CDCR may also affect these numbers in the future.

It should be noted as well that this is primarily a female field of employment. While male students averaged about 18.85% of the paralegal program (KCCD) that is higher than the occupational average of 17.7% (EMSI). Our percentage of males in the program has also increased in the past five years (KCCD). Therefore, our student percentages in that area may be less than the college wide percentage, yet they are reflective of the paralegal workforce.

We have had a large increase in 17 or younger students. This has traditionally been a field of older persons or person increasing their skills for job advancement. There has been an influx of concurrent high school students in the past few semesters. We believe this to be attributed to changes in school structures and closures during and post-COVID with added online courses and access at the K-12 level. Cerro Coso also has many students that graduate from college before high school, so more high school students are finding our program as well. This increased interest also adds to our inquiry about adding dual enrollment programs at the area high schools as a goal for the program.

The same is true for race/ethnicity. Most of our student population is on par with the current paralegal workforce data for our region and the profession overall. Our ethnicity stayed much the same over the last and this program review cycle. We are also close to the overall ethnicity for the college with overall student population being higher for Hispanic/Latino and White students.

While there may appear to be equity gaps in some areas of the program between college and program enrollments, the program enrollments are on par with the region for job placement and employment.

Business Administration (BSAD)

The Business Administration/Management program faculty have altered the program pathways to attract a wider range of students. All of the lower-level courses are available both online and on campus. More courses, such as Managing Diversity, Principles of Management and Introduction to Personal Finance are now offered online every year. Based on the information provided and discussion with OIR we are removing age from the analysis.

In the Ethnicity category, our programs are better than college wide in the following categories (BSAD % v CW %)

- African American (78 vs 70%)

- American Indian (65 vs 66%)

- Asian (89 v. 84) improved by from 81% in the department from last year

Hispanic/Latino (79 vs 77).

We lag behind in the following:

- Filipino (83% vs 91%)

- Pacific Islander (not significant numbers but still lower)

- White (78% vs 80%) slight decrease from last year

- ## Hispanic/Latino (73% vs 77%) which is a decrease from last year's 79% and will need follow up.

For distance education, our results for success were 70% compared to 72% college wide. For traditional education, our results for success were 86% compared to 87% college wide. Both are very close to being aligned with the college overall.

Looking at success from a Gender perspective, males performed better than females (77% vs 74%). These results are consistent college wide; 79% for males and 76% for females.

Our success rates improved over last year for all programs going from 79% to 85%. College wide the success rate went from 78% to 89%.

Paralegal Studies

Continue to monitor progress towards male students and those 17 or younger.

BSAD

Will continue to monitor the success of the various areas identified above.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Business Administration will be assessing this year per the program review cycle. No courses were assessment previously.

Paralegal Studies submitted their PR in 2023 and is not yest scheduled to assess.

Outcomes Assessment: Results of Last Year's Assessments

Business Administration will be assessing this year per the program review cycle. No courses were assessment previously.

Paralegal Studies submitted their PR in 2023 and is not yet scheduled to assess.

Target Met?

Did Not Assess

Outcomes Assessment: Missed Targets

Outcomes Assessment: Schedule of This Year's Assessments

Business Administration is scheduled to assess in the next year for their program review cycle.

Paralegal Studies submitted their PR in 2023 and is not yet scheduled to assess.

Program Review

Paralegal Studies

Year of Last Program Review:

2023

Actions Taken in the Prior Year to Address Strategies:

American Bar Association (ABA) Approval. This has been added into the new 5 year Program Review Cycle. Fully online programs are now able to seek approval through the ABA. Funding will be needed for the process for application guide/work books, application fees, and potential site visits. This will be an ongoing project.

Strategies Still to be Addressed:

Obtaining all information to begin application processes.

Paralegal Studies

Year of Last Program Review:

2023

Actions Taken in the Prior Year to Address Strategies:

Dual Enrollment in Tehachapi or other high schools in service area. Action was take to begin discussions with Mesquite High School (MHS) in Ridgecrest to being a paralegal program. Contact has been made Principal Cosner, an instructor has been located, and the processes have begun to start the program.

Strategies Still to be Addressed:

Continue to follow up and seek final approval for MHS. Begin working with other high schools in the service areas to see if programs can be offered through various Dual Education modalities.

Paralegal Studies/ Law, Public Policy, and Society

Year of Last Program Review:

2023

Actions Taken in the Prior Year to Address Strategies:

Program Growth at Prison. The changes with the CCI/CCA system has effected the ability and request for programs at the prisons. Books were purchased through the help of grant funding to purchase all paralegal studies books for the students. Course offerings have been limited due to COVID and changes. We had two adjunct faculty, but one has resigned. A replacement is needed.

Strategies Still to be Addressed:

We had two adjunct faculty, but one has resigned. A replacement is needed. Continue to work with ISEP for course and degree offerings for students.

Last Year's Initiatives

No prior year initiatives to report on.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Nothing to report.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

ABA approval process

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

American Bar Association (ABA) Approval. This has been added into the new 5 year Program Review Cycle. Fully online programs are now able to seek approval through the ABA. Funding will be needed for the process for application guide/work books, application fees, and potential site visits. This will be an ongoing project. Potential stipend for writing application and going through processes should be considered.

