

## WORKFORCE PROGRAM REVIEW

<b>PROGRAM NAME:</b> Paralegal/Legal Assistant	<b>AUTHORING TEAM CONTACT:</b> Gage Waggoner, Discipline Lead
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# APPENDIX

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# Paralegal/Legal Assistant

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Law firms, corporations and governmental agencies hire paralegals/legal assistants to perform a wide variety of legal tasks under the direction and supervision of a licensed attorney. For example, paralegals investigate cases, interview witnesses and draft documents such as wills, contracts and court papers. As a result, paralegals must be proficient in computer skills, legal terminology and legal procedures. Collin's Associate of Applied Science degree in Paralegal/Legal Assistant Studies provides excellent training in these areas and offers opportunities for specialization.

Not only is this career path interesting; it is growing at a fast pace. According to the U.S. Bureau of Labor Statistics, employment of paralegals and legal assistants is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations.

This program trains students to become paralegals and legal assistants and helps them prepare for a national certification examination. The program does not qualify a graduate to take a state bar exam, represent clients in court, or give legal advice. Paralegals may not provide legal services directly to the public, except as permitted by law. Admission to the Paralegal/Legal Assistant program is open to all students. Students with a prior degree may be eligible for admission to the Level II Paralegal General

Certificate program. For more information about eligibility, please see the certificate pre-entrance requirements.

### **Paralegal Program Goals**

Consistent with the core values of the district, the mission of the paralegal studies program is to further the paralegal profession by providing specialized training and education in law and legal procedure that will produce graduates who are prepared to enter the legal workforce with sufficient technology skills and a firm understanding of the ethical responsibilities of the attorney and paralegal.

The goals of the paralegal program are:

1. The program will reflect a diverse student body.
2. The program will produce graduates who possess the legal knowledge and technology skills necessary to qualify them for employment in a legal work environment.
3. The program will produce graduates who demonstrate an understanding of their ethical responsibility in the legal profession.
4. The program will emphasize written communication skills.
5. The program will promote opportunities to service the needs of the local community and encourage pro bono and public interest causes.

Texas Woman's University (TWU) and Collin College Paralegal/Legal Assistant programs entered an articulation agreement effective Fall 1999, which establishes a plan for students to obtain an AAS degree from Collin College and a Bachelor of Science in Government – Legal Studies Emphasis degree from TWU. Collin College established a similar articulation agreement with Texas A&M University-Commerce, effective Fall 2004, for the Bachelor of Arts/Science in Political Science with Emphasis in Paralegal Studies degree.

Admission to the Paralegal/Legal Assistant Associate of Applied Science Program is open to all students. Students with a prior degree may be eligible for admission to the Level II Paralegal General Certificate program. See certificate pre-entrance requirements.

Students planning to transfer to a college or university should check with Collin College academic advisors. Also check the degree requirement of the intended transfer college prior to beginning this program to verify course degree applicability.

### **Program Options**

[AAS – Paralegal / Legal Assistant](#)

[Certificate Level 2 – Paralegal General](#)

[Department Website](#)



## Program Assessment Data Report

Program: Paralegal/Legal Assistant

Terms Data Collected: Fall 2021-Fall 2022

Program-Level Learning Outcome- (From Assessment Plan)	Assessment Measure(s) and Where Implemented in Curriculum – (From Assessment Plan)	Targets- Level of Success Expected-(From Assessment Plan)	Assessment Results – (Provide Data in a form related to targeted levels of success to left. Indicate if Targeted level of success was met, partially met, or not met.)
<p><b>PLO #1</b> Students will be able to prepare court documents, such as petitions/complaints and answers for civil litigation.</p>	<p>2 assignments in LGLA 2333-Advanced Legal Document Preparation in which students are required to prepare a petition/complaint and answer, respectively, for civil litigation</p>	<p>80% of students completing the assessments will earn an average of 75% or higher on the assignments.</p>	<p>The targeted level of success was met. The following percentages of students who completed the assignments earned an average of 75% or higher on the assignments:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 250)               <ul style="list-style-type: none"> <li>• Petition/complaint: 77%</li> <li>• Answer: 86%</li> </ul> </li> <li>• Spring 2022 (Section 250)               <ul style="list-style-type: none"> <li>• Petition/complaint: 94%</li> <li>• Answer: 94%</li> </ul> </li> <li>• Summer 2022 (Section 250)               <ul style="list-style-type: none"> <li>• Petition/complaint: 79%</li> <li>• Answer: 91%</li> </ul> </li> <li>• Summer 2022 (Section 251)               <ul style="list-style-type: none"> <li>• Petition/complaint: 75%</li> <li>• Answer: 83%</li> </ul> </li> <li>• Fall 2022 (Section 250)               <ul style="list-style-type: none"> <li>• Petition/complaint: 81%</li> <li>• Answer: 73%</li> </ul> </li> </ul> <p>Though students achieved the targeted level of success on the petition and answer assignments, the instructor plans to make some clarifications to the curriculum to</p>

			address some of the recurring challenges that students experienced. For example, the instructor will supplement some of her recorded lectures with embedded questions that students will answer as they watch the lectures.
<p><b>PLO #2</b> Students will be able to conduct legal research by locating and analyzing sources of law, such as case law and statutes.</p>	<p>27 embedded questions in LGLA 1303-Legal Research, administered in classroom or Testing Center, requiring students to identify the publications in which case law and statutes appear and to analyze case law and statutes:</p> <ul style="list-style-type: none"> <li>a) 23 multiple-choice questions</li> <li>b) 3 true-false questions</li> <li>c) 1 short-answer question (classroom, Testing Center, or online administration of test)</li> </ul>	<p>80% of students will earn an average of 75% or greater on the embedded test questions.</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 000): 77%</li> <li>• Spring 2022 (Section 000): 80%</li> <li>• Spring 2022 (Section 200): 82%</li> <li>• Summer 2022 (Section 200): 84%</li> <li>• Fall 2022 (Section 000): 80%</li> </ul> <p>An analysis of the Fall 2021 assessment data revealed that the assessment questions that had given students the most difficulty were questions 2, 3, 6, 9, and 10, which tested students' ability to read and comprehend a court opinion supplied with the test. The lower success rates on these questions stemmed from students' failure carefully to read the wording of both the opinion and the assessment questions themselves. The instructors provided students with more exercises in close reading of court opinions and emphasized</p>

			even more the necessity of carefully reading test questions themselves, this raising assessment results to meet the target level.
<p><b>PLO #3</b> Students will be able to apply standards of legal ethics, such as the duty of confidentiality and the duty to avoid conflicts of interest, and avoiding the unauthorized practice of law.</p>	<p>14 embedded final exam questions in LGLA 1307- Introduction to Law and the Legal Professions requiring students to recognize and apply standards governing the duty of confidentiality, the duty to avoid conflicts of interest, and the prohibitions against the unauthorized practice law:</p> <ul style="list-style-type: none"> <li>a) 6 multiple-choice questions</li> <li>b) 8 true-false questions</li> </ul> <p>(classroom, Testing Center, or online administration of test)</p>	<p>80% of students will earn an average of 75% or greater on the embedded test questions.</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded test questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 001): 91%</li> <li>• Fall 2021 (Section 002): 92%</li> <li>• Fall 2021 (Section 200): 88%</li> <li>• Spring 2022 (Section 000): 86%</li> <li>• Spring 2022 (Section 001): 94%</li> <li>• Spring 2022 (Section 200): 85%</li> <li>• Summer 2022 (Section 200): 93%</li> <li>• Fall 2022 (Section 001): 88%</li> <li>• Fall 2022 (Section 002): 96%</li> <li>• Fall 2022 (Section 200): 67%</li> </ul>
<p><b>PLO #4</b> Students will be able to demonstrate effective legal writing skills by preparing legal documents, such as affidavits, legal memoranda, and motions.</p>	<ul style="list-style-type: none"> <li>• 18 quiz questions in LGLA 1305- Legal Writing requiring students to recognize and apply standards governing the purpose, format, and substance of a legal memorandum: <ul style="list-style-type: none"> <li>a) 17 multiple-choice questions</li> <li>b) 1 true-false question</li> </ul> </li> <li>(classroom, Testing Center, or take-home online administration of test)</li> <li>• 34 quiz questions in LGLA 1305- Legal Writing requiring students to recognize and apply standards governing the proper format and</li> </ul>	<p>80% of students completing the assessments will earn a 75% or higher.</p>	<p>Legal Memorandum and Affidavit Assessments (LGLA 1305-Legal Writing)</p> <p>In Fall 2022, the program used grading rubrics in LGLA 1305-Legal Writing for the assignments requiring students to draft legal memoranda and affidavits. However, by the end of that semester, the faculty members who teach LGLA 1305 concluded that the rubrics were unworkable as assessment tools for PLO #4 because of the instructors' differing</p>

	<p>substance of a legally valid affidavit:</p> <ul style="list-style-type: none"> <li>a) 19 multiple-choice questions</li> <li>b) 13 true-false questions</li> <li>c) 2 matching questions</li> </ul> <p>(classroom, Testing Center, or take-home online administration of test)</p> <ul style="list-style-type: none"> <li>• Assignment in LGLA 2333-Advanced Legal Document Preparation requiring preparation of a motion</li> </ul>		<p>emphases in teaching these topics and issues relating to the relative weight to be assigned to different aspects of the assignments. Therefore, the faculty members collaboratively revised the assessment tools in the form of standardized quiz questions requiring students to recognize and apply standards relating to the purpose, format, and substance of the documents. The program began using these new assessment tools in Fall 2022, and they proved effective for assessing PLO #4.</p> <p>Based on the revised assessment tools, the target level of success was met. The following percentages of students who completed the assessments earned an average of 75% or higher on the quiz questions:</p> <ul style="list-style-type: none"> <li>• Spring 2023 (Section 200): <ul style="list-style-type: none"> <li>• Legal memorandum quiz: 91%</li> <li>• Affidavit quiz: 83%</li> </ul> </li> <li>• Fall 2022 (Section 000): <ul style="list-style-type: none"> <li>• Legal memorandum quiz: 84%</li> <li>• Affidavit quiz: 95%.</li> </ul> </li> </ul> <p>Motion Assessment (LGLA 2333-Advanced Legal Document Preparation)</p>
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			<p>Regarding the motion assignment in LGLA 2333-Advanced Legal Document Preparation, the targeted level of success was met. The following percentages of students who completed the assessment earned 75% or higher on the assessment:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 250): 81%</li> <li>• Spring 2022 (Section 250): 89%</li> <li>• Summer 2022 (Section 250): 86%</li> <li>• Summer 2022 (Section 251): 78%</li> <li>• Fall 2022 (Section 250): 75%</li> </ul> <p>Though students achieved the targeted level of success on the motion assignment, the instructor plans to make some clarifications to the curriculum to address some of the recurring challenges that students experienced. Specifically, the instructor will supplement one of her recorded lectures with embedded questions that students will answer as they watch the lectures.</p>
<p><b>PLO #5</b> Students will be able to understand core principles of Texas negligence law.</p>	<p>10 embedded midterm exam multiple-choice questions in LGLA 2303-Torts and Personal Injury Law requiring students to recognize and apply core principles of Texas negligence law (take-home online administration of test)</p>	<p>80% of students will earn an average of 75% or greater on the embedded test questions.</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded test questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 050): 83%</li> <li>• Spring 2022 (Section 050): 88%</li> <li>• Fall 2022 (Section 050): 87%</li> </ul>

<p><b>PLO #6</b> Students will be able to understand core principles of Texas contract law.</p>	<p>10 embedded questions in LGLA 1351-Contracts requiring students to recognize and apply core principles of Texas contract law on the following exams:</p> <ul style="list-style-type: none"> <li>a) Midterm exam – 4 true-false questions, 1 multiple-choice question, and 1 essay question (classroom or Testing Center administration of test)</li> <li>b) Final exam – 3 true-false questions and 1 multiple-choice question (classroom or Testing Center administration of test)</li> </ul>	<p>80% of students will earn an average of 75% or greater on the embedded test questions</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded test questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 250): 74%</li> <li>• Spring 2022 (Section 250): 81%</li> <li>• Summer 2022 (Section 250): 88%</li> <li>• Fall 2022 (Section 251): 83%</li> </ul>
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# Marketable Skills

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## PARALEGAL MARKETABLE SKILLS

- Draft legal documents such as affidavits, pleadings, discovery, memoranda, and letters.
- Investigate facts and interview witnesses.
- Communicate effectively with court personnel, legal professionals, and current and potential clients.
- Research and analyze case law, statutes, and regulation.
- Calculate and calendar deadlines.
- Organize legal file and billing information.
- Assist attorneys at trials, hearings, and depositions.
- Comply with the ethical duties regarding confidentiality, competence, and conflicts of interest.

Click [here](#) for program and award information.

# Paralegal/Legal Assistant

**DEGREE TYPE**

Associate of Applied Science

**TOTAL CREDIT HOURS**

60

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## Paralegal / Legal Assistant, AAS

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General Certificate program. For more information about eligibility, please see the certificate pre-entrance requirements.

### Paralegal Program Goals

Consistent with the core values of the district, the mission of the paralegal studies program is to further the paralegal profession by providing specialized training and education in law and legal procedure that will produce graduates who are prepared to enter the legal workforce with sufficient technology skills and a firm understanding of the ethical responsibilities of the attorney and paralegal.

The goals of the paralegal program are:

The program will reflect a diverse student body.

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The program will emphasize written communication skills.

The program will promote opportunities to service the needs of the local community and encourage *pro bono* and public interest causes.

Texas Woman's University (TWU) and Collin College Paralegal/Legal Assistant programs entered an articulation agreement effective Fall 1999, which establishes a plan for students to obtain an AAS degree from Collin College and a Bachelor of Science in Government - Legal Studies Emphasis degree from TWU. Collin College established a similar articulation agreement with Texas A&M University-Commerce, effective Fall 2004, for the Bachelor of Arts/Science in Political Science with Emphasis in Paralegal Studies degree.

Admission to the Paralegal/Legal Assistant Associate of Applied Science Program is open to all students. Students with a prior degree **may be** eligible for admission to the Level II Paralegal General Certificate program. See certificate pre-entrance requirements.

Students planning to transfer to a college or university should check with Collin College academic advisors. Also check the degree requirement of the intended transfer college prior to beginning this program to verify course degree applicability.

### FIRST YEAR

#### First Semester

[ENGL 1301 - Composition I](#)

[LGLA 1307 - Introduction to Law and the Legal Professions](#)

[LGLA 1370 - Introduction to Legal Conventions](#)

[MATH 1314 - College Algebra<sup>2</sup>](#)

#### Second Semester

[GOVT 2305 - Federal Government \(Federal constitution and topics\)<sup>3</sup> \(See Social/Behavioral Sciences options\)](#)

[LGLA 1303 - Legal Research](#)

[LGLA 2303 - Torts and Personal Injury Law](#)

[LGLA 2333 - Advanced Legal Document Preparation](#)

#### Third Semester

[ENGL 1302 - Composition II](#)

[LGLA 1345 - Civil Litigation](#)

[LGLA 1351 - Contracts](#)

[PHIL 2303 - Introduction to Formal Logic<sup>4</sup> \(See Humanities/Fine Arts options\)](#)

## SECOND YEAR

### First Semester

[LGLA 1305 - Legal Writing](#)

[LGLA 1355 - Family Law](#)

[LGLA 2311 - Business Organizations](#)

[GEN ED - Speech course](#)

### Second Semester

[LGLA 1353 - Wills, Trusts, and Probate Administration](#)

[LGLA 2339 - Certified Paralegal Exam Review\(Capstone\)](#)<sup>5</sup>

ELECTIVE \*

ELECTIVE \*

**TOTAL CREDIT HOURS: 60**

\* Electives (6 credit hours): [LGLA 1323](#), [LGLA 1343](#), [LGLA 1380](#), [LGLA 2307](#), [LGLA 2309](#), [LGLA 2313](#), or [LGLA 2323](#).

*These hours include 42 credit hours of LGLA courses, at least nine credit hours of which must be in synchronous format.*

2. May substitute [MATH 1316](#), [MATH 1332](#), [MATH 1342](#), [MATH 1350](#), or [MATH 1351](#), [MATH 2320](#), [MATH 2412](#), [MATH 2413](#), [MATH 2414](#), or [MATH 2415](#).

3. [GOVT 2305](#), or [GOVT 2306](#), is strongly preferred.

4. Recommended for students planning to take the LSAT.

5. Students should contact the National Association of Legal Assistants (NALA) for current exam eligibility requirements.

# Paralegal/Legal Assistant

**DEGREE TYPE**

Level Two Certificate

**TOTAL CREDIT HOURS**

36

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## Paralegal General, Level 2 Certificate

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### Paralegal Program Goals

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Admission to the Paralegal/Legal Assistant Associate of Applied Science Program is open to all students. Students with a prior degree **may be** eligible for admission to the Level II Paralegal General Certificate program. See certificate pre-entrance requirements.

Students planning to transfer to a college or university should check with Collin College academic advisors. Also check the degree requirement of the intended transfer college prior to beginning this program to verify course degree applicability.

### PRE-ENTRANCE REQUIREMENTS

Admission to the college or the degree program does not guarantee admission to the Paralegal General Certificate Program. Prior to admission to the certificate program, students must provide official documentation showing that they have earned a Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Associate of Arts, Associate of Science, or Associate of Arts for Teaching degree to demonstrate that they have met the American Bar Association requirements of having successfully developed critical reasoning, writing skills, and oral communication skills by completing at least eighteen semester credits of general education courses.

### FIRST SEMESTER

[LGLA 1307 - Introduction to Law and the Legal Professions](#)

[LGLA 1345 - Civil Litigation](#)

[LGLA 1370 - Introduction to Legal Conventions](#)

[LGLA 2333 - Advanced Legal Document Preparation](#)

### SECOND SEMESTER

LGLA 1303 - Legal Research



LGLA 1300 - Legal Research

LGLA 1305 - Legal Writing

LGLA 2303 - Torts and Personal Injury Law

ELECTIVE \*

**THIRD SEMESTER**

LGLA 1351 - Contracts

LGLA 2311 - Business Organizations

LGLA 2339 - Certified Paralegal Exam Review(Capstone) <sup>2</sup>

ELECTIVE \*

**TOTAL CREDIT HOURS: 36**

*Students must be TSI complete.*

*\*Electives (6 credit hours): LGLA 1323, LGLA 1343, LGLA 1353, LGLA 1355, LGLA 1380, LGLA 2307, LGLA 2309, LGLA 2313, or LGLA 2323*

*These hours include 36 credit hours of LGLA courses, at least nine credit hours of which must be in synchronous format.*

*2. Students should contact the National Association of Legal Assistants (NALA) for current exam eligibility requirements.*

**IRO STATISTICS PROVIDED TO PROGRAM IN SPRING 2023:\***

Exhibit I.1 shows the number of students who have/had a declared program in the respective AAS/CER Paralegal program.

Program Option	FY2020 (08/19 - 07/20)	FY2021 (08/20 - 07/21)	FY2022 (08/21 - 07/22)	FY2023 (08/22 - 07/23) *
AAS - Paralegal/Legal Assistant	302	275	326	202
CER - Paralegal General	69	94	63	46

Exhibit I.2 shows the number of students who earned the Collin credential during the referenced fiscal years.

Program Option	FY2017 (08/16 - 07/17)	FY2018 (08/17 - 07/18)	FY2019 (08/18 - 07/19)	FY2020 (08/19 - 07/20)	FY2021 (08/20 - 07/21)	FY2022 (08/21 - 07/22)	FY2023 (08/22 - 07/23) *
AAS - Paralegal/Legal Assistant	25	14	22	15	24	27	9
CER - Paralegal General	30	28	36	22	36	49	19

\*Source: David Malone, IRO

**PROGRAM ADJUSTMENTS TO IRO EXHIBIT I.2 TO ELIMINATE COUNTS OF NON-PARALEGAL AWARDS (A.A., A.S., F.O.S.C.):**

The chart below reflects downward adjustments made by the Paralegal Program to the IRO statistics to eliminate counts of non-paralegal awards—e.g., A.A., A.S., and Field-of-Study Certificate.

Program Option	FY2017 (08/16 - 07/17)	FY2018 (08/17 - 07/18)	FY2019 (08/18 - 07/19)	FY2020 (08/19 - 07/20)	FY2021 (08/20 - 07/21)	FY2022 (08/21 - 07/22)	FY2023 (08/22 - 07/23) *
AAS - Paralegal/Legal Assistant	28	18	22	16	22	26	
CER - Paralegal General	8	10	15	6	15	15	
<b>TOTAL:</b>	<b>36</b>	<b>28</b>	<b>37</b>	<b>22</b>	<b>37</b>	<b>41</b>	

**Collin County Community College District  
Program Review 2023-2024**

Average Section Size in Courses by Term  
Academic Years 2018-2019 through 2022-2023

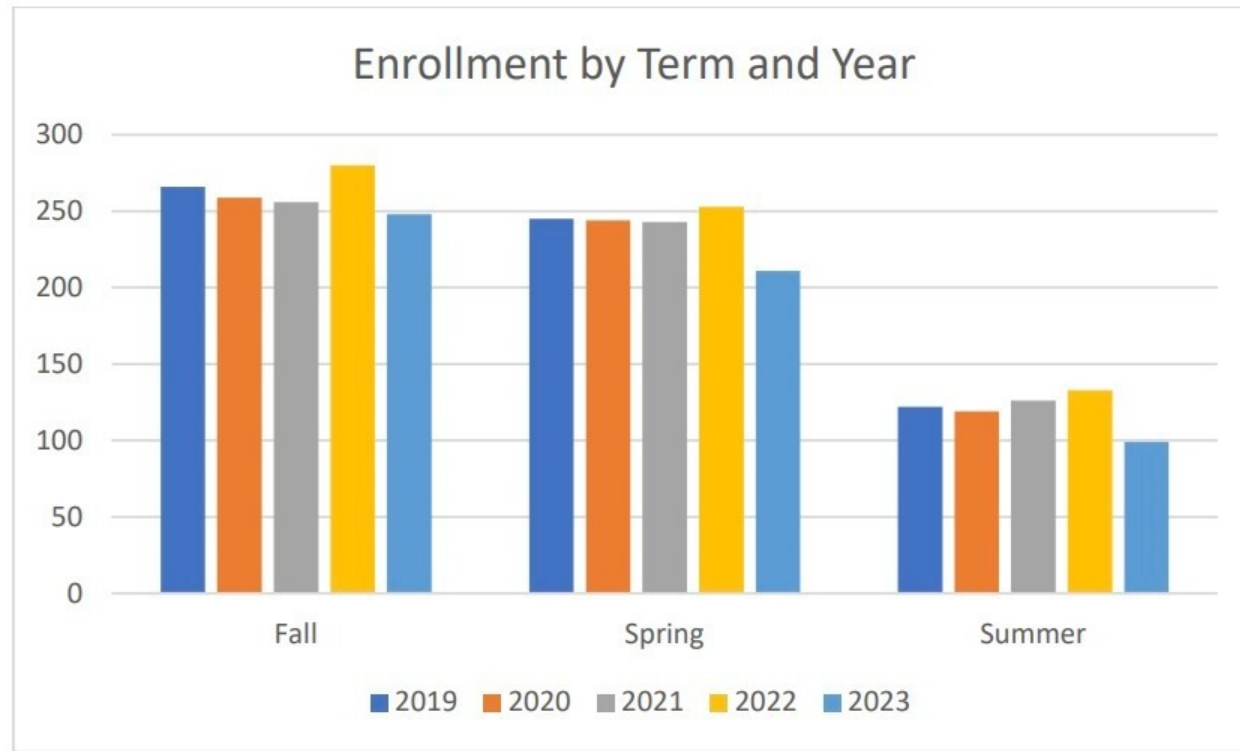
	2019			2020			2021			2022			2023		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
LGLA-1303	30	28	-	30	26	-	30	24	-	20	32	11	30	27	-
LGLA-1305	25	30	-	25	30	-	23	23	-	33	25	-	48	12	-
LGLA-1307	28	17	16	18	16	25	21	23	17	24	15	15	19	11	19
LGLA-1323	-	-	-	-	-	-	27	24	-	21	-	-	-	25	-
LGLA-1343	26	-	-	21	-	-	-	-	13	-	12	-	-	9	-
LGLA-1345	-	28	21	30	29	24	30	24	20	31	33	15	34	27	13
LGLA-1351	23	23	24	24	24	22	38	21	36	33	32	24	38	25	24
LGLA-1353	27	17	-	28	16	-	29	24	-	27	14	-	34	21	-
LGLA-1355	29	13	-	30	28	-	33	28	24	31	30	25	33	20	17
LGLA-1370	25	26	25	25	24	24	30	26	33	33	32	32	49	29	27
LGLA-1380	2	2	-	-	1	-	1	2	-	1	-	1	5	1	1
LGLA-2303	27	46	-	25	26	-	38	25	-	49	33	-	50	25	-
LGLA-2307	22	-	-	27	-	-	30	-	-	31	-	-	22	-	-
LGLA-2309	-	-	-	-	-	-	-	-	-	22	-	-	18	-	-
LGLA-2311	24	24	22	25	24	25	25	23	30	21	29	22	25	23	22
LGLA-2313	-	29	-	-	28	-	-	24	-	-	26	-	-	29	-
LGLA-2323	-	19	-	-	16	-	-	-	-	-	17	-	-	11	-
LGLA-2333	-	49	21	-	40	24	-	37	22	31	33	19	48	23	23
LGLA-2339	12	16	10	9	12	-	19	22	-	28	24	-	23	41	-

**Collin County Community College District  
 Program Review 2023-2024**

Unduplicated Enrollment in Courses by Term  
 Academic Years 2018-2019 through 2022-2023

<b>Term</b>	<b>Count of Enrolled Program Majors</b>
<b>Academic Year 2017-2018</b>	
Fall 2018	266
Spring 2019	245
Summer 2019	122
<b>Academic Year 2018-2019</b>	
Fall 2019	259
Spring 2020	244
Summer 2020	119
<b>Academic Year 2019-2020</b>	
Fall 2020	256
Spring 2021	243
Summer 2021	126
<b>Academic Year 2020-2021</b>	
Fall 2021	280
Spring 2022	253
Summer 2022	133
<b>Academic Year 2021-2022</b>	
Fall 2022	248
Spring 2023	211
Summer 2023	99

Note: Students counted for this measure were enrolled at Collin during the specified term and are identified based on their declared major in ZogoTech.



Collin IRO kr; 07/27/2023; page 1; j:\IRO\Robinson\Data\2023-24\Paralegal-Legal\Paralegal-Legal – Unduplicated Enrollment

# Paralegal Studies

[Home](#) — [Department](#) — Paralegal Studies

## Are you ready for a legal career?

- Do you want to assist attorneys during trial?
- Would you like to research the law?
- Are you interested in interviewing clients and visiting crime scenes?

As a paralegal, you can do all these things and much more....

### What is a paralegal?

Paralegals work with attorneys to solve clients' legal problems. With attorney supervision, paralegals perform many tasks that attorneys do. They research the law, investigate cases, and draft documents such as wills, contracts, and court documents. Paralegals may not provide legal services directly to the public, except as permitted by law.

### What is the future like for paralegals?

According to the May 2021 Bureau of Labor Statistics report, the annual mean wage for a paralegal in the Dallas-Fort Worth-Arlington area is \$61,280. Employment of paralegals and legal assistants is projected to grow 14 percent from 2021 to 2031, much faster than the average for all occupations.

### Are you thinking about law school?

The paralegal program does not qualify a graduate to take a state bar exam, represent clients in court, or give legal advice. Nevertheless, paralegal studies is a smart step for students who are contemplating attending law school. In the paralegal program, students can decide whether law is a good fit for them and what type of law they want to practice. In fact, many aspiring attorneys pay for law school by working as paralegals.

### What can Collin's paralegal program offer you?

Learn from highly skilled attorneys who have experience in practicing in the areas they teach.

Make yourself marketable. The prestigious American Bar Association has approved Collin's paralegal program. To earn this distinction, Collin went through an intensive review of its program.

Collin has a paralegal plan for everyone. Admission to the Associate of Applied Science (A.A.S.) in Paralegal Studies program is open to all students. Persons who already have a degree may be eligible for admission to the Level 2 Paralegal General Certificate program.

Collin's paralegal program is not a fully online program and does not offer a fully online program option, but Collin does offer many of its paralegal courses online. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

### How can you get more information?

The two full-time instructors in the program are:

Professor Gage Waggoner ([gwaggoner@collin.edu](mailto:gwaggoner@collin.edu))

Professor Cynthia Farris Gruyen ([cgruyen@collin.edu](mailto:cgruyen@collin.edu))





# Paralegal Studies



## Discover a career as a paralegal professional

Paralegals work with attorneys to help solve legal problems. Under attorney supervision, paralegal professionals perform tasks requiring knowledge of the law and legal procedures, research the law, communicate with clients, investigate cases, and draft legal documents. Paralegals may not provide legal services directly to the public, except as provided by law.

## Careers in Paralegal Studies

**Paralegal and Legal Assistants**

**Avg. Starting Salary: \$43,300**

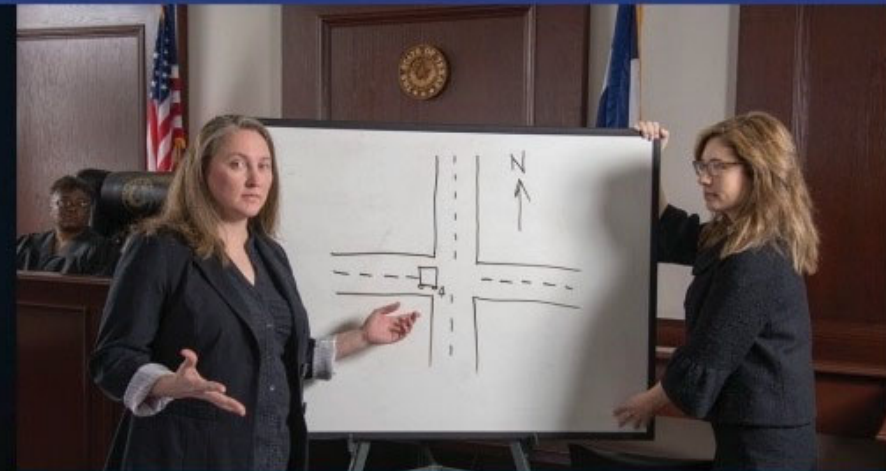
**Average Salary: \$65,400**

**Projected Job Growth: 31.9%**

*The average salary listed reflects the mean average wage for workers in this industry, while the average starting wage is tied to workers at the beginning of their careers. The earning potential for employees with certifications and associate of applied science degrees may exceed the average salary.*

*Data for Collin County obtained from JobsEQ and O\*Net*

*Note: Average salary for occupation as of 2023 and job growth projected from 2023-2029.*



## Choose Your Education

APPENDIX PAGE 024

**Associate of Applied Science –**



## About Collin College's Program

If you are interested in a career in law, Collin College's Paralegal Studies program is an excellent starting point. **The college's program is approved by the American Bar Association.**

Collin College's course offerings include family law, wills and probate, and litigation, as well as electives in criminal law, bankruptcy, employment law, and intellectual property. In addition, Collin has a Cooperative Work Experience for paralegal students. Learn from highly-skilled attorneys with experience in the areas in which they teach.

Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

Collin College is an equal opportunity institution and provides educational and employment opportunities without discrimination on any basis protected by applicable law.

**Published 6/2/2023. Information is subject to change.  
For the latest version, visit [www.collin.edu/academics/info/](http://www.collin.edu/academics/info/).**

16323-23PB

**Paralegal/Legal Assistant  
(60 credit hours)**

**Certificate Level 2 –  
Paralegal General  
(36 credit hours)**



## Contact Information

Professor Gage Waggoner, J.D.  
[gwaggoner@collin.edu](mailto:gwaggoner@collin.edu)



**Visit**

[www.collin.edu/departments/paralegal/](http://www.collin.edu/departments/paralegal/)  
or scan the QR code for more information.

**Collin County Community College District  
Program Review 2023-2024**

Grade Distribution in Courses by Year  
Academic Years 2018-2019 through 2022-2023

LGLA-1303		Legal Research																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	86	32	21	14	7	0	7	5	37%	24%	16%	8%	0%	8%	6%	94%	86%	3.05
2020	81	35	13	7	5	0	12	9	43%	16%	9%	6%	0%	15%	11%	89%	74%	3.30
2021	77	37	20	8	3	0	5	4	48%	26%	10%	4%	0%	6%	5%	95%	88%	3.34
2022	95	49	18	11	3	0	8	6	52%	19%	12%	3%	0%	8%	6%	94%	85%	3.40
2023	57	27	8	6	3	0	8	5	47%	14%	11%	5%	0%	14%	9%	91%	77%	3.34

Averages..... 45% 20% 11% 5% 0% 10% 7% 93% 82%

*Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.*

*\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.*

*\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.*

*Sums of distributions may not equal 100 percent due to rounding.*

LGLA-1305		Legal Writing																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	55	23	14	9		0	3	6	42%	25%	16%	0%	0%	5%	11%	89%	84%	3.30
2020	55	32	4	5	3	0	4	7	58%	7%	9%	5%	0%	7%	13%	87%	80%	3.48
2021	46	23	12	3	3	0	1	4	50%	26%	7%	7%	0%	2%	9%	91%	89%	3.34
2022	58	36	10	3	1	0	3	5	62%	17%	5%	2%	0%	5%	9%	91%	86%	3.62
2023	72	45	12	5	2	0	2	6	63%	17%	7%	3%	0%	3%	8%	92%	89%	3.56
Averages.....									55%	19%	9%	3%	0%	5%	10%	90%	86%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-1307		Introduction to Law and the Legal Professions																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	149	67	34	20	4	0	15	9	45%	23%	13%	3%	0%	10%	6%	94%	84%	3.31
2020	127	67	25	9	7	0	13	6	53%	20%	7%	6%	0%	10%	5%	95%	85%	3.41
2021	148	78	29	11	6	0	16	8	53%	20%	7%	4%	0%	11%	5%	95%	84%	3.44
2022	130	64	24	6	7	0	19	10	49%	18%	5%	5%	0%	15%	8%	92%	78%	3.44
2023	92	40	21	11	2	0	8	10	43%	23%	12%	2%	0%	9%	11%	89%	80%	3.34

Averages..... 49% 21% 9% 4% 0% 11% 7% 93% 82%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-1323		Employment Law																		
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**		
		A	B	C	D	P	F	W	A	B	C	D	P	F	W					
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	51	20	12	10	4	0	2	3	39%	24%	20%	8%	0%	4%	6%	94%	90%	3.04		
2022	21	3	5	4	1	0	2	6	14%	24%	19%	5%	0%	10%	29%	71%	62%	2.77		
2023	25	12	8	3	0	0	1	1	48%	32%	12%	0%	0%	4%	4%	96%	92%	3.39		

Averages..... 34% 26% 17% 4% 0% 6% 13% 87% 81%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-1343		Bankruptcy																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	26	16	7	2	0	0	1	0	62%	27%	8%	0%	0%	4%	0%	100%	96%	3.56
2020	21	11	0	3	1	1	2	3	52%	0%	14%	5%	5%	10%	14%	86%	76%	3.40
2021	13	7	4	0	0	0	1	1	54%	31%	0%	0%	0%	8%	8%	92%	85%	3.64
2022	12	9	0	0	0	0	1	2	75%	0%	0%	0%	0%	8%	17%	83%	75%	4.00
2023	9	6	0	0	0	0	0	3	67%	0%	0%	0%	0%	0%	33%	67%	67%	4.00
Averages.....									62%	12%	4%	1%	1%	6%	14%	86%	80%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-1345		Civil Litigation																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	49	37	4	5	0	0	1	2	76%	8%	10%	0%	0%	2%	4%	96%	94%	3.70
2020	83	64	7	1	1	0	3	7	77%	8%	1%	1%	0%	4%	8%	92%	88%	3.84
2021	74	50	10	6	4	0	3	1	68%	14%	8%	5%	0%	4%	1%	99%	95%	3.51
2022	79	54	10	7	0	0	5	3	68%	13%	9%	0%	0%	6%	4%	96%	90%	3.66
2023	61	35	13	3	1	0	4	5	57%	21%	5%	2%	0%	7%	8%	92%	85%	3.58

Averages..... 69% 13% 7% 2% 0% 5% 5% 95% 90%

*Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.*

*\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.*

*\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.*

*Sums of distributions may not equal 100 percent due to rounding.*

LGLA-1351		Contracts																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	70	27	26	5	4	0	1	7	39%	37%	7%	6%	0%	1%	10%	90%	89%	3.23
2020	70	44	13	4	0	0	3	6	63%	19%	6%	0%	0%	4%	9%	91%	87%	3.66
2021	95	49	17	9	2	0	8	10	52%	18%	9%	2%	0%	8%	11%	89%	81%	3.47
2022	89	40	28	5	6	0	4	6	45%	31%	6%	7%	0%	4%	7%	93%	89%	3.29
2023	63	26	16	3	2	0	10	6	41%	25%	5%	3%	0%	16%	10%	90%	75%	3.40
Averages.....									48%	26%	7%	4%	0%	7%	9%	91%	84%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.



LGLA-1353		Wills, Trusts, and Probate Administration																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	44	17	19	3	0	0	1	4	39%	43%	7%	0%	0%	2%	9%	91%	89%	3.36
2020	44	27	8	3	0	0	1	5	61%	18%	7%	0%	0%	2%	11%	89%	86%	3.63
2021	53	48	1	2	0	0	0	2	91%	2%	4%	0%	0%	0%	4%	96%	96%	3.90
2022	41	33	5	1	0	0	2	0	80%	12%	2%	0%	0%	5%	0%	100%	95%	3.82
2023	76	65	7	1	1	0	0	2	86%	9%	1%	1%	0%	0%	3%	97%	97%	3.84

Averages..... 71% 17% 4% 0% 0% 2% 5% 95% 93%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-1355		Family Law																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	42	16	10	9	4	0	0	3	38%	24%	21%	10%	0%	0%	7%	93%	93%	2.97
2020	58	31	10	6	2	0	5	4	53%	17%	10%	3%	0%	9%	7%	93%	84%	3.43
2021	85	29	29	12	5	0	7	3	34%	34%	14%	6%	0%	8%	4%	96%	88%	3.09
2022	86	20	25	21	7	0	7	6	23%	29%	24%	8%	0%	8%	7%	93%	85%	2.79
2023	53	17	12	13	1	0	10	0	32%	23%	25%	2%	0%	19%	0%	100%	81%	3.05
Averages.....									36%	25%	19%	6%	0%	9%	5%	95%	86%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-1370		Introduction to Legal Conventions																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	76	39	12	9	5	0	4	7	51%	16%	12%	7%	0%	5%	9%	91%	86%	3.31
2020	73	43	10	6	2	0	3	9	59%	14%	8%	3%	0%	4%	12%	88%	84%	3.54
2021	89	53	20	8	2	0	5	1	60%	22%	9%	2%	0%	6%	1%	99%	93%	3.49
2022	97	49	19	11	3	0	6	9	51%	20%	11%	3%	0%	6%	9%	91%	85%	3.39
2023	78	35	16	8	3	0	9	7	45%	21%	10%	4%	0%	12%	9%	91%	79%	3.34

Averages..... 53% 18% 10% 4% 0% 7% 8% 92% 85%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-1380		Cooperative Education – Legal Assistant/Paralegal																	
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	4	3	1	0	0	0	0	0	75%	25%	0%	0%	0%	0%	0%	0%	100%	100%	3.75
2020	1	1	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2021	3	3	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2022	2	2	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2023	6	4	0	0	1	0	1	0	67%	0%	0%	17%	0%	17%	0%	0%	100%	83%	3.40
Averages.....									88%	5%	0%	3%	0%	3%	0%	100%	97%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-2303		Torts and Personal Injury Law																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	73	33	16	12	3	0	2	7	45%	22%	16%	4%	0%	3%	10%	90%	88%	3.23
2020	51	28	7	6	2	0	2	6	55%	14%	12%	4%	0%	4%	12%	88%	84%	3.42
2021	63	44	9	3	2	0	4	1	70%	14%	5%	3%	0%	6%	2%	98%	92%	3.64
2022	82	39	18	7	3	0	6	9	48%	22%	9%	4%	0%	7%	11%	89%	82%	3.39
2023	99	46	21	11	5	0	12	4	46%	21%	11%	5%	0%	12%	4%	96%	84%	3.30
Averages.....									53%	19%	11%	4%	0%	6%	8%	92%	86%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-2307		Law Office Management																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	22	11	7	4	0	0	0	0	50%	32%	18%	0%	0%	0%	0%	100%	100%	3.32
2020	27	11	8	3	0	0	4	1	41%	30%	11%	0%	0%	15%	4%	96%	81%	3.36
2021	30	25	4	0	0	0	0	1	83%	13%	0%	0%	0%	0%	3%	97%	97%	3.86
2022	31	14	8	1	2	0	5	1	45%	26%	3%	6%	0%	16%	3%	97%	81%	3.36
2023	43	23	7	4	5	0	4	0	53%	16%	9%	12%	0%	9%	0%	100%	91%	3.23
Averages.....									55%	23%	8%	4%	0%	8%	2%	98%	90%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-2309		Real Property																		
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**		
		A	B	C	D	P	F	W	A	B	C	D	P	F	W					
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	22	9	7	2	1	0	1	2	41%	32%	9%	5%	0%	5%	9%	91%	86%	3.26		
2023	18	6	4	4	1	0	1	2	33%	22%	22%	6%	0%	6%	11%	89%	83%	3.00		

Averages..... 37% 27% 16% 5% 0% 5% 10% 90% 85%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-2311		Business Organizations																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	70	32	13	8	6	0	4	7	46%	19%	11%	9%	0%	6%	10%	90%	84%	3.20
2020	74	33	19	4	5	0	4	9	45%	26%	5%	7%	0%	5%	12%	88%	82%	3.31
2021	78	42	15	9	3	0	4	5	54%	19%	12%	4%	0%	5%	6%	94%	88%	3.39
2022	72	38	11	9	4	0	6	4	53%	15%	13%	6%	0%	8%	6%	94%	86%	3.34
2023	48	32	5	6	1	0	2	2	67%	10%	13%	2%	0%	4%	4%	96%	92%	3.55
Averages.....									53%	18%	11%	5%	0%	6%	8%	92%	87%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.



LGLA-2313		Criminal Law and Procedure																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	29	12	10	2	2	0	1	2	41%	34%	7%	7%	0%	3%	7%	93%	90%	3.23
2020	28	17	6	2	1	0	2	0	61%	21%	7%	4%	0%	7%	0%	100%	93%	3.50
2021	24	13	9	0	0	0	1	1	54%	38%	0%	0%	0%	4%	4%	96%	92%	3.59
2022	26	15	3	3	0	0	2	3	58%	12%	12%	0%	0%	8%	12%	88%	81%	3.57
2023	29	20	5	2	0	0	1	1	69%	17%	7%	0%	0%	3%	3%	97%	93%	3.67
Averages.....									57%	24%	6%	2%	0%	5%	5%	95%	90%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-2323		Intellectual Property																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	19	8	2	2	1	0	4	2	42%	11%	11%	5%	0%	21%	11%	89%	68%	3.31
2020	16	3	2	2	0	0	1	8	19%	13%	13%	0%	0%	6%	50%	50%	44%	3.14
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	17	5	3	3	1	0	1	4	29%	18%	18%	6%	0%	6%	24%	76%	71%	3.00
2023	11	5	3	1	0	0	0	2	45%	27%	9%	0%	0%	0%	18%	82%	82%	3.44
Averages.....									34%	17%	12%	3%	0%	8%	26%	74%	66%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-2333		Advanced Legal Document Preparation																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	70	20	16	14	1	0	5	14	29%	23%	20%	1%	0%	7%	20%	80%	73%	3.08
2020	64	24	10	5	3	0	6	16	38%	16%	8%	5%	0%	9%	25%	75%	66%	3.31
2021	59	19	15	7	4	0	3	11	32%	25%	12%	7%	0%	5%	19%	81%	76%	3.09
2022	101	31	23	7	8	0	12	20	31%	23%	7%	8%	0%	12%	20%	80%	68%	3.12
2023	71	23	13	11	5	0	8	11	32%	18%	15%	7%	0%	11%	15%	85%	73%	3.04
Averages.....									32%	21%	12%	6%	0%	9%	20%	80%	71%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

LGLA-2339		Certified Paralegal Exam Review																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	38	18	12	3	1	0	1	3	47%	32%	8%	3%	0%	3%	8%	92%	89%	3.38
2020	21	14	4	2	1	0	0	0	67%	19%	10%	5%	0%	0%	0%	100%	100%	3.48
2021	41	29	7	2	0	1	1	1	71%	17%	5%	0%	2%	2%	2%	98%	95%	3.71
2022	52	32	14	4	1	0	1	0	62%	27%	8%	2%	0%	2%	0%	100%	98%	3.51
2023	64	56	4	3	1	0	0	0	88%	6%	5%	2%	0%	0%	0%	100%	100%	3.80

Averages..... 67% 20% 7% 2% 0% 1% 2% 98% 97%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

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EMPLOYEE RESOURCES TABLE			
Employee Name	Role in Unit	Professional Development Summary	How is it Valuable to the Unit?
Adullah, Sadaf	Adjunct Faculty	When Prof. Abdullah first began teaching as an adjunct at Collin, she spent numerous hours per week during her teaching semesters researching teaching methodology for the topics she covers in class. She used online resources for college professors as well as consulted textbooks for this purpose. She has also solicited specific feedback from her current and former students to understand what works and what does not.	By engaging in these activities, Prof. Abdullah enhanced her teaching effectiveness in the Program.
Abdullah, Sadaf	Adjunct Faculty	In January 2022, Prof. Abdullah met with the discipline lead, Gage Waggoner, on campus to familiarize her with the classroom technology.	By engaging in these activities, Prof. Abdullah enhanced her teaching effectiveness in the Program.
Adullah, Sadaf	Adjunct Faculty	In March 2023, Prof. Abdullah met with the discipline lead, Gage Waggoner, by Zoom to discuss issues with setting up assignments on Canvas.	By engaging in these activities, Prof. Abdullah enhanced her ability to perform effective assessments of the Program's students.
Adullah, Sadaf	Adjunct Faculty	Prof. Abdullah has attended continuing legal education (CLE) courses as required to maintain her Texas law license.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be

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			a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Chacko, Jennifer	Adjunct Faculty	In September 2022, as a newly hired adjunct, Prof. Chacko met with the discipline lead, Gage Waggoner, on campus to familiarize her with the classroom technology.	By engaging in this activity, Prof. Chacko enhanced her teaching effectiveness in the Program.
Chacko, Jennifer	Adjunct Faculty	In September 2022, as a newly hired adjunct, Prof. Chacko conferred with full-time professor Cynthia Gruver for assistance with entering students' grades on Canvas.	By engaging in this activity, Prof. Chacko enhanced her ability to serve students in the Program.
Chacko, Jennifer	Adjunct Faculty	Prof. Chacko has attended continuing legal education (CLE) courses as required to maintain her Texas law license. The courses listed below are the CLE courses she has attended since being hired to teach for the Program.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course "The Art of Effective Negotiating."	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko's course,

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			Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Protecting Your Firm and Clients Against Cyberattacks.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Brief Writing: Cutting Edge Tips to Give You Home Court.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Trust Me, I’m a Lawyer: Handling Trust Accounts Plus Finance.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.

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Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Dealing with Claims Arising from Freezing, Power Outages.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “2022 Bloomberg Law In-House Forum.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Enhancing the Experience of Children & Youth in Court.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Ramp Up Your Research with the LexisNexis Digital Library.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the



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			State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course "Microsoft Word for Legal Work."	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko's course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course "Free Legal Tech for Everyone."	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko's course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course "Ethics & Malpractice Prevention."	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko's course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.

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Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Diversity and Inclusion in the Legal Profession.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “What Did We Learn – 2022 News in Texas Family Law.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2022, Prof. Chacko attended the continuing legal education (CLE) course “Reclaiming a Vehicle Seized Pre-Petition after <i>Fulton</i> .”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In August 2023, Prof. Chacko attended the continuing legal education (CLE) course “James Baker on the Art of Negotiation.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the

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			State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In August 2023, Prof. Chacko attended the continuing legal education (CLE) course “Don’t Wait Designate.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In September 2023, Prof. Chacko attended the continuing legal education (CLE) course “What Every Lawyer Should Know About the Attorney Grievance Process.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In September 2023, Prof. Chacko attended the continuing legal education (CLE) course “An Overview of the State Bar of Texas Grievance Process.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.

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Chacko, Jennifer	Adjunct Faculty	In September 2023, Prof. Chacko attended the continuing legal education (CLE) course “SEC’s New Cybersecurity Governance Rule.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In September 2023, Prof. Chacko attended the continuing legal education (CLE) webcast “Trauma History & Psychotropic Medication.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2023, Prof. Chacko attended the continuing legal education (CLE) course “Commercial Contracts 2023: Evolving Provisions.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2023, Prof. Chacko attended the continuing legal education (CLE) course “Adoption & Family Formation in the Pride Community.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the

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			State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2023, Prof. Chacko attended the continuing legal education (CLE) course “Litigation 2023: What’s New and What’s Next.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Chacko, Jennifer	Adjunct Faculty	In October 2023, Prof. Chacko attended the continuing legal education (CLE) course “In-Person Remote & Hybrid Appearances.”	This activity was beneficial to the Program in that a law license is a required credential for the instructor of Prof. Chacko’s course, Real Property (LGLA 2309), and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Gruver, Cynthia	Full-time faculty	In October 2020, Prof. Gruver participated in the Team-Based Learning Workshop “Improving Facilitation Skills for a TBL Classroom.”	This workshop was the last that Prof. Gruver needed to earn the certificate in Team-Based Learning.
Gruver, Cynthia	Full-time faculty	In November 2020, Prof. Gruver attended the seminar “Using Canvas Studio Part 1,” regarding how to use Studio, a video platform within Canvas.	By engaging in this activity, Prof. Gruver enhanced her teaching effectiveness in the Program.

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Gruver, Cynthia	Full-time faculty	In November 2020, Prof. Gruver attended the seminar "Using Canvas Studio Part 2," which continued the training begun in the seminar "Using Canvas Studio Part 1."	By engaging in this activity, Prof. Gruver enhanced her teaching effectiveness in the Program.
Gruver, Cynthia	Full-time faculty	In January 2021, Prof. Gruver attended the asynchronous presentation "Facilitating Perspective in a Divided Culture: Using the Socratic Method to Address Law and Politics in Turbulent Political Contexts."	By engaging this activity, Prof. Gruver enhanced her ability to facilitate student engagement in the classroom.
Gruver, Cynthia	Full-time faculty	In January 2021, Prof. Gruver attended the seminar "Appreciative Inquiry Facilitation."	By engaging this activity, Prof. Gruver learned ways to encourage students' efforts, and she incorporated several suggestions in her classes in Spring 2021.
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the Fall 2021 Collin College Faculty Development Day.	By participating in this activity, Prof. Gruver obtained timely and helpful information about many issues, including assessment, the rollout of Workday, Open Educational Resources (OERs), and the pandemic's impact upon higher education. These presentations expanded Prof. Gruver's mastery of instructional technology,

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			pedagogy, presentational skills, and classroom management (especially during the pandemic).
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the course "FERPA Basics," which covered the Family Educational Rights and Privacy Act (FERPA), a federal law that applies to many of Collin's activities. (She attended this course during the Fall 2021 semester. The August 2021 date is an approximation.)	By participating in this activity, Prof. Gruver expanded her mastery of instructional technology and pedagogy.
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the course "Preventing Harassment and Discrimination: Non-Supervisors with Title IX/Clery Module." (She attended this course during the Fall 2021 semester. The August 2021 date is an approximation.)	By attending this course, Prof. Gruver expanded her mastery of instructional technology and pedagogy and classroom management and increased her understanding of harassment and discrimination in the college setting.
Gruver, Cynthia	Full-time faculty	In October 2021, Prof. Gruver participated in the two-day workshop "Improving Your Online Course," which covered the Quality Matters rubric and assisted attendees in improving the quality of their online courses.	This workshop helped Prof. Gruver expand her mastery of instructional technology, pedagogy, and presentation skills.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the course "A Digital Formative Assessment Tool for Easy-to-Access Feedback on	This course helped Prof. Gruver expand her mastery of instructional technology and pedagogy.

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		Teaching and Learning."	
Gruver, Cynthia	Full-time faculty	01/2022 Prof. Gruver attended the course "Creating Systems for Sustainability: Navigating Workload as New Faculty," covered workload management issues."	Although the presenters' discipline was different from Prof. Gruver's, many of the presenters' comments were very relevant. The presenters' discussion of technology when grading lengthy written documents was especially helpful to Prof. Gruver. This course helped her expand her mastery of instructional technology and pedagogy.
Gruver, Cynthia	Full-time faculty	Prof. Gruver attended the course "Course Design and Collaboration for Co-Requisite Assessments."	Although Prof. Gruver does not teach courses that have developmental corequisites, this course helped her expand her mastery of pedagogy.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the presentation "Classroom Assessment Techniques for a Hybrid Modality."	Like many of the presenters, Prof. Gruver uses the Zoom polling features regularly. This course helped her expand her mastery of instructional technology, presentation skills, and pedagogy.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the seminar "COAT Strategies for Alignment."	Although Prof. Gruver does not teach courses to which COAT (the Core Objectives Assessment Team) applies, this course helped her expand her mastery of pedagogy.
Gruver, Cynthia	Full-time faculty	Prof. Gruver attended the course "Active Assessment: Alternatives to Multiple Choice Assessment in the Foreign Language Class."	Although Prof. Gruver does not teach foreign language courses, this course helped her expand her mastery of pedagogy.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the course "Welcome to Blackboard Ally: An	Making paralegal courses accessible to differently able students is legally



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		Accessibility Tool," which addressed accessibility in an online environment.	necessary and the right thing to do for all students. This course helped Prof. Gruver expand her mastery of instructional technology, presentation skills, and pedagogy.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the course "Powerful Teaching: Unleash the Science of Learning at Collin College."	As a result of this course, which was especially meaningful for Prof. Gruver, Prof. Gruver implemented several of the suggestions throughout the year. Specifically, she focused on increasing the number of times students would "retrieve" information throughout the semester. This course helped Prof. Gruver expand her mastery of presentation skills and pedagogy.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the course "Why Paying Careful Attention Matters."	Although this course perhaps did not lead to actionable steps in the paralegal program, this course was thought-provoking.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the course "Using Canvas to Reduce Plagiarism."	As in most writing-intensive programs, plagiarism is a significant concern in paralegal studies. This course helped Prof. Gruver expand her mastery of instructional technology and pedagogy.
Gruver, Cynthia	Full-time faculty	In January 2022, Prof. Gruver attended the course "Six Strategies to Enhance Student Writing Skills in Writing-based Undergraduate Courses through Integrated Student-Focused Assessment Strategies."	The improvement of paralegal students' writing skills remains a very high priority for the paralegal program, so this course was an interesting examination of how to cultivate effective writing. This course helped Prof. Gruver expand her mastery of pedagogy.

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Gruver, Cynthia	Full-time faculty	In March 2022, Prof. Gruver watched the video "Faculty Performance Appraisal Training Final 2," which explained how the 2021-2022 faculty appraisal process works. (Prof. Gruver watched this video during the Spring 2022 semester. The March 2022 date is an approximation.)	This course helped Prof. Gruver expand her mastery of instruction related technology (the faculty appraisal and goalsetting system).
Gruver, Cynthia	Full-time faculty	In March 2022, Prof. Gruver watched the presentation "The Power of Performance Appraisals: Self-Assessments and Goal Setting," which covered how to effectively complete the self-evaluation and prepare goals for the next academic year. (Prof. Gruver attended this course during the Spring 2022 semester; the March 2022 date indicated is an approximation.)	This course helped Prof. Gruver expand her mastery of pedagogy (via goal creation).
Gruver, Cynthia	Full-time faculty	In May 2022, Prof. Gruver attended the course "Applying the Quality Matters Rubric."	This course is likely to help Prof. Gruver expand her mastery of instructional technology, presentation skills, and pedagogy.
Gruver, Cynthia	Full-time faculty	In August 2022, Prof. Gruver participated in Academic Planning Coach training.	This course increased Prof. Gruver's knowledge and skills in providing Program students with advice regarding academic planning.
Gruver, Cynthia	Full-time faculty	In August 2022, Prof. Gruver attended the seminars "Reducing Student Resistance Leads to Better Learning and Happier Faculty" and "Developing an	This course helped Prof. Gruver expand her mastery of pedagogy.

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		OER Course" at the Fall 2022 Collin College Faculty Development Conference.	
Gruver, Cynthia	Full-time faculty	In October 2022, Prof. Gruver participated in Cybersecurity Awareness Month training.	This activity was beneficial to the Program, and indeed the entire College, in that it gave Prof. Gruver greater insights into the types of potential cyberthreats and the ways in which the Collin community can avoid compromising the confidentiality of students' personal identifiable information.
Gruver, Cynthia	Full-time faculty	In January 2023, Prof. Gruver participated in "One Collin: APCP Optional Spring Training/ Reflection." (APCP stands for Academic Planning Coach Program.)	This course increased Prof. Gruver's knowledge and skills in providing Program students with advice regarding academic planning.
Gruver, Cynthia	Full-time faculty	In January 2023, Prof. Gruver attended the following seminars at the Spring 2023 Collin College Faculty Development Day: (1) "Let the Games Begin!"; (2) "The Gallery Walk Technique: Student Peer-to-Peer Engagement"; (3) "Students Don't Read Like We Do"; (4) "Incorporating Oral Presentations in any Class"; and (5) "Writing to Learn: Resources and Best Practices."	This course helped Prof. Gruver expand her mastery of pedagogy.
		Prof. Gruver has attended continuing legal education (CLE) courses as required to maintain	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review

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		her Texas law license. The courses listed below are examples of the CLE courses she has attended since the last Program Review.	(LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “Refining Your Deposition.”	This course helped Prof. Gruver learn additional techniques relating to the important litigation discovery tool called a deposition, a topic that she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “Handling Federal Discovery.”	This course updated Prof. Gruver on any changes to the law and best practices relating to the discovery process in federal courts, a topic that she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “Discovery Demands: Protecting Expert Work Product.”	This course updated Prof. Gruver on any changes to the law and best practices relating to the discovery process in litigation, a topic discussed in such courses as introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “Trial Techniques: Using Legal Videos.”	This course updated Prof. Gruver on trial presentation techniques, a topic discussed in such courses as

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			Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “The Underlying Implications of Judicial Disqualifications.”	This course updated Prof. Gruver on the law and practical considerations relating to disqualification of judges from hearing particular cases, a topic that often arises in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “The Ethics of Charging and Collecting Attorney Fees.”	This course updated Prof. Gruver on the ethical rules and decisions relating to attorney fees, a topic she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “Mediation 101: Alternative Dispute Resolution.”	This course updated Prof. Gruver on the mechanics and considerations relating to mediations, a topic she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “Technology, The Internet, and the Law.”	This course updated Prof. Gruver on the use of technology and online resources in the legal profession, topics that Prof. Gruver teaches in such courses as Legal Research (LGLA 1303), Legal Writing (LGLA 1305), Introduction to Law and the Legal Professions (LGLA 1307), and Advanced Legal Document Preparation (LGLA 2333).

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Gruver, Cynthia	Full-time faculty	In December 2020, Prof. Gruver attended the continuing legal education (CLE) course “Privacy, Cybersecurity, and Intellectual Property.”	This course updated Prof. Gruver on the important ethical and legal issues of confidentiality, including the protection of confidential client information, and the protection of proprietary materials, topics that are relevant in such courses taught by Prof. Gruver as Introduction to Law and the Legal Professions (LGLA 1307) and Employment Law (LGLA 1323).
Gruver, Cynthia	Full-time faculty	In January 2021, Prof. Gruver attended the continuing legal education (CLE) course “Rules Vote Forum: Disciplinary Rules Amendments.”	This course updated Prof. Gruver on proposed amendments to the Texas Disciplinary Rules of Professional Conduct, which are the rules that Texas attorneys, and by extension their paralegals, must follow. The Disciplinary Rules are important topics in every Program course, but especially in Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In March 2021, Prof. Gruver attended the continuing legal education (CLE) course “Intellectual Property Essentials.”	This course updated Prof. Gruver on the laws governing patents, copyrights, and trademarks, which are topics relevant to a course Prof. Gruver teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the continuing legal education (CLE) course “Legal Issues and Practices in Hiring.”	This course updated Prof. Gruver on the law and trends relating to employment-related practices that are topics taught by Prof. Gruver in

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			such courses as Employment Law (LGLA 1323) and a course she teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the continuing legal education (CLE) course “Justice at Nuremberg: Lessons for Attorneys.”	This course provided a historical perspective of justice based on the Nuremberg Trials following World War II. The concept of justice informs virtually every Program course, and the historical perspective provided in this course deepened Prof. Gruver’s insights into a topic that she presents in various ways to her students in Introduction to Law and the Legal Professions (LGLA 1307) and others.
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the continuing legal education (CLE) course “Avoiding Ethical Conflicts of Interest.”	This course updated Prof. Gruver on the ethical rules and decisions relating to conflicts of interest, a subject that is important in virtually every Program course but especially in Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the continuing legal education (CLE) course “Making Your Clients Judgment Proof.”	This course provided Prof. Gruver with additional insight into the ways in which a defendant in a civil lawsuit may become “judgment-proof” (i.e., lacking sufficient liability insurance or personal assets to satisfy a money judgment that may be entered against him or her), a topic discussed in Introduction to

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			Law and the Legal Professions (LGLA 1307) and relevant to Employment Law (LGLA 1323).
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the continuing legal education (CLE) course “Digital Evidence: Consumer Electronics and the IoT [Internet of Things].”	This course provided Prof. Gruver with additional insight into digital evidence,” a topic relevant to a course Prof. Gruver teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In August 2021, Prof. Gruver attended the continuing legal education (CLE) course “Ethical Issues in Defensible Disposition.”	This course provided Prof. Gruver with additional insight into the ethical issues surrounding business document retention policies and discovery of electronic documentation in litigation, topics that are relevant to such courses as Introduction to Law and the Legal Professions (LGLA 1307) and a course Prof. Gruver teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In September 2021, Prof. Gruver attended the continuing legal education (CLE) course “Writing for the Court” Persuading Judges in Fewer than 500 Words.”	This course provided Prof. Gruver with additional insight into legal writing style, which she teaches in such courses as Legal Writing (LGLA 1305) and Advanced Legal Document Preparation (LGLA 2333).
Gruver, Cynthia	Full-time faculty	In September 2021, Prof. Gruver attended the continuing legal education (CLE) course “Preparing for a Successful Mediation.”	This course provided Prof. Gruver with additional insight into method of alternative dispute resolution called mediation, which she teaches in such courses as Introduction to



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			Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In September 2021, Prof. Gruver attended the continuing legal education (CLE) course "Nonprofit Law."	This course provided Prof. Gruver with additional insight into the law governing nonprofit businesses, a topic relevant to a course Prof. Gruver teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In September 2021, Prof. Gruver attended the continuing legal education (CLE) course "How to Hire a Forensic Examiner."	This course provided Prof. Gruver with additional insight into the law governing nonprofit businesses, a topic relevant to a course Prof. Gruver teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In September 2021, Prof. Gruver attended the continuing legal education (CLE) course "Smells Litigation: Trademark and Copyright Lessons."	This course provided Prof. Gruver with additional insight into the law governing of trademarks and copyrights, a topic relevant to a course Prof. Gruver teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In October 2021, Prof. Gruver attended the continuing legal education (CLE) course "Beyond Competence: Mindfulness, Ethics, and Well-Being for Attorneys."	This course provided Prof. Gruver with additional insight into legal ethics, a topic she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course "NFL Agency Law."	This course provided Prof. Gruver with additional insight into the law of agency, which is a topic relevant to such courses as Employment Law (LGLA 1323), Contracts (LGLA 1351),

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			and a course Prof. Gruver teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Attorney Licensure and the Impaired Professional.”	This course provided Prof. Gruver with additional insight into a topic that she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “The Art of Graceful Disagreement: Ethics & Civility.”	This course provided Prof. Gruver with additional insight into legal ethics, a topic that she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “How to Litigate a Truck Accident Case.”	This course provided Prof. Gruver with additional insight into the best practices and strategies for litigating trucking accidents, a topic with potential relevance to a course that she teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Exempt Offerings and Securities Fraud Lawsuits.”	This course provided Prof. Gruver with additional insight into securities litigation, a topic relevant to a course that she teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Cases With ‘Issues’: Family Law	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Gruver teaches, and the State Bar of

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		Litigation Involving Substance Abuse and Mental Illness.”	Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Complex Trauma in Criminal Mitigation Defense.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Gruver teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “The Power of Story in Trial.”	This course provided Prof. Gruver with additional insight into trial practice, a topic she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Gender Identity and Sexual Orientation Discrimination in the Workplace.”	This course provided Prof. Gruver with additional insight into a topic relevant to Employment Law (LGLA 1323) and a course that she teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “The Buck Stops in the Boardroom.”	This course provided Prof. Gruver with additional insight into a topic relevant to a course that she teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Technology Ethics for Lawyers.”	This course provided Prof. Gruver with additional insight into legal ethics, a topic she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).

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Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Advanced Care Planning.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Gruver teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “Perfect Equity Splits for Early-Stage, Bootstrapped Startups.”	This course provided Prof. Gruver with additional insight into a topic relevant to a course that she teaches at Collin outside the Program, Business Law (BUSI 2301).
Gruver, Cynthia	Full-time faculty	In December 2022, Prof. Gruver attended the continuing legal education (CLE) course “How to Effectively Use PowerPoint in Jury Trials.”	This course provided Prof. Gruver with additional insight into courtroom technology, a topic she teaches in such courses as Introduction to Law and the Legal Professions (LGLA 1307).
Gruver, Cynthia	Full-time faculty	In November 2023, Prof. Gruver attended the continuing legal education (CLE) course “Dealing With Defaulted Student Loans.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Gruver teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In January 2020, as a newly hired adjunct, Prof. Hawkins received mentoring by the program director, Gage Waggoner, regarding the Collin's course	By engaging in this activity, Prof. Hawkins enhanced his teaching effectiveness in the Program.

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		and classroom policies and other foundational information.	
Hawkins, Andrew	Adjunct faculty	In January 2020, Prof. Hawkins met again with the discipline lead, Gage Waggoner, on campus to familiarize him with the classroom technology.	By engaging in this activity, Prof. Hawkins enhanced his teaching effectiveness in the Program.
Hawkins, Andrew	Adjunct faculty	In March 2020, Prof. Hawkins participated in online training for how to record lectures using Zoom or other video-conferencing technology.	By engaging in this activity, Prof. Hawkins enhanced his teaching effectiveness in the Program during the mid-semester transition from face-to-face format to online format as a result of COVID-19 in Spring 2020.
Hawkins, Andrew	Adjunct faculty	In March 2020, Prof. Hawkins participated in online training regarding the use of Canvas.	By engaging in this activity, Prof. Hawkins enhanced his teaching effectiveness in the Program during the mid-semester transition from face-to-face format to online format as a result of COVID-19 in Spring 2020.
Hawkins, Andrew	Adjunct faculty	In March 2020, Prof. Hawkins participated in Collin’s online training for teaching online courses.	By engaging in this activity, Prof. Hawkins enhanced his teaching effectiveness in the Program during the mid-semester transition from face-to-face format to online format as a result of COVID-19 in Spring 2020.
Hawkins, Andrew	Adjunct faculty	Prof. Hawkins has attended continuing legal education (CLE) courses as required to maintain his Texas law license. The courses	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be

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		listed below are examples of the CLE courses he has attended since being hired to teach for the Program.	a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Hawkins, Andrew	Adjunct faculty	In January 2020, Prof. Hawkins attended the continuing legal education (CLE) course “30 State Bar Benefits in 30 Minutes.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In March 2020, Prof. Hawkins attended the continuing legal education (CLE) course “Litigating in a Divided Nation: What Do You Do Differently?”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into meeting the challenges of trying civil lawsuits in a polarized society, a topic relevant to the course he teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In April 2020, Prof. Hawkins attended the continuing legal education (CLE) course “Making Lawyers Technologically Competent.”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into enhancing the technological proficiency of lawyers. Given the increasing use of case-management technologies in civil litigation and courtroom technologies in civil lawsuits, this topic is relevant to the

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			course he teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In December 2020, Prof. Hawkins attended the continuing legal education (CLE) course “Practicing Law in the Shadow of COVID-19.”	This activity was beneficial to the Program in that it provided Prof. Hawkins with greater insight into the adjustments that law offices, their personnel, and the courts were making during the COVID-19 pandemic, topics that he covered with his students in Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In January 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Benefits and Challenges of Invoking Force Majeure Clauses.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In January 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Ten Tips for Lawyer Well-Being During COVID-19.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In January 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Implicit Bias: The Psychology of Your Jurors.”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into the psychology of jurors at trials, a topic relevant to the course he

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			teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In January 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Preparing Clients for Deposition: An Investment in Performance.”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into the deposition, a common discovery tool in civil lawsuits. This topic is relevant to the course he teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In March 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Dealing with Claims Arising from Freezing, Power Outages.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In June 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Copyright Basics.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In June 2021, Prof. Hawkins attended the continuing legal education (CLE) course “The Buck Stops in the Boardroom: Empowering Today’s Directors.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to



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			take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In June 2021, Prof. Hawkins attended the continuing legal education (CLE) course "Copyright Law Overview."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In June 2021, Prof. Hawkins attended the continuing legal education (CLE) course "Mediation Advocacy for Litigators."	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into a type of alternative dispute resolution process that civil courts commonly order the parties to participate in before trial: mediation. This topic is relevant to the course he teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In June 2021, Prof. Hawkins attended the continuing legal education (CLE) course "Arbitrations: General Principles & Drafting, Part 1."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In June 2021, Prof. Hawkins attended the continuing legal	This activity was beneficial to the Program in that a law license is a required credential for teaching the

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		education (CLE) course “Employment Law Update.”	Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In July 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Stress & Substance Abuse in the Legal Profession.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In August 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Understanding and Eliminating Bias in the Legal Profession.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In August 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Don’t Give Up Five Minutes Before the Miracle.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In August 2021, Prof. Hawkins attended the continuing legal education (CLE) course	This activity was beneficial to the Program in that a law license is a required credential for teaching the

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		“Competency: Recognizing When You Don’t Have It.”	Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In September 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Solo & Small Practice Management Series: Formation.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In September 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Arbitrations: General Principles & Drafting, Part 2.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In October 2021, Prof. Hawkins attended the continuing legal education (CLE) course “Ethical Issues Related to Cybersecurity and Data Privacy.”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into the ethical rules requiring lawyers to maintain the confidentiality of client information, including that of clients in civil litigation cases. This topic is relevant to the course he teaches for the Program, Civil Litigation (LGLA 1345).

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Hawkins, Andrew	Adjunct faculty	In May 2022, Prof. Hawkins attended the continuing legal education (CLE) course "Advanced Care Planning."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2022, Prof. Hawkins attended the continuing legal education (CLE) course "How Lawyers Can Recover from Survival Mode."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2022, Prof. Hawkins attended the continuing legal education (CLE) course "Law Practice Management: Networking and Growing Your Book of Business."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2022, Prof. Hawkins attended the continuing legal education (CLE) course "Cell Phone Forensics."	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into the types of evidence forensic investigators can obtain relating to cell phones, and that evidence can potentially be used as evidence in trials. This topic is relevant to the

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			course he teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In June 2022, Prof. Hawkins attended the continuing legal education (CLE) course “The Nuts and Bolts of Performing Workplace Investigations.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In June 2022, Prof. Hawkins attended the continuing legal education (CLE) course “Who Is My Client?”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In August 2022, Prof. Hawkins attended the continuing legal education (CLE) course “Just Ask: How We Must Stop Minding Our Own Business.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “What Every Lawyer Should Know About the Attorney Grievance Process.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to

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			take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Don’t Wait Designate.”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into the designation of testifying witnesses in litigation—which is a topic relevant to the course he teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Preventing Your Worst ‘Tech’ Nightmare: Protecting Your Firm.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Understanding Asset Protection Tools and Planning.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Trademarks for Brewers.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to

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			take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Section 230: The First Amendment of the Internet.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Sports Law: The Basics of NIL Deals.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Subchapter 5: The Nuts and Bolts.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Examination of Altered Documents.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to

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			take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In May 2023, Prof. Hawkins attended the continuing legal education (CLE) course “How to Litigate a Truck Accident Case.”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into a particular type of civil litigation—truck accident litigation—which is a topic relevant to the course he teaches for the Program, Civil Litigation (LGLA 1345).
Hawkins, Andrew	Adjunct faculty	In July 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Gambling: The ‘Secret’ Addiction.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Hawkins teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Hawkins, Andrew	Adjunct faculty	In November 2023, Prof. Hawkins attended the continuing legal education (CLE) course “Fall Educational Seminar – Personal Injury.”	This activity was beneficial to the Program because it provided Prof. Hawkins with additional insight into a particular type of civil litigation—personal injury litigation—which is a topic relevant to the course he teaches for the Program, Civil Litigation (LGLA 1345).
Kim, Katherine	Adjunct faculty	In March 2022, as a newly hired adjunct, Prof. Kim received mentoring by the discipline lead, Prof. Gage Waggoner, regarding Collin's course and classroom policies, classroom technology,	By engaging in this activity, Prof. Kim enhanced her teaching effectiveness in the Program.



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		and other foundational information.	
Kim, Katherine	Adjunct faculty	Prof. Kim has attended continuing legal education (CLE) courses as required to maintain her Texas law license.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Landry, Dianne	Adjunct faculty	In August 2023, as a newly hired adjunct, Prof. Landry received mentoring by the discipline lead, Prof. Gage Waggoner, regarding Collin's course and classroom policies, classroom technology, and other foundational information.	By engaging in this activity, Prof. Landry enhanced her teaching effectiveness in the Program.
Landry, Dianne	Adjunct faculty	Prof. Landry has attended continuing legal education (CLE) courses as required to maintain her Texas law license. The courses listed below are the CLE courses she has attended since being hired to teach for the Program.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Landry, Dianne	Adjunct faculty	In October 2023, Prof. Landry attended the continuing legal	This activity was beneficial to the Program in that a law license is a

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		education (CLE) course “James Baker on the Art of Negotiation.”	required credential for teaching the Program (LGLA) course that Prof. Landry teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Landry, Dianne	Adjunct faculty	In October 2023, Prof. Landry attended the continuing legal education (CLE) course “In-Person Remote and Hybrid Appearances.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Landry teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Landry, Dianne	Adjunct faculty	In October 2023, Prof. Landry attended the continuing legal education (CLE) course “Don’t Wait Designate.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Landry teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Minchillo, Cynthia	Adjunct faculty	In August 2020, Prof. Minchillo met with Associate Dean Andrea Szlachtowski regarding course delivery.	By engaging in this activity, Prof. Minchillo enhanced her teaching effectiveness in the Program.
Minchillo, Cynthia	Adjunct faculty	In August 2020, Prof. Minchillo attended a webinar regarding service learning.	By engaging in this activity, Prof. Minchillo gained greater insight into the nature of service learning.
Minchillo, Cynthia	Adjunct faculty	In April 2021, Prof. Minchillo conferred with the discipline lead, Prof. Gage Waggoner,	By engaging in this activity, Prof. Minchillo ensured that the subject matter covered in her course, LGLA

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		regarding the scope of the Program's capstone course (Certified Paralegal Exam Review, LGLA 2339) to ensure that the course prepared students to take either the Certified Paralegal (CP) Exam, administered by NALA, or the Paralegal CORE® Competency Exam (PCCE), administered by NFPA.	2339, appropriately prepared Program students to take both the NALA's CP Exam and NFPA's PCCE.
Minchillo, Cynthia	Adjunct faculty	Prof. Minchillo has attended continuing legal education (CLE) courses as required to maintain her advanced Registered Paralegal certification by the National Federation of Paralegal Associations (NFPA). The courses listed below are examples of the CLE courses she has attended since the last Program Review.	During the Program Review period, Prof. Minchillo taught LGLA 2339, which is the sole Program (LGLA) course whose instructor need not be a licensed attorney. To maintain her advanced Registered Paralegal (RP) certification by the National Federation of Paralegal Associations (NFPA), Prof. Minchillo must take at least 12 hours of NFPA-approved continuing legal education (CLE) courses every two years.
Minchillo, Cynthia	Adjunct faculty	In May 2020, Prof. Minchillo attended the continuing legal education (CLE) course "Jury Research Techniques in the Age of Social Distancing," sponsored by the Dallas Area Paralegal Association (DAPA).	This activity was beneficial to the Program in that it gave Prof. Minchillo greater insight into jury selection, which relates to both civil and criminal litigation, which in turn are topics Prof. Minchillo has taught in the Program's course Certified Paralegal Exam Review (LGLA 2339).

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Minchillo, Cynthia	Adjunct faculty	In June 2020, Prof. Minchillo attended the continuing legal education (CLE) course "Under the Dome," a webinar hosted by the Dallas Area Paralegal Association (DAPA).	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In September 2020, Prof. Minchillo attended the continuing legal education (CLE) course "Weathering the Storm: Managing High Conflict Clients, Relationships and Divorce," sponsored by the Dallas Area Paralegal Association (DAPA).	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In September 2020, Prof. Minchillo attended the continuing legal education (CLE) course "Remote Authorization Notarization (RON)," sponsored by the State Bar of Texas Paralegal Division.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially

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			valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In September 2020, Prof. Minchillo attended the continuing legal education (CLE) course "Paralegal Division Annual Meeting: The Future of Legal Ethics," sponsored by the State Bar of Texas Paralegal Division.	This activity was beneficial to the Program in that it gave Prof. Minchillo greater insight into professional and ethical liability in the legal profession, a topic Prof. Minchillo teaches in the Program's course Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In November 2020, Prof. Minchillo attended the continuing legal education (CLE) course "Assumed Names, Trade Names and Fictitious Names: Why Is All This So Complicated?" sponsored by Cogency Global Inc.	This activity was beneficial to the Program in that it gave Prof. Minchillo greater insight into the legal requirements relating to business trade names (also known as assumed names or fictitious names). This topic relates to corporate law, a topic Prof. Minchillo teaches in the Program's course Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In March 2021, Prof. Minchillo attended the continuing legal education (CLE) course "Review of the New 2021 Discovery Rules for Texas," sponsored by the Texas Board of Legal Specialization.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the

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			Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In July 2021, Prof. Minchillo attended the continuing legal education (CLE) course "Technology Workshop: Adobe Acrobat Pro DC," sponsored by the Dallas Area Paralegal Association (DAPA).	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In August 2021, Prof. Minchillo attended the continuing legal education (CLE) course "Stories and Myths of Immigrant Law," sponsored by the Dallas Area Paralegal Association (DAPA).	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In September 2021, Prof. Minchillo attended the continuing legal education (CLE) course "For the Love of Teamwork (Leadership	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced

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		Management Section)," sponsored by the Dallas Area Paralegal Association (DAPA).	Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In October 2021, Prof. Minchillo attended the continuing legal education (CLE) course "eDiscovery - Certification: A Career Benefit or a Sham Exam?" sponsored by the National Federation of Paralegal Associations (NFPA) at the 2021 NFPA Convention.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In May 2022, Prof. Minchillo attended the continuing legal education (CLE) course "Attorney's Guide to Online Defamation and Website Removal," sponsored by Attorney Credits.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).

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Minchillo, Cynthia	Adjunct faculty	In May 2022, Prof. Minchillo attended the continuing legal education (CLE) course "A Tax Crash Course for Attorneys That Represent Businesses," sponsored by Attorney Credits.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In May 2022, Prof. Minchillo attended the continuing legal education (CLE) course "Asset Protection for Cryptocurrency," sponsored by Attorney Credits.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In May 2022, Prof. Minchillo attended the continuing legal education (CLE) course "Animal Law for Lawyers," sponsored by Attorney Credits.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially



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			valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In May 2022, Prof. Minchillo attended the continuing legal education (CLE) course "Anatomy Fundamentals for Lawyers," sponsored by Attorney Credits.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In May 2022, Prof. Minchillo attended the continuing legal education (CLE) course "Agree Now or Disagree Later: Drafting Business Collaboration Agreements," sponsored by Attorney Credits.	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In May 2022, Prof. Minchillo attended the continuing legal education (CLE) course "Avoiding Ethical Conflicts of Interest,"	This activity was beneficial to the Program in that it gave Prof. Minchillo greater insight into the ethical obligation to avoid conflicts

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		sponsored by Attorney Credits.	of interest in the legal profession, a topic Prof. Minchillo teaches in the Program's course Certified Paralegal Exam Review (LGLA 2339).
Minchillo, Cynthia	Adjunct faculty	In June 2022, Prof. Minchillo attended the continuing legal education (CLE) course "Substantial Obstacles to Obstetric Healthcare: A Legal Look and Historical Analysis into Reproductive Rights of Underrepresented Women in the South," sponsored by the Dallas Area Paralegal Association (DAPA).	This activity was beneficial to the Program in that Prof. Minchillo must take NFPA-approved continuing legal education (CLE) courses to maintain her advanced Registered Paralegal (RP) certification by NFPA, and having the RP credential is especially valuable for an instructor of the Program course she teaches, Certified Paralegal Exam Review (LGLA 2339).
Morgan, Melanie	Adjunct faculty	In July 2020, Prof. Morgan completed the Online Faculty Orientation to become certified to teach online classes at Collin.	By engaging in this activity, Prof. Morgan enhanced her teaching effectiveness in Family Law (LGLA 1355), which was converted from face-to-face format to synchronous (live) online format as a result of the COVID-19 pandemic.
Morgan, Melanie	Adjunct faculty	Prof. Morgan has attended continuing legal education (CLE) courses as required to maintain her Texas law license. The courses listed below are examples of the CLE courses she has attended since the last Program Review.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-

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			approved continuing legal education (CLE) courses each year.
Morgan, Melanie	Adjunct faculty	In September 2019, Prof. Morgan attended the continuing legal education (CLE) course "Trauma Enforced Advocacy."	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into a topic relevant to a course she teaches in the Program course Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In January 2020, Prof. Morgan attended the continuing legal education (CLE) course "Understanding Legal Capacity and Ethics."	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into a topic relevant to a course she teaches in the Program course Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In January 2020, Prof. Morgan attended the continuing legal education (CLE) course on a family-law topic.	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into family law, which she teaches in the Program course Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In January 2020, Prof. Morgan attended the continuing legal education (CLE) course "Psychology Degree? Family Law Attorney."	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into the practice of family law, a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In March 2020, Prof. Morgan attended the continuing legal education (CLE) course "What Lawyers Need to Know About Depression and Suicide."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar

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			of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In March 2020, Prof. Morgan attended the continuing legal education (CLE) course “Intimate Partner Violence and Digital Abuse.”	This activity was beneficial to the Program in that it provided Prof. Morgan greater insight into intimate-partner violence and digital abuse, topics relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In March 2020, Prof. Morgan attended the continuing legal education (CLE) course “Practicing Law in the Shadow of COVID-19.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In April 2020, Prof. Morgan attended the continuing legal education (CLE) course “Unemployment Benefits for the Poverty Law Attorneys.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In April 2020, Prof. Morgan attended the continuing legal education (CLE) course “Handling Evictions Post-Supreme Court Moratorium and the CAR.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to

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			take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In July 2020, Prof. Morgan attended the continuing legal education (CLE) course “C.J.C. and the Status of Parental Rights in Texas.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into the impact of the Texas Supreme Court’s decision in the case of <i>In re C.J.C.</i> on parental rights, a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In July 2020, Prof. Morgan attended the continuing legal education (CLE) course “Embracing Diversification.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In August 2020, Prof. Morgan attended the continuing legal education (CLE) course “Advanced Family Law.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into family law, the subject she teaches in the Program course Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In September 2020, Prof. Morgan attended a continuing legal education (CLE) course on a civil litigation/appellate topic.	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to

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			take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In September 2020, Prof. Morgan attended a continuing legal education (CLE) course on a business topic.	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In December 2020, Prof. Morgan attended the continuing legal education (CLE) course "Evictions."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In December 2020, Prof. Morgan attended the continuing legal education (CLE) course "New Discovery Rules for Texas Family Law."	This activity was beneficial to the Program in that it updated Prof. Morgan on the latest changes to the Texas discovery rules in family cases, a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In June 2021, Prof. Morgan attended the continuing legal education (CLE) course "New Discovery Rules Six Months Later."	This activity was beneficial to the Program in that it updated Prof. Morgan on the latest changes to the Texas discovery rules in family cases, a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).

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Morgan, Melanie	Adjunct faculty	In July 2021, Prof. Morgan attended the continuing legal education (CLE) course “Ethics, Ad Rules, & Social Media for Lawyers.”	This activity was beneficial to the Program in that it provided Prof. Morgan with additional insight regarding the ethical rules affecting attorney advertising and social media use, a topic relevant to a course Prof. Morgan teaches for the Program, Law Office Management (LGLA 2307).
Morgan, Melanie	Adjunct faculty	In July 2021, Prof. Morgan attended the continuing legal education (CLE) course “Criminal Record Clearing.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In August 2021, Prof. Morgan attended the continuing legal education (CLE) course “Current Issues in LGBT Family Law.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into family law as it relates to LGBT families, a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In October 2021, Prof. Morgan attended a continuing legal education (CLE) course on a business topic.	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.

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Morgan, Melanie	Adjunct faculty	In October 2021, Prof. Morgan attended a continuing legal education (CLE) course on a civil litigation/appellate topic.	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In October 2021, Prof. Morgan attended the continuing legal education (CLE) course “Don’t Fear the QDRO.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into Qualified Domestic Relations Orders (QDROs), a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In October 2021, Prof. Morgan attended the continuing legal education (CLE) course “Domestic Violence: Handling Fragile Issues.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into domestic violence cases, a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In December 2021, Prof. Morgan attended the continuing legal education (CLE) course “Working With Interpreters in Texas Courts.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into working with interpreters in Texas courts, an activity relevant to family law practice generally and, therefore, to a course she teaches in the Program, Family Law (LGLA 1355).



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Morgan, Melanie	Adjunct faculty	In April 2022, Prof. Morgan attended the continuing legal education (CLE) course “Expunction Training for Volunteer Attorneys.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In April 2022, Prof. Morgan attended the continuing legal education (CLE) course “Intersection of Immigration and Family Law.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into family law and its intersection with immigration, a topic relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In August 2022, Prof. Morgan attended the continuing legal education (CLE) course “What Did We Learn – 2022 News in Texas Family Law.”	This activity was beneficial to the Program in that it provided Prof. Morgan with a recap of the 2022 developments in family law, which is the subject she teaches in Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In September 2022, Prof. Morgan attended a continuing legal education (CLE) course on a topic of family law.	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into family law, which is the subject she teaches in Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In October 2022, Prof. Morgan attended the continuing legal education (CLE) course “Extraordinary Relief for Extraordinary Situations.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into extraordinary relief (remedies), which are commonly sought in family law cases. The subject,

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			therefore, is relevant to a course she teaches in the Program, Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In October 2022, Prof. Morgan attended the continuing legal education (CLE) course “What’s New in Texas Family Law – Fall 2022.”	This activity was beneficial to the Program in that it provided Prof. Morgan with an update in the law and practice of family law, which is the subject she teaches in the Program course Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In October 2022, Prof. Morgan attended a continuing legal education (CLE) course on a topic of family law.	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into family law, which is the subject she teaches in Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In November 2022, Prof. Morgan attended a continuing legal education (CLE) course on a topic of family law.	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into family law, which is the subject she teaches in Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In November 2022, Prof. Morgan attended the continuing legal education (CLE) course “Prenups, Postnups, and Problems.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into legal issues relating to prenuptial agreements and postnuptial agreements, which are subjects she teaches in Family Law (LGLA 1355).
Morgan, Melanie	Adjunct faculty	In July 2023, Prof. Morgan attended the continuing legal education (CLE) course “Commencing and Terminating Legal Representation.”	This activity was beneficial to the Program in that it provided Prof. Morgan with greater insight into the legal and practical issues relating to forming the attorney-client

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			relationship and terminating that relationship, a subject she teaches in the Program course Law Office Management (LGLA 2307).
Morgan, Melanie	Adjunct faculty	In September 2023, Prof. Morgan attended the continuing legal education (CLE) course “The Scourge of Bullying in the Law.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Morgan teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Morgan, Melanie	Adjunct faculty	In September 2023, Prof. Morgan attended the continuing legal education (CLE) course “Family Law Legislative Update 2023.”	This activity was beneficial to the Program in that it provided Prof. Morgan with an update to recent changes to the Texas Family Code, which Prof. Morgan teaches in the Program course Family Law (LGLA 1355).
Nolte, Mitchell	Adjunct faculty	In September 2022, Prof. Nolte completed cybersecurity training required by Collin College.	By engaging in this activity, Prof. Nolte gained greater insight into strategies for protecting students’ protected personal information online and the avoidance of computer viruses.
Nolte, Mitchell	Adjunct faculty	Prof. Nolte has attended continuing legal education (CLE) courses as required to maintain his Texas law license. The courses listed below are examples of the CLE courses he has attended since the last Program Review.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15

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			clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Nolte, Mitchell	Adjunct faculty	In September 2019, Prof. Nolte attended the continuing legal education (CLE) course “Legislative Update.”	This activity benefited the Program by updating Prof. Nolte on the latest developments in criminal law, which is the subject he teaches Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In October 2019, Prof. Nolte attended the continuing legal education (CLE) course “Juvenile Law Seminar.”	This activity benefited the Program by providing Prof. Nolte with greater insight into a sub-area of criminal law that is relevant to the subject he teaches for the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In November 2019, Prof. Nolte attended the continuing legal education (CLE) course “Technology in the Courtroom.”	This activity benefited the Program by providing Prof. Nolte with greater insight into courtroom technology, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In July 2020, Prof. Nolte attended the continuing legal education (CLE) course “Advanced Criminal Law.”	This activity benefited the Program by updating Prof. Nolte on the latest developments in criminal law, which is the subject he teaches Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In September 2020, Prof. Nolte attended the continuing legal education (CLE) course “Experts and Technology.”	This activity benefited the Program by providing Prof. Nolte with greater insight into courtroom technology and expert witnesses,

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			subjects relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In October 2020, Prof. Nolte attended the continuing legal education (CLE) course “Capital Seminar 2020 – Death Penalty Defense.”	This activity benefited the Program by providing Prof. Nolte with greater insight into the defense of the accused in death-penalty cases, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In October 2020, Prof. Nolte attended the continuing legal education (CLE) course “Advanced Criminal Law.”	This activity benefited the Program by updating Prof. Nolte on the latest developments in criminal law, which is the subject he teaches Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In November 2020, Prof. Nolte attended the continuing legal education (CLE) course “Capital Trial.”	This activity benefited the Program by providing Prof. Nolte with greater insight into trials in death-penalty cases, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In December 2020, Prof. Nolte attended the continuing legal education (CLE) course “Handling Criminal Trials in the COVID-19 Era.”	This activity benefited the Program by updating Prof. Nolte on then-relevant developments in criminal trial practice, a subject he teaches Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In September 2021, Prof. Nolte attended continuing legal education (CLE) courses entitled “Legislative Update.”	This activity benefited the Program by updating Prof. Nolte on the latest developments in criminal law, which is the subject he teaches

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			Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In October 2021, Prof. Nolte attended the continuing legal education (CLE) course “Arming Yourself to Defend Your Client.”	This activity benefited the Program by providing Prof. Nolte with greater insight into the representation of defendants in criminal cases, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In October 2021, Prof. Nolte both attended and presented at the continuing legal education (CLE) seminar “Certificates/ Determinant Sentences.”	This activity benefited the Program by providing Prof. Nolte with greater insight into criminal sentences, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In November 2021, Prof. Nolte attended the continuing legal education (CLE) course “Defense Tools for Trials and Contested Hearings.”	This activity benefited the Program by providing Prof. Nolte with greater insight into the representation of defendants in criminal courts, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In November 2021, Prof. Nolte attended the continuing legal education (CLE) course “Capital Trial.”	This activity benefited the Program by providing Prof. Nolte with greater insight into trials of capital (death-penalty) offenses, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In November 2021, Prof. Nolte attended the continuing legal	This activity was beneficial to the Program in that a law license is a

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		education (CLE) course “Mental Health.”	required credential for teaching the Program (LGLA) course that Prof. Nolte teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Nolte, Mitchell	Adjunct faculty	In December 2021, Prof. Nolte attended the continuing legal education (CLE) course “Defense Counsel Arguments for Contesting Charging Documents.”	This activity benefited the Program by providing Prof. Nolte with greater insight into the representation of defendants in criminal courts, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In February 2022, Prof. Nolte attended the continuing legal education (CLE) course “Neuroscience for Defense Counsel.”	This activity benefited the Program by providing Prof. Nolte with greater insight into the use of scientific evidence in criminal cases, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In July 2022, Prof. Nolte both attended and presented at the continuing legal education (CLE) seminar “Advanced Criminal Law.”	This activity benefited the Program by updating Prof. Nolte on the latest developments in criminal law, which is the subject he teaches Criminal Law and Procedure (LGLA 2313). He also shared his knowledge and insights as a presented at this CLE event.
Nolte, Mitchell	Adjunct faculty	In December 2022, Prof. Nolte attended the continuing legal	This activity benefited the Program by providing Prof. Nolte with greater insight into the use of

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		education (CLE) course “Advances in Forensic Sciences.”	scientific evidence in criminal cases, a subject relevant to his course in the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In April 2023, Prof. Nolte attended the continuing legal education (CLE) course “Juvenile Law.”	This activity benefited the Program by providing Prof. Nolte with greater insight into a sub-area of criminal law that is relevant to the subject he teaches for the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In June 2023, Prof. Nolte attended the continuing legal education (CLE) course “36th Annual Rusty Duncan Advanced Criminal Law Course.”	This activity benefited the Program by updating Prof. Nolte on the latest developments in criminal law, which is the subject he teaches for the Program, Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In July 2023, Prof. Nolte attended the continuing legal education (CLE) course “Trainer for Trainers.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) course that Prof. Nolte teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Nolte, Mitchell	Adjunct faculty	In July 2023, Prof. Nolte attended the continuing legal education (CLE) course “Journey to Justice.”	This activity was beneficial to the Program in that it provided Prof. Nolte with greater insights into criminal justice, which is a concept underlying the subject matter of the course he teaches for the Program,



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			Criminal Law and Procedure (LGLA 2313).
Nolte, Mitchell	Adjunct faculty	In July 2023, Prof. Nolte both attended and presented at the continuing legal education (CLE) seminar “Advanced Criminal Law 2023.”	This activity benefited the Program by updating Prof. Nolte on the latest developments in criminal law, which is the subject he teaches for the Program, Criminal Law and Procedure (LGLA 2313). He also shared his knowledge and insights as a presenter at this CLE event.
Thathiah, Sooren	Adjunct faculty	In August 2023, in preparation for teaching his first class for the Program, Prof. Thathiah received mentoring by the discipline lead, Prof. Gage Waggoner, regarding Collin's course and classroom policies, classroom technology, and other foundational information.	By engaging in this activity, Prof. Thathiah enhanced his teaching effectiveness.
Thathiah, Sooren	Adjunct faculty	Prof. Thathiah has attended continuing legal education (CLE) courses as required to maintain his Texas law license. The courses listed below are examples of the CLE courses he has attended since being hired to teach for the Program in September 2022. He taught his first course for the Program in Fall 2023.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Thathiah, Sooren	Adjunct faculty	In November 2022, Prof. Thathiah attended the continuing legal education (CLE) course “Preparing Demonstrative	This activity was beneficial to the Program in that a law license is a required credential for teaching the

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		Evidence: Persuasion & Technology.”	Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Thathiah, Sooren	Adjunct faculty	In December 2022, Prof. Thathiah attended the continuing legal education (CLE) course “What Every Lawyer Should Know About the Attorney Grievance Process.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Thathiah, Sooren	Adjunct faculty	In February 2023, Prof. Thathiah attended the continuing legal education (CLE) course “Don’t Wait Designate.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Thathiah, Sooren	Adjunct faculty	In March 2023, Prof. Thathiah attended the continuing legal education (CLE) course “Technology in the Courtroom.”	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Thathiah, Sooren	Adjunct faculty	In May 2023, Prof. Thathiah attended the continuing legal	This activity was beneficial to the Program in that a law license is a required credential for teaching the

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		education (CLE) course "Attorneys' Fees."	Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Thathiah, Sooren	Adjunct faculty	In June 2023, Prof. Thathiah attended the continuing legal education (CLE) course "Just Ask: How We Must Stop Minding Our Own Business."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Thathiah, Sooren	Adjunct faculty	In July 2023, Prof. Thathiah attended the continuing legal education (CLE) course "James Baker on the Art of Negotiation."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Thathiah, Sooren	Adjunct faculty	In October 2023, Prof. Thathiah attended the continuing legal education (CLE) course "In-Person Remote & Hybrid Appearances."	This activity was beneficial to the Program in that a law license is a required credential for teaching the Program (LGLA) courses that Prof. Thathiah teaches, and the State Bar of Texas requires Texas attorneys to take a minimum number of CLE clock hours every year.
Waggoner, Gage	Full-time faculty, discipline lead	In August 2019, Prof. Waggoner attended a teaching-related seminar presented by Paul	This activity was beneficial to the Program in that in provided Prof. Waggoner with additional

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		Grossman, J.D. regarding teaching students with disabilities at the Fall 2019 Collin College Faculty Development Conference.	pedagogical insights relating to students with disabilities.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2020, Prof. Waggoner attended the seminar "Improving Students' Writing Skills through Individualized Objective-Focused Instruction" at the Spring 2020 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional pedagogical insights into teaching writing skills, and those skills are the primary focus of several courses he teaches, including Legal Writing (LGLA 1305) and Introduction to Legal Conventions (LGLA 1370).
Waggoner, Gage	Full-time faculty, discipline lead	In January 2020, Prof. Waggoner attended the seminar "Plickers: A Lowtech Solution to Instant Feedback" at the Spring 2020 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it added to Prof. Waggoner's knowledge of classroom technology and how it can be used to gauge students' understanding of the material at strategic moments in the class meeting.
Waggoner, Gage	Full-time faculty, discipline lead	In July 2020, Prof. Waggoner attended the webinar "Best Practices in Synchronous Education," sponsored by the American Association for Paralegal Education (AAfPE).	This activity was beneficial to the Program in that, at the time, Prof. Waggoner was developing various online District Masters for certain Program courses, some which were to be delivered in synchronous online format, and the webinar gave him additional insights into developing effective synchronous online courses.

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Waggoner, Gage	Full-time faculty, discipline lead	In August 2020, Prof. Waggoner attended a training session in the logistics of the Cooperative Education (Co-op) courses at Collin. The paralegal program offers Co-op as an elective course, LGLA 1380, and Mr. Waggoner serves as the faculty advisor for students who take the course.	This activity was beneficial to the Program in that it equipped Prof. Waggoner with additional knowledge and skills to apply in his role as faculty advisor for Program students who enroll in the Co-op elective.
Waggoner, Gage	Full-time faculty, discipline lead	In September 2020, Prof. Waggoner attended a training session regarding the Zogotech data analytics platform, which enables discipline leads (program directors), academic advisors, and administrators to obtain statistical data based on customizable parameters regarding programs and students.	This activity was beneficial to the Program in that it provided Prof. Waggoner with another tool to facilitate more focused, effective program assessments.
Waggoner, Gage	Full-time faculty, discipline lead	In November 2020, Prof. Waggoner attended the 39th National Conference of the American Association for Paralegal Education (AAfPE). Seminars attended included "ABA Compliance During the Pandemic," "Articulation Agreements," and "Collaborating with Community Partnerships for Internship Opportunities: Challenges & Successes."	This activity was beneficial to the Program in that it provided Prof. Waggoner with insights from Paralegal program directors across the country relating to important aspects of the Program: complying with the ABA Guidelines for the Approval of Paralegal Education Programs during the COVID-19 pandemic, developing articulation agreements with four-year institutions, and forging

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			relationships with area employers to foster internship and employment opportunities for Program students.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2021, Prof. Waggoner attended the seminar "The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies for Improving Learning" at the Spring 2021 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with new pedagogical insights relating to students who experience anxiety and stress in the learning process.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2021, Prof. Waggoner attended the seminar "Digital Distractions: Why Students are on their Phones and What We Can Do About It" at the Spring 2021 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with insights and constructive strategies for dealing with students who are distracted by their cell phones during class.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2021, Prof. Waggoner attended the seminar "How to Use Canvas Studio, Part 1 (Basic)" at the Spring 2021 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights and techniques for incorporating videos into Canvas courses, techniques that Prof. Waggoner implemented in several of his online classes.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2021, Prof. Waggoner attended a training session regarding the formulation of Program-Level Learning Outcomes (PLOs) and their integration into the larger	This activity was beneficial to the Program in that it provided Prof. Waggoner with guidance on the formulation of effective PLOs and strategic timing of assessments for

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		Program-Level Outcomes and Course Alignment (POCA) plan, designed to assess and improve the program based on program-level learning objectives.	maximum impact in ultimately improving the Program.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2021, Prof. Waggoner attended the panel discussion "The Pandemic Attendance Problem: Encouraging your Students to Show Up" at the Spring 2021 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with strategies for improving students' on-campus attendance during the COVID-19 pandemic.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2021, Prof. Waggoner attended the seminar "How to Use Canvas Studio, Part 2 (Advanced)" at the Spring 2021 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights and techniques for incorporating videos into Canvas courses, techniques that Prof. Waggoner implemented in several of his online classes.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2021, Prof. Waggoner attended the seminar "Library Database Resources for the Classroom" at the Spring 2021 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into ways of potentially incorporating additional online resources into Program classes.
Waggoner, Gage	Full-time faculty, discipline lead	In August 2021, Prof. Waggoner attended the Collin College Fall 2021 Faculty Development Day.	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into pedagogy.

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Waggoner, Gage	Full-time faculty, discipline lead	In August 2021, Prof. Waggoner attended the 40th National Conference of the American Association for Paralegal Education (AAfPE).	This activity was beneficial to the Program in that it provided Prof. Waggoner with insights from Paralegal program directors across the country relating to Paralegal Program pedagogy and administration.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2022, Prof. Waggoner attended Collin College's Spring 2022 Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into pedagogy.
Waggoner, Gage	Full-time faculty, discipline lead	In April 2022, Prof. Waggoner attended the 2022 Spring Regional Conference of the American Association for Paralegal Education (AAfPE).	This activity was beneficial to the Program in that it provided Prof. Waggoner with insights from Paralegal program directors across the country relating to Paralegal Program pedagogy and administration.
Waggoner, Gage	Full-time faculty, discipline lead	In October 2022, Prof. Waggoner attended the seminar "SACSCOC Accreditation and Reaffirmation: A Primer" at the Fall 2022 Collin College Faculty Development Conference.	The seminar, presented by Dr. Hardesty, was especially beneficial to Prof. Waggoner as the Program's discipline lead because it gave him helpful background regarding the accreditation process and the function and importance of Program Reviews.
Waggoner, Gage	Full-time faculty, discipline lead	In October 2022, Prof. Waggoner attended David R. Katz III's presentation, "Affirmative Mentoring, Compassionate Correction" at the Fall 2022 Collin College Faculty Development Conference.	This activity was beneficial to the Program in that it provided Prof. Waggoner with strategies for improving student outcomes through positive, compassionate reinforcement.



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Waggoner, Gage	Full-time faculty, discipline lead	In February 2023, Prof. Waggoner participated in the "Discussion Hour on the 2023 Guidelines Updates and New Site Visit Policy," presented by the ABA Standing Committee on Paralegals & Approval Commission.	This webinar was beneficial to the Program in that it equipped Prof. Waggoner with tips from ABA representatives regarding the logistics of preparing and submitting the Program's ABA Re-Approval Report, due later that year.
Waggoner, Gage	Full-time faculty, discipline lead	In May 2023, Prof. Waggoner watched the video "Implementing Quality: Online Learning Leaders Share Insights and Advice," sponsored by Quality Matters. This presentation involved a panel discussion of college-level instructors and who shared their recommendations and insights for enhancing the quality of online instruction at their respective institutions. The topics ranged from institutional policies to working with faculty members who are new to online course design or QM course standards.	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insight into the effective development of high-quality online courses.
Waggoner, Gage	Full-time faculty, discipline lead	In May 2023, Prof. Waggoner watched the video presentation "Leverage Canvas for Program Assessment Across Modalities," sponsored by Quality Matters. This presentation provided strategies for using Canvas to conduct learning assessments,	This activity was beneficial to the Program in that it provided Prof. Waggoner with potential strategies for conducting such assessments as the CIP or PLO assessments through Canvas so that the resulting data can be obtained and analyzed more

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		generating the data in a more effective way, and sharing assessment tools across multiple sections of a course.	uniformly across sections of the same course.
Waggoner, Gage	Full-time faculty, discipline lead	In May 2023, Prof. Waggoner watched the video presentation “Principles and Best Practices for Using Visuals in Course Design,” sponsored by Quality Matters/ Course Arc.	This presentation provided Prof. Waggoner with valuable tips for effectively presenting both text and images in Canvas courses, including in PowerPoints.
Waggoner, Gage	Full-time faculty, discipline lead	In May 2023, Prof. Waggoner watched the video presentation “Online Course Design: Structure and Interface in Action!” sponsored by Quality Matters.	This presentation provided Prof. Waggoner with strategies for standardizing key structures of Canvas layouts across all courses so that students can spend more time learning the substance of the courses and less time trying to decipher the differences between the formats across courses.
Waggoner, Gage	Full-time faculty, discipline lead	In December 2023, Prof. Waggoner received preview training on the Tableau data-analytics platform.	This presentation was beneficial to the Program in that it provided Prof. Waggoner with a preview of the powerful and flexible data compilations obtainable from Tableau, a platform that will be of great value in obtaining program-level or student-level data for review and evaluation.
		Prof. Waggoner has attended continuing legal education (CLE) courses as required to maintain his Texas law license. The courses	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be

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		listed below are examples of the CLE courses he has attended since the last Program Review.	a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2020, Prof. Waggoner attended the continuing legal education (CLE) course “Using a Paralegal in Your Practice: What They Can and Cannot Do.”	This activity was beneficial to the Program in that it updated Prof. Waggoner on developments in the law relating to the ethical restrictions on paralegals’ work, a vital topic that he emphasizes in virtually every course he teaches, but most directly in Introduction to Law and the Legal Professions (LGLA 1307).
Waggoner, Gage	Full-time faculty, discipline lead	In January 2020, Prof. Waggoner attended the continuing legal education (CLE) course “Marketing Ethically and Effectively in the Information Age.”	This activity was beneficial to the Program in that it updated Prof. Waggoner on developments in the ethical rules governing lawyer advertising, a topic that Prof. Waggoner teaches in Introduction to Law and the Legal Professions (LGLA 1307).
Waggoner, Gage	Full-time faculty, discipline lead	In January 2020, Prof. Waggoner attended the continuing legal education (CLE) course “Extra-Contractual Damages in 1st-Party Insurance Litigation.”	This activity was beneficial to the Program in that it updated Prof. Waggoner on the latest developments in the law of first-party insurance litigation (lawsuits filed by policyholders against their own insurance companies), a topic he teaches in Torts and Personal Injury Law (LGLA 2303).

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Waggoner, Gage	Full-time faculty, discipline lead	In January 2020, Prof. Waggoner attended the continuing legal education (CLE) course “Legal Writing to Win.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into effective legal writing, a topic he teaches in Legal Writing (LGLA 1305) and Introduction to Legal Conventions (LGLA 1370).
Waggoner, Gage	Full-time faculty, discipline lead	In March 2021, Prof. Waggoner attended the continuing legal education (CLE) course Contracts and Statutory Interpretation.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into how legal researchers (and courts) go about interpret the meaning of the language in legislative acts, a topic he teaches in Legal Research (LGLA 1303) and Introduction to Legal Conventions (LGLA 1370).
Waggoner, Gage	Full-time faculty, discipline lead	In March 2021, Prof. Waggoner attended the continuing legal education (CLE) course “Chapter 18 Affidavit.”	This activity was beneficial to the Program in that it updated Prof. Waggoner on the ever-evolving law surrounding Texas’s affidavit scheme for proving medical expenses in personal-injury lawsuits, a topic he teaches in Torts and Personal Injury Law (LGLA 2303).
Waggoner, Gage	Full-time faculty, discipline lead	In March 2021, Prof. Waggoner attended the continuing legal education (CLE) course “Towards a More Perfect Union: Attorney & Paralegal Teams.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with greater insight into the productive, efficient ways in which attorneys can utilize paralegals, a topic that Prof. Waggoner discusses in varying degrees in all his Program courses

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			but teaches most comprehensively in Introduction to Law and the Legal Professions (LGLA 1307).
Waggoner, Gage	Full-time faculty, discipline lead	In March 2021, Prof. Waggoner attended the continuing legal education (CLE) course “Best of Law Office Technology: Basics of Using iPad.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into the latest technologies used in law offices, a topic he researched for updating the technology unit in the online District Master for Law Office Management (LGLA 2307).
Waggoner, Gage	Full-time faculty, discipline lead	In February 2022, Prof. Waggoner attended the continuing legal education (CLE) courses “Cybersecurity” and “Paralegal Use of Technology in Office.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into the latest technologies used in law offices, a topic he researched for updating the technology unit in the online District Master for Law Office Management (LGLA 2307).
Waggoner, Gage	Full-time faculty, discipline lead	In March 2022, Prof. Waggoner attended the continuing legal education (CLE) course “Computer & Technology.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insights into the latest technologies used in law offices, a topic he researched for updating the technology unit in the online District Master for Law Office Management (LGLA 2307).
Waggoner, Gage	Full-time faculty, discipline lead	In March 2022, Prof. Waggoner attended the continuing legal education (CLE) course “Best of Advanced Administrative Law.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with additional insight into administrative law, a topic he teaches in Legal Research (LGLA 1303) and Introduction to Law and the Legal Professions (LGLA 1307).

## WORKFORCE PROGRAM REVIEW

Waggoner, Gage	Full-time faculty, discipline lead	In January 2023, Prof. Waggoner attended the continuing legal education (CLE) course “Recent Developments in Medical Expenses: Section 18.001.”	This activity was beneficial to the Program in that it updated Prof. Waggoner on the ever-evolving law surrounding Texas’s affidavit scheme for proving medical expenses in personal-injury lawsuits, a topic he teaches in Torts and Personal Injury Law (LGLA 2303).
Waggoner, Gage	Full-time faculty, discipline lead	In January 2023, Prof. Waggoner attended the continuing legal education (CLE) courses “Legislative Update,” “Texas Supreme Court Update,” and “Civil Procedure Update.”	This activity was beneficial to the Program in that it updated Prof. Waggoner on the most recent laws passed by the Texas Legislature, most recent cases issued by the Texas Supreme Court, and the latest changes to the Texas Rules of Civil Procedure.
Waggoner, Gage	Full-time faculty, discipline lead	In January 2023, Prof. Waggoner attended the continuing legal education (CLE) course “Introduction to the Texas Legislative Process.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with greater insight into Texas’s legislative process, a topic that he teaches in Legal Research (LGLA 1303).
Waggoner, Gage	Full-time faculty, discipline lead	In January 2023, Prof. Waggoner attended the continuing legal education (CLE) course “What Every Lawyer Should Know About the Attorney Grievance Process.”	This activity was beneficial to the Program in that it provided Prof. Waggoner with greater insight into the process by which the State Bar of Texas receives, investigates, and acts on grievances (ethical complaints) filed against Texas attorneys, a topic he teaches in Introduction to the Law and the Legal Professions (LGLA 1307).

## WORKFORCE PROGRAM REVIEW

Waggoner, Gage	Full-time faculty, discipline lead	In February 2023, Prof. Waggoner attended the continuing legal education (CLE) course “37th Annual Texas Forum for Paralegals and Attorneys,” sponsored by the State Bar of Texas.	This activity was beneficial to the Program in that it provided Prof. Waggoner with greater insight into the productive, efficient ways in which attorneys can utilize paralegals and the ethical restraints on paralegals’ activities, topics that Prof. Waggoner discusses in varying degrees in all his Program courses but teaches most comprehensively in Introduction to Law and the Legal Professions (LGLA 1307).
Williams Grayson	Adjunct Faculty	In 2022 and early 2023, Prof. Williams participated in interactive workshops and presentations sponsored by his law firm, McDermott Will & Emery LLP, including events involving outside professional writing and speaking coaches. These seminars involved personalized feedback on oral advocacy (in both formal and informal environments).	By participating in these activities, Prof. Williams enhanced his oral advocacy skills. In turn those skills benefit the Program through his enhanced ability to communicate complex legal concepts to Program students in class.
Williams Grayson	Adjunct Faculty	Prof. Williams has attended continuing legal education (CLE) courses as required to maintain his Texas law license.	To be qualified to teach any Program (LGLA) course except Certified Paralegal Exam Review (LGLA 2339), an instructor must be a licensed attorney. To maintain their law licenses, Texas attorneys must complete a minimum of 15 clock hours of State Bar of Texas-approved continuing legal education (CLE) courses each year.

**12. COMPLETE THE CONTINUOUS IMPROVEMENT PLAN (CIP) TABLES THAT FOLLOW.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one student learning outcome**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

<b>A. Expected Outcome(s)</b> Results expected in this program (e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301)	<b>B. Measure(s)</b> Instrument(s)/process(es) used to measure results (e.g. surveys, end of term class results, test results, focus groups, etc.)	<b>C. Target(s)</b> Level of success expected (e.g. 80% success rate, 25 graduates, etc.)
<b>Success Rate:</b> Increase the success rate for LGLA 2333 (Advanced Legal Document Preparation).	Final grades for all Completers, defined as students who take the Final Examination.	No more than 14 % of Completers will earn a “D” or an “F.” “Completers” refers to all students who took the final exam.
<b>Litigation:</b> Correctly calculate the deadlines for civil defendants to file original answers in federal and Texas courts.	Relevant assignment questions in Introduction to Law and the Legal Professions (LGLA 1307).	As a department, achieve a 75 % or higher average score on these questions by students who attempted the measure.
<b>Legal Writing:</b> Draft an affidavit in a legally valid and conventional format.	Relevant quiz questions in Legal Writing (LGLA 1305).	As a department, achieve a 75% or higher average score on the relevant quiz questions by students who attempted the measure.

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You must have at least one student learning outcome. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** - Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).



**B. Measure(s)** - Instrument(s)/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** - Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1, 2, & 3**

<p><b>A. Outcome #1</b>  <b>Success Rate:</b> Increase the success rate for LGLA 2333 (Advanced Legal Document Preparation).</p>	
<p><b>B. Measure (Outcome #1)</b>  Final grades for all Completers, defined as students who take the Final Examination</p>	<p><b>C. Target (Outcome #1)</b>  No more than 14 % of Completers will earn a “D” or an “F”  “Completers” refers to all students who took the final exam.</p>
<p><b>D. Action Plan (Outcome #1)</b>  The instructor will provide more instruction regarding basic Microsoft Word skills and will periodically quiz students on those skills. The instructor will provide additional one-on-one support to students who score low on these quizzes. The instructor added some new instructional material for Spring 2020 but added significantly more material for Summer 2020.</p>	
<p><b>E. Results Summary (Outcome #1)</b>  This course was offered in Spring 2020 and Summer 2020. It was not offered in Fall 2019.</p> <ul style="list-style-type: none"> <li>• In Spring 2020, 26 students took LGLA 2333. Twenty students earned As, Bs, or Cs. Of the six students who earned Ds or Fs, four were Completers, meaning that they took the Final Exam. Two of the D/F students did not take the Final Exam. Thus, 4 of the 24 Completers earned Ds or Fs. In other words, 16.7 % of the Completers earned Ds or Fs.</li> <li>• In Summer 2020, 22 students took LGLA 2333. Eighteen students earned As, Bs, or Cs. Of the 4 students who earned Ds or Fs, none took the Final Exam, so none were Completers. Thus, 0 % of the Completers earned Ds or Fs.</li> </ul>	
<p><b>F. Findings (Outcome #1)</b></p> <ul style="list-style-type: none"> <li>• By the time all the instructional material was available in Summer 2020, the percent of Completers who were unsuccessful in the course fell to zero. Thus, when fully implemented, the interventions appeared to be effective.</li> </ul>	

**G. Implementation of Findings (Outcome #1)**

Because of the effectiveness of the implementation of the action plan in Years 1 and 2, the program has focused on CIP Outcomes 2 and 3 for Years 3 and 4.

**Table 2. CIP Outcomes 1, 2, & 3 (continued)**

<b>A. Outcome #2:</b> <b>Litigation:</b> Correctly calculate the deadlines for civil defendants to file original answers in federal and Texas courts.	
<b>B. Measure (Outcome #2)</b> Relevant assignment questions in Introduction to Law and the Legal Professions (LGLA 1307).	<b>C. Target (Outcome #2)</b> As a department, achieve a 75 % or higher average score on these questions by students who attempted the measure.
<b>D. Action Plan (Outcome #2)</b> The instructor will cover the law and mechanics of calculating the deadlines for defendants to file original answers under both the Federal Rules of Civil Procedure and the Texas Rules of Civil Procedure—namely, the triggering dates for both deadline periods, the durations of those deadline periods, the intervening calendar days to be counted, and the legal effect of a deadline period ending on a weekend day or court holiday. Based on analysis of data in Year 3, the program revised the Action Plan to implement more in-class demonstrations and examples of these calculations.	
<b>E. Results Summary (Outcome #2)</b> LGLA 1307 was offered in Spring 2022, Summer 2022, Fall 2022, and Spring 2023. In Spring 2022, measurements took place in LGLA 1307.000 and in the largest section, LGLA 1307.001. In Fall 2022, measurements took place in the largest section, LGLA 1307.002. In Spring 2023, measurements will take place in the largest section, LGLA 1307.001, but as of the submission of this report, those measurements have not yet taken place. The measurements are two assignment questions on Homework Assignment 7. Specifically, Question 9 required students to calculate the deadline for a defendant to file an original answer under the Federal Rules of Civil Procedure, and Question 11 required students to calculate the deadline for a defendant to file an original answer under the Texas Rules of Civil Procedure. <ul style="list-style-type: none"><li>• In Spring 2022 LGLA 1307.000, 60 % of students answered Question 9 correctly, and 60 % of students answered Question 11 correctly.</li><li>• In Spring 2022 LGLA 1307.001, 83 % of students answered Question 9 correctly, and 44 % of students answered Question 11 correctly.</li><li>• In Fall 2022 LGLA 1307.002, 94 % of students answered Question 9 correctly, and 50 % of students answered Question 11 correctly.</li><li>• In Spring 2023 LGLA 1307.001, the measurements have not yet taken place as of the submission of this report.</li></ul>	
<b>F. Findings (Outcome #2)</b> The assessment data indicate that the program is effectively teaching students the method of calculating the deadline to file a defendant’s original answer under the Federal Rules of Civil Procedure, the students’ mastery having risen from 60 % in Spring 2022 to 94 % in Fall 2022. However, the	

method of calculating the deadline under the Texas Rules of Civil Procedure court is more a more difficult calculation. A lower rate of mastery on this latter calculation is not surprising, but it is still below the target outcome. An enhanced focus on the method of calculating the Texas deadline is necessary.

**G. Implementation of Findings (Outcome #2)**

Going forward, the instructor will assign group in-class exercises in which students will, in real time, practice calculating the original answer deadline under the Texas Rules of Civil Procedure in various scenarios and then present their findings to the class for discussion so that the instructor can identify more precisely the problem areas and correct them before the students are to submit Homework Assignment 7.

**Table 2. CIP Outcomes 1, 2, & 3 (continued)**

<p><b>A. Outcome #3</b>  <b>Legal Writing:</b> Draft an affidavit in a legally valid and conventional format.</p>	
<p><b>B. Measure (Outcome #3)</b>  Relevant quiz questions in Legal Writing (LGLA 1305).</p>	<p><b>C. Target (Outcome #3)</b>  As a department, achieve a 75% or higher average score on the relevant quiz questions by students who attempted the measure.</p>
<p><b>D. Action Plan (Outcome #3)</b>  The instructor will review the legal requirements of a valid affidavit; the conventional components, grammar, punctuation, style, and typography of an affidavit; the respective roles of the affiant and the notary public; and the types of statements that can jeopardize an affidavit’s admissibility in evidence, such as hearsay, speculation, and legal conclusions. Based on analysis of data in Year 3, the program revised the Action Plan to implement, effective Fall 2022, a standardized measurement tool consisting of 40 standardized quiz questions.</p>	
<p><b>E. Results Summary (Outcome #3)</b>  LGLA 1305 was offered in Spring 2022, Fall 2022, and Spring 2023. Measurements by the new standardized quiz questions began in Fall 2022. In Fall 2022, measurements took place in the sole section, LGLA 1305.000. In Spring 2023, measurements took place in LGLA 1305.200 but, as of the submission of this report, have not yet taken place in the second section, LGLA 1305.001.</p> <ul style="list-style-type: none"> <li>• In Fall 2022 LGLA 1305.000, the average score on the measurement quiz was 96 on a 100-point scale. The lowest grade was 85.</li> <li>• In Spring 2023 LGLA 1305.200, the average score on the measurement quiz was 94.37 on a 100-point scale. The lowest grade was 82.5.</li> <li>• In Spring 2023 LGLA 1305.001, the measurement quiz has not yet taken place as of the submission of this report.</li> </ul>	

**F. Findings (Outcome #3)**

The assessment data indicate that the program is effectively teaching students the information they need to draft a legally valid affidavit in conventional format. Every student demonstrated significant mastery. Students performed very well on identifying and correcting the formatting for the affidavit. Students had a strong grasp of what hearsay was and that it must not appear in the affidavit. Although students generally performed well in this area, their weakest area of performance was in selecting the most effective language for the affidavit. In other words, a few students chose affidavit language that was conclusory. This result is not surprising as this skill is the most challenging part of the quiz.

**G. Implementation of Findings (Outcome #3)**

Going forward, the program will enhance its emphasis on identifying conclusory language and avoiding it in the drafting of affidavits by providing more in-class examples and by giving students in-class exercises with immediate feedback and discussion.

## Continuous Improvement Plan

**Date:** January 22, 2024

**Name of Program/Unit:** Paralegal/Legal Assistant

**Contact name:** Gage Waggoner

**Contact email:** gwaggoner@collin.edu

**Contact phone:** 972.578.5545

**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

<b>A. Expected Outcome(s)</b> Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	<b>B. Measure(s)</b> Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur	<b>C. Target(s)</b> Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
<b>CIP #1</b> <b>Students will be able to identify the characteristic, benefits, and response deadlines of written discovery requests in civil litigation.</b>	10 multiple-choice questions in a test or quiz in Introduction to Law and the Legal Professions-LGLA 1307 in which students will identify the characteristics of different discovery requests, the benefits of those requests, and the deadlines for responding to those requests	The average of the success rates on the 10 assessment questions will be at least 80%.
<b>CIP #2</b> <b>Students will be able to properly format a legal document in Microsoft Word with respect to margins, font, line spacing, footers, and file name.</b>	10 multiple-choice questions in a test or quiz in Advanced Legal Document Preparation-LGLA 2333 in which students will identify proper margin widths, font style and size, line spacing, footer format, and file name for a legal document	The average of the success rates on the 10 assessment questions will be at least 80%.
<b>CIP #3</b> <b>Students will be able to identify passive-voice verbs, recognize them in sentences, and choose effective active-voice equivalents.</b>	10 multiple-choice questions in a quiz in Introduction to Legal Conventions-LGLA 1370 in which students will identify the grammatical characteristics of passive-voice verbs, recognize passive-voice verbs in sentences, and choose effective active-voice equivalents	The average of the success rates on the 10 assessment questions will be at least 80%.

### Description of Fields in the Following CIP Tables:

**A. Outcome(s)** - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** - Instrument(s)/process(es) used to measure results (e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

- C. Target(s)** - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
- D. Action Plan** - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
- E. Results Summary** - Summarize the information and data collected in year 1.
- F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
- G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

<b>A. Outcome #1</b> Students will be able to identify the characteristic, benefits, and response deadlines of written discovery requests in civil litigation.	
<b>B. Measure (Outcome #1)</b> 10 multiple-choice questions in a test or quiz in Introduction to Law and the Legal Professions-LGLA 1307 in which students will identify the characteristics of different discovery requests, the benefits of those requests, and the deadlines for responding to those requests	<b>C. Target (Outcome #1)</b> The average of the success rates on the 10 assessment questions will be at least 80%.
<b>D. Action Plan (Outcome #1)</b> The instructor will lecture on the contents of different discovery requests, the benefits of those requests, and the methods of calculating the deadlines for responding to those requests. The instructor will also provide students with examples of discovery requests that simulate those prepared by actual litigation law firms.	
<b>E. Results Summary (Outcome #1)</b>	
<b>F. Findings (Outcome #1)</b>	
<b>G. Implementation of Findings</b>	

<p><b>A. Outcome #2</b> Students will be able to properly format a legal document in Microsoft Word with respect to margins, font, line spacing, footers, and file name.</p>	
<p><b>B. Measure (Outcome #2)</b> 10 multiple-choice questions in a test or quiz In Advanced Legal Document Preparation-LGLA 2333 in which students will identify the proper margin widths, font style and size, line spacing, footer format, and file name of a legal document</p>	<p><b>C. Target (Outcome #2)</b> The average of the success rates on the 10 assessment questions will be at least 80%.</p>
<p><b>D. Action Plan (Outcome #2)</b> The instructor will provide one or more recorded (or face-to-face) lectures on how to properly format a legal document. The lecture(s) will cover proper margin widths, font style and size, line spacing, footer format, and file name for a legal document</p>	
<p><b>E. Results Summary (Outcome #2)</b></p>	
<p><b>F. Findings (Outcome #1)</b></p>	
<p><b>G. Implementation of Findings</b></p>	

## Program Assessment Data Report

Program: Paralegal/Legal Assistant

Terms Data Collected: **Fall 2021-Fall 2022**

Program-Level Learning Outcome- (From Assessment Plan)	Assessment Measure(s) and Where Implemented in Curriculum – (From Assessment Plan)	Targets- Level of Success Expected-(From Assessment Plan)	Assessment Results – (Provide Data in a form related to targeted levels of success to left. Indicate if Targeted level of success was met, partially met, or not met.)
<p><b>PLO #1</b> Students will be able to prepare court documents, such as petitions/complaints and answers for civil litigation.</p>	<p>2 assignments in LGLA 2333- Advanced Legal Document Preparation in which students are required to prepare a petition/complaint and answer, respectively, for civil litigation</p>	<p>80% of students completing the assessments will earn an average of 75% or higher on the assignments.</p>	<p>The targeted level of success was met. The following percentages of students who completed the assignments earned an average of 75% or higher on the assignments:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 250)                             <ul style="list-style-type: none"> <li>• Petition/complaint: 77%</li> <li>• Answer: 86%</li> </ul> </li> <li>• Spring 2022 (Section 250)                             <ul style="list-style-type: none"> <li>• Petition/complaint: 94%</li> <li>• Answer: 94%</li> </ul> </li> <li>• Summer 2022 (Section 250)                             <ul style="list-style-type: none"> <li>• Petition/complaint: 79%</li> <li>• Answer: 91%</li> </ul> </li> <li>• Summer 2022 (Section 251)                             <ul style="list-style-type: none"> <li>• Petition/complaint: 75%</li> <li>• Answer: 83%</li> </ul> </li> <li>• Fall 2022 (Section 250)                             <ul style="list-style-type: none"> <li>• Petition/complaint: 81%</li> <li>• Answer: 73%</li> </ul> </li> </ul> <p>Though students achieved the targeted level of success on the petition and answer assignments,</p>



			<p>the instructor plans to make some clarifications to the curriculum to address some of the recurring challenges that students experienced. For example, the instructor will supplement some of her recorded lectures with embedded questions that students will answer as they watch the lectures.</p>
<p><b>PLO #2</b> Students will be able to conduct legal research by locating and analyzing sources of law, such as case law and statutes.</p>	<p>27 embedded questions in LGLA 1303-Legal Research, administered in classroom or Testing Center, requiring students to identify the publications in which case law and statutes appear and to analyze case law and statutes:  a) 23 multiple-choice questions  b) 3 true-false questions  c) 1 short-answer question (classroom, Testing Center, or online administration of test)</p>	<p>80% of students will earn an average of 75% or greater on the embedded test questions.</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 000): 77%</li> <li>• Spring 2022 (Section 000): 80%</li> <li>• Spring 2022 (Section 200): 82%</li> <li>• Summer 2022 (Section 200): 84%</li> <li>• Fall 2022 (Section 000): 80%</li> </ul> <p>An analysis of the Fall 2021 assessment data revealed that the assessment questions that had given students the most difficulty were questions 2, 3, 6, 9, and 10, which tested students' ability to read and comprehend a court opinion supplied with the test. The lower success rates on these questions stemmed from students' failure carefully to read the wording</p>

			of both the opinion and the assessment questions themselves. The instructors provided students with more exercises in close reading of court opinions and emphasized even more the necessity of carefully reading test questions themselves, this raising assessment results to meet the target level.
<p><b>PLO #3</b> Students will be able to apply standards of legal ethics, such as the duty of confidentiality and the duty to avoid conflicts of interest, and avoiding the unauthorized practice of law.</p>	<p>14 embedded final exam questions in LGLA 1307- Introduction to Law and the Legal Professions requiring students to recognize and apply standards governing the duty of confidentiality, the duty to avoid conflicts of interest, and the prohibitions against the unauthorized practice law:                      a) 6 multiple-choice questions                      b) 8 true-false questions (classroom, Testing Center, or online administration of test)</p>	<p>80% of students will earn an average of 75% or greater on the embedded test questions.</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded test questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 001): 91%</li> <li>• Fall 2021 (Section 002): 92%</li> <li>• Fall 2021 (Section 200): 88%</li> <li>• Spring 2022 (Section 000): 86%</li> <li>• Spring 2022 (Section 001): 94%</li> <li>• Spring 2022 (Section 200): 85%</li> <li>• Summer 2022 (Section 200): 93%</li> <li>• Fall 2022 (Section 001): 88%</li> <li>• Fall 2022 (Section 002): 96%</li> <li>• Fall 2022 (Section 200): 67%</li> </ul>
<p><b>PLO #4</b> Students will be able to demonstrate effective legal writing skills by preparing legal documents, such as affidavits, legal</p>	<ul style="list-style-type: none"> <li>• 18 quiz questions in LGLA 1305- Legal Writing requiring students to recognize and apply standards governing the purpose, format, and substance of a legal memorandum:                      a) 17 multiple-choice questions                      b) 1 true-false question</li> </ul>	<p>80% of students completing the assessments will earn a 75% or higher.</p>	<p>Legal Memorandum and Affidavit Assessments (LGLA 1305-Legal Writing)</p> <p>In Fall 2022, the program used grading rubrics in LGLA 1305-Legal Writing for the assignments requiring students to draft legal</p>

<p>memoranda, and motions.</p>	<p>(classroom, Testing Center, or take-home online administration of test)</p> <ul style="list-style-type: none"> <li>• 34 quiz questions in LGLA 1305- Legal Writing requiring students to recognize and apply standards governing the proper format and substance of a legally valid affidavit:             <ul style="list-style-type: none"> <li>a) 19 multiple-choice questions</li> <li>b) 13 true-false questions</li> <li>c) 2 matching questions</li> </ul> </li> </ul> <p>(classroom, Testing Center, or take-home online administration of test)</p> <ul style="list-style-type: none"> <li>• Assignment in LGLA 2333- Advanced Legal Document Preparation requiring preparation of a motion</li> </ul>		<p>memoranda and affidavits. However, by the end of that semester, the faculty members who teach LGLA 1305 concluded that the rubrics were unworkable as assessment tools for PLO #4 because of the instructors’ differing emphases in teaching these topics and issues relating to the relative weight to be assigned to different aspects of the assignments. Therefore, the faculty members collaboratively revised the assessment tools in the form of standardized quiz questions requiring students to recognize and apply standards relating to the purpose, format, and substance of the documents. The program began using these new assessment tools in Fall 2022, and they proved effective for assessing PLO #4.</p> <p>Based on the revised assessment tools, the target level of success was met. The following percentages of students who completed the assessments earned an average of 75% or higher on the quiz questions:</p> <ul style="list-style-type: none"> <li>• Spring 2023 (Section 200):             <ul style="list-style-type: none"> <li>• Legal memorandum quiz: 91%</li> <li>• Affidavit quiz: 83%</li> </ul> </li> <li>• Fall 2022 (Section 000):</li> </ul>
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			<ul style="list-style-type: none"><li>• Legal memorandum quiz: 84%</li><li>• Affidavit quiz: 95%.</li></ul> <p>Motion Assessment (LGLA 2333-Advanced Legal Document Preparation)</p> <p>Regarding the motion assignment in LGLA 2333-Advanced Legal Document Preparation, the targeted level of success was met. The following percentages of students who completed the assessment earned 75% or higher on the assessment:</p> <ul style="list-style-type: none"><li>• Fall 2021 (Section 250): 81%</li><li>• Spring 2022 (Section 250): 89%</li><li>• Summer 2022 (Section 250): 86%</li><li>• Summer 2022 (Section 251): 78%</li><li>• Fall 2022 (Section 250): 75%</li></ul> <p>Though students achieved the targeted level of success on the motion assignment, the instructor plans to make some clarifications to the curriculum to address some of the recurring challenges that students experienced. Specifically, the instructor will supplement one of her recorded lectures with embedded questions that students</p>
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			will answer as they watch the lectures.
<p><b>PLO #5</b> Students will be able to understand core principles of Texas negligence law.</p>	<p>10 embedded midterm exam multiple-choice questions in LGLA 2303-Torts and Personal Injury Law requiring students to recognize and apply core principles of Texas negligence law (take-home online administration of test)</p>	<p>80% of students will earn an average of 75% or greater on the embedded test questions.</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded test questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 050): 83%</li> <li>• Spring 2022 (Section 050): 88%</li> <li>• Fall 2022 (Section 050): 87%</li> </ul>
<p><b>PLO #6</b> Students will be able to understand core principles of Texas contract law.</p>	<p>10 embedded questions in LGLA 1351-Contracts requiring students to recognize and apply core principles of Texas contract law on the following exams:</p> <ul style="list-style-type: none"> <li>a) Midterm exam – 4 true-false questions, 1 multiple-choice question, and 1 essay question (classroom or Testing Center administration of test)</li> <li>b) Final exam – 3 true-false questions and 1 multiple-choice question (classroom or Testing Center administration of test)</li> </ul>	<p>80% of students will earn an average of 75% or greater on the embedded test questions</p>	<p>The targeted level of success was met. The following percentages of test-takers scored an average of 75% or greater on the embedded test questions:</p> <ul style="list-style-type: none"> <li>• Fall 2021 (Section 250): 74%</li> <li>• Spring 2022 (Section 250): 81%</li> <li>• Summer 2022 (Section 250): 88%</li> <li>• Fall 2022 (Section 251): 83%</li> </ul>