



**Portland
Community
College**

Paralegal
Program



PARALEGAL DEPARTMENT

Program Review 2020

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PORTLAND COMMUNITY COLLEGE

PARALEGAL DEPARTMENT

Program Review 2020

PARALEGAL DEPARTMENT
CASCADE CAMPUS
TERRELL HALL 108/109

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In order to be a successful paralegal, an individual should possess not only a common core of legal knowledge, but also must have acquired vital critical thinking, organizational, research, writing, oral communication, and interpersonal skills.

-American Association for Paralegal Educators (AAfPE)

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PROGRAM/DISCIPLINE OVERVIEW

- i. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

Since 1973, Portland Community College (PCC)'s Paralegal Program has been offering a high-quality paralegal education, providing students with the fundamental skills they need to succeed in today's world of legal professionals. Paralegals provide critical support to law firms, legal nonprofits, corporations, public institutions and other employers, and are an indispensable part of the legal team. Paralegals work under the supervision of a lawyer, and may not provide legal services directly to the public except as permitted by law (such as through the Limited License Legal Technician (LLLT) Program in Washington, and the licensed paraprofessionals program proposed by the Oregon State Bar, discussed further later in this report).

PCC's Paralegal Program has been an American Bar Association (ABA) approved paralegal program since 2010. ABA approval provides students and the legal community the assurance that we provide an excellent educational experience grounded in practical paralegal preparation. The program provides a balance of legal background and hands-on practical skills through training from lawyers and paralegals practicing in the fields in which they teach.

The program currently offers two options: an Associate of Applied Science (AAS) in Paralegal Studies, and a post-degree Paralegal Certificate. Our legal curriculum includes required courses introducing students to the U.S. legal system and providing an overview of many substantive areas of law; providing training and education in legal research and writing, interviewing and investigating, legal ethics, and legal software. We also provide a wide variety of elective courses that give students the opportunity to explore in greater depth specific areas of law that interest them, and to continue to build their specialized skills.

Educational Goals/Objectives of the PCC Paralegal Program

Associates Degree (AAS) – Paralegal

- Apply analytic, critical thinking and research skills to fact situations within a legal context.
 - Outcomes: Professional Competence – Critical Thinking – Communication
- Demonstrate professional skills necessary to a paralegal career, including oral and written communication and technology skills.
 - Outcomes: Professional Competence – Critical Thinking – Communication
- Adhere to professional and ethical standards appropriate to the legal profession.
 - Outcomes: Professional Competence – Community Responsibility – Self Reflection – Cultural Awareness
- Use effective personal, interpersonal, time and project management skills required in the legal profession.
 - Outcomes: Professional competence – Self Reflection – Cultural Awareness – Communication
- Demonstrate breadth of knowledge across several disciplines in Humanities, Social Science and Mathematics and Science.

One Year Certificate - Paralegal

- Apply analytic, critical thinking and research skills to fact situations within a legal context.
 - Outcomes: Professional Competence – Critical Thinking – Communication
- Demonstrate professional skills necessary to a paralegal career, including oral and written communication and technology skills.
 - Outcomes: Professional Competence – Critical Thinking – Communication
- Adhere to professional and ethical standards appropriate to the legal profession.
 - Outcomes: Professional Competence – Community Responsibility – Self Reflection – Cultural Awareness
- Use effective personal, interpersonal, time and project management skills required in the legal profession.
 - Outcomes: Professional competence – Self Reflection – Cultural Awareness – Communication

These outcomes have not changed since the last program review. The Paralegal Program anticipates changing our outcomes to make them more easily assessable in the next program review cycle. When the college determines its new core outcomes, we plan to align our outcomes accordingly, while also

making them more assessable. We will start with what we want students to be able to do, and move backwards from there to how students can observably demonstrate that they can do it, and how we can assess student mastery of these concepts.

Our program outcomes, on a broad scale, are similar to the outcomes of other paralegal programs around the country. The American Association for Paralegal Educators (AAfPE) has proposed “Core Competencies for Paralegal Programs” in the areas of critical thinking, organizational skills, communication skills, legal research and legal writing skills, computer skills, interviewing and investigation skills, law office management skills, and ethical skills and knowledge. These broad core competencies have helped guide our program in the past, and they will continue to help guide us as we re-work our program outcomes to align with the forthcoming college core outcomes.

BRIEFLY DESCRIBE CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES THAT WERE MADE AS A RESULT OF YOUR SAC’S RECOMMENDATIONS IN THE LAST PROGRAM REVIEW AND/OR THE ADMINISTRATIVE RESPONSE.

At the last Program Review in 2015, the Paralegal Program indicated its intent to make the following changes:

1. Integrate computers into more classes and enhance student computer skills.
2. Offer Hybrid courses.
3. Expand Internship opportunities.
4. Continue teaching focus on practical skills.

In light of these recommendations, the program has made the following changes:

1. Integrated computer use into all courses. All Paralegal courses are now required to use the Desire2Learn (D2L) Brightspace platform, whether they are in-person, online, or hybrid. In addition, we have updated our PL 130 Legal Software course and our PL 230 E-Discovery courses to provide students with hands-on learning on industry used legal software programs. PL 130 now also incorporates an online learning platform (National Society for Legal Technology) to learn about and test user knowledge on various computer programs used in the legal

field. Both PL 130 and PL 230 have been developed into online courses.

In addition, in part in response to the desire to enhance our students' computer skills, we changed our degree and certificate requirements to require that students take more computer courses, and developed a Legal Assistant Certificate, which was on schedule to be approved by the Degrees and Certificates Committee in 2018. This certificate is designed to focus more on the computer and office skills needed to work as legal assistants and administrative assistants in law offices, and less on the legal research and advanced drafting skills necessary for paralegals. Unfortunately, because this certificate required many CAS courses, it has been put on hold indefinitely while the college comes up with a replacement for these courses due to its planned closure of the CAS program.

The requirements for additional computer courses for our existing degree and certificate take effect in Fall 2020, and remain in place while the College develops a replacement or guidance on CAS courses.

2. Paralegal has offered a number of unofficial hybrid courses in recent years, and we plan to continue that trend. Courses that have been offered as hybrids include PL 103 Legal Ethics, PL 130 Legal Software, and PL 204 Applied Legal Research and Drafting. In addition, since the last program review, we now offer the following courses fully online: PL 130, Legal Software, and PL 230, Litigation II E-Discovery. We are also working on making the following courses available online: PL 101, Intro to the U.S. Legal System, and PL 105, Litigation. Program Co-Faculty Department Chair (FDC) Leni Tupper has been through the Fundamentals of Online Teaching (FOOT) Program, and is taking PL 101 through Online Instructor Orientation (OIO) in spring, 2020. PL 105 instructor Tim Heinson has already been through OIO and will develop PL 105 as an online course in the near future.

Paralegal is currently considering adding additional hybrid course options to our schedule, in part to provide students with more flexibility and alleviate enrollment concerns, discussed in-depth later in this report.

3. The Paralegal Co-operative Education/Internship Program has expanded in recent years, and has been brought "in-house," under the supervision of Co-FDC Leni Tupper. We believe that this change not only allowed the Paralegal Program to expand our internship opportunities, but also allowed us to increase our oversight of

internship placements and the internship process. Paralegal has focused on increasing internship opportunities by building our network and getting the word out to employers about the work our students can do.

All three full-time staff and faculty members in the Paralegal Program, Aubrey Baldwin, Co-FDC, Diana Blake, Program Specialist, and Leni Tupper, Co-FDC, regularly send out internship opportunities directly to students. Program staff and faculty maintain extensive ties in the Oregon legal community, which are integral to our internship program as well as graduate job opportunities. In addition, many of our part-time instructors who work in the legal field supervise our students as interns at their workplaces, or use their legal networks to help students find internships as well.

Paralegal will continue to work on expanding these opportunities in the next program review period.

4. Paralegal continues to teach practical skills in the legal field in every legal specialty course; we have also expanded our focus on teaching practical skills in a number of ways, described in detail below.

First, we have recently created two experimental legal clinic courses, which were both focused on providing students with hands-on practical experience in the legal field while also providing free legal services to community members. Paralegal ran its first experimental legal clinic course in summer term 2019, focusing on criminal record expungements. In this course, paralegal students were able to help over 100 people clear their criminal records during three different free legal clinics. The program is currently running its second clinical course, a LGBTQ+ legal clinic course culminating in a free legal name and gender-marker change clinic for the public which 115 people signed up to attend. In both of these clinics, students were able to use the client communication, cultural competence, legal ethics and legal drafting practical skills they learned in the paralegal program to actually provide legal assistance to the public, under the close supervision of faculty attorneys.

The legal clinic courses were recently approved as permanent courses. Paralegal believes that these courses benefit any student looking to hone their practical legal skills, but they are particularly helpful for students who, due to work, family, and other obligations, are unable to get hands-on experience through internships, volunteer work, or legal employment during their education at PCC.

In addition to the opportunities for Paralegal students to gain practical legal skills experiences through legal clinic courses, Paralegal has greatly expanded volunteer opportunities in recent years. These opportunities provide students the chance to gain hands-on experience at any stage of the program. Recent opportunities included twice hosting the Oregon Court of Appeals for oral arguments; hosting Legal Services Day, a program to waive court fines and fees in exchange for community service and bring the courthouse to the community, three times; hosting a Deferred Action for Childhood Arrivals (DACA) renewal legal clinic; hosting criminal-record expungement clinics outside the course sessions; and participating in Know Your Rights events for PCC community members. All of these events have not only benefited our community, but they have provided students with the opportunities to exercise their practical legal skills.

Paralegal believes that all of these opportunities serve to help bridge the gap between the classroom and the workforce by providing students the opportunity to practice their legal skills under close supervision while taking an in-depth look at the background and context of the legal work they are doing.

Second, we incorporated certificate opportunities from the National Society for Legal Technology (NSLT) into our PL 130 Legal Software class. Rather than reading in a text book about how or why a particular software program is used, students are able to see and experience these programs through interactive learning modules. At the end of each learning module, students are tested on their knowledge. Upon completion of the assigned 12 programs (called learning paths), students will earn a certificate from NSLT, verifying the practical skills they have attained in each computer program.

Third, we expanded our focus on teaching fundamental legal writing skills needed to succeed in the legal profession, by developing and running the new PL 108, Legal Analysis and Writing. This course teaches legal analytical writing skills needed for students to write objective legal memoranda and legal correspondence. The outcomes of this course are focused on practical legal-writing skills, including applying the rules of English grammar and principles of writing to legal writing tasks; writing in a style that conveys legal theory in clear and concise language; and applying effective legal writing techniques targeted to specific audiences.

In addition to the Paralegal Program's efforts, in response to the last Program Review, the college has invested in the Paralegal Department by updating the classroom in Terrell Hall 107, installing computer desks, removing cabinetry, and installing new carpet.

OUTCOMES AND ASSESSMENT

A. COURSE-LEVEL OUTCOMES: THE COLLEGE HAS AN EXPECTATION THAT COURSE OUTCOMES, AS LISTED IN THE CCOG, ARE BOTH ASSESSABLE AND ASSESSED, WITH THE INTENT THAT SACS WILL COLLABORATE TO DEVELOP A SHARED VISION FOR COURSE-LEVEL LEARNING OUTCOMES.

- ii. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

Course-level outcomes are included in the Course Content Outcome Guides (CCOG) for each course, which faculty consult when contracting to teach the course. The outcomes are required to be included in the syllabus for the course, and the expectation that the CCOG outcomes will be taught is communicated to faculty. Many Paralegal CCOGs have not been revised in a number of years. As part of the realignment of the curriculum undertaken in 2018-2019, a number of CCOGs were added to or revised and reapproved through the Curriculum Committee. When the program adds to or revises a course, the course revisions, including course-level outcomes, are discussed with the SAC to gather ideas and ensure that the course-level outcomes are both assessable and assessed while also maintaining teaching flexibility. Ultimately, the department chairs and the Curriculum Committee are responsible for ensuring that course-level outcomes are assessable.

A number of Paralegal CCOGs should be revised to ensure that outcomes are assessable. As addressed elsewhere in this report, the Paralegal program outcomes are also in need of revision to be assessable and the SAC would prefer to start the work of revision with the program outcomes rather than the course-level outcomes. The program has been waiting to see if the College Core Outcomes change so that realignment with new Core Outcomes will not be immediately necessary after a change in the program outcomes.

- iii. Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, ER, BI, etc.), that were made based on the results of assessment of student learning.

Course: PL 101, Introduction to the U.S. Legal System

Instructor: Aubrey Baldwin

Outcome to be assessed: Brief a court opinion.

How outcome was assessed: Students drafted briefs of four actual court opinions.

How student performance encouraged changes in instruction: A significant gap in achievement was observed between those who understood the instructions for the assignment and those who struggled with comprehending how to brief a case.

Change made: The assignments to brief four cases in the course were revised such that student success in the assignment was scaffolded. First, students completed a paraphrasing assignment wherein they paraphrased limited passages from court cases. Second, students briefed a mock-case written by the instructor to present relatively clear and straightforward issues and reasoning. Third, students briefed an actual court opinion with the option to rewrite the brief based on feedback from the instructor. Finally, students briefed an actual court opinion with no option for re-write. In this way, students were able to build the skills necessary for briefing by taking on lower-stakes assignments on their way to a full briefing experience.

Course: PL 102, Survey of Substantive Law

Instructor: Leni Tupper

Outcome to be assessed: Draft simple legal documents with appropriate format and content by modifying standardized examples and analyzing hypothetical fact patterns.

How outcome was assessed: Students draft a variety of legal documents in this course, including an initial complaint in a civil case, which I assess according to a rubric I created. Assessment is based on a number of factors including content, demonstrated understanding of the legal concepts involved, legal analysis of the law applied to the fact pattern, formatting, and writing tone, style, and grammar.

How student performance encouraged changes in instruction: I noticed in my evaluation of this assignment and the related outcome, that students were copying too much from the sample pleading created by another instructor, and that this often hindered student use of their critical thinking skills to develop to consider the specific claims they would make in the case, given the fact pattern and law I provided. Students were using wording from the sample complaint that did not apply to our case, rather than thinking critically about how to word the relevant legal claims based on the facts provided.

Change made: In light of this, I began providing a template only, which stated what information students should include where, but did not include sample language for claims and issues. What resulted was that students provided much more thoughtful and unique pleadings, that showed their understanding of the particular issues presented by the case at hand on a much deeper level.

Course: PL 107 Interviewing and Investigating

Instructor: Steven Taylor

Outcomes to be assessed: Plan and conduct client and witness interviews; and record and communicate results of investigations and interviews.

How outcome was assessed: Investigation Plan project. Students are required to develop a formal (written) Investigation Plan to help plan their interviews of a client and 1-2 witnesses on a fictional fact pattern. The Investigation Plan project requires submitting a first draft early in the term, followed by a revision after completing one or more of the assigned interviews. For many years, this assignment was a group project. I assigned students to work with 3 or more classmates on both versions of the project, which I scored as a group. I expected groups to work together outside of class time, generally 2-3 hours twice during the term. This expectation was made clear during the first week of the term to avoid surprises.

How student performance encouraged changes in instruction: While most students did well on the project, a vocal minority each term expressed significant frustration with the group nature of the project. Most of this feedback came via oral complaints, e-mail, and negative comments on course evaluations. I eventually began asking students to fill out a self-assessment rubric at the end of the term. The form asked each student to separately reflect on how that person and the other members of the group contributed to the project. While I had a fairly good grasp of the problems, the rubric helped me recognize that personality clashes were not the primary issue. Students explained that simply scheduling large blocks of time outside of class for groups of this size, especially among those working full time, was a significant obstacle.

Change made: I initially tried changing the project to be submitted on an individual basis, with the option of working in groups. However, surprisingly few people chose to collaborate. That eliminated the benefit of learning to cooperate with others (and created far more work for me to grade), so I decided to try yet another approach. I recently changed the project to require work in pairs, on the assumption that it will be much simpler to coordinate between two people than it is for larger numbers. I am also including more structured time in class (typically 2 or 3 times per term) for students to work with their partner on specific elements of the project, immediately followed by a larger group discussion of the results ("pair and share", etc.). This helps the pairs get started on (and later revise) the project. It also provides an opportunity for the pairs to learn from other students without requiring full collaboration. I still expect some work by the pairs outside of class, but have decreased my expectation to just 1-2 hours twice per term.

Course: PL 230, Litigation II E-Discovery

Instructor: Janice Hollman

Outcome to be assessed: Utilize document review platforms and applications.

How outcome was assessed: Students completed the Relativity Academic workbook and quizzes on each of the 10 chapters. Students used an online, free, E-Discovery database to look at cases and determine the E-Discovery issue. They then have to align it with the appropriate Federal Rules of Civil Procedure.

How student performance encouraged changes in instruction: Students began to ask for next level assignments so they could sit for the RCU, Relativity Certified User Exam. In one class, 7 students created a cohort to take the exam. The students used the free RCU study workbook. 6/7 passed the exam on the first try and got job offers before they graduated.

Change made: The instructor now discusses the exam on the first night, and provides more in depth instruction for each chapter so that students learn more from the Academic workbook. I bring in guest speakers who are alumni students and they share their journey stories and are available to be mentors for the next group of students.

iv. Addressing College Core Outcomes

See EXHIBIT 1 for the Core Outcomes Mapping Matrix.

B. ASSESSMENT OF CORE OUTCOMES (LDC) OR DEGREE AND CERTIFICATE (CTE) OUTCOMES.

- i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the core outcomes (LDC-DE disciplines) or degree and certificate outcomes (CTE programs).

The program uses a variety of means to assess the efficacy of our program, and to provide program level snapshots of student learning. The primary methods we use to assess program efficacy include a capstone portfolio project, exit surveys from graduating students, course evaluations for all courses, faculty assessments, six-month graduate employment surveys, occasional student surveys, and surveys of paralegal employers at the Oregon Paralegal Association convention each year. PCC Institutional Effectiveness also provides a Data

Profile each year that provides the unduplicated headcount of students, FTE equivalence of students, demographic information about students, and grade distributions for all courses across time. In addition, the program completes an outcomes assessment project each year that focuses on one specific outcome through the Learning Assessment Council (LAC).

From 2015-2016 through 2016-2017, the program focused its LAC focal outcome assessment on its professional competence outcome with a focus on technology skills. As a result of the attention paid to this outcome, a number of changes were made to instruction and to how this outcome is assessed.

In 2015-2016, the program designed an assessment project to assess whether students could "Demonstrate professional skills necessary to a paralegal career, including oral and written communication and technology skills." Before the project, this outcome was assessed by means of the submission by students of artifacts to demonstrate technology skills in Microsoft Word, Excel, PowerPoint, and Access as part of the Portfolio project embedded in PL 204, Applied Legal Research and Drafting. One of the problems we encountered with this assessment was that the documents submitted did not necessarily show skills in the programs- rather, they simply showed finished products. The new assessment instead created a common assignment in the required course PL 130, Legal Software, for students to complete computer-based assessments in Microsoft office programs. The assessments were industry standard tests, validated by IBM's Kenexa Prove It!, to measure actual computer skills used on the job. The assessment was objectively computer scored, and provided quantitative results. These results were shared with all students in PL 130, who took the test as part of the class. The results were further disaggregated by which course students took (if any) as a prerequisite to PL 130, Legal Software. With the limited information from this first project, the SAC decided to reassess with the same project the following year.

In 2016-2017, several changes were made to the project to improve the assessment. First, student completion of the common assignment was incentivized by offering points towards the PL 130, Legal Software, course grade. Second, the SAC, informed by discussion with the Paralegal Program Advisory Committee (PAC), selected benchmark levels of performance for each computer program based upon the average scores for all ProveIt! test takers provided by ProveIt!, and industry data from Portland regarding required scores for candidates for jobs attractive to Paralegal Program graduates.

Word: Benchmark 71%
Excel: Benchmark 68%
Power Point: Benchmark 74%
Access: Benchmark 68%
Typing Speed: Benchmark 40 WP

From the 2016-2017 assessment, the SAC learned that Students performed well on the Word assessment (94% achieved benchmark), the Excel assessment lags behind a bit (85% achieved benchmark), and that PowerPoint and Typing Speed scores were at lower than expected levels (57% and 65%, achieved the benchmark, respectively). The students continued to struggle with the database design program, Access, which is not surprising given the complexity of the program (55% achieved the benchmark). Both completion rate and overall achievement of the benchmarks improved over 2015-2016. In 2016-2017 the SAC was able to evaluate 236 completed tests, compared to only 86 in 2015-2016.

With this additional data, the SAC and the PAC considered changes to instruction to increase student achievement of the benchmarks. The primary instructor of the course, Diana Blake, recommended the use of an online learning tool, the National Society for Legal Technology, which includes modules on common legal software and Microsoft Office products, as a replacement for the course textbook. The cost was comparable between the textbook and the online program. The goal was to give students the opportunity to learn Microsoft programs within the Legal Software class as an addition to within computer courses taken at PCC. The SAC and PAC also decided to continue using the ProveIt! tests in the class because they were valuable for students to assess their performance on industry standard recruiting tests.

After implementing this change in 2018 - 2019, the SAC has elected to wait a few years before reassessing this outcome to judge its efficacy in increasing student attainment of program benchmarks.

ii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

The Paralegal program's assessment cycle changed significantly when the program was removed from the Perkins funding program, allowing the program more flexibility in its cycle of assessing student outcomes. These processes can still be much improved. The SAC is challenged to meaningfully involve part-time faculty in the assessment cycle processes. Because there are only two SAC-day paid meetings per year provided by the College, the development of assessment project plans in the Fall typically happens outside of the SAC meeting cycle, making it difficult to engage part-time faculty.

- iii. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.

Paralegal has experienced difficulty aligning and assessing Cultural Awareness and Community and Environmental Responsibility. With regard to Cultural Awareness, Paralegal has addressed this difficulty by developing a new course that will be required for all students starting in Fall 2020, PL 250, Cultural Competence in the Legal Field. The course-level outcomes for this course align with the College Core Outcome: "Upon completion of the course students will be able to: (1) explain the meaning and characteristics of an inclusive legal workplace; (2) identify and describe one's cultural identity; (3) describe how one's identity may impact others in a legal workplace; (4) evaluate how stereotypes, prejudices, discrimination, and oppression affect human interaction with the law and in the legal workplace; and (5) demonstrate personal cultural self-awareness in interactions with others."

With regard to Community and Environmental Responsibility, the Paralegal program has integrated a number of public service opportunities into its practical skills offerings through increased access to internships at public service organization; clinical opportunities through PL 281B Paralegal Community Law Clinic; and volunteer opportunities with legal services organizations. None of these are required elements of the paralegal curriculum, however, because the program cannot assure the availability of these opportunities for all students. The program continues to evaluate options to ensure that all students have meaningful experiences leading to the attainment of this College Core Outcome.

- iv. CTE only: Briefly describe the evidence you have, determined by direct assessment, that students are meeting your Degree and/or Certificate outcomes.

The direct assessment tool used by Paralegal for its Technical Skills Assessment (TSA) has long been a portfolio project. Paralegal has struggled with the difficulty of assessing its degree and certificate outcomes appropriately and plans to revise them in the next Program Review period. Revision is necessary to make the outcomes assessable.

Nevertheless, a Portfolio Project was used for direct assessment of student satisfaction of program outcomes during the Program Review period. The project was developed with input from the faculty and the PAC when TSA requirements were first introduced. The project involved student selection of artifacts to demonstrate competence in thirteen focus areas mapped to four degree and certificate outcomes, which were themselves mapped to the College Core

Outcomes. In addition to providing artifacts, students wrote “Reflection Papers” that were intended to articulate the student’s attainment of competence in each focus area, and the relationship between the focus area and the artifact selected. The portfolio was then reviewed by a panel of two to three legal professionals or volunteers from the College, who rated the portfolio’s demonstration of competence in the thirteen focus areas via a checklist. The student met with the panel and made a short presentation before discussing the portfolio with the panel. If the student satisfied the competence check with regard to eleven or twelve focus areas, the student was deemed to have successfully completed the assessment.

While this approach covered every degree and certificate outcome in detail, the ability to meaningfully assess program outcomes while at the same time measuring individual student attainment of every degree and certificate outcome has been problematic. As noted above with regard to technology skills, selection of artifacts is not always the most appropriate way to measure attainment of program outcomes. As a result of these concerns, along with input from the faculty and the PAC, the project was significantly altered in 2017 to have fewer focal areas mapped to the four program outcomes and to require fewer artifacts.

In using both the original and revised portfolio project for direct assessment of program outcomes, the program has enjoyed a high-nineties success rate on the project.¹ As mentioned earlier, one of the program’s primary goals is to make its degree and certificate outcomes assessable and design appropriate methods to directly assess attainment of each outcome consistent with the requirements of the Learning Assessment Council.

¹ The percent of completers who successfully met expectations: 2015-2016: 95%; 2016-2017: 99%; 2017-2018: 91%. Starting Fall 2018, paralegal assesses its program outcomes per the Learning Assessment Council Multi-Year Plan (LAC MYP) for Paralegal, and assesses student attainment of outcomes in PL 204, Applied Research and Drafting. Starting Fall 2019, Paralegal will assess its program outcomes per the LAC MYP and will assess student attainment of outcomes in the required PL 295, Paralegal Capstone course.

OTHER INSTRUCTIONAL ISSUES

A. PLEASE REVIEW THE DATA FOR COURSE ENROLLMENTS IN YOUR SUBJECT AREA. ARE ENROLLMENTS SIMILAR TO COLLEGE FTE TRENDS IN GENERAL, OR ARE THEY INCREASING OR DECREASING AT A FASTER RATE? WHAT (IF ANY) FACTORS WITHIN CONTROL OF YOUR SAC MAY BE INFLUENCING ENROLLMENTS IN YOUR COURSES? WHAT (IF ANY) FACTORS WITHIN CONTROL OF THE COLLEGE MAY BE INFLUENCING ENROLLMENTS IN YOUR COURSES?

As you can see from the tables below, the Paralegal Program saw our most dramatic decrease in enrollment (FTE & Headcount) in the academic year of 2014-2015. During that time frame, our program saw a 19.9% decrease in FTE and a 17.7% decrease in headcount. The college saw a smaller decrease at this time of 6.7 and 6.6% respectively. The Cascade Campus, however, where we are housed, saw a larger decrease in enrollment at 10.5 and 10.4%, respectively.

In the 2015/2016 academic year, the Paralegal Program started to recover slightly, seeing a decrease of only 2.2 and 1.5% in FTE and headcount, while the college saw 7.7 and 8.8% decreases, respectively, and Cascade Campus saw decreases of 13.4 and 15.3%, both much greater decreases than the Paralegal Program. This data suggests that our program saw its most drastic decrease in enrollment earlier than the campus or the college as a whole, but overall, the numbers are not dissimilar.

In 2016/2017 and 2017/2018, the Paralegal Program saw slightly higher decreases in enrollment than the college and the campus, (5.6/4.1; 6.6/6.7 compared to 2.1/2.9; 2.8/1.9%).

For the relevant data periods, the paralegal program student body has remained self-identified as roughly three-quarters female and one-quarter male. Anecdotally, however, staff and faculty say that trend may be changing somewhat in the most recent two academic years. We consistently have a highly diverse student population with regard to age, with the majority of our students (60ish percent) being in the largest age range of 25-49. The Paralegal Program appeals to many second-career students, who have worked in a trade or another field and want to explore a career in the legal field, which drives up our students' average age. We are also attempting to reach out to more of the typical college-aged (18-24) student demographic by offering middle college PL 101 courses, providing outreach both within the college (for example, attendance at the

ABE/GEB fair and consistent outreach to Future Connect and the Skills Center) and outside the college to local high schools.

The Paralegal Program is not diverse enough in the areas of race and ethnicity, averaging from 64-70% self-identified white students during the reporting period. That is slightly less overwhelmingly white than the city of Portland as a whole, but slightly less diverse than the neighborhood in which our campus is located. We aim to diversify the PCC Paralegal Program, in the hopes of assisting to diversify the Oregon legal field, by outreach to, consistent presence at community events with, and consistent provision of high-quality free legal services to communities who are often underserved, underrepresented, and left behind in the legal field.

FTE Totals by Subject Area and Percent Difference from Previous Year

Campus	Year									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	FTE	Percent Change	FTE	Percent Change	FTE	Percent Change	FTE	Percent Change	FTE	Percent Change
Collegewide	155.2	-12.5%	124.3	-19.9%	127.1	2.2%	120.0	-5.6%	112.0	-6.6%
Cascade	155.2	-12.5%	124.3	-19.9%	127.1	2.2%	120.0	-5.6%	112.0	-6.6%

Headcount Totals by Subject Area and Percent Difference from Previous Year

Campus	Year									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	Percent Change	Headcount	Percent Change	Headcount	Percent Change	Headcount	Percent Change	Headcount	Percent Change
Collegewide	480.0	-9.4%	397.0	-17.3%	391.0	-1.5%	375.0	-4.1%	350.0	-6.7%
Cascade	480.0	-9.4%	397.0	-17.3%	391.0	-1.5%	375.0	-4.1%	350.0	-6.7%

B. PLEASE REVIEW THE GRADES AWARDED FOR THE COURSES IN YOUR PROGRAM. WHAT PATTERNS OR TRENDS DO YOU SEE? ARE THERE ANY COURSES WITH CONSISTENTLY LOWER PASS RATES THAN OTHERS? WHY DO YOU THINK THIS IS THE CASE, AND HOW IS YOUR SAC ADDRESSING THIS?

There is a clear pattern or trend in our program that PL 101, the first class in our program and a prerequisite for almost all other Paralegal courses, has the lowest pass rate, ranging from 72.3 to 79.1% over the past five years. Most of the rest of our courses have a 80-100% passage rate.

We believe that PL 101 had a low passage rate because it was being used as a de facto gatekeeper course, where anyone could enroll who met the prerequisite of successful completion of WR 121, but they were then met with a sink or swim approach to the course content. Understanding the law and the US legal system is no easy feat, and this course largely served to weed people out of the program. The Paralegal SAC chairs did not like this approach, because it resulted

in a lack of incentive for instructors to make the content as accessible as possible, and a lack of incentive for deep and meaningful engagement and support of students. The pushback that we got from some other SAC members was that the legal field is indeed a complex field that requires special skills, and we had to see whether students could indeed, swim, before allowing them to continue on to other PL courses after PL 101.

Our SAC has discussed this issue many times in recent years, and we came up with the strategy, debuted in 2018-2019, to initiate an admissions process for the Paralegal Program as a whole, and to take PL 101 “outside” the program. Prospective paralegal students now have a few different options: 1) they can take PL 101 (and/or PL 100, our new Professions in the Law elective course that ran for the first time in Fall 2019), and then decide whether they want to apply for admission to continue with the PL degree or certificate; or 2) they can apply for admission to the program and start in PL 101 and other concurrent PL courses. This approach has allowed us to make PL 101 a more engaging course, where students can take our program for a test drive, and where we can ensure that students understand the basics of the US legal system before they move on. In addition, because PL 101 is not the only prerequisite to admission to the PL degree or certificate, the admissions process is an additional important step through which we are able to take away the sink-or-swim nature of this course and do our best to set all of our students up for success.

C. WHICH OF YOUR COURSES ARE OFFERED ONLINE AND WHAT IS THE PROPORTION OF ON-CAMPUS AND ONLINE? FOR COURSES OFFERED BOTH VIA ONLINE AND ON CAMPUS, ARE THERE DIFFERENCES IN STUDENT SUCCESS? IF YES, DESCRIBE THE DIFFERENCES AND HOW YOUR SAC IS ADDRESSING THEM. WHEN REFERENCING CLASSES TAUGHT ONLINE, IT IS ACCEPTABLE TO REFER TO THOSE OFFERINGS AS 'OL.' IN THE PCC VERNACULAR, 'ONLINE LEARNING' HAS REPLACED 'DISTANCE LEARNING (DL)' IN THE PCC VERNACULAR DUE TO THE RECENT NAME CHANGE OF THE ONLINE LEARNING DIVISION.

PL 130 Legal Software and PL 230 E-Discovery are currently our only online courses. PL 130 is offered online three times a year and in person once a year. PL 230 is offered online once a year and in person once a year. We have seen an increase in the popularity of the PL 130 course when it is offered online (although that might also have something to do with the fact that our program specialist, Diana Blake, has traditionally taught this course online.)

PL 101 is scheduled to be taken through Online Instructor Orientation (OIO) by Leni Tupper, who has already completed the Fundamentals of Online Teaching (FOOT) training, and will complete OIO spring term 2020.

We also plan to begin offering PL 105- Litigation online, so that those four courses (PL 101 Intro to the US Legal System, PL 105 Litigation, PL 130 Legal Software, and PL 230 Litigation II E-Discovery) can all be completed online to form an "E-Discovery" certificate containing four courses (twelve credits) that can be completed entirely online. This certificate is currently under consideration. We will continue to offer all of these classes in person as well, for at least the foreseeable future.

We have not seen any differences in student success in the online versus face to face sections of our courses, and we strive to ensure that any instructors that teach online have the special skills required for online teaching, and are aware of the special needs of online learners.

D. HAS THE SAC MADE ANY CURRICULAR CHANGES AS A RESULT OF EXPLORING/ADOPTING EDUCATIONAL INITIATIVES (E.G., COMMUNITY-BASED LEARNING, INTERNATIONALIZATION OF THE CURRICULUM, INQUIRY-BASED LEARNING, ETC.)? IF SO, PLEASE DESCRIBE.

The Paralegal Program has committed significant time and effort to incorporating Community-Based Learning (CBL) into some specific Paralegal courses, as well as into the Paralegal Program in general. Co-FDC Leni Tupper has incorporated CBL into all of her courses, and into the broader program through the coordination and execution of a variety of free legal clinic events on campus and in the community, with opportunities for paralegal students to volunteer (as discussed earlier in this report). Because our program is focused on teaching practical legal skills, CBL opportunities with legal nonprofits are particularly applicable. The clinic events we have hosted in the past year include two criminal-record expungement clinics, three Legal Services Day events, a DACA renewal clinic, and a legal name and gender-marker change clinic. We have also assisted with countless other free legal clinic events with community legal organizations such as IRCO's Citizenship Day, Legal Services Days at the Rosewood Initiative, and more. Participating in these events is a way for our students to not only practice the legal skills we teach in our program, and to consider legal ethics in action, but also to foster a commitment to increasing access to justice for all people, regardless of the legal field in which they eventually end up working. Plus, in a CTE program, it is helpful to provide volunteer opportunities that can help students build their resumes before they enter the work world.

In addition, Aubrey Baldwin has explored the option to propose a study abroad course on the origins of the common law system in England, but it has not seemed to be feasible yet, due to the requirements of the study abroad program.

Our SAC has also attempted to switch to Open Education Resources (OER) whenever feasible, which has been especially successful in courses where we are able to use the Oregon State Bar BarBooks materials. Incorporating OER initiatives into our curriculum allows us to keep costs down for students and keep our courses as accessible as practicable.

E. ARE THERE ANY COURSES IN THE PROGRAM THAT ARE OFFERED AS DUAL CREDIT AT AREA HIGH SCHOOLS? IF SO, DESCRIBE HOW THE SAC DEVELOPS AND MAINTAINS RELATIONSHIPS WITH THE HS FACULTY IN SUPPORT OF QUALITY INSTRUCTION.

Although we do not have any dual credit courses offered in high schools, we began offering our first Paralegal course for Jefferson High School Middle College students, taught by Rakeem Washington, in Spring term 2019. Rakeem, a member of our SAC, maintains close contact with the mock trial teacher from Jefferson High School, and discusses the needs of the students with her. In preparation for the first session of the Middle College PL 101, both Co-FDCs and the Program Specialist also met with the Jefferson High School Principal and mock trial teacher to discuss the project, the class, and the best way to serve the needs of both existing and future paralegal students. During the first Middle College PL 101 course, full-time PL staff and faculty also came in to meet the students and provide more information about our program. We also invited the Middle College PL students to an event in one of our Paralegal classes along with staff from the Dreamers Resource Center.

F. PLEASE DESCRIBE THE USE OF COURSE EVALUATIONS BY YOUR SAC. HAVE YOU CREATED SAC-SPECIFIC QUESTIONS? DO YOU HAVE A MECHANISM FOR SHARING RESULTS OF THE SAC-SPECIFIC QUESTIONS AMONG THE MEMBERS OF YOUR SAC? HAS THE INFORMATION YOU HAVE RECEIVED BEEN OF USE AT THE COURSE/PROGRAM/DISCIPLINE LEVEL?

We have not incorporated SAC-specific questions into our course evaluations, but we have created a SAC-specific questionnaire of our own, that we give to all students when they complete their final course in our program. This questionnaire is called our exit survey; it is similar to a course evaluation but for the program (degree or certificate) as a whole. We share the results of this exit survey with our SAC and discuss both the strengths and weaknesses that students point out in the program. The Paralegal Program will consider adding SAC-specific questions to our course evaluations as well.

One example of how the exit-survey helps Paralegal remain responsive to the needs of our students involves our class locations. Paralegal currently offers in-person classes only at Cascade and the CLIMB center. A few years ago the exit

surveys seemed to begin to focus on the need for alternative class locations and times to meet student needs. In response, Paralegal surveyed the students regarding their preferred times and locations for Paralegal courses. Perhaps not surprisingly, answers coalesced around evening classes at Cascade and CLIMB. While we recognized that we were only surveying those students who could make our current paradigm work (evening classes at Cascade and CLIMB), we also had to accept that we need to serve those students and that major changes to location and time were not likely workable. Students' need for flexibility as reflected in the exit survey further encouraged us to pursue on-line Paralegal courses and allow students to take elective courses outside of the Paralegal program that are available online, however. On-line courses relieve at least some of the time and location pressure, and student response has been positive to the availability of on-line courses. The consistent communication from students through the exit survey helps to focus the development of the program on our students' success.

NEEDS OF STUDENTS AND THE COMMUNITY

A. HAVE THERE BEEN ANY CHANGES IN THE DEMOGRAPHICS OF THE STUDENT POPULATIONS YOU SERVE? IF THERE HAVE BEEN CHANGES, HOW HAVE THEY IMPACTED CURRICULUM, INSTRUCTION, OR PROFESSIONAL DEVELOPMENT, AND, IF SO, IN WHAT WAY?

There have not been significant changes to the student demographics in the Paralegal Program since the most recent program review. We are attempting to increase the diversity of the student body as described above. Paralegal is always striving to make our curriculum and instruction as accessible and equitable as possible, while maintaining the high-quality and rigorous academics needed to prepare for success in the legal field.

B. WHAT STRATEGIES ARE USED WITHIN THE PROGRAM/DISCIPLINE TO FACILITATE SUCCESS FOR STUDENTS WITH DISABILITIES? IF KNOWN, TO WHAT EXTENT ARE YOUR STUDENTS UTILIZING THE RESOURCES OFFERED BY DISABILITY SERVICES? WHAT DOES THE SAC SEE AS PARTICULARLY CHALLENGING IN SERVING THESE STUDENTS?

To the extent feasible, our courses use D2L universal-design, accessible course shells. Aubrey Baldwin, Co-FDC, and Diana Blake, Program Specialist, have both been through FOOT and OIO, and have used the skills learned in those courses

to make all their courses universal-design/accessible courses. They have also shared their knowledge and skills with other SAC members, who have created accessible syllabi as well. Co-FDC Leni Tupper went through FOOT and is completing OIO in spring 2020, and plans to expand from accessible syllabi to universal-design course materials in all aspects of her courses as well.

Many of our students use disability services and we ensure that they know that these services are available by including Disability Services information in all of our syllabi. The program provides relevant information on Disability Services and accommodations to all SAC members regularly, to ensure that all faculty have the tools they need to facilitate student success. The program also makes the SAC aware of professional development opportunities available through Disability Services.

The biggest challenge for our SAC with regard to serving students who receive accommodations through Disability Services is that, as a CTE program, we are preparing students to enter the legal workforce, where similar accommodations are not made. One of the issues that we sometimes encounter, in our service to students and employers alike, is that the presence and use of accommodations throughout school does not always prepare our students for the harsh realities of the work world. One of the things that we keep in mind in this vein is that we are at our heart an educational program, not an employer ourselves, so we are ultimately responsible for doing all we can to make our program and content accessible to all those who meet our prerequisites.

In addition, by focusing our assessment on whether students can master concepts, rather than whether they can meet less meaningful benchmarks like doing them a particular way or in a particular time period, we can help slowly shift the narrative in the legal field to a more inclusive one for people with different abilities. We can also encourage employers to consider content and concept mastery over less-inclusive measures like physical ability to do certain things, or ability to do things quickly. However, we are under no illusions that all legal employers will be this open-minded, and we know that in some legal jobs, things like time may truly be "of the essence." This is one of the places our expertise in the career field comes in- we are able to help our students and grads navigate the local legal field, and find a good career fit, while ensuring that employers also get their particular needs met.

C. WHAT STRATEGIES ARE USED WITHIN THE PROGRAM/DISCIPLINE TO FACILITATE SUCCESS FOR ONLINE STUDENTS? WHAT DOES THE SAC SEE AS PARTICULARLY CHALLENGING IN SERVING ONLINE STUDENTS?

We do not have any options for students to complete degrees or certificates within our program fully online at this time. We have proposed an E-Discovery

certificate, however, to train students to fill a particular career niche in providing electronic discovery to large civil litigation firms and the companies and vendors that serve them; we anticipate that this certificate will be available completely online.

The strategies we use to facilitate student success in our online courses include instructor availability and consistent presence; in-depth pre-planning and organization of classes, but with enough flexibility built in to adapt to student needs and interests; and personalized and quality feedback on all assignments.

One of the challenges we see with students taking courses online is the difficulty students have organizing group projects because our students are largely working full-time and many have family or other obligations. Not having a dedicated class time each week makes it difficult for online students to participate in group projects. Group projects present opportunities to facilitate student-to-student contact in online courses. The online course instructors continue to consider ways to maximize student-to-student contact while taking into account student's conflicting schedules.

D. HAS FEEDBACK FROM STUDENTS, COMMUNITY GROUPS, TRANSFER INSTITUTIONS, BUSINESS, INDUSTRY OR GOVERNMENT BEEN USED TO MAKE CURRICULUM OR INSTRUCTIONAL CHANGES (IF THIS HAS NOT BEEN ADDRESSED ELSEWHERE IN THIS DOCUMENT)? IF SO, DESCRIBE.

The move toward offering online courses and hybrids has been largely fueled by student feedback. Students expressed a need for more flexibility in their schedules due to outside the classroom life responsibilities. We have met this need by offering some online classes, offerings which we intend to extend, as described above. We also offer some hybrid courses for this reason as well.

In addition, pursuant to feedback from our Paralegal Advisory Committee (PAC), the Paralegal Program began using the portfolio of student work, discussed above, coupled with a presentation before a panel of legal professionals, for our students' final project in the program. In collaboration with our PAC, we have also now decided to change the portfolio project to better reflect career readiness and prepare students for job interviews. The changes we have made to our portfolio process have occurred in two stages. First, we pared down the number of documents in the portfolio from ten to four or five, and reduced the number of program outcomes students had to address as well. With this change, we saw an increase in student, PAC, and industry satisfaction with the project. Pursuant to additional feedback that neither the portfolio itself, nor the panel presentation process actually did much to prepare students for employment, however, we made another round of changes. Those changes included further reducing the portfolio from a group of four to five legal documents, to simply a

resume, cover letter, and one well-polished legal writing sample. Then, instead of a panel presentation, students will attend mock employment interviews with PAC members and other legal professionals, who will provide feedback on their performance. This final change to our portfolio project is scheduled to take effect Fall 2020.

Due to overwhelming feedback from students, employers, and business/industry/the PAC, we developed the Legal Assistant Certificate, described in detail above. Unfortunately, this certificate is currently on hold due to the uncertainty of the future of CAS classes, many of which were used for this certificate.

FACULTY

A. PROVIDE INFORMATION ON HOW THE FACULTY INSTRUCTIONAL PRACTICES REFLECT THE STRATEGIC INTENTIONS FOR DIVERSITY, EQUITY AND INCLUSION IN PCC'S STRATEGIC PLAN, THEME 5. WHAT HAS THE SAC DONE TO FURTHER YOUR FACULTY'S INTER-CULTURAL COMPETENCE AND CREATION OF A SHARED UNDERSTANDING ABOUT DIVERSITY, EQUITY, AND INCLUSION?

The PCC Paralegal Program has made a concerted effort to hire faculty of color; two of our most recent part time faculty hires have been instructors of color. We recognize that one of the best ways for our students of color to succeed is to provide mentors of color as well. The legal field has a particular diversity and equity problem; the Paralegal Program is committed to providing instructors who mirror the composition of our student body whenever possible (a student body that we are also working to diversify).

The SAC has made efforts to further the cultural competence (and cultural humility) of our instructors by providing equity and inclusion training at our SAC meetings courtesy of Dr. General Johnson and others. We have also hired two faculty members who are experts in the field of equity and inclusion: Tai Harden-Moore, a lawyer and founder of an equity and inclusion consulting firm, and Hugo Gonzalez Venegas, Program Coordinator of Diversity and Inclusion at the Oregon State Bar (and PCC Paralegal Program alumnus). We have also created a new requirement for both our Paralegal degree and certificate, a two-credit Cultural Competence in the Legal Field class. We have shared our increasing focus on equity, inclusion, and cultural competence/humility with the SAC, to ensure that the SAC is aware of the wide array of professional development opportunities available to them in this area.

B. REPORT ANY CHANGES THE SAC HAS MADE TO INSTRUCTOR QUALIFICATIONS SINCE THE LAST REVIEW AND THE REASON FOR THE CHANGES.

There have been no changes to the instructor qualifications since the last review.

C. HOW HAVE PROFESSIONAL DEVELOPMENT ACTIVITIES OF THE FACULTY CONTRIBUTED TO THE STRENGTH OF THE PROGRAM/DISCIPLINE? IF SUCH ACTIVITIES HAVE RESULTED IN INSTRUCTIONAL OR CURRICULAR CHANGES, PLEASE DESCRIBE.

There are two full-time faculty members in the Paralegal Program, and many part-time faculty members. Both full-time faculty members have undertaken significant professional development efforts this program review session, as have many part-time faculty. Below, we will focus on a few professional development efforts that have most significantly contributed to program strength.

First, after our Legal Assistant Certificate was put on hold due to the uncertainty of the future of CAS, Co-FDC Aubrey Baldwin stepped in to join the Digital Literacy Committee, to help ensure that our students' technology learning needs are met through the new computer class formulations. Through her professional development in joining this committee, Aubrey is ensuring that the Paralegal Program remains strong, and serves the needs of our students and the legal field. In addition, Aubrey is a member of the Oregon State Bar Paraprofessional Licensing Implementation Committee, which will help guide the roll out of the limited license program for paralegals to practice law in specific ways in the fields of family law and landlord-tenant law. Keeping our finger on the pulse of this exciting development is crucial to the strength of our program. When paralegal licensing occurs, we will be one of two ABA-approved programs in the state likely eligible to provide the initial training for this program.

The other program Co-FDC, Leni Tupper, has undertaken significant professional development efforts in CBL, as described above, that have strengthened the program's ability to provide opportunities for students to practice their legal skills, build their resumes, and increase access to justice for our community. Leni's professional development in this regard has included attending CBL 101, being part of the CBL faculty cohort in 2018-2019, and remaining active in the CBL Professional Learning Community. In addition, Leni is a member of the Oregon State Bar Pro Bono Committee, and a volunteer attorney with the Metropolitan Public Defender Community Law Division and Immigrant Defense Oregon. Leni's ties with these organizations have been critical to bringing many of the legal clinic events and volunteer opportunities to the Paralegal Program.

Program Specialist Diana Blake regularly attends professional development opportunities with the Oregon Paralegal Association (OPA), of which she is a

member. Her involvement with OPA is crucial to the strength of our program; it provides guided opportunities for our students to network with practicing paralegals, and for employers to stay connected with our program to circulate legal job opportunities. It also provides a bridge between our program and OPA, so that OPA knows about and can attend our events, and can do the amazing things they do for our students like provide scholarship opportunities, internship placements, and postgraduate employment opportunities.

Part-time faculty member Steven Taylor remains active in the Oregon State Bar, serving as a Client Security Fund Committee member until 2018. Steven's professional development on legal ethics issues and close ties to the Oregon State Bar have consistently strengthened our program's required ethics course, as well as Paralegal's understanding of the importance of legal ethics.

All three of the full-time program staff, and some part-time faculty have also attended various AAFPE conferences to stay up to date on emerging trends in paralegal education; we regularly update various course curriculum accordingly. Our SAC also highlights professional development opportunities for all staff and faculty surrounding issues of diversity, equity, and inclusion, as discussed elsewhere above. We believe all of these professional development endeavors help strengthen our program.

FACILITIES, INSTRUCTIONAL, AND STUDENT SUPPORT

A. DESCRIBE HOW CLASSROOM SPACE, CLASSROOM TECHNOLOGY, LABORATORY SPACE, AND EQUIPMENT IMPACT STUDENT SUCCESS.

As discussed earlier, after the 2015 Program Review cycle, our program was provided with computer desks in Terrell Hall Room 107. This classroom technology and dedicated paralegal classroom space has been instrumental to student success in our more technologically-intensive classes. In addition, our Legal Research Center in TH 109 remains a hub of student activity, both during and outside of class time. This space allows students to have an increased sense of belonging in our program, and provides a physical space for them to congregate with their colleagues and program staff. The technology and equipment that we have that is vital to student success also includes access to BarBooks, Westlaw and Lexis legal research sites, and more. Access to these programs is absolutely vital to train paralegals who are well-prepared to compete in a changing legal field, which is becoming ever more reliant on technology and computer skills. To expand on this success, we are requesting some additional programs, discussed in recommendations and requests, below.

B. DESCRIBE HOW STUDENTS ARE USING THE LIBRARY OR OTHER OUTSIDE-THE-CLASSROOM INFORMATION RESOURCES (E.G., COMPUTER LABS, TUTORING, STUDENT LEARNING CENTER). IF COURSES ARE OFFERED ONLINE, DO STUDENTS HAVE ONLINE ACCESS TO THE SAME RESOURCES?

As discussed above, we are lucky enough to have a paralegal research center (educational law library), and computer lab which our students use regularly. Students sometimes use the PCC Cascade library, typically either as a study space or to check out course texts. We also often refer our students who need additional writing help to the writing center, and find their assistance to be very helpful for students who need some additional foundational writing help.

All of the services discussed above are available to online students, and since we do not yet have any fully online degrees or certificates, all of our students come to campus at some point, and can access these services. The SAC makes an effort to ensure that all syllabi include information and links to these various student resources.

C. DOES THE SAC HAVE ANY INSIGHTS ON HOW STUDENTS ARE USING ACADEMIC ADVISING, COUNSELING, STUDENT LEADERSHIP, AND STUDENT RESOURCE CENTERS (E.G., THE VETERANS, WOMEN'S, MULTICULTURAL, AND QUEER CENTERS)? WHAT OPPORTUNITIES DO YOU SEE TO PROMOTE STUDENT SUCCESS BY COLLABORATING WITH THESE SERVICES?

Many of our students occasionally frequent the campus resource centers or the counseling center, although the hours that these student services are offered are limiting for our students. Our program is primarily an evening program, due to the high number of working people and parents in our program, who are more available in the evenings; unfortunately student services are primarily available during the day. This is an ongoing conversation we (and other programs) have had with various student services and student resource center personnel. Some services are not available until 6, which is more feasible for some of our evening students.

The Paralegal Program has collaborated with the student resource centers on campus to help get the word out about our legal clinic opportunities, and for student resource and other community resource information to be available at these clinics. We have also collaborated with ABE/GED/ESOL to get their information out to legal clinic participants. The Paralegal Program collaborated with the Dreamers Resource Center to put on a DACA renewal clinic last month, at the same time as an immigrant resource fair. Through this collaboration, we

were able to assist 39 people in renewing their DACA applications, and provide over 100 more people with PCC and community-based resources.

EMPLOYER NEEDS

A. EVALUATE THE IMPACT OF YOUR PROGRAM’S ADVISORY COMMITTEE ON CURRICULUM AND INSTRUCTIONAL CONTENT METHODS, AND/OR OUTCOMES. PLEASE INCLUDE THE MINUTES FROM THE LAST THREE ADVISORY COMMITTEE MEETINGS IN THE APPENDIX.

The Paralegal Advisory Committee (PAC) has been instrumental in keeping our program up-to-date and producing graduates ready to enter and succeed in the legal workforce. The recommendations of the PAC have, of course, consistently influenced our curriculum and instructional methods. The PAC’s impact on our LAC, our portfolio final assessment, and other instructional issues are detailed in various sections, above. For ease of attendance, we hold all our PAC meetings at the offices of one of our industry partners, typically a law firm in downtown Portland. This also helps us keep our legal networks well-connected. Please find the minutes from our last three PAC meetings attached.

B. DESCRIBE CURRENT AND PROJECTED DEMAND AND ENROLLMENT PATTERNS FOR YOUR PROGRAM. INCLUDE DISCUSSION OF ANY IMPACT THIS WILL HAVE.

FTE and Headcount in the program are as follows:

Academic Year	FTE	Headcount	AAS Degrees	Certificates
2013/2014	155.2	480	92	22
2014/2015	124.3	397	70	11
2015/2016	127.1	391	72	6
2016/2017	120.0	375	80	6
2017/2018	112.0	350	79	3

As noted elsewhere earlier in this report, we have seen a decline in enrollment, both FTE and headcount, in the five year program review cycle, similar to the college at large. A more heartening trend is that although both FTE and headcount have seen a steady decline in the past five years, degree awards have not seen a similar decline. For example, in 2016-2017, although we had seen a decline from our five year high of 480 headcount to a five year low of 350, we saw a decline in numbers of degrees granted of just 92 to 79. That means we had approximately 23% of students taking paralegal classes graduate with an AAS degree in 2016-2017, whereas only approximately 19% of paralegal students graduated with an AAs degree in 2013-2014. Certificates saw a greater decline in the same time frame, unfortunately.

Program enrollment has continued to lag since the time of the most recent available date. The economy has been good, and many people are choosing to work rather than continue their schooling. We are hopeful about increasing enrollment through various means in the coming program review cycle. For example, we have invested more time and energy recently in outreach to both programs within the College, and outside the college, as described above. Paralegal plans to continue these efforts, and also to update their brochures and marketing in the near future, to assist in recruitment efforts. We would like to participate in more recruitment efforts at the high school level as well, to reach students who are interested in the law, and may want to consider law school as an eventual career path, but who could use our AAS in Paralegal studies as a step on that pathway to law school. In addition, we remain convinced that our Legal Assistant Certificate, when it is able to run, will assist in both our enrollment and completion rates. We believe the same about our proposed certificate in E-Discovery and the possibility of a Career Pathways certificate, which we plan to make stackable with our Legal Assistant Certificate.

C. HOW ARE STUDENTS SELECTED AND/OR PREPARED (E.G., PREREQUISITES) FOR PROGRAM ENTRY?

Our enrollment requirements have changed since the last program review, due to our implementation of an admissions process, discussed above. For the AAS Degree in paralegal, students now must have successfully completed a Writing 121 or equivalent course, a Political Science 100-level course, and a Communications 100-level course as prerequisites to program admission. For the post-degree certificate, students must have successfully completed a Bachelor of Art, Bachelor of Sciences, Associate of Arts, or Associate of Science degree, and Writing 121 or equivalent.

Students must also now complete a brief online application, submit a letter of interest, and a resume. These items are not intended to be barriers to entry into our program, but rather assurances that students who continue past our PL 100

and PL 101 classes are interested in completing the program. Our admissions process has also served to limit the number of students who can simply indicate that their major is paralegal, having never even taken a paralegal class. This allows us to much better track and assist the students who are actually in our program. We anticipate it will also raise our completion numbers; this will be an issue we will revisit in our next program review.

D. REVIEW JOB PLACEMENT DATA FOR STUDENTS OVER THE LAST FIVE YEARS, INCLUDING SALARY INFORMATION WHERE AVAILABLE. FORECAST FUTURE EMPLOYMENT OPPORTUNITIES FOR STUDENTS, INCLUDING NATIONAL OR STATE FORECASTS IF APPROPRIATE.

Time Period	Graduates	Working in Legal	Working in Another Field	Continuing Education	Seeking Employment	Other
07/2014-06/2015	81	58%	10%	6%	10%	16%
07/2015-11/2015*	15	33%	6%	33%	20%	8%
07/2016-06/2017	86	42%	17%	6%	19%	22%
07/2017-06/2018	82	40%	24%	9%	15%	12%
07/2018-06/2019	78	40%	10%	1%	30%	19%

*This data is maintained for reporting to the American Bar Association. The ABA reporting period for this time was 07/2015-11/2015 due to the reporting cycle.

According to the Oregon Labor Market Information System:

Employment in this occupation in 2017 was somewhat larger than most occupations across the state. The total number of job openings is projected to be somewhat larger than most occupations in Oregon through 2027. This occupation is expected to grow at about the statewide average growth rate for all occupations through 2027.

Reasonable employment opportunities exist.²

Location	Occupation	Mean Hourly Wage	Mean Annual Wage	Annual Job Openings	Typical Education
Portland Tri-County	Legal Assistant/Paralegal	\$30.84	\$64,137	291	Associate's
	Legal Secretary	\$27.75	\$57,724	62	Postsecondary training
State of Oregon	Legal Assistant/Paralegal	\$30.84	\$56,822	402	Associate's
	Legal Secretary	\$24.60	\$51,184	132	Postsecondary training

² OLMIS Occupation Profile for Paralegal's & Legal Assistants, last accessed 3/11/2020.

E. PRESENT DATA ON THE NUMBER OF STUDENTS COMPLETING DEGREE(S) AND/OR CERTIFICATE(S) IN YOUR PROGRAM. ANALYZE ANY BARRIERS TO DEGREE OR CERTIFICATE COMPLETION THAT YOUR STUDENTS FACE, AND IDENTIFY COMMON REASONS WHY STUDENTS MAY LEAVE BEFORE COMPLETION. IF THE PROGRAM IS AVAILABLE 100% ONLINE, PLEASE INCLUDE RELEVANT COMPLETION DATA AND ANALYSIS.

Students may not complete for several reasons. First, the availability of full-time work for students who have not yet completed the program may result in their choice not to complete. Second, some students are attending on an *ad hoc* basis to upgrade particular skills and do not start with the expectation of completing. Third, some students who begin the program may find the program too challenging, too boring, or otherwise decide that it is not something they want to pursue.

Number of Students Completing Degrees or Certificates:

Time Period	Completions
07/2014-06/2015	81
07/2015-06/2015	78
07/2016-06/2017	86
07/2017-06/2018	82
07/2018-06/2019	78

F. IS THE PROGRAM PERKINS-ELIGIBLE? IF SO, ANSWER THE QUESTIONS BELOW. IF NOT, PUT N/A FOR F.

N/A – The program is not Perkins eligible.

G. DESCRIBE OPPORTUNITIES THAT EXIST OR ARE IN DEVELOPMENT FOR GRADUATES OF THIS PROGRAM TO CONTINUE THEIR EDUCATION IN THIS CAREER AREA OR PROFESSION.

Many of our graduates could return to PCC and earn our forthcoming E-Discovery certificate by simply taking PL 230 Litigation II E-Discovery elective (and in some cases PL 105 Litigation as well). This would significantly increase their employability, as E-Discovery is one of the fastest growing areas of job opportunities in the legal field. In addition, E-Discovery jobs tend to pay well, so transitioning from working as a paralegal in a law firm to an E-Discovery professional for a provider like Epiq or Lighthouse could also result in a significant pay increase.

Other newer classes that we have that our graduates might benefit from include Cultural Competency in the Legal Field, as well as our clinical classes, that could provide hands-on opportunities for alums who feel stuck in the “I can’t find a job because I don’t have the experience and I can’t get the experience because I can’t get a job,” cycle we are all so familiar with. Paralegal could do more to promote these educational opportunities to program alums.

Our SAC has also discussed offering one or two-week condensed summer courses, which could include continuing education courses of some kind. This is another option we may want to consider in the coming term.

RECOMMENDATIONS

A. WHAT IS THE SAC PLANNING TO DO TO IMPROVE TEACHING AND LEARNING, STUDENT SUCCESS, AND DEGREE OR CERTIFICATE COMPLETION, FOR ON-CAMPUS AND ONLINE STUDENTS AS APPROPRIATE?

The SAC has plans to continue improving teaching and learning in a variety of ways.

First, our large-scale curriculum overhaul only recently took effect, and due to the timing of approval, the new requirements will not start until Fall 2020. So the curriculum overhaul, discussed elsewhere above, is a large project that we are still undertaking, aimed at improving our teaching and learning. Some of the highlights of this overhaul include an increased focus on legal writing, by replacing six credits of legal-research focused courses (PL 201 and PL 202) with a three-credit legal analysis and writing course (PL 108) and a three-credit Basic Legal Research course (PL 203). We also added an Advanced Legal Research

course (PL 207) as an elective. We are committed to graduating a new generation of legal professionals entering the workforce who are solid, competent legal writers. The need for decent writing skills in the legal field cannot be overstated.

Another part of our curriculum overhaul has been developing classes that we believe will increase the accessibility of our courses and increase our focus on equity, inclusion, and cultural competence. Those courses, specifically, are PL 100 Professions in the Law and PL 250 Cultural Competence, as well as our Paralegal Community Law Clinic Classes. PL 100 Professions in the Law serves to not only open our program's doors to more students because it's only prerequisites are WR 115 and RD 115 or equivalent placement, but to appeal to a wider audience of people who may not be attracted by the "Paralegal" title, but who would consider other legal career paths, like private investigation. PL 250 Cultural Competence is intended to better our program's teaching and learning by focusing on one of the most important skills in the legal field: the ability to work well with people from a variety of backgrounds.

Second, our E-Discovery certificate is currently in the works, and we hope to start offering that certificate soon. We believe that this certificate will help student success in a myriad of ways: by providing an "off ramp," where students could potentially pause their studies after four courses but still have a career-building certificate; and by providing more course options for online students who may have additional barriers to coming to campus as often as we typically require. We are also hopeful that this certificate will help increase our enrollment by appealing to legal professionals from elsewhere in the country who are interested in updating their legal skills through E-Discovery. To make this E-Discovery certificate, and our program as a whole, successful, Paralegal plans to continue and expand our focus on teaching the computer and technology skills needed for success in the legal field.

Third, we are at the initial stages of discussion with Kate Kinder in Career Pathways as well as the Oregon Justice Resource Center, to develop a career pathways certificate, which we hope to make available to both incarcerated and non-incarcerated students. We will, of course, keep the college informed of any movement on this issue in the future. We see a Career Pathway certificate as a great opportunity to make our program more appealing and accessible to a wider student audience, to increase enrollment, and to provide another off-ramp, for people to complete fewer courses but still receive a certificate to indicate workforce readiness. We would ideally like to make this certificate stackable with our Legal Assistant Certificate, discussed throughout this report. Our Legal Assistant Certificate, when it becomes available, will be a large-scale effort to improve teaching, learning, and student success and completion.

Fourth, Co-FDC Leni Tupper recently submitted a grant application, along with Rakeem Washington, Director of Access and Reentry, to institutionalize the legal clinic work that the PCC Paralegal Program has been doing voluntarily for the community for nearly two years. Leni and Rakeem applied for a City of Portland Cannabis Social Equity Grant to run a free Friday legal clinic out of the PCC Paralegal Program offices, providing criminal record expungements, eviction expungements, DACA renewals, housing court navigation, and immigration court navigation. We should hear whether we received the grant or not in April, 2020. The Paralegal Program believes that being able to expand and institutionalize our clinic events will not only serve the community by providing a much more consistent, reliable presence for free legal services, but will also serve to improve our teaching and learning by expanding opportunities for students to complete hands-on legal work under the close supervision of faculty and staff attorneys working in the clinic. It will provide students an opportunity to practice what they are learning in the classroom (legal ethics, research, writing and more), in a real-world legal environment, but with the additional support of Paralegal faculty. Working in a legal clinic on campus would present a bridge from the classroom to the legal workforce.

B. WHAT SUPPORT DO YOU NEED FROM ADMINISTRATION IN ORDER TO CARRY OUT YOUR PLANNED IMPROVEMENTS?

First, we would like to have support from college administration for our two forthcoming certificates- the Legal Assistant Certificate, which has been in the works for a long time, and the E-Discovery certificate, which will hopefully happen more quickly once we get the necessary instructors through OIO. One way that the administration can support these certificates is by resolving the uncertainties surrounding the CAS program, which houses many of the courses required for this certificate, in as swift a manner as possible, as we know the college endeavors to do. Another thing the college can do to support the E-Discovery certificate is to ensure that instructors for PL 130 Legal Software and PL 230 Litigation II E-Discovery get sent through FOOT and OIO as soon as possible. Paralegal also requests support for a Career Pathways certificate for both incarcerated and non-incarcerated students moving forward, which we hope to make stackable with our Legal Assistant Certificate.

As for requests that require financial resources, Paralegal would like to request the following:

- As the Administration is aware, the office for the full-time faculty is in need of furniture to make the space more appropriate for student and other program meetings. This upgrade will allow the program to better serve our students.
- Paralegal would like to receive funds to purchase Word Rake, a program add-on to Microsoft Word that will help students edit their writing for clarity,

brevity, and proper grammar. Word Rake is editing software for professionals, with thousands of algorithmic rules to give accurate context-specific feedback and offer solutions to writing issues. We believe that this program will significantly increase our ability to graduate students with the writing skills needed to succeed in the legal profession.

- Due to consistent feedback from the PAC, other industry professionals, and program alumni, the Paralegal Program would like to request Oregon ECourts access so that our students can learn how to e-file legal documents with Oregon state courts. You cannot do so without paid ECourts access.
- The Paralegal Program would like to be provided financial resources for placement testing for computer skills for students entering the program. Placement scores will define what courses students need to reach standard competency levels in commonly used programs in the legal industry outside of the prerequisite for a specific course. This will serve to enhance our teaching and learning of computer and technology skills, and ensure that we use the scaffolding necessary to get every student to success in PL 130, PL 230, and our E-Discovery certificate, if students desire.
- In furtherance of enhancing students' computer skills, the Paralegal Program would also like to provide access to the DocuSign program.
- The program would like approximately \$5,000, to provide our instructors with additional professional development opportunities, as well as funds to pay for a team retreat for our SAC, to engage in team-building. SAC day does not work well for most of our faculty members, who work full-time in the legal community. This is part of what makes them so well-qualified to teach the legal specialty courses that they teach; they practice in these areas. Our instructors who work in the field also serve to help the Paralegal Program keep up to date with a quickly changing profession.
- Paralegal requests resources to hire part-time casual employees for a total of 750 hours per academic year, to assist the program with various tasks. This would be particularly helpful to free up some of Program Specialist Diana Blake's time to focus on issues that have a greater impact on student success and completion, like admissions, advising, recruitment, and retention.
- Regardless of whether Paralegal receives our requested Social Equity grant, we would like the college to provide supplies to our legal clinic events. This will help to serve the teaching and learning purposes outlined above of expanding opportunities for students to practice their legal skills under the close supervision of faculty attorneys, while working to increase access to justice for our community.

ASSURANCES

C. PLEASE PUT X'S NEXT TO ALL THREE BOXES TO VERIFY THAT...

faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.

all of the division deans offering courses in this discipline/program have been sent the late-stage draft.

the SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.

EXHIBIT 1 – CORE OUTCOME MAPPING MATRIX

A. MAPPING LEVEL INDICATORS:

- 0: Not Applicable.
- 1: Limited demonstration or application of knowledge and skills.
- 2: Basic demonstration and application of knowledge and skills.
- 3: Demonstrated comprehension and is able to apply essential knowledge and skills.
- 4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

B. CORE OUTCOMES:

- 1. Communication.
- 2. Community and Environmental Responsibility.
- 3. Critical Thinking and Problem Solving.
- 4. Cultural Awareness.
- 5. Professional Competence.
- 6. Self-Reflection.

Course Number	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
PL 100	Professions in the Law	2	1	2	2	2	3
PL 101	Introduction to Law – Fundamentals	2	2	2	2	3	2
PL 102	Introduction to Law – Substantive Areas	2	2	2	2	3	2
PL 103	Introduction to Law – Ethics	2	3	2	2	3	2
PL 104	Investigation Techniques for Paralegals	3	2	3	2	3	2

Course Number	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
PL 105	Litigation	3	2	3	2	3	2
PL 107	Techniques of Interview	3	2	3	2	3	2
PL 108	Legal Analysis & Writing	3	0	2	0	3	1
PL 109	Estate Planning	3	2	3	2	3	2
PL 111	Probate Practice	3	2	3	2	3	2
PL 113	Income Tax Law	2	2	3	2	3	2
PL 116	Real Property Law I	2	2	3	2	3	2
PL 124	Law Office Systems and Procedures	2	2	3	2	3	2
PL 130	Legal Software	3	2	3	2	3	2
PL 140	Immigration Law for Paralegals	3	2	3	2	3	2
PL 203	Basic Legal Research	2	0	2	0	3	1
PL 204	Applied Legal Research and Drafting	3	3	3	3	4	4
PL 206	Intellectual Property Law	2	2	3	2	3	2

Course Number	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
PL 207	Advanced Legal Research	3	0	3	0	3	2
PL 208	Family Law	3	2	3	2	3	2
PL 210	Legal Protection for Vulnerable People	3	2	3	2	3	2
PL 216	Employment Law	3	2	3	2	3	2
PL 219	Contract and Consumer Law	2	2	3	2	3	2
PL 220	Worker's Compensation	3	2	3	2	3	2
PL 221	Bankruptcy Law	3	2	3	2	4	2
PL 222	Corporate Law Practice	3	2	3	2	3	2
PL 224	Torts and Personal Injury	3	2	3	2	3	2
PL 226	Criminal Law for Paralegal	3	2	3	3	3	2
PL 230	Litigation II - E-Discovery	3	2	3	2	4	2
PL 235	Litigation III	3	2	3	2	3	2
PL 240	Environmental Law	3	3	3	0	3	2

Course Number	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
PL 250	Cultural Competence in the Legal Field	3	3	3	3	2	3
PL 260	Administrative Law for Paralegals	3	3	3	0	3	2
PL 270	Landlord Tenant Law	3	2	2	2	3	2
PL 275	Paralegal Career Development	2	1	2	2	1	3
PL 280A	Cooperative Education: Paralegal	3	2	3	2	3	4
PL 281A	Paralegal Community Law Clinic	3	3	3	3	3	4

EXHIBIT 2 – PARALEGAL ADVISORY COMMITTEE MINUTES FROM LAST 3 MEETINGS

PAC MEETING MINUTES – OCTOBER 11, 2019

Portland Community College Paralegal Program Advisory Council Friday, October 11, 2019 – Meeting Minutes

The meeting was called to order at 11:50 a.m.
Location: Miller, Nash, Graham & Dunn

In attendance: Elise Brickner-Schulz (Chair), Hugo Gonzalez-Venegas, Eryn Karpinski Hoerster, Karen Starin, Steven Taylor, Gregory Topete, Leni Tupper, Aubrey Baldwin,

- **Welcome & Introductions,**
No additions or changes to the agenda
- **PAC Business Items**
Two corrections were made to the 5.17.2019 minutes. Eryn Hoerster moved to approve the minutes. Stephen Taylor seconded. Approved.
- **PAC Schedules**
PAC Meetings:
Next meeting scheduled for January 24, 2020 at Boly:Welch.
May 1, 2020 proposed as next meeting date at The Standard. Leni agreed to check with Darcy Lagerquist regarding that date.
October 2020 at Miller Nash.
Portfolio Days:
 - December 9, 2019, 5:30 pm – 9:00 pm. Hugo Gonzalez-Venegas volunteered, Elise Brickner-Schulz tentatively agreed, and Steven Taylor agreed to participate if needed.
- **Program Updates & Discussion**
Admissions and Curriculum
 - PL 101 enrollment – three sections this Fall, partially because no PL 101 over the summer. Open enrollment for all students also increased enrollment. Aubrey Baldwin is instructing and noted it was interesting to have non-Paralegal students in the class and agreed to send around the Owl Guru Professions Quiz given to PL 101 students in the first class.
 - PL 100 Professions in the Law class first offering this term, taught by Leni Tupper. Leni requested that people interested in speaking in the class about their careers let her know. Suggestions of type of speakers, including court personnel, court reporter, and court interpreter, were made by the PAC.
 - The PAC was informed that Corporate Law is back on the schedule to teach.
 - Aubrey Baldwin informed the PAC that PL 295 – Paralegal Capstone would be offered for the first time in Winter 2020, and that the program faculty had been discussing potentially using preparation for the national, voluntary Paralegal Core Competency Exam (PCCE) as a framework for the course, and paring back the portfolio to a writing sample that addressed some of the program outcomes, a cover letter and a resume. The PAC members were generally supportive of paring back the portfolio, but strong support for some type of one-on-one interaction between students finishing the program and legal professionals was preferable to a mixer at a downtown firm. The PAC discussed the idea of doing a mock interview with the students, rather than a portfolio presentation, and that

the mock interviews be scheduled at legal employers locations instead of at PCC. This would allow the volunteers to participate more easily, and might lead to more legal professionals being involved. Concerns were raised about the usefulness of the PCCE exam generally, and its cost specifically.

- Leni Tupper informed the PAC that a clinical program is approved and operating in the Program, with student work focusing on expungements and legal name and gender marker changes for the LGBTQ+ community.
- Leni Tupper asked for ideas for increasing enrollment, equity and inclusion. PAC members suggested speaking at government classes at High Schools, participating in career fairs at high schools, and noted that the clinical programs and other community work of the program would likely help with enrollment and equity and inclusion in the future. The PAC asked that enrollment, equity and inclusion be included in the PAC agenda each quarter.

Paralegal Program Graduation

June 12, 2020- 3:30-5:00 p.m.

Asked for ideas for an Honored Alum Speaker and for PAC members to mark their calendars.

Other Paralegal Program Events

Leni Tupper let the PAC know about successful events in the PCC Paralegal program since the last meeting.

Legal Services Day

- September 13, 2019

Expungement Clinic

- August 29, 2019

Justice Sotomayor Book Tour

Paralegal Scholarship Fundraising

PAC was asked to continue to send out scholarship letters. We will check on fundraising totals for next meeting.

Adjourned at 1:05 pm

Thank you for attending. Your time is greatly appreciated.

Associated Materials

05.17.2019 Meeting Minutes

PAC MEETING MINUTES – MAY 17, 2019

Portland Community College Paralegal Program Advisory Council Friday, May 17, 2019 – Meeting Minutes

The meeting was called to order at 11:50 a.m.
Location: Standard Insurance

In attendance: Diana Blake, Elise Brickner-Schulz (Chair), Hugo Gonzalez-Venegas, Emily Gothard, Eryn Karpinski Hoerster, Darcy Lagerquist, Anh Le (via phone), Greg Lockwood, Gwen Rudolph, Karen Starin, Steven Taylor, Gregory Topete, Leni Tupper, Mary Vankleeck, Becky Washington, and Cathe Wiese

- **Welcome & Introductions,**
No additions or changes to the agenda
- **PAC Business Items**
Stephen Taylor moved to approve the minutes. Karen Starin seconded. Approved.
- **PAC Schedules**
PAC Meetings:
Next meeting scheduled for Oct. 11, 2019 at Miller Nash.
The following scheduled for January 24, 2020 at Boly Welch.
Portfolio Days:
 - Monday, June 3, 5:30-9:00 p.m. Hugo volunteered, Darcy might be available.
 - Tuesday, June 11, 12:30-4:00 p.m. Becky, Karin, and Gwen think they can volunteer
- **Program Updates & Discussion**
Admissions and Curriculum
 - Budget shortfall and reduced enrollment college-wide has led Paralegal Program to require some strategic course reductions and cancellations. PAC supported collaborations with CJA to minimize overlapping course content and allow our students to take CJ classes as PL electives. Various PAC members expressed their urging however, that we not retire our corporate law class, and that we might consider combining corporate law and IP to up enrollment in the course. Gwen at Boly Welch discussed the significant need for paralegals in this field, Greg agreed.
 - PAC also discussed curricular changes, rolling out Winter 2020, including new legal research and writing course sequences.
 - Collaborations and ideas for increasing enrollment, equity and inclusion brought up but not answered at this meeting.**Paralegal Program Graduation**
June 14, 2019- 3:30-5:00 p.m.
Honored Alum Speaker- PAC Member Hugo Gonzalez Venegas (OSB D&I)
Student Speaker- Lennie Montgomery (Military Vet, history of PTSD, excelled in Paralegal Program)
PAC members were encouraged to join and support graduating students!
- **Other Paralegal Program Events**
Oregon Court of Appeals Oral Arguments
 - April 11, 2019- successful in large part due to Diana's event planning

Legal Services Day

- March 8, 2019- served over 90 people
- September 13, 2019- next LSD

Expungement Clinic

- Experimental course this summer
- Expungement clinic at PCC tentatively scheduled for August 29, 2019

Paralegal Scholarship Fundraising

Attachment 2, Scholarship Fundraising Customizable Letter

PAC was asked to continue to send out

New and Hot in the Industry

Gwen stressed the importance of legal software, and an eye for detail on resumes and cover letters. PAC discussed the variety of titles that legal workers and graduates from our program have. Greg discussed training for the federal court and ECF, and stated that they'll do a class if we have a sufficient number of people. They don't have a live training module that they do anymore. With Odyssey, there's not a sandbox, but so long as you don't actually click the final submission, you can go through a lot of the steps before doing it. PAC members generally supported the idea of teaching e-filing in legal software or litigation.

Adjourned at 1:05 pm

Thank you for attending. Your time is greatly appreciated.

Associated Materials

1.25.19 Minutes

Scholarship Fundraising Letter

PAC MEETING MINUTES – JANUARY 25, 2019

Portland Community College Paralegal Program Advisory Council Friday, January 25, 2019 – Meeting Minutes

The meeting was called to order at noon.
Location: Boly:Welch

In attendance: Aubrey Baldwin, Diana Blake, Elise Brickner-Schulz (Chair), Eryn Karpinski Hoerster, Darcy Lagerquist, Gwen Rudolph, Karen Starin, Steve Taylor, Gregory Topete, Leni Tupper, Becky Washington, and Cathe Wiese,

Welcome, Introductions, & Additions or Changes to the Agenda

- The PAC welcomed a new member Cathe Wiese. Cathe is the Executive Director for My Father's House, a community shelter for families.

PAC Business Items

- Review & approve last meeting minutes, 11.16.2018

PAC Schedule

- PAC Meeting Schedule
 - October 11, 2019 – Miller Nash 11:45 – 1:00
 - January – TBD
- Portfolio Day volunteers Winter term
 - Thursday, March 21, 2019, 12:30-4:00 p.m.

Program Updates & Discussion

- **Admissions and Curriculum**
 - Budget, enrollment, course cancellations update
 - Budget shortfall due to declining enrollment-economy is good, folks are working and thus not seeking continuing education or career changes to the numbers we saw in the past
 - PL program enrollment is tracking the college's
- **Paralegal Scholarship Fundraising**
 - Attachment 2, Scholarship Fundraising Customizable Letter
 - 3 donations since last meeting- please continue to send out!
 - First line of outreach to raise the balance of the funds needed to endow our scholarship. Letter is customizable letter. Hope is each member will be willing to send out to some of your contacts. Letter has been emailed out to the each PAC Member.
- **New and Hot in the Industry**
 - Open discussion regarding the current demand for paralegals in, and specific needs of the legal industry, and how our program is doing at preparing students to fulfill those needs.

Adjourned at 1:10 pm

Thank you for attending. Your time is greatly appreciated.

Associated Materials

11.16.18 Minutes
Scholarship Fundraising Letter

PCC Paralegal Advisory 1.25.2019 Minutes

EXHIBIT 3 – RECENT EVENT FLIERS

LGBTQ+ CLINIC – MARCH 11, 2020



FREE
Legal Name & Gender-Marker Change Clinic

The PCC Paralegal Program is hosting a FREE legal name and gender-marker change clinic.

Wednesday, March 11, 2020 from 6:30-9:20 p.m.

PCC Cascade Campus, Terrell Hall, Room 112

Registration Required (Limited Walk-In Availability)
Register at this link: <http://bit.ly/PCCNameGenderMarkerClinic>

Portland Community College is an Affirmative Action, Equal Opportunity Institution. If you experience disability related barriers or anticipate a need for accommodation please contact the event planner. For Additional resources, or to provide feedback, please see <http://www.pcc.edu/about/accessibility>.

DACA RENEWAL CLINIC – FEBRUARY 22, 2020



Rock Creek Campus Event Center

Sat. February 22, 2020
10 a.m. to 4 p.m.

Volunteer Attorneys and
Paralegal Students will
help you fill out and file
your DACA Renewal
Application

Snacks & Beverages Provided

Free DACA Renewal Clinic

Hosted by The PCC DREAMers Resource Center, the
PCC Paralegal Program & the Immigrant Solidarity
Collaborative

More info and to register: bit.ly/PCCDACAClinic

For filing fee assistance: luz.villarroel15@pcc.edu

For questions: alena.tupper15@pcc.edu
leadership@adelantemujeres.org

Open to PCC Students, Staff and
Community Members!

Portland Community College is an Affirmative Action, Equal Opportunity Institution. If you experience disability-related barriers or anticipate a need for accommodation please contact the event planner. For Additional resources, or to provide feedback, please see <http://www.pcc.edu/about/accessibility>.



Espacio para Eventos del Campus Rock Creek

22 de Febrero, 2020
10 a.m. - 4 p.m.

Abogados voluntarios y
estudiantes Paralegales le
ayudarán a presentar su
aplicación para la
Renovación

Se proveerá comida y bebidas

Taller de Renovación de “DACA”

Organizado por el “PCC DREAMers Resource Center,” el
Programa de Paralegales de PCC y el Proyecto de
Solidaridad Inmigrante

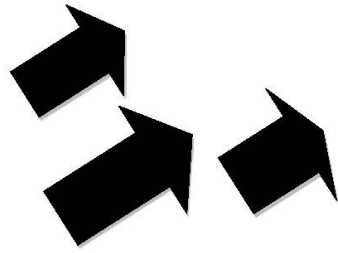
Para registrarse: bit.ly/PCCDACAClinic

Para asistencia con la cuota: luz.villarroel15@pcc.edu

Para preguntas: alena.tupper15@pcc.edu
leadership@adelantemujeres.org

Abierto a estudiantes de PCC y
todos miembros de la Comunidad!

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Get those records expunged!

*If you have an Oregon criminal history,
we may be able to help you get some of
your records cleared.*

A joint project of the PCC Paralegal Department & Metropolitan
Public Defender Community Law Division

Walk-in registration; first come, first served

Monday, February 24, 2020
2:00pm – 5:00 pm

PCC Cascade Campus
Terrell Hall, Room 112
705 N Killingsworth St. Portland, OR 97217

Parking Available
Accessible via MAX Yellow Line &
TriMet Bus lines 72, 4 & 44

Portland Community College is an Affirmative Action, Equal Opportunity Institution. If you experience disability related barriers or anticipate a need for accommodation please contact the event planner. For Additional resources, or to provide feedback, please see <http://www.pcc.edu/about/accessibility>.

A CONVERSATION WITH U.S. SUPREME COURT JUSTICE SONIA SOTOMAYOR– SEPTEMBER 7, 2019

PCC / News / September 2019

PCC, Multnomah County Library sponsor Justice Sotomayor's Portland visit

Story by James G. Hill. Photos by Briana Cerezo.



Justice Sonia Sotomayor takes questions from the crowd during a Q & A session.

In September, Portland Community College welcomed U.S. Supreme Court Justice Sonia Sotomayor to its Sylvania Campus to celebrate the release of her new children's book, "Just Ask! Be Different, Be Brave, Be You."

The event, co-sponsored with the Multnomah County Library, included a conversation with Justice Sotomayor that was moderated by iHeart Radio and KATU-TV lifestyle host Tra'Renee Chambers. It was followed by an audience Q&A and book signing, as well as special VIP signing for students and event partners.

"We are delighted to be able to host this event with the Multnomah County Library," said PCC President Mark Mitsui, who introduced the Justice to a packed crowd in the gymnasium. "We have a lot of bridges here in Portland and our county libraries and our education system are examples of bridges to understanding the world around us and to a better life."



Paralegal Program students helped bring Sotomayor to PCC.

Libraries and community colleges have played a key role in the life of Justice Sotomayor. Her mother is a graduate of a community college nursing program in the South Bronx, New York and she often writes about the impact of her local library on her life. The Justice's assistant, Anh Le, is a PCC alumna and graduate of the college's law assistant program. In 2012, Le was named a Diamond Alumni, which recognizes PCC's most outstanding graduates.

"It is both fitting and fortunate that she chose to visit Portland and at a community college," Mitsui added. "We're so glad that she is here and is willing to share her life lessons with us tonight."

In "Just Ask," Sotomayor celebrates the different abilities kids (and people of all ages) have. Using her own experience as a child who was diagnosed with diabetes, she writes about children with all sorts of challenges—and looks at the special powers those kids have, as well.

"Justice Sotomayor explains how being different makes us stronger in good ways," Mitsui said. "Now, that's a book I wish I had when I was growing up. What an important message."



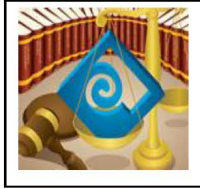
PCC President Mark Mitsui introduces the Justice to the crowd of 1,000 in the Sylvania gym.

Izzy Romero graduated from the Paralegal Program last June and was excited to meet Justice Sotomayor. She earned her undergraduate degree from the University of Oregon when she took a break to see what else was out there.

"I found out about the PCC Paralegal Program and thought it would be great for me," Romero said. "I'm now working at a law firm in Tigard.

"I think everyone did a great job today facilitating this," she continued about Sotomayor's visit. "A lot of work went into this event and it was so worth it for such a beautiful and passionate Justice. It's not every day a Supreme Court Justice comes to Portland, Oregon. So this has been very rewarding."

LEGAL SERVICES DAY – SEPTEMBER 13, 2019



NORTH PORTLAND LEGAL SERVICES DAY

September 13, 2019

Terrell Hall at the PCC Cascade Campus
5624 N Borthwick Avenue, Room 112, Portland, OR 97217
12:30 PM to 5:00 PM

There will be 130 spaces available. Do not leave a message. Those who do not make the list will have to wait to register for the next Legal Services Day. **We cannot guarantee that you will get on the list for Legal Services Day and it should not be depended on if you have an upcoming court date or other matters.**

Pre-Registration Required!

Registration line will be open from 9:00 a.m. to 1:00 p.m. on September 9, 2019

Information is subject to change

REGISTRATION NUMBER: 503-273-8236

Free parking is available at PCC Parking Lot. Please do not park in spaces marked "Reserved" or "Staff Only". Map is located on the backside of this flyer.

Here are the steps!

STEP ONE: Call the Multnomah County Courthouse at 503-988-6279 ext. 4 to find out how much you owe. **Ask about traffic and parking tickets too.**

Please do this **BEFORE** you come to Legal Services Day.

If your license is suspended, call DMV and ask what tickets are holding up your license.

STEP TWO: Do community service with a nonprofit **OR** participate in treatment. **Complete one hour for every \$100 that you owe, up to 80 hours** (all money is waived after 80 hours). Hours need to be completed **before** Legal Services Day.

STEP THREE: Ask the nonprofit you worked for or your treatment provider for a **letter on letterhead** that says how many hours you completed and when (letter must have hours listed!) **You will not be able to have your fines waived without this!**

STEP FOUR: **Call and register** for Legal Services Day on the registration date listed above. We will be answering calls as they come in and you need to talk to a person in Community Law to get on the list. **You will need to be on the list to come to Legal Services Day.** Do not leave a message

STEP FIVE: Once you are registered then **bring your letter** to Legal Services Day starting at 12:30! A judge will sign an order waiving your fines and fees after verification of your hours.

STEP SIX: Fees can take at least one month to be waived in the court system – please be patient.

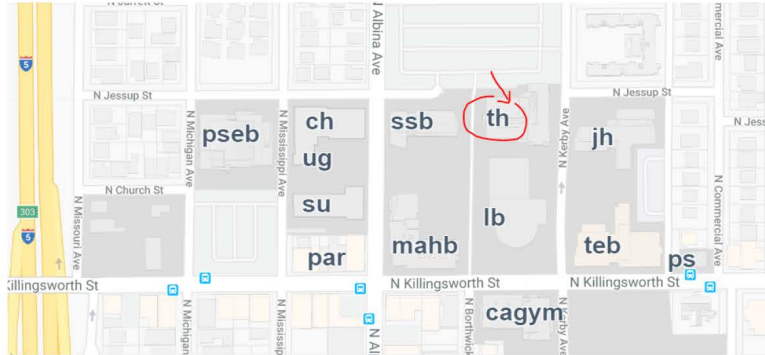
Legal Services Day **does not waive** the \$75.00 fee to get your license reinstated. That is a DMV fee that we do not have authority to waive.

Please see other side

What Counts For Your Hours?

- Hours completed within **the last 6 months** from the day of the Legal Services Day you attend.
- Community service hours for a nonprofit organization
- Alcohol, drug, or other addiction treatment, including AA/NA
- Group or individual counseling
- Job counseling/coaching and parenting classes
- **Cannot be court ordered/part of your sentence.**

Remember, we can only waive Multnomah County fines and fees. We **cannot** get rid of restitution, compensatory fines, child support, or money owed to Municipal Courts. If you believe we have missed a ticket at a prior Legal Services Day you can call the Metropolitan Public Defender Community Law Division at 503-225-9100.



Portland Community College is an Affirmative Action, Equal Opportunity Institution.

If you experience disability related barriers or anticipate a need for accommodation please contact the event planner. For additional resources, or to provide feedback, please see <http://www.pcc.edu/about/accessibility>



OREGON COURT OF APPEALS

April 11, 2019

Portland Community College Cascade Campus invites you to observe three Oregon Court of Appeals cases in action.

Hear actual cases argued by lawyers whose outcomes affect real people and their lives.

**Sponsored by
The PCC Paralegal Department**

When:
April 11, 2019
Seating: 8am — 8:40am (Please arrive by 8:40am)
Ceremony Begins at 8:45am
Court is in session from 9am — 12 noon

Where:
PCC Cascade Campus
Moriarty Auditorium
705 N Killingsworth Street
Portland, OR 97217

Court of Appeals Panel:
Presiding Judge Rex Armstrong
Judge Erin Lagesen
Judge Scott Shorr

Cases to be Argued:
State v. Alatorre (A165341)
State v. Brown (A165124)
State v. Clifton (A166439)



**Please Observe
Courtroom Etiquette:**

- Business-Casual attire
- No talking during argument
- No photographs or videos
- No chewing gum
- No eating or drinking
- No slouching in your seat
- No talking on cell phones
- No sleeping
- No text messaging
- No using laptops, ipads or ipods

EXHIBIT 4 – TESTIMONIALS

“It has been a little bit over a year since I graduated from the Paralegal Certificate Program at PCC.... I have been able to use the tech skills I learned in the paralegal program along with the legal drafting techniques to help me hit the ground running.... I want to thank each and every one of you for helping me find this passion that I never knew I had.... I’ll never forget Steven Taylor's fire and brimstone ethics lectures, or Tim Heinson's punny powerpoints, and Ed Ferrero - he who speaks in fact patterns. And last but not most definitely not least Leni Tupper - thank you for showing me The Law, I was not certain about the Paralegal Program, but after finishing 101 with Leni, I set down this path and never looked back.”

“The program changed my life. I have an amazing career at a job that I love and could never have gotten to this point without the education I received at the Paralegal Program and its supportive and caring professors and staff. I am so grateful every day for the Paralegal Program and hope it continues to be a resource for many generations of students.”

“The PCC Paralegal Program and its wonderful faculty know how to produce well rounded legal workers, ready to serve our communities in accessing justice. I have been able to use the skills and knowledge gained from the program to help advocate for change in housing and work in the labor union world. I can’t thank my paralegal instructors enough.”

“This is an outstanding opportunity for both the student and the public. It put a face on the client for the students so that they could see an individual with a felony is not always what is portrayed on television. It is a man or woman with a family, an under paying job or poor housing resulting from this felony on their record.”

“I just accepted an offer at a law firm.... I genuinely can’t express just how thankful I am for the [paralegal] program....”

“I feel like I know how to do real, important work and have worked with the public doing that real, important work.”

“I liked that I was doing practical educational paralegal things while also becoming aware of the human factors that are in play[.]”

“The Paralegal Program has been key in my career development to date. Even though I had experience in the legal field...[w]ithout the Paralegal Program, my career would not be what it is today.”

“The Paralegal Program at PCC gave me the foundation need to begin my legal career. With a strong ethical lens and legal analysis, I was able to [go on to] graduate law school with a solid understanding of the law in large part due to my legal training at the Paralegal Program at PCC.”

“The Paralegal Program was important to me because it taught practical skills for working in law and the critical thinking skills required to have a career in law. Each teacher stretched and taught students in a way that prepared us for our careers, and I am incredibly grateful for the opportunity to learn from them. This program is important to effectively train students and inspire them to serve their communities through legal advocacy.”