Early Observational Data, or "Lead" Measure(s):

Obtaining proper materials and application information and data. Assitance from OIR, dean, and others may be required.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time faculty, department chair

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Strategic Plan goal or objective

Dual Enrollment

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Dual Enrollment in Tehachapi or other high schools in service area. Action was take to begin discussions with Mesquite High School (MHS) in Ridgecrest to being a paralegal program. Contact has been made Principal Cosner, an instructor has been located, and the processes have begun to start the program.

Continue to follow up and seek final approval for MHS. Begin working with other high schools in the service areas to see if programs can be offered through various Dual Education modalities. This includes the paralegal program, BSAD, and marketing/entrepreneurship programs. Availability of instructors may be the largest barrier along with desire for curriculum.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time faculty, department chair

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Strategic Plan goal or objective

Program Growth at Prison

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The changes with the CCI/CCA system has effected the ability and request for programs at the prisons. Books were purchased through the help of grant funding to purchase all paralegal studies books for the students. Course offerings have been limited due to COVID and changes. Paralegal Studies had two adjunct faculty, but one has resigned. A replacement is needed to ensure course offerings.

Continued assessment of BSAD course offerings and availability also needs to be monitored at ISEP location(s).

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time faculty, department chair

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective

BSAD on-campus offerings and space at EKC - Tehachapi location

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Offering of BSAD courses and certificates on-ground at the EKC - Tehachapi location. This process was started, but COVID and unavailable of a stable space detered and prevented students from signing up for online courses. Interest was investigated and needed through outreach within the community. The offerings should be reestablished for students within the new facilities.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time faculty, department chair

Unit gap or institutional goals addressed:

It addresses a gap in outcomes assessment, It addresses a gap in student equity, It addresses a Strategic Plan goal or objective

Evaluate Resource Needs

Facilities

There are no current needs for additional facilities. During the application process for ABA we will determine is library resources or other materials may be needed within the LRC.

Information Technology

Business Administration

Continued support for LinkedIn Learning is needed.

Paralegal Studies

Continued funding for LEXIS+ for students at a current cost of approx. $5,760/year. Costs may vary by year and number of students.NexisUni access is currently provided by the library.

Marketing

All Programs

The marketing of the program's degrees and certificates takes many forms. In addition to the program pages on the college website, the college's marketing department publicizes programs and events on a regular basis through print and digital media. The faculty in the department utilize several forms of social media, attend local community meetings such as the Chamber of Commerce and the Rotary, and participate in K-12 student awareness activities including the College's annual Career Exploration Day event. Banners and flyers are displayed throughout the community. The department keeps the counseling staff updated and local high schools are communicated with to promote the program and to provide students with clear, accurate information. Degree and certificate brochures have been created for distribution throughout the community and beyond and the CTE program guide has been updated. The brochures containcourse requirements, expected learning outcomes, and directed employment possibilities.

The department continually updates courses to stay current and provide students with the most relevant information related to offerings. Marketing is needed for this new program for awareness and enrollments for the program. Through professional development efforts, faculty are improving skills and knowledge related to the material that is offered. These efforts will assist the department in promoting the program(s). However, marketing is an ongoing and dynamic process, and the department is always looking for ways to expand and improve its efforts in this area to boost enrollment. Additional public service announcements, articles, social media, and direct mailings are areas that could be enhanced.

Professional Development

Business

The faculty's professional development needs are concentrated on discipline currency, technology tool use, and teaching enhancement. The mechanisms that are used to identify professional development needs are dependent on funding. Funding for activities that require it usually come from the department budget process. Many activities do not require funding so are usually identified by individual instructors. Professional development activities are concentrated in four areas: College Flex days,

Lunch and Learns, conferences, advisory meetings, and online training provided by webinars, LinkedIn Learning, Coursera, edX, and @ONE. Department members are active participants in the fall and spring Flex days as well as Lunch and Learns.

Faculty attend the breakout sessions and provide a leadership role in areas of Canvas training,

online sources for professional development, and diversity training. For the most part, the faculty in the program choose their own activities. There is no concerted effort for faculty to participate in common professional development activities. Although, several department faculty members attend and actively participate in the California Business Education Association (CBEA) and National Business Education Association yearly conferences (NBEA).

Faculty have viewed many webinars over the last five years. Many of these are training videos pertaining to student learning outcomes, advanced features in Canvas, accessibility, equity, and culturally responsive teaching and learning.

Each year, Advisory Committee meetings are held at the IWV and ESCC campuses. Members of the community attend and provide discussion and recommendations that relate to all the programs and certificates that are offered. There are no discernable differences between the activities that faculty participated in for online versus onsite uses. Even activities, such as Canvas trainings, that related directly to online teaching also transfer to onsite instruction due to the integration of the learning management system in onsite courses.

Paralegal Studies and AA-T Law, Public Policy, and Society

Continue to attend continuing legal education (CLE) to stay abreast of changes in the law and procedures for students. CLE is required for licensing and for those in the paralegal field. This includes attendance at CAPA, NALA, and other State Bar or other legal conferences, webinars, or trainings. Costs vary depending on travel, location, and if online options are available.

Other Needs

Career Services Office

Support of the continued use for Career Services Office is essential for students and employers to make connections within our service areas. This allows a conduit for employers to reach out to the college for employment needs and for students to seek employment in their CTE field of study or other areas of interest.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff