



# **PARALEGAL STUDIES PROGRAM**

**Three-Year Program Review  
2003 – 2004**



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Department Chair**

**May 10, 2004**

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## Paralegal Studies Program

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# PARALEGAL STUDIES PROGRAM PROGRAM REVIEW 2003-2004

## Executive Summary

The Program Review Team worked together with all faculty and the Advisory Committee utilizing the revised Guidelines for approval of Paralegal Education Program by the American Bar Association Standing Committee on Paralegals dated September 1, 2003, to develop student, faculty, employer and graduate surveys and have used and will use these surveys to gather information to evaluate the program.

Currently all but one of the paralegal classes are offered at the Costa Mesa Learning Center. The program requires an AA degree. Upon completion of the degree requirements and required paralegal courses the student is awarded an Associate in Arts degree and a Certificate of Achievement in Paralegal Studies approved by the American Bar Association. Students possessing a transferable AA degree or higher on file at Coastline are eligible for the Certificate of Achievement in Paralegal Studies approved by the American Bar Association upon satisfactory completion of the required paralegal studies courses.

Findings: Enrollment is up in the last three years: fall 2003 - 1.9% of the college FTES up from 1.3% in fall 2000. Course offerings have been reduced and increased advising has been necessary for program completion in a timely manner. Increased enrollment is due in part to the legislation effective January 2000 requiring education and attorney supervision to use the paralegal title. The program continues to offer all of the required courses in the fall and spring semesters but has reduced elective choice course offerings. Eight week elective courses have expanded subjects available but students and faculty have expressed dissatisfaction with limited course offerings.

Conclusions: The student survey and the faculty survey indicate a high level of satisfaction. The employer survey indicates a high level of satisfaction but will be supplemented with focus groups to be held during the 2004 summer.

Based on enrollments and the information gathered to date, the Program Review Team recommends the following **Three-Year Goals**:

- Improve exposure to career, counseling and tutoring programs
- Develop a program with the One Stop Center for job preparation
- Coordinate with the ESL program to transition students into the program
- Expand computer lab access at Costa Mesa Center
- Expand partnerships for training and pro bono activities for students
- Faculty Development for improving the use of technology tools in the classroom
- Continue to seek out bilingual attorneys to reopen legal counseling at Oak View Family Center

## Paralegal Program Narrative

**Program Information:** Paralegal Studies as a discipline has been a part of the curriculum since Coastline College's inception in 1976. The program changed its name from Legal Assistant/Paralegal to Paralegal Studies in summer 2000 due to the legislative changes in California and national trends away from the title legal assistant and toward paralegal as the most recognized title. The program applied for approval by the American Bar Association (ABA) in June, 1982. The original program was a certificate program. The program was converted to an AA degree program in 1983 to comply with ABA approval guidelines. The program was approved in August 1985. The program has been reapproved by the ABA in August of 1990, 1995 and 2000. The August 2000 reapproval will expire in August 2007. As of December 2003, 828 students have completed the graduation requirements for a Certificate.

The program has experienced many changes over the years. In the beginning the classes were offered at many of the teaching sites available to Coastline. In fall 1991 a full-time position opened for faculty. At that time classes were primarily held at the Huntington Beach Center with a few offered at other locations. When the Huntington Beach Center was vacated in 1997, the majority of the classes were moved to the Costa Mesa Center. Today, with the exception of the Legal Clinic Class, all paralegal classes are taught at the Costa Mesa Center. Room 5 has the legal research computers (three) and donated library books. Room 2 has additional donated books. Room 2 is used for other classes besides legal classes.

The program chair works with the facilitator and staff at Costa Mesa Center and the facilitator for the career and technical programs for planning and scheduling of classes, orientation and student access to computer, printer and materials. The Advisory Committee assists in guiding the program toward meeting its goals for education and maintaining ABA approval. Minutes of Advisory Committee Meetings are attached to this report.

The general objective of the program is to prepare students to be paralegals performing work under the supervision of an attorney. Paralegals work in law offices and other legal and law related environments and many interact with clients. The program trains students in the skills of investigation, research, legal procedures, written and oral communication and interviewing as well as educating students in the principles of ethical procedures and practice. Students will be able to prepare the necessary court forms, pleadings, agreements, documents and papers required in the various substantive areas of law. These knowledge, skills and abilities are consistent with the U. S. Department of Labor and O-Net Occupational Information in the Labor Market available on paralegal training and employment. The program is supported in the same fashion as all other Coastline programs. A copy of the program description and the Orientation handout are attached to this report.

The Department Chair is a full-time faculty member and is assigned 3 LHEs for the administration of the program. Most adjunct faculty have been teaching at Coastline for many years. New adjunct faculty are added as necessary to keep elective courses in tune with the job market and changes in the law. Orientation sessions are scheduled before new student enrollment begins in the fall and spring semesters. New and continuing students are required to attend an orientation or a formal counseling session. Appropriate sequencing of classes, transfer questions, career and degree planning, matriculation, college services and other important information is covered in the orientation session. The handout used in orientation is also used by the counselors when meeting with a paralegal student. Each fall faculty are provided a copy of the current orientation handout. This handout is revised as necessary when curriculum changes are made to the program. To be eligible for an AA degree under Option I, students must complete 21 units of general education courses meeting both Coastline's requirements and ABA requirements, 27 units of paralegal courses, the math and English placement requirements, the multi-cultural requirement and complete a minimum of 60 units in courses qualifying for graduation.

The orientation handout provides students with a course selection guide for full or part-time attendance for AA degree students and for Certificate students already possessing a transferable degree. The three computers, printer and books in Room 5 are accessible to students Monday through Saturday during the day and Friday evening. Classes are generally scheduled in Room 5 Monday through Thursday evenings.

The program made a major change to the required curriculum in 1995 and again in 2000 raising the required number of paralegal units from 26 to 27. It is hoped that the program can build a stronger relationship with the Coastal One Stop Career Center to better serve students. Resume writing, career interview preparation and job search skill are extremely important and will improve the program for students preparing to graduate. A review of the Student, Faculty and Employer Surveys points out the following important information for improvement and planning for the future.

1. More courses with a greater selection of electives should be offered. Students have been informed that the budget cuts were made in the elective courses reducing the offerings to 3 units per semester. Students are required to take 6 elective units within the 27. Often the only elective offered is on the same night as a required class.

2. Several comments were made as to the condition of the buildings at Costa Mesa Center. Before the roofs were replaced, ceiling tiles fell during class and water came through into the classrooms. Mold evolved from the leaky roofs. Rooms are not very clean and the bathrooms are cold. Rooms are hot in the summer due to no air conditioning.

3. The rooms are too small for the number of students. If you do not get to class very early you do not have access to a table for taking notes and handling text materials during class.

4. Computer access for students with no computer at home is needed. Although this issue was raised, we inform students at the Orientation and during the first two weeks of classes that they have access to Room 5 during the day, on Friday nights and all day Saturday during weekend college sessions. (Weekend college offers classes from mid-September through January and from mid-February through May and for a four week period in the summer.) Costa Mesa has no open computer labs for working students to access in the evening or on Saturday and no other location at Coastline has Saturday computer access.

5. Other courses students would like to see in the curriculum:

Real estate, municipal law, transactional law,  
environmental law, administrative law,  
advanced research and analysis,  
immigration law, arbitration or mediation,  
a law library class, and a job search class.

Coastline offered a Job Search Strategies class in spring 2004 but the class was scheduled in the afternoon at Garden Grove Center and therefore was not available for working students. The Employer Survey responses indicate that the most common recruiting techniques utilized by the firms responding are: print advertisements, posting at all local paralegal programs, the local paralegal association, posting to the firm website and in-house referrals. Other methods of recruiting less used included employment agencies and web employment sites.

The paralegal studies program is adding a new class as a part of the program review process dealing with conflict resolution and including mediation and arbitration. This course is scheduled to be approved at the May 21, 2004 Curriculum Meeting along with the program course revisions and program changes.

Coastline has a real estate certificate program and paralegal students are eligible to take any courses in that program. The ABA does not approve courses taught in other disciplines that are not specifically developed for paralegals to be included in an approved program.

Faculty mentioned that employment law might be considered.

6. Change the Contract Law class to a full semester course and offer the Tort Law class as an 8 week course instead of both in one semester.

7. Students acknowledged skills and qualities that are important for paralegals:

interpersonal communication  
interviewing and listening skills  
ability to prepare documents  
pleadings and correspondence  
competent drafting of a business letter  
traditional and electronic research skills

time management and prioritization skills  
 to look and act professional  
 computers skills  
 remain calm under pressure

8. Faculty acknowledged skills and abilities that are important for paralegals:
- knowledge of laws, codes and court procedures
  - administrative procedures
  - record management
  - word processing and other computer skills
  - ability to gather legal data and documents
  - investigate facts
  - computer skills for legal research
  - ability to prepare legal documents and pleadings
  - ability to think critically and solve complex problems
  - ability to communicate verbally and in writing
  - awareness of ethical issues
  - ability to work independently

9. Employers identified skills and abilities that are required or desirable for employment:

	Required	Desirable
law related experience	50%	50%
legal writing skills	57%	36%
specific legal writing skills	30%	54%
interpersonal skills	87%	13%
work ethic	93%	7%
adaptability	93%	7%
analytical/problem solving skills	85%	15%
BA degree required	43%	43%
ABA approved certificate	67%	33%
Microsoft Word	67%	27%
Word Perfect	36%	21%
Internet research	65%	35%
Westlaw or other legal research	60%	33%
Microsoft Outlook/Email	57%	36%

10. Employers indicated the following frequently performed work requirements:
- client interviews/contact 53%
  - writing/drafting documents 73%
  - administrative/secretarial work 27%
  - transactional work 62%
  - legal and electronic research 80%
  - discovery drafting and analysis 60%



11. Faculty expressed concern over the chalkboards and felt that white boards would be better and much easier for the students to see from the back of the room. It is impossible to read the chalkboard from the back of the classroom.

12. The overheads work but they are also hard to read from the back of the room.

13. Students strongly support night classes offered once each week. They indicated an interest in Internet and classroom instruction combined and classes offered during intersession.

14. Faculty strongly supported night classes and classroom instruction over distance learning. Faculty felt that the current students need to have personal attention available if they are going to be able to grasp the skills and abilities necessary to work in the legal profession.

**Relation to College and State Mission:** The state's mission of transfer and vocational education are both met by this program as students must have an AA degree to receive the certificate and for the maximum career achievement employers seek a BA degree with the certificate. Coastline College has focused on serving the needs of the community as a part of its commitment to vocational training. This program meets all of these goals. It offers vocational training to the working professional seeking to meet the new statutory requirements; vocational training for returning graduates changing jobs; and offers courses in the community at convenient learning sites which include counseling and other college services.

**Current/Future Community Demand:** The paralegal career has broadened in the last five years and employment opportunities have improved. Entry-level employment is still a challenge and the increasing demands for a BA degree and ABA approved certificate. This is supported by the employer survey responses and by labor market research. Coastline is surrounded by ABA approved programs: Santa Ana College, Fullerton College, Mt. San Antonio College, Cerritos College, El Camino College and UC Irvine Extension, to name a few. Students can take classes at any of these locations and transfer the courses to Coastline for credit. There are, however, restrictions on the number of paralegal transfer courses accepted and all accepted transfer courses are evaluated by the department, and grades must be a "C" (2.0) or better.

**Requirements Fulfilled:** The program provides AA degree graduates for the college, certificate holders for employment success and transfer students for higher educational achievement.

### ***Quantitative Data***

**An Introduction:** Paralegal Studies is designated by the California Community College system as an instructional discipline in which a Master's Degree is not generally expected or available. Therefore, faculty teaching within Coastline's Paralegal Studies

Program are not required to hold a Master's Degree. The American Bar Association requires that persons teaching in approved paralegal programs be experienced paralegals or attorneys with paralegal experience or working with or supervising paralegals in the workplace.

**Course Data:** The complete program listing is attached. Briefly stated there are 27.0 units of paralegal courses of which the student selects 6.0 units from program electives. All students are required to demonstrate computer proficiency at graduation. This can be accomplished by satisfactory completion of LAW 170, COMP 148A and English 108; by completion of similar courses; by transfer credit course work; by workplace substantiation; by Microsoft Certification; or by other computer industry certification. There are limits and restrictions on transfer and courses taken for credit. If the student does not possess a transferable degree on file at Coastline they must complete the AA degree requirements to receive the Certificate. Option I, II or III degree advising plans may be used.

After a period of strong enrollments in the mid 1990s, enrollment in the Paralegal Studies Program began to drop in Spring 1998, reaching a low of 195 students in Spring 2000. Since that time, however, the program has been gaining renewed strength. Enrollments in the Paralegal Studies Program for the past three semesters (Fall 2002 through Fall 2003) have been higher than at any other time over the past nine semesters. The seat count at census in Fall 2003 was 314—up 42 percent from Spring 1998. FTES in Fall 2003 show a 42.5 percent increase over Spring 1998. At the same time, productivity has risen, with an average class size in Spring 2003 of 36 students per class and an average of 31 students per class in Fall 2003—the first two semesters in which the program has had an average class size of over 30 students. Class retention has also increased: Fall 2003 retention stood at 86.6 percent—the highest rate of retention in the last six and a half years. (Please see the Enrollment and FTES table and chart on the next two pages.)

**PARALEGAL STUDIES PROGRAM**  
**Six and a Half-Year Summary of Enrollments and FTES**

PROGRAM AND COLLEGE DATA	1997-98		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04
	FALL 972	SPRING 973	FALL 982	SPRING 983	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032
<b>FTES</b>													
Program	28.34	21.91	21.58	24.89	20.53	21.20	21.92	20.90	26.70	29.73	31.80	33.84	30.76
College	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1618.56
Program as % of College	1.7%	1.4%	1.3%	1.6%	1.3%	1.3%	1.3%	1.2%	1.6%	1.7%	1.9%	1.9%	1.9%
<b>Program Sections</b>													
Total Sections Scheduled	17	16	15	14	22	15	18	13	19	12	14	12	12
Sections Cancelled	3	4	3	2	4	3	5	1	7	0	0	1	0
Sections (adjusted for concurrent/canc./work exp.)	12	10	10	9	15	10	11	10	10	10	12	9	10
Avg. Enroll. All Classes	25	22	21	26	17	18	19	20	25	27	26	36	31
<b>Seat Count at Census</b>													
Program	309	221	218	247	272	195	215	205	252	281	326	332	314
College	15,989	17,045	17,860	17,585	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,447
Program as % of College	1.9%	1.3%	1.2%	1.4%	1.5%	1.1%	1.2%	1.2%	1.6%	1.7%	2.0%	1.9%	2.0%
<b>Seat Count at Semester End</b>													
Program	239	179	180	204	228	155	160	163	199	230	263	276	272
College	13,076	14,052	14,803	14,684	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,685
Program as % of College	1.8%	1.3%	1.2%	1.4%	1.6%	1.1%	1.1%	1.1%	1.5%	1.7%	2.0%	2.0%	2.1%
<b>Attrition (Cens. to End Seats)</b>													
Program	22.7%	19.0%	17.4%	17.4%	16.2%	20.5%	25.6%	20.5%	21.0%	18.1%	19.3%	16.9%	13.4%
College	18.2%	17.6%	17.1%	16.5%	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	17.9%

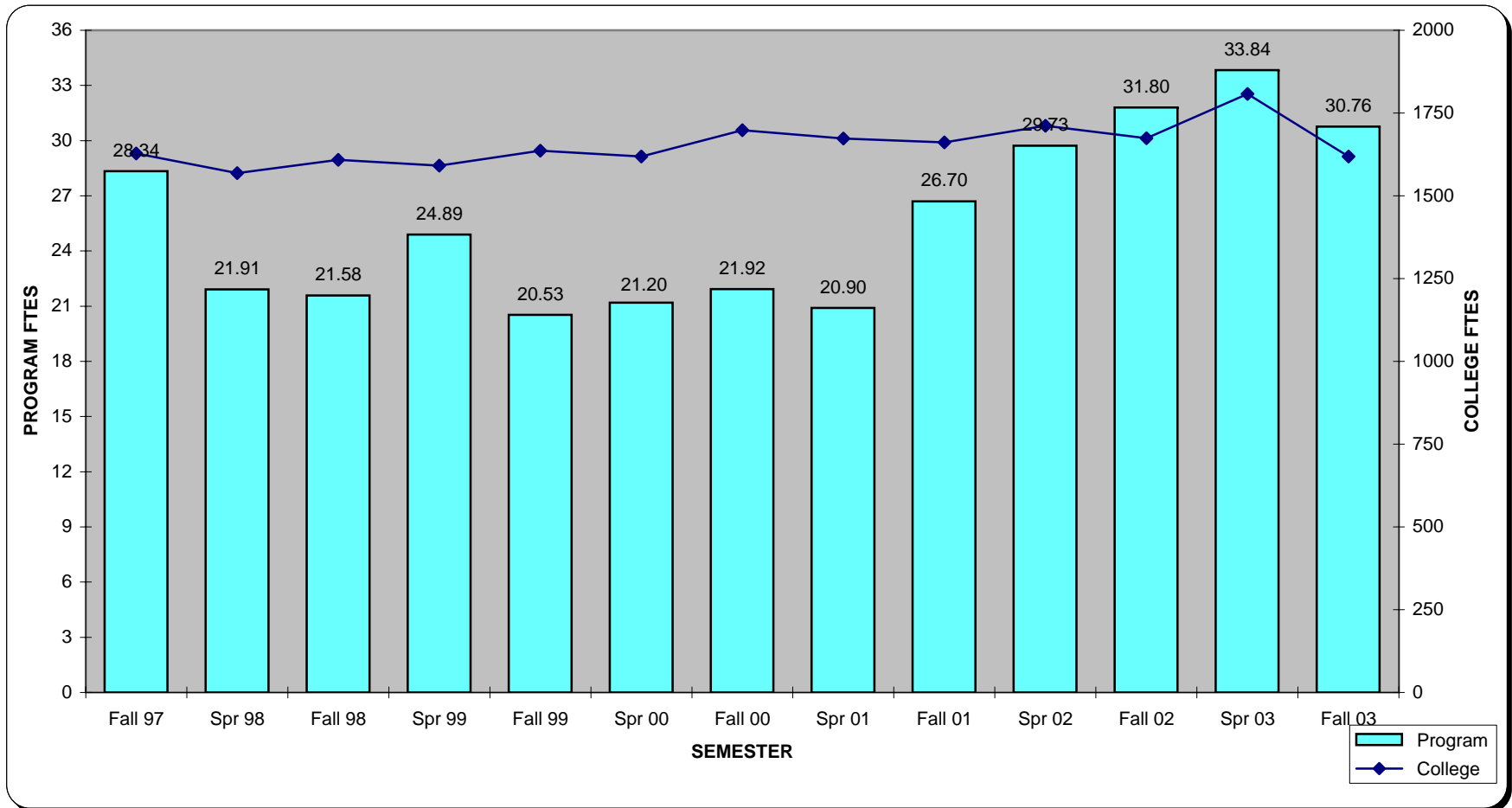
*Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995*

*Source: ADATERM reports*

\*Fall 2003 data as of February 26, 2004 ADATRM report

## PARALEGAL STUDIES PROGRAM Six and a Half-Year Summary of FTES

FTES	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03
Program	28.34	21.91	21.58	24.89	20.53	21.20	21.92	20.90	26.70	29.73	31.80	33.84	30.76
College	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1618.56
% of College	1.7%	1.4%	1.3%	1.6%	1.3%	1.3%	1.3%	1.2%	1.6%	1.7%	1.9%	1.9%	1.9%



**Community Elements:** The legal community in Orange County is very diverse. It includes many very small firms and solo practice attorneys and also very large firms. Many of the larger firms are branch offices of national firms. In the larger firms a bachelor's degree is often required for paralegal employment but the same firm may have an entry-level position for job training experience that does not require the bachelor's degree, i.e., a case manager, project manager, case clerk, records clerk, etc. Senior paralegal positions are also often available at larger firms for career advancement planning.

**Student Elements:** Graduates for the last seven years are as follows:

1997-1998 - 41	1998-1999 - 22	1999-2000 - 26
2000-2001 - 18	2001-2002 - 24	2002-2003 - 28
2003 (summer/fall only) - 22		

Unduplicated enrollment for fall 2003 was 160 students and for spring 2004 was 175 students.

Using the 28 graduates in 2002-2003 as an example year:

- 28.6% (8) received certificates as BA degree holders;
- 60.7 % (17) received AA degrees and certificates from Coastline; and
- 10.7% ( 3) received certificates as AA degree holders from other institutions.

(One of the 17 Coastline AA degree students has recently been in contact with us. She is finishing her BA degree at San Francisco State University this semester and is in the process of applying for graduate programs.)

## **Cost Elements**

**Direct Institutional Costs:** The program has one full-time faculty and between seven and nine adjunct faculty teaching in any given semester. In addition, support personnel at the Costa Mesa Center, College Center and Garden Grove working with the Career and Technical Programs devote a portion of their time to the paralegal program. Annual American Bar Association (ABA) dues, currently \$700 and American Association for Paralegal Education (AAfPE) dues, currently \$350 are paid by the college to maintain the costs of approval status. The program approval currently expires in August 2007. AAfPE holds two conferences each year. An annual national education conference is held in the fall and a Pacific Region conference in the spring. Costs to attend these conferences vary from \$400 to \$1,000 depending on the conference site. Fall 2004 will be held in Albuquerque, New Mexico and spring 2005 in Seattle, Washington. This organization is the only paralegal educators association existing in the United States, is closely tied to the American Bar Association approval process and well respected in paralegal education. Faculty development and professional growth funds are available to

faculty through PDI, Academic Senate and VTEA funding. Equipment and instructional supplies are available upon application on an “as needed” basis.

**Support costs:** The Student Advisory Council (SAC) currently supports the cost of Westlaw online legal research access. The cost is \$1500 per year and is funded out of SAC grants applied for on an annual basis. SAC has been funding the Westlaw online subscription for many years and it is treated as a priority request.

## **Qualitative Data Questions**

1. **Need:** What is the level of need for this program in the communities we serve or among different student populations?

The need for paralegal education is very high. The job market has improved, and, according to the *Occupational Outlook Handbook, 2004-05 Edition* (U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 2540), “Paralegals are projected to grow faster than the average for all occupations through 2012.” Though more opportunities are available for lateral career changes, entry-level employment remains a challenge. A high percentage of Coastline students are working in the legal field and seeking to advance their careers by obtaining a paralegal certificate. The program serves degree holders as well as returning students and graduates for continuing education and for training displaced workers. The U.S. Department of Labor reported in May 2003 that California is the top-paying state for paralegals, with a mean annual wage of \$52,000, compared to the national mean of \$40,710.

2. **Student Learning Outcomes:** How does the program identify and measure student learning outcomes, and how does the program use SLO information to modify instruction?

**a. Identification of student learning outcomes:** Faculty discuss learning outcomes at the faculty discipline meetings each fall and spring. The Faculty Survey and the Employer Survey support the following learning outcomes:

preparation of legal documents, demonstrate skills to use a computer for legal research, be able to communicate verbally and in writing, be able to think critically and solve complex problems, be able to assess ethical issues, be able to gather data and investigate facts, be able to work independently.

**b. Measurement of student learning outcomes:** Faculty discuss how to assess learning outcomes at faculty discipline meetings each fall and spring. The faculty survey supports the following assessment measures for student learning outcomes used by faculty:

participation, objective tests including essays, term projects, application of knowledge and skills to daily life, peer review, case studies, group projects, pre-post tests, portfolios, oral presentations, trial/case notebooks and the recording of individual progress during the semester.

**c. Use of student learning outcomes to modify instruction:** starting at the fall 2003 faculty meeting student learning outcomes and measures of assessment are being discussed. This was continued at the spring faculty meeting with the first draft revision of all course outlines. An example of a modification that resulted following the discussion in the fall was on which text should be used for teaching students to perform proper legal citing in legal research. There are currently three books that are acknowledged as competent, but each performs a different function. One instructor felt it was better to teach citing techniques using no text, which can be accomplished. The downside is that all students do not have the skills to learn that type of citing when in fact they may not be working in the legal field for some time. Not only would the skill diminish but they would have no reference tools to fall back on and would not understand the different functions of these citing references. It is important to select books that teachers will use effectively in the course. This course is taught by two different instructors. At that meeting the instructors agreed on what they would use for the next class and then they would discuss the results and determine how they would proceed from that point conferring with the department chair.

**3. Student Satisfaction:** How satisfied are students with the overall quality of instruction, the program in general, and the extent to which the program helps them achieve their goals?

Overall **quality of instruction** in **required courses**: 45.65% very satisfied, 48.55% satisfied with an **overall rating of: 94.2%**

Overall **quality of instruction** in **elective courses**: 32.61% very satisfied, 36.23 satisfied, giving an **overall satisfaction rating of 68.84%** accompanied by a 27.54% n/a [assumption would be that many students are only taking required courses and have not taken an elective course at that time.]

Other information on satisfaction ratings are:

Satisfaction with variety of classes	<b>80% overall</b> satisfaction rating
Satisfaction with scheduling of classes	<b>93% overall</b> satisfaction rating
Satisfaction with sequence of classes	<b>83% overall</b> satisfaction rating
Courses relevant to employment	<b>83% overall</b> satisfaction rating
Academic standard of instruction	<b>94% overall</b> satisfaction rating

Overall **quality of program** in general: 47.48% very satisfied, 48.92% satisfied, with an **overall rating of 96.4%**

Extent to which the program **helps students achieve their goals**: 49% very satisfied, 43% satisfied, with an **overall rating of 92%**

99% of the students want **evening classes** that meet **once each week**. (This was also supported on the faculty survey responses.) 74% are interested in classes that combine

classroom and internet instruction and 47% were interested in courses to enhance study skills. (Faculty also noted that students were lacking in academic preparedness.)

**4. Program Resources:** What types of facilities, equipment and technology are used by the program and to what extent do those resources meet program needs?

**a. Current facilities, equipment and technology:** All but one of the classes are offered at the Costa Mesa Center. The student surveys indicate, as referenced above, that the facilities are old, in poor conditions, hot in summer due to no air conditioning and had substantial rain damage and mold, not kept clean and the bathrooms are cold. Some of the classes are crowded and it is impossible to get a good seat unless you arrive very early for class. We are aware that the condition of the buildings is similar to other public facilities in California. We are also aware that solutions are being sought by the college in the Facilities Master Plan to remedy facility issues for the college.

Students responded 92% in support of the staff response to facility related requests.

**b. Extent to which these resources meet program needs:** Faculty indicated in their survey responses that the chalkboards are old and cannot be read from the back of the room and white boards would be much better. Overhead projectors cannot be seen clearly from the back of the room.

**5. Partnerships:** To what extent does the program cooperate or partner with businesses and professional or community organizations?

**Advisory Committee Members:**

Eileen Sun, Community Member  
Joseph Yadrick, Graduate/Arrowhead Trust, Inc.  
Brian L. Day, Attorney, Litigation/Volunteer Costa Mesa Senior Center  
Stephanie K. Sterling, Senior Paralegal, Corporate Law/Faculty  
Rose Moreno, Graduate/Course Assistant  
Lori Jenkins, Graduate/Continuing student UCI  
Renee Riopelle, CSP Inc., Mediation Supervisor, Graduate Santa Ana Program  
Jennifer Lindskoog, Legal Administrator Private Sector  
Tillie Boitel, Graduate/Public Paralegal  
Scott A. Zimmon, Litigation Attorney (new member spring 2004)  
Cheryl Stewart, Coastline Librarian  
Debra Brown, Legal Administrator/Senior Paralegal/Faculty  
Bryce Letterman, Attorney/Faculty/Pro Bono Costa Mesa Senior Center  
Maurice Mandel II, Attorney Discrimination Law/Faculty  
Ron Klein, Coastline One Stop Representative  
Marie Whitfield, Coastline Advisory Committee Coordinator  
Margaret Lovig, Chair

Advisory Committee Minutes: Attached to this report.



**Orange County Paralegal Association (OCA):** We receive their newsletter, students and graduates are active in this association and we offer to sponsor a student meeting each year at the college.

**Association of Legal Administrators, Orange County Chapter:** the department chair is a member of this association and has served on the education committee for over ten years. The organization uses the Garden Grove Center at least once each year for an educational event which also includes the local community. Many of the members of this association hire Coastline students and graduates.

**Cooperative Work Experience:** Faculty working with cooperative work experience meet with students earning credits and also with their employers at the end of the semester. This involvement gives employers a chance to become acquainted with the college and the program and helps students earn credits toward an AA degree. (These units do not apply to the paralegal certificate.)

**Costa Mesa Senior Center:** We have been participating at the Costa Mesa Senior Center since 1992 to conduct a free legal counseling clinic. This clinic uses volunteer attorneys from the community and the facilities at the center. We are there on the second and fourth Thursdays of each month throughout the calendar year and see anywhere from 5 to 7 clients each time.

**Southern California Children's Bureau, Oak View Family Center:** Up through spring 2003 we were visiting the center once each month October through May to conduct a legal counseling session in Spanish with anywhere from 3 to 9 clients. We have lost our bilingual attorney are currently searching to find a replacement. We also have done several Immigration Workshops at this center since it serves a Hispanic population in Huntington Beach.

**Community Service Programs, Inc. (CPS) Mediation Partnership:** This partnership has been developed to make the Legal Clinic Office at the College Center available for mediation services. The program has not been utilized but we continue to offer the service.

**HICAP (Health Insurance Counseling and Advocacy Program)** services are also available at the college legal clinic by appointment. Telephone instruction on the voice message informs callers of this service.

**Fair Housing Council of Orange County** Mediation Training/Speakers: Several students have taken advantage of the mediation training and speakers will come to class to explain the program and services offered by this council. Students can pay for the training or do an internship in lieu of payment.

**6. Professional Development:** What are the program's expectations for professional growth by faculty and staff and to what extent do faculty and staff engage in professional

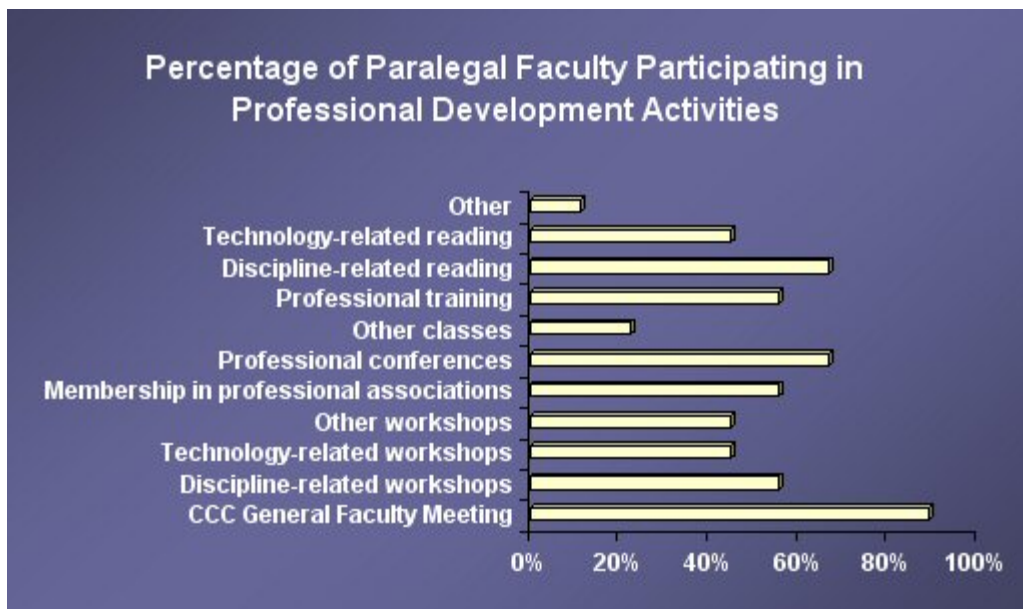
development activities? How does the program assist faculty in understanding and setting student learning outcomes?

**a. Expectations for professional growth by faculty and staff:**

Faculty are expected to attend the required fall and spring faculty meetings at which professional growth as teachers is a part of that discipline meeting. Faculty are also expected from time to time to participate in other teacher training and report back to the department for ABA reporting, whether offered by Coastline or not.

**b. Extent to which faculty and staff engage in professional development activities:**

Faculty are required to attend the fall and spring faculty discipline meetings which follow the general meeting and last approximately one hour and fifteen minutes. At these meetings faculty discuss topics relevant to professional development as teachers. In addition, faculty receive information and training on services offered at the college that are available, i.e. the virtual library online orientation and classroom participation by the librarian for student training. Also articles from the AAFPE Journal are used as sources for professional development as teachers. The following chart indicates the percentage of faculty who report participating in various types of professional development activities.



In spring 2003 Coastline hosted the AAFPE Pacific Region Conference in Costa Mesa coordinated by the paralegal studies department chair. Faculty members Debra Brown, Stephanie Sterling and David Fuller participated as speakers and attended part of the conference. Legal clinic assistant Rose Moreno assisted the department chair in organizing and conducting the two-day conference.

**c. Program assistance to faculty in understanding and setting SLOs:**

The discussion of setting and assessing SLOs has just started. With the course revisions put in place with this program review the process of updating SLOs and evaluating methods of assessment will be an ongoing process each year. Particular

attention will be made to courses taught on revised outlines. Faculty, advisory committee and department review and follow-up will be put in place.

**7. Diversity:** To what extent do the instructional staff and the program’s student population reflect the diversity within the community (ethnic, age, gender, disability) and how does the program respond to the needs of a diverse population?

In Fall 2003, the students in the program compared to the students enrolled at the college as shown below:

<b>Gender</b>	<b>Program</b>	<b>College</b>
Male	20%	36%
Female	80%	63%

<b>Age</b>	<b>Program</b>	<b>College</b>
18-30	27%	Mean 42.8
31-45	44%	Median 38
46-60	26%	Mode 20
61 or older	3%	

<b>Ethnicity</b>	<b>Program</b>	<b>College</b>
Native American	3%	1%
White	68%	44%
Hispanic	10%	11%
Black	1%	4%
Vietnamese/Asian	9%	25%
Unknown/declined	10%	16%

Other single ethnicities identified by program students in their survey responses: Iranian, Hawaiian, Puerto Rican, and Persian.

Primary languages identified:  
 English 96%, Spanish 1.5%, Vietnamese 1.5%, Farsi 1%

The program does not reflect the diversity of the college. The age of the paralegal student is older, a higher percentage of female and White students and a significantly lower number of Vietnamese, Asian, and Black students. It has been suggested by the program review team that an effort be made to work with the ESL program to locate students completing that program that might transition into the paralegal program.

The program works with Special Programs to meet the needs of students with disabilities. Note takers, tape recorders, special chair requirements, additional time for testing and special proctors are all available for students requiring special accommodation.

8. **Goals:** What progress has occurred on past goals set by the program, what new goals has the program identified (including goals for improving student learning outcomes), and what resources are needed to achieve goals?

### **Progress on Past Goals**

1. **Develop a brochure for marketing:** the program has an Orientation handout which includes program explanation and one and two year scheduling plans for AA degree students and certificate students, program requirements and catalog descriptions of all paralegal courses. The handout is used in the Orientation session and is sent to student inquiring about the program. Each year it is revised at the close of curriculum process to include any programs changes and starts with summer, fall and spring dates. The face page is then revised for fall removing summer and again in November removing fall information. It is not a “brochure” but works as an advising tool that can be used by the program and by counseling to make sure that students all receive the same information. Depending on the student inquiry, maps, registration applications and other college information is mailed with this handout.

2. **Specifically market to the Hispanic and Asian communities:** There has been an increase in the number of Hispanic and Asian students without any specific marketing efforts. The increase is due to word-of-mouth between existing students and new students.

3. **Develop marketing weekend military classes to regular program students:** Regular program students did take the military classes. The first complete offering of the military program was concluded in June 2001. The military program was closed after September 11, due to the nature of the three year contract which expired in April 2002 and the disbursement of troops around the world.

4. **Expand computer access at Costa Mesa Center:** two additional computers have been added to Room 5 at Costa Mesa Center. All three computers have Internet access and all are connected to a printer. In addition, disks are provided to students so they can save their work. Access to Room 5, use of computers and printing is free to students.

5. **Expand online legal research access and guarantee continued funding:** In December 2002, Westlaw passwords were obtained so that all three computers in Room 5 at Costa Mesa Center have Westlaw access and a total of ten Westlaw passwords are available for teaching. One has been installed on the computer in the Legal Clinic for use by the students, instructor and pro bono attorney if necessary while counseling a client. The Student Advisory Council has made the payment of the Westlaw license agreement a priority on their grant funding list. The new ABA guidelines require access and instruction in online legal research training.

6. **Improve exposure to career, counseling and tutoring programs:** A counselor has been permanently placed at Costa Mesa Center and faculty offices have

been developed in Room 3. This provides students access to a counselor at the location where the paralegal classes are held and provides faculty a place to meet privately with students for advising. The career exposure is still being done by faculty in the classroom and during the Orientation process. The career area needs to be developed.

**7. Develop online or Hybrid distance learning classes:** LAW 122 a 1.0 unit course on Computer Assisted Legal Research has been added to the curriculum. This course allows the students to work in the classroom or on their own if they have Internet and online legal research access. Most students have Internet access but only a few have online legal research access off campus. The students work with the instructor to find the most successful combination for this class.

**8. Continuing education and legal specialty workshops:** Several of the students have taken mediation training by attending workshops sponsored by the Housing Council of Orange County or CSP, Inc. Special Workshops and training sessions advertized by the Orange County Paralegal Association (OCPA), the Los Angeles Paralegal Association (LAPA) and other organizations are posted for student information. Mock jury trial notices for voluntary participation is also provided for students.

**9. Review and reevaluate curriculum in LAW 115, 130, 148, 160 and 166:** LAW 115, 130, 148 and 160 have been revised and converted to eight week 1.5 unit courses. LAW 166 is being deleted this year as it was developed for the military program which has been closed.

### **New Goals**

1. Improve exposure to career, counseling and tutoring programs.
2. Develop a program with the Coastal One Stop Career Center for job search and job preparation skills.
3. Coordinate with the ESL program to transition students into the program.
4. Expand computer lab access at Costa Mesa Center or another location.
5. Expand partnerships for training and pro bono activities for students.
6. Faculty development for improving the use of technology tools teaching in the classroom.
7. Continue to seek bilingual attorneys to donate time to reopen legal counseling at the Oak View Family Center.

### **Plans and resources needed to achieve these goals:**

1. Work with the Coastal One Stop Center to set-up and monitor a program for

job search and job preparation skills for paralegal students that would be available for students attending a night program.

2. Provide additional computer lab hours to allow access on Saturdays for students needing to complete homework assignments.
3. Develop a training course for faculty on improving the use of technology tools in classroom instruction.
4. Adjunct faculty funds to offer additional elective courses.
5. Funds to purchase and install white boards in rooms 2 and 5 at Costa Mesa Center.
6. Increased custodial support at Costa Mesa Center for improved maintenance of the classrooms.



## COMPLIANCE CHECKLIST

Please complete the following checklist based on the team's analysis of program compliance with each item.

Compliance Element	Analysis
<p><b>Americans with Disabilities Act (ADA)</b></p> <p>C Are all programs and courses accessible to students with disabilities?</p> <p>C Are all specialized labs and specialized equipment accessible to students with disabilities?</p> <p>C If any general-purpose classroom is not fully accessible, could a specific class be moved to an accessible location if necessary to accommodate a person with a disability?</p> <p>C If not, has a plan been included in the Self-Review Report to make the program and facilities accessible?</p>	<p>: Yes " No</p> <p>: Yes " No</p> <p>: Yes " No</p> <p>" Yes " No</p>
<p><b>Curriculum Updates</b></p> <p>C Have all courses been reviewed, updated, and transferred to the new course outline format?</p> <p>C If not, has a plan been included in the Self-Review Report to accomplish this task?</p>	<p>: Yes " No</p> <p>" Yes " No</p>
<p><b>Environmental Safety</b></p> <p>C Are computer and other specialized laboratories in compliance with OSHA regulations?</p> <p>C Are classrooms and laboratories that utilize hazardous chemicals equipped for the safe storage and disposal of those chemicals?</p> <p>C If not, has a plan been included in the Self-Review Report to bring facilities into compliance?</p>	<p>: Yes " No</p> <p>" Yes " No n/a</p> <p>" Yes " No</p>
<p><b>Matriculation</b></p> <p>C If courses have been modified or new courses developed, have prerequisite and corequisite policies been followed?</p> <p>C If not, has a plan been included in the Self-Review Report to modify the curriculum?</p>	<p>: Yes " No</p> <p>" Yes " No</p>
<p><b>Student Equity</b></p> <p>C Does program enrollment reflect the college-wide ethnic representation?</p> <p>C Does program enrollment reflect the ethnic representation within the communities served by the Coast District?</p> <p>C Does the program enrollment reflect gender balance?</p> <p>C If not, has a plan been included in the Self-Review Report to improve ethnic diversity and/or gender balance?</p>	<p>" Yes : No</p> <p>" Yes : No</p> <p>" Yes : No</p> <p>: Yes " No</p>

MINUTES of the ADVISORY COMMITTEE  
PARALEGAL STUDIES PROGRAM  
COASTLINE COMMUNITY COLLEGE  
November 20, 2002

Members present: Tillie Boitel, Debra Brown, Margaret Lovig, Lori Jenkins, Renee Riopelle, Cheryl Stewart

Guests: Mary Ozurovich, HICAP representative

Members absent: Brian Day (held over at a deposition), Bryce Letterman (detained at client meeting in Laguna Beach), Stephanie Sterling (illness), Jennifer Lindskoog (illness), Rose Moreno (conflicting commitment) SAC representative, Marie Whitfield (in Los Angeles at a conference), Ron Klein, Teri Bommarito

The meeting was called to order at 5:15 p.m. and the minutes of the meeting of June 3, 2002 were approved. New member Renee Riopelle was welcomed and introduced. Renee is the Program Director at CPS Mediation Services (Dispute Resolution Services) in Santa Ana. She holds a Master of Dispute Resolution from Pepperdine University School of Law, a BS Degree in Criminal Justice from CSU Long Beach and an ABA Approved AA Degree in Paralegal Studies from Santa Ana College. We are pleased that she has agreed to serve on our advisory committee and look forward to her advice and assistance.

New member Brian Day was held up at a deposition and unable to arrive while the meeting was in progress. Brian is a volunteer attorney at our Senior Center Legal Clinic and an attorney specializing in business litigation. He has volunteered to assist in any way that he can.

Guest Mary Ozurovich brought the committee up-to-date on the services offered through HICAP (Health Insurance Counseling and Advocacy Program) to seniors on medicare. She brought brochures and handed out information. This is a state program and it is free. An extensive training program is required and the passing of a state examination to qualify as a HICAP counselor. Rose Moreno has completed this program and we are currently offering this service through the Legal Clinic Offices at College Center. Other services connected are: Ombudsman Services, Alzheimer's Association; Caregiver Resource Center, Council on Aging-Orange County, Financial Abuse Specialist Team, to name a few.

In addition to legal and HICAP counseling, we are in partnership with CSP on mediation services to the college family. This program was started a year ago, but we have had difficulty reaching people and securing appointments. We have a facilities arrangement with CSP and appointments are made through the CSP office but the mediation is conducted at the College Center. We talked about ways to expand marketing of this service and it was recommended that



we develop a new brochure using a different approach to draw attention, add information to the college website, include literature on the Paralegal Studies table at College Preview Day each fall, and promote to all faculty at the spring and fall faculty meetings.

Stephanie Sterling was unable to attend the meeting due to illness but she reported that she had reviewed the new text recommended for LAW 150 Corporate/Business Organizations and found it to be comprehensive and good choice for the class scheduled for spring 2003.

A review and discussion of the memo from Terry Strauss Thacker regarding English 100 as a prerequisite for English 135. Currently English 135 Business Writing is not a required part of the Paralegal Studies Program but many of the students take it as an elective after English 100 English Composition to improve their business writing skills. It is required in six other Certificates at Coastline. CSU Fullerton has declined to take this class as a transfer class unless English 100 is a prerequisite. The general consensus of the committee was that both classes are beneficial to paralegal students but English 135 would be elective choice as it does not meet transfer general education requirements or ABA Guidelines requirements. This matter was left open to future discussion on another agenda at a time that Terry could attend the meeting and speak to the committee in person and perhaps other English instructors would be invited.

Rose Moreno was unable to attend due to an outside commitment. She reported that she is in the progress of taking digital pictures of all faculty members to update the web site and is almost finished. These will be turned in to the Title III team working on the student-friendly website that features the Paralegal Studies Program information. This is the same site that we hope to add information about the other services offered through the program.

Margaret Lovig reported that the ABA Guideline revision process is moving forward and the guidelines will go into effect in September 2003. In addition, the ABA is changing the term Legal Assistant to Paralegal throughout the guidelines and will be considering changing the name of the Standing Committee also. These changes will be voted on at the August 2003 ABA Board of Delegates Meeting in Chicago.

The new Westlaw proposal for training computers will be in place by January for the Intersession LAW 122 Computer Assisted Legal Research class and falls in line with the new ABA guidelines on computer research training and access.

The meeting was adjourned at 6:55 p.m. and the next meeting was tentatively scheduled for March 19, 2003, in the President's Conference Room at College Center.

MINUTES of the ADVISORY COMMITTEE  
PARALEGAL STUDIES PROGRAM  
COASTLINE COMMUNITY COLLEGE  
May 15, 2003

Members present: Eileen Sun, Chet Platt, Marg Taylor, Bryce Letterman,  
Joe Yadrick, Rose Moreno, Stephanie Sterling, Maurice Mandel,  
Debra Brown, Cheryl Stewart, Margaret Lovig,

Members absent: Jennifer Lindskoog (conflict at office), Tillie Boitel (illness)  
Renee Riopelle (daughter), Marie Whitfield (vacation)  
Brian Day (conflict), Lori Jenkins (car trouble)

The meeting was called to order at 5:08 p.m. and the minutes of the meeting of November 20, 2002 were approved. New members Eileen Sun and Joe Yadrick were introduced. Eileen is a retired member of the public. She grew up in Taiwan and came to the United States in 1962. She has worked in the federal government until retirement. Joe Yadrick is a graduate of the program and is working in financial services. He has lived in California for 25 years, was born in Pennsylvania and also lived in Texas.

Rose brought us up-to-date on HICAP and the faculty pictures that she had taken to bring the website current. It has not been decided if faculty wish to have telephone numbers and email addresses on the website and if it is permissible for listing information that is not college access numbers. Joe had reviewed the website and brought a list of things that needed to be altered and some very good suggestions for the surveys which were mailed with the tentative agenda.

Coastline hosted the American Association for Paralegal Education (AAfPE) Pacific Region Conference in April at the Wyndham Gardens in Costa Mesa. Margaret Lovig and Rose Moreno worked very hard on putting this conference together and it was well attended. Renee Riopelle, Debra Brown, Stephanie Sterling and David Fuller spoke on panel presentations for this event representing Coastline Community College.

We have now had a full semester with the new Westlaw passwords which places passwords on each of the three computers in Room 5 and the one in the Legal Clinic at College Center. All together we have ten teaching passwords and one faculty password. This change took place at the end of the fall semester. We have been visiting the classrooms to inform the students of this change. The Computer Assisted Legal Research class will be offered again in the fall semester and will be using these passwords to allow students access at the college.

The Program Review selection was started and Joe Yadrick, Debra Brown, Cheryl Stewart, Rose Moreno and Maurice Mandel have volunteered. The surveys will go out in fall 2003 and the report will be presented in spring 2004.

The committee discussed the following revisions and/or additions to Program Review surveys:  
Student Survey:

- Revise the list of resources in Room 5
- Add mediation or dispute resolution to support services
- Remove video conferencing from learning modes
- Add weekend college
- Add Domingus Hills program to currently enrolled list
- Incorporate questions about learning outcomes and skill applications

Faculty Survey:

- Remove Garden Grove Center and video conferencing from teaching questions
- Add LAW 122 Computer Assisted Legal Research to required course list
- Add LAW 158 Intellectual Property to elective course list
- Remove military class listings
- Incorporate questions about student learning outcomes
- Incorporate questions about assessment of learning outcomes

Employer Survey:

- Change the groupings of firm size for reporting
- Add law related work experience hiring criteria
- Add work ethic and background checks to personal data
- Add Internet skills separate from Internet Research
- Add Intranet skills
- Add Outlook and email
- Add WordPerfect
- Add Internet job postings, website job postings, print advertisements, web employment sites and remove Orange County Bar Association under recruiting methods.
- Revise salary breakdowns, start at \$2,000-2,199
- Add 401K/Profit sharing and firm paid continuing education to benefits list.
- Add Computer Assisted Legal Research and Corporation/Business Organizations to the list of assessment of paralegal courses.
- As appropriate insert questions about learning outcomes and assessment consistent with the faculty and student survey questions.

The surveys with the above information noted will be sent to Pat Arlington for final development for Program Review. Program Review will be adding outcomes and assessment questions to all surveys and to the reporting process.

A date for a fall meeting was not selected. It will be determined in the fall and members will be advised at that time.

The meeting was adjourned at 6:40 p.m.

MINUTES of the ADVISORY COMMITTEE  
PARALEGAL STUDIES PROGRAM  
COASTLINE COMMUNITY COLLEGE  
December 15, 2003

Members present: Cheryl Stewart, Marie Whitfield, Bryce Letterman, Lori Jenkins.  
Stephanie Sterling, Rose Moreno, Jennifer Lindskoog,  
Joseph Yadrick, Margaret Lovig

Members absent: Maurice Mandel (detained depositions in Los Angeles)  
Faye Eccles, Debra Brown, Eileen Sun, Renee Riopelle (daughter ill)  
Tillie Boitel (conflict), Brian Day (client conflict)

The meeting was called to order at 5:15 p.m. Introductions were made. Email communication was received from Renee Riopelle and Tillie Boitel indicating that they had reviewed the materials but were unable to attend and confirming their desire to stay on the committee. New prospective member Scott Zimmon confirmed his invitation to join the committee but regretted that he could not attend this meeting due to the holiday party at his law firm.

A general discussion was held on ideas that might be appropriate for a Coastline Minute. Several have been developed by other programs at the college and they air on the local cable television channel. It was agreed that a panel discussion involving students might be appropriate. They could be asking questions or discussing a new law. Focus on academic excellence, affordable classes and approved by the American Bar Association. It would be necessary to review the ABA Guidelines to make sure the presentation was permissible if ABA approval was discussed. It was decided that we would table this for another time as enrollment is steady and adding classes is very difficult with the budget cuts at the college.

The Program Review surveys that were developed in the spring are in the final stages. The student survey is out at the present time and students are to access it electronically using a special password. We do not know how successful this is going to be. The survey was handed out in class with each student getting one instruction sheet and password. The following week we returned to the classes to ask how many students had responded and discussed the importance of their participation. Some students were having difficulty accessing the survey and we encouraged them to email Pat Arlington, to explain the problem and she would assist them. We did find out that if they had a spam block on their computer they would not be able to access the URL. We do know that we will have to repeat the survey in the spring semester if we do not get a good enough response. We need about 85% in order for the survey to be usable for evaluation and planning. The faculty survey has gone out to instructors by email for electronic response.

The employer survey will go out in February, 2004. The employers identified was not finalized until later November and December and January were determined as not the best time to send out the survey to businesses.

The committee was given an overview of the Master Plan that the college is working on. In the facilities area the developers are looking for a site that could possibly relocate Costa Mesa Center and the College Center into a site in cooperation with the City of Fountain Valley. This would be similar to the one developed for the Garden Grove Center and the only in progress for the Westminster Center. Both of these have been done in partnership with the cities of Garden Grove and Westminster. The District Bond Measure C passed and the college has money set aside for future development of learning sites.

The planning of a possible career day was discussed for the spring semester. It was thought we could develop a group of people to come and speak on job placement, resume writing, labor market trends and Orange County perspectives. It might be possible for graduates to participate and someone from the Orange County Paralegal Association (OCPA) could be invited to come and recruit student members by explaining the benefits of joining. Several legal staffing agencies were mentioned as possibilities for speakers, tests, etc. A few students are active in OCPA and bring information on a regular basis.

The committee was informed that the Program Review process would conclude in the spring semester and that the next meeting would be after the report was finalized. The committee will need to evaluate the survey results and the program review report for making recommendations. In addition, the committee was advised that the new course on conflict resolution was in the draft stages and when the curriculum was written it would be sent to all advisory committee members and all faculty for review and comment. Also the overall program description in the catalog is being evaluated based on the September 1, 2003 ABA Guidelines and revisions will be made and also sent to all advisory committee members and faculty for review and comment. All course outlines will be reviewed and updated by faculty with a particular focus on student learning outcomes and assessment.

The meeting was adjourned at 6:45 p.m.

**COASTLINE COMMUNITY COLLEGE**  
**Paralegal Studies - Paralegal Associate Degree**

*The American Bar Association (ABA) approves Coastline's Paralegal Studies Program. The Paralegal Program prepares personnel for the intermediary position between the legal secretary and the attorney, performing work under the supervision of an attorney. Paralegals work in law offices and other legal and law related environments and many interact with clients. This is not a pre-law program and is not designed to prepare the student to become an attorney.*

*Students who do not already possess an associate in arts or bachelor degree from a regionally accredited college or university **must** complete an A.A. degree (60 units) as specified below. These requirements are in compliance with the ABA Guidelines for paralegal programs. Paralegal studies course work taken at other institutions, if approved by the paralegal studies department, can be applied in partial fulfillment of these requirements. Paralegal studies courses taken for other than a letter grade are limited to 9 units within the 27 unit total. 14 units of paralegal course work must be completed at Coastline. (Credit by examination applications require approval by the paralegal department and faculty. Practical assignments and projects in addition to regular course examinations will be required for any course approved for challenge.) Upon completion of this program, students will be awarded an associate in arts degree and a certificate of achievement in paralegal studies approved by the American Bar Association.*

*Students are required to attend a paralegal orientation or a counseling session and complete the English and Math Placement Testing and Group A General Education requirements prior to entering LAW 105, LAW 118, LAW 120, LAW 390AB and/or any major elective with a "LAW" designation. The remaining general education units are to be completed concurrently with the remaining paralegal courses. Students **must** achieve a grade point average of 2.0 or higher in each paralegal studies course. Students possessing a transferable associate in arts or bachelor degree from a regionally accredited college or university, with official transcripts on file at Coastline, will be awarded a certificate of achievement approved by the American Bar Association upon completion of the 27 units of required paralegal courses. All students are required to demonstrate computer\* proficiency (see below).*

<b>REQUIRED PARALEGAL COURSES</b>	<b>Units</b>		
LAW 100 Intro to Paralegal Studies	3.0	Students are required to complete at least 18 units in courses numbered 100-299 listed in Groups A to D. (Course work in Group A2 is limited to ENGLISH 100. Course work in Group C1 is limited to ART 100, 101 and/or MUSIC 100. All course work in C2 is acceptable.) In addition, 3 units in Group E are required. Students can meet the general education requirements under Option I, II or III A.A. degree academic plans.	
LAW 127 Legal Procedure 1	3.0		
LAW 128 Legal Procedure 2	3.0		
LAW 105 Civil Litigation 1	3.0		
LAW 118 Legal Analysis & Briefing	3.0		
LAW 120 Legal Research	3.0		
LAW 122 Computer Assisted Research	1.0		
LAW 390AB Legal Clinic Practicum/Ethics	2.0		
<i>To be selected from Program Electives below:</i>	6.0		
<b>Paralegal Courses Subtotal.....</b>	<b>27.0</b>		<b>General Education Subtotal.....</b> 21.0
<b>PROGRAM ELECTIVES</b>			<b>ELECTIVES</b>
LAW 110 Civil Litigation 2	1.5		*Computer proficiency may be demonstrated by the satisfactory completion of LAW170, COMPUTER 148A and ENGLISH 108; by completion of similar courses; by transfer credit course work; by workplace substantiation; by Microsoft Certification; or by other computer industry certification.
LAW 115 Criminal Litigation	1.5		
LAW 130 Law Office Management	1.5		
LAW 135 Family Law	1.5		
LAW 142 Probate/Estate Planning	3.0		
LAW 148 Elder Law	1.5		
LAW 150 Corporate/Business Organizations	3.0		
LAW 152 Conflict Analysis and Resolution	3.0		
LAW 155 Bankruptcy Law and Procedures	3.0		
LAW 158 Intellectual Property	1.5		
LAW 160 Civil Trial & Evidence	1.5	**Electives Subtotal..... 12.0	
LAW 165 Contract and Tort Law	3.0	<b>TOTAL UNITS for A.A. degree program.....</b> 60.0	
LAW 170 Computer Applications	3.0	**Co-op work experience only applies to these elective units. Earn credit for work you do on the job. Call 714-241-6307 [Effective June 1, 2004]	

**GENERAL EDUCATION, Paralegal Program**

COASTLINE COMMUNITY COLLEGE  
11460 Warner Avenue, Fountain Valley, CA 92708

**PARALEGAL STUDIES PROGRAM**  
ABA APPROVED, A.A. DEGREE and/or\*  
CERTIFICATE PROGRAM  
2004-2005

Margaret Lovig, Department Chair  
(714) 546-7600 extension 17319  
E-mail: [mlovig@ccd.edu](mailto:mlovig@ccd.edu)

Welcome to the 2004-2005 academic year, summer classes start June 21, 2004, fall classes start August 30, 2004 and spring classes will start January 31, 2005. Please call if we can be of assistance in any way or answer questions not addressed in this handout. The majority of the paralegal studies classes are held at:

**Coastline's Costa Mesa Learning Center**  
2990 Mesa Verde Drive East  
Costa Mesa, CA 92626 (714) 241-6213

1) Parking passes are required and they can be purchased in the office at this location. Program requirements and course descriptions are published in the College Catalog. The College Class Schedule for each semester only describes current class offerings. Attached is a copy of the **paralegal program requirements for all students**.

2) The following starting classes may be taken at any time: LAW100, LAW127, LAW128.

3) The sequencing of additional paralegal studies classes will depend on your academic status when entering the program. **Students are required to attend a paralegal orientation OR a counseling/advising session. Orientations will be held on July 24, 2004 and December 11, 2004** at 10:00 a.m., Room 5, Costa Mesa Center. Notices will appear in the class schedules and posted on the website. **Counseling appointments may be scheduled after enrolling at (714) 241-6162**. Advising appointments are available in the paralegal studies department (call ext. 17319).

4) To assist you in planning, attached is:

A course selection guide for A.A. Degree students utilizing Option I.

A course selection guide for transfer students taking the Certificate Program.

A list of course descriptions for the paralegal studies classes.

Students preparing to transfer to a university under A.A. Degree Transfer Options II and III, can be assisted by scheduling a counseling appointment at (714) 241-6162. [\*Students

possessing a transferable associate in arts or bachelor degree from a regionally accredited college or university, with official transcripts on file at Coastline, will be eligible to petition for a certificate of achievement upon satisfactory completion of the 27 units of required paralegal courses.”]

5) **Paralegal program electives** are offered on a rotating basis and change from semester to semester (6.0 units are required). Electives may be taken after completion of LAW100, LAW 127 and/or LAW 128, depending on your academic status. For assistance in planning, contact the paralegal studies department directly.

The following are suggested selections by legal practice area:

Litigation, Torts, Contracts		Family Law, Criminal Law, Off. Management		Business Organ., Corporate, Intellectual Prop.		Estate Planning, Probate Admin., Elder Law		General Law, Bankruptcy Law	
LAW 110	1.5	LAW 135	1.5	LAW 150	3.0	LAW 142	3.0	LAW 130	1.5
LAW 160	1.5	LAW 115	1.5	LAW 158	1.5	LAW 148	1.5	LAW 155	3.0
LAW 165	3.0	LAW 130	1.5	LAW 165	3.0	LAW 135	1.5	LAW 165	3.0
LAW 115	1.5	LAW 142	3.0	LAW 130	1.5	LAW 152	3.0	LAW 158	1.5
LAW 152	3.0	LAW 148	1.5	LAW 152	3.0			LAW 152	3.0
LAW 170	3.0	LAW 170	3.0	LAW 170	3.0	LAW 170	3.0	LAW 170	3.0

6) The legal profession requires competent computer skills, including word processing, data processing, spreadsheet, E-mail management, Internet, online and CD-ROM research, time and billing, as well as specialized legal software. **Students are required to demonstrate computer proficiency at program completion.** Computer skill analysis and assistance in course planning is available by contacting the paralegal studies department directly or the counseling department. Coastline Community College offers a wide variety of computer training courses.

7) Cooperative Work Experience units may be used as elective credit toward an A.A. Degree, but **do not** apply toward the 27.0 units of required paralegal courses. For more information call (714) 241-6307.

8) **A formal Petition to Graduate (Degree and/or Certificate) is required** to be filed during your last semester of classes. See the Important Dates section in the class schedule for time restrictions.

We are here to assist you, please advise us of your questions and concerns. Paralegal classes are offered in the evenings. There are currently no day or Saturday classes.



COASTLINE COMMUNITY COLLEGE  
 PARALEGAL STUDIES PROGRAM - COURSE SELECTION GUIDE  
 ASSOCIATE OF ARTS DEGREE and PARALEGAL CERTIFICATE  
 Option I - Academic Advising Plan - 60.0 units

**I. Full-time Student (60 units minimum):**

First Semester		Second Semester		Summer		Third Semester		Fourth Semester	
LAW 100	3.0	LAW 127	3.0	LAW Elec.	3.0	LAW 105	3.0	LAW 120	3.0
Group A	3.0	LAW 128	3.0	**	3.0	LAW 118	3.0	LAW 122	1.0
Group A	3.0	Group B	3.0			Group D	3.0	LAW Elec.	3.0
Group A	3.0	Group C	3.0			Group E	3.0	LAW 390AB	2.0
						**	3.0	**	3.0
								**	3.0
Total	12.0	Total	12.0	Total	6.0	Total	15.0	Total	15.0

Overall total 60.0 units

\*\*Global and Multicultural Studies requirement, see Option I, § V. for details.

\*\*Consider classes to meet computer proficiency requirements and/or cooperative work experience. Academic Advising Transfer Plans for CSU and IGETC are available by appointment with a counselor.

**II. Part-time Student (60 units minimum):**

First Semester		Next Full Semester		Summer		Next Full Semester		Next Full Semester	
LAW 100	3.0	LAW 127	3.0	Group B	3.0	LAW 128	3.0	LAW 105	3.0
Group A	3.0	Group A	3.0	Group C	3.0	Group A	3.0	Group D	3.0
Total	6.0	Total	6.0	Total	6.0	Total	6.0	Total	6.0

Next Full Semester		Next Full Semester		Summer		Next Full Semester		Next Full Semester	
LAW 118	3.0	LAW 120/122	4.0	Group E	3.0	LAW Elec.	3.0	LAW Elec.	3.0
**	3.0	LAW 390AB	2.0			**	3.0	**	6.0
Total	6.0	Total	6.0	Total	3.0	Total	6.0	Total	9.0

Overall total 60.0 units.

\*\*Global and Multicultural Studies requirement, see Option I, § V. for details.

\*\*Consider classes for computer proficiency requirements and/or cooperative work experience. Academic Advising Transfer Plans for CSU and IGETC are available by appointment with a counselor.

A formal Petition to Graduate (A.A. Degree and Certificate) is **required to be filed** in the last semester.

**COASTLINE COMMUNITY COLLEGE**  
**PARALEGAL STUDIES PROGRAM**  
**COURSE SELECTION GUIDE**  
**\*CERTIFICATE PROGRAM**  
 27.0 units

**I. A plan for Certificate completion in one year:**

First Semester (fall or spring)		Second Semester		**Summer
LAW 100	3.0	LAW 105	3.0	LAW 390AB 2.0
LAW 127	3.0	LAW 118	3.0	or LAW Elective 3.0
LAW 128	3.0	LAW 120 and 122	4.0	
LAW Elective	3.0	LAW 390AB or Elective	2.0/3.0	
Total	12.0	Total	12.0/13.0	Total 2.0/3.0

**Total 27.0 units**

**II. A plan for Certificate completion in two years:**

First Semester		Next Semester		**Summer	Next Semester		Next Semester	
LAW 100	3.0	LAW 128	3.0	LAW Elec. or 3.0	LAW 118	3.0	LAW 120	3.0
LAW 127	3.0	LAW 105	3.0	LAW 390AB 2.0	LAW Elec. or 3.0	LAW 122	1.0	
					LAW 390AB 2.0	LAW Elec.	3.0	
Total	6.0	Total	6.0	Total 2.0/3.0	Total 5.0/6.0	Total	7.0	

**Total 27.0 units**

**\*Students possessing a transferable associate in arts or bachelor degree or higher from a regionally accredited college or university, with official transcripts on file at Coastline, will be eligible to apply for a Certificate of Achievement upon completion of the 27.0 units of required paralegal studies courses.**

\*\*Summer scheduling: normally one or two program elective courses and LAW390AB are offered during the summer session. These courses vary from summer to summer based on availability of faculty and rotation of legal subjects. Summer course selection will alter the above plan depending on whether you start the program in the fall or the spring semester. **A formal Petition to apply for the Certificate is required to be filed during your last semester.** [Plan starting date: Summer Session 2004.]

# PARALEGAL STUDIES PROGRAM REVIEW 2003-2004

COASTLINE COLLEGE  
May 10, 2004

## Overview

- Program history
- 1974 to 2004
- Relation to College Mission
- Current and Future Community Demands
- ABA Guidelines and the approval process (1985)



## Survey Results: Overview

- Faculty - Students – Employers
- Agree that: communication, ability to prepare legal documents, critical thinking and problem solving, computer proficiency including electronic legal research are required for success as a paralegal.
- Challenges – bachelors degree, elective courses, job preparation skills

## Skills



- Employers frequently require students to:
- Have client contact & interview skills
- Writing and document preparation skills
- Handle administrative and secretarial functions
- Comprehensive Computer skills

## What Do Graduates Tell Us?

- Certificates plus AA, Certificates only
- Student enrollment has increased
- Legal requirements - and paralegals
- Course revisions
- Program revisions
- New courses



STUDENT LEARNING  
OUTCOMES AND ASSESSMENT

## Student Learning Outcomes

- Identifying student learning outcomes
- Reviewing and revising course outlines
- Advisory committee roll in program evaluation
- Exploring assessment of learning outcomes
- Modifying instruction to improve learning outcomes and assessment

## Student Surveys

- Student satisfaction overall ratings
- Quality of instruction required courses 94.2%, elective 68.8% with 28% n/a
- Overall Quality of program 96.4%
- Variety of classes 80%
- Scheduling of classes 93%
- Relevant to employment 83%
- Academic standard of instruction 94%

## Partnerships

- Partnerships in the community
- OCPA, OC-ALA
- Costa Mesa Senior Center (12 years)
- CPS, Inc. Mediation
- HICAP, Oakview
- Fair Housing Council of Orange County
- Cooperative Work Experience
- Practicing attorneys and paralegal faculty

## Demographics



- Diversity – Program and College family
- Male and Female
- Age
- Ethnicity
- Hispanic, Black, Vietnamese, Asian, White, Native American, Other

## Past Goals

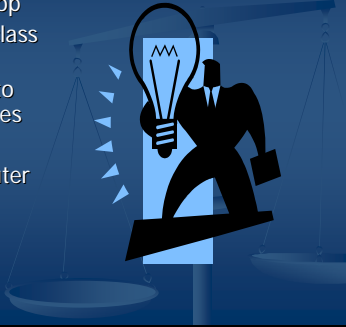
- Diversity outreach
- Military program
- Computer access at Costa Mesa Center
- Online legal research
- Improve career planning
- Distance Learning
- Curriculum review

## New Goals

- Improve career planning with One Stop
- Work with ESL for transition
- Improve computer access
- Expand partnerships
- Increase use of technology in classroom
- Seek bilingual attorney for Oak View

## Required Resources

- Work with One Stop
- Develop training class for faculty
- Find adjunct \$\$\$ to add elective courses
- Buy white boards
- Find \$\$ for computer labs on Saturday



## Thank You

- A special thank you to the program review team – Debbie Brown, Rose Moreno, David Fuller, Joe Yadrick, Lori Jenkins, Cheryl Stewart – to Chet Platt for his support over the past many years and all good wishes in his retirement – to the members of the advisory committee who have been faithful in attending and in participation, Margaret Lovig, Chair

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# Count and Percent Pt. 1

## Paralegal Studies Program Review--Student Survey

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	Count	Percent
<b>Table 1 Level of Satisfaction - Appropriate level of instruction in required courses</b>	Respondents: 138	
Very Satisfied	63	45.65 %
Satisfied	67	48.55 %
Dissatisfied	4	2.90 %
Very Dissatisfied	1	0.72 %
Don't Know or n/a	3	2.17 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Appropriate level of instruction in elective courses</b>	Respondents: 138	
Very Satisfied	45	32.61 %
Satisfied	50	36.23 %
Dissatisfied	5	3.62 %
Don't Know or n/a	38	27.54 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Variety of classes</b>	Respondents: 138	
Very Satisfied	41	29.71 %
Satisfied	69	50.00 %
Dissatisfied	16	11.59 %
Very Dissatisfied	3	2.17 %
Don't Know or n/a	9	6.52 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Scheduling of classes (time of day, length of class sessions, days of weeks)</b>	Respondents: 138	
Very Satisfied	60	43.48 %
Satisfied	68	49.28 %
Dissatisfied	8	5.80 %
Don't Know or n/a	2	1.45 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Scheduling sequence of classes within the program</b>	Respondents: 135	
Very Satisfied	44	32.59 %
Satisfied	68	50.37 %
Dissatisfied	10	7.41 %
Very Dissatisfied	1	0.74 %
Don't Know or n/a	12	8.89 %
<b>Total Responses</b>	<b>135</b>	<b>100 %</b>

# Count and Percent Pt. 1

## Paralegal Studies Program Review--Student Survey

	Count	Percent
<b>Table 1 Level of Satisfaction - Relevancy of classes to your employment needs</b>		
	Respondents: 138	
Very Satisfied	54	39.13 %
Satisfied	61	44.20 %
Dissatisfied	4	2.90 %
Very Dissatisfied	1	0.72 %
Don't Know or n/a	18	13.04 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Adequacy of instructional facilities</b>		
	Respondents: 137	
Very Satisfied	36	26.28 %
Satisfied	76	55.47 %
Dissatisfied	19	13.87 %
Very Dissatisfied	3	2.19 %
Don't Know or n/a	3	2.19 %
<b>Total Responses</b>	<b>137</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Adequacy of academic standards in classes</b>		
	Respondents: 139	
Very Satisfied	57	41.01 %
Satisfied	74	53.24 %
Dissatisfied	5	3.60 %
Don't Know or n/a	3	2.16 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Availability of appropriate textbooks</b>		
	Respondents: 139	
Very Satisfied	58	41.73 %
Satisfied	74	53.24 %
Dissatisfied	7	5.04 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Staff support for program in terms of effective response to materials/facilities issues</b>		
	Respondents: 138	
Very Satisfied	70	50.72 %
Satisfied	57	41.30 %
Dissatisfied	3	2.17 %
Very Dissatisfied	1	0.72 %
Don't Know or n/a	7	5.07 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students</b>		
	Respondents: 139	
Very Satisfied	42	30.22 %
Satisfied	49	35.25 %
Dissatisfied	2	1.44 %
Don't Know or n/a	46	33.09 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>



# Count and Percent Pt. 1

## Paralegal Studies Program Review--Student Survey

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	Count	Percent
<b>Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students</b>	Respondents: 139	
Very Satisfied	43	30.94 %
Satisfied	53	38.13 %
Dissatisfied	2	1.44 %
Very Dissatisfied	1	0.72 %
Don't Know or n/a	40	28.78 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>
<b>Table 1 Level of Satisfaction - Overall quality of the program</b>	Respondents: 139	
Very Satisfied	66	47.48 %
Satisfied	68	48.92 %
Dissatisfied	2	1.44 %
Very Dissatisfied	1	0.72 %
Don't Know or n/a	2	1.44 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>
<b>Table 1 Level of Satisfaction - Your own success in the program</b>	Respondents: 139	
Very Satisfied	68	48.92 %
Satisfied	59	42.45 %
Dissatisfied	6	4.32 %
Don't Know or n/a	6	4.32 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

# Text and Paragraph Comments re: Table 1 Paralegal Studies Program Review--Student Survey

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**Question:** If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.

Teachers don't seem to put much effort into their curriculum or classroom teaching - topics not discussed in books or class end up on tests - no visual aids - projects done but no correct examples given to use in real life - if this is for practical application, need to have more handouts, examples, and much less non-substantive lecture - curriculum seems to be geared for the professional that is already working in a law office and has experience, not for entry level student who has little to no experience working in law. Law office students get high grades with little work, less class attendance, but the rest of us with no experience get averaged out to lower grades even though we've put much more time and work into each class & regularly attend - students from current and previous classes giving their projects & homework to other students to copy & even saw one girl who claims high grades cheating off my exam! Feel like I could learn more if I stayed home and just bought the book to read - and most students do! If I could afford UCI or CSFullerton, I wouldn't be at CCC. Would never recommend this college program for any student who really wants to learn, i.e., be taught something useful.

The building is old and falling apart. Last year in the rainy season part of the ceiling caved in during a class. It's extremely uncomfortable in the summer, since there's no air conditioning.

There simply needs to be more class offerings on a wider variety of legal subjects. I understand that there are issues of funding and space, but if the program is going to survive, it will need to strengthen the offerings.

My current class, Law 118, is overcrowded. I believe this is because the teacher is very popular. (I think he's a good teacher.) There are not enough desks to accommodate all the students. If you do not arrive at least 30 minutes early, you will get a seat, but no desk. It is difficult to juggle your notebook and 3 textbooks on your lap. Not everyone's schedule allow them to arrive early enough to get a desk.

There are classes such as "Federal Procedures" that never seem to be offered. I object to taking classes that waste my time, because I seek the gems of wisdom from those who really know their way around a courtroom. Trying to find a worthwhile 9 units of electives when I have completed all the "required" classes is difficult. I hate to be compelled to take a course I feel is not useful just to fill out the required number of units.

As to facilities, the classes are popular and in my class this semester I have seldom found a chair. We have had to steal chairs from other rooms or sit on the tables for three hours. I guess that is better than being denied "in-class registration" when the class is needed.

Scheduling of Classes: Electives are not offered often enough. I do understand though that it is due to the budget. I missed out on some electives because of timing.

Facilities: It would be nice if we didn't have to worry about falling ceiling tiles.

1. Not enough topical electives were offered
2. The classrooms are too small given the larger size of our classes (the intro class) and bathrooms are really cold.

The classrooms do not have enough chairs or desk space for the students! I think that is pretty unacceptable. The classrooms are frequently cold and not kept very clean. The law books are covered with dust and spiders, both dead and alive. It's pretty bad! (Example: Classroom 5)

I have just started with my studies in the paralegal program. I have been very satisfied

# Text and Paragraph Comments re: Table 1 Paralegal Studies Program Review--Student Survey

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**Question:** If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.

with the two instructors; Letterman and Eccles. However, a good deal of homework was assigned and though I have enjoyed doing the pleadings and the other assignments I do not own a computer. When I attended Cypress College they had adequate computers for every department and pcs in the library at our disposal at convenient times. I phoned Coastline college regarding the pcs on a Saturday and was told the only pcs were the three in the law library. I finally have purchased my own pc, however, it has been an inconvenience to use the public library and Kinkos, which is very expensive. That has been the only problem I have run into is the fact a good deal of homework was assigned with little regard for the students resources such as readily available pcs on Saturdays. Another anticipated worry is what is the job market like? Will I be able to graduate and obtain employment after my paralegal training. That will be the next milestone.

There was not adequate seating in the law 118 class this past semester. Tardy students were standing well into the semester waiting for other students to drop so they could have a seat.

classrooms old out of date, no heat or AC, too hot in summer, too cold in fall

I think that there needs to be more classes offered. The elective classes are slim to non and if they are offered there is nothing that interests me so it will take me longer to get my certificate. I think that they schedule needs to be more open. There was no classes for the program offered in the winter which i did not like. and very few in the spring. That is the only thing that i think needs to be changed.

The program is too easy. The classes often seem to be geared to lowest common denominator. For instance, there are too many "litigation" courses and not enough "transactional." Also, the instructor's are often more concerned with being liked rather than being (at all) challenging. I'm also extremely disapointed by the choice of electives (yes, I know that is due to budget cuts).

I wish more of the courses were offered more frequently throughout the year. The amount classes at other colleges just seem to have more of a selection.

When I went to purchase my textbook they were out of stock. I didn't ask if they would be getting more in stock. I 'assumed' they would. I believe it was the first week of class when I was able to return to purchase my book. They were still out of stock & would have to special order it & could take 2 to 3 weeks time. Instead I ended up purchasing it from the internet.

Although not asked my opinion on re: faculty, I know they strive to assist in any possible way. I have from this from anyone who has had a need to ask for help. Especially Ms. Lovig. There is an instructor who is there, & as it was described to me 'is past her time where she should be teaching anymore.' Not meant or said unkindly either. But I know she was like that years ago. Repeats herself, forgets conversations, etc.

Most of the courses are taught by attorneys rather than paralegals. The majority of attorneys in the actual workplace have no idea of a paralegal's work duties. Therefore the classes tend to be more about their own perspective of the subject and legal theory. The curriculum should not be left up to the attorney teaching the class, but set up by someone knowledgeable in what a paralegal's job function consists of for that particular subject.

Too much emphasis and time is spent on trial preparation, research, and writing briefs. The majority of paralegals will not do that type of work.

# Text and Paragraph Comments re: Table 1 Paralegal Studies Program Review--Student Survey

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**Question:** If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.

The legal research class should not have to write a brief but rather, do practical exercises on looking up information in the different sources. Cerritos College does an excellent job of this.

More emphasis should be on getting familiar with and filling out forms and pleadings, as I noticed many people had problems in that area.

The paralegal program at Coastline is pretty good. I've looked at the course offerings at other community colleges around So. Cal., and Coastline is pretty on target as far as courses offered. The staffing is adequate.

A teacher who is a working paralegal has certain advantages of knowing what is really expected in the job, as well as what the real job market is like at a given time. The ability to teach is never a question, they all do a super job as teachers.

An attorney who teaches has the advantage of teaching us as to what they would expect or desire in an ideal paralegal. Sometimes that mark is set too far above reality it seems to me. Another thing about attorneys who teach is that there is virtually no extra time for any sort of individualized instruction when a student is struggling to get the material. You either get it or not-tough. Then you pop up with a B in the class and wonder are you just being passed through?

I am about halfway through the program and I am very tenous about my progress. I got good enough marks, A's and B's but I have no clue what to do with the information I learned, as I do not currently work in a legal office. I hope later on it will become more clear.

I do know the staff work very hard, especially the Department Chair, Ms. Lovig, to make the program a success.

Thank You for the opportunity to have my voice heard.

I would only remark in terms of lack of actual writing skill development acquired or available throughout the program. There was never any input or lessons in the area of actual drafting of discovery or introduction to brief writing. I was assigned to write a brief as term paper project once. There was absolutely no time spent on how to go about it at all. No direction or outline as to structure or format. I think others were groping around in the dark as much as I was on this one.

Otherwise, I am gainfully employed as a litigation clerk/paralegal and have been for a few years as a consequence of this program, but I am having trouble moving up and into the next level because I do not have any experience drafting, creating, or responding to discovery etc., and I have found this would increase my value and marketability greatly.

I don't think there is enough variety in the classes, nor any variety in the scheduling of classes, times of day, days of the week. Because most of the students are working fulltime and going to school partime or more, there needs to be more accomodating classes, like on Saturdays, or online classes.

The facilities sometimes have challenges in environmental molds from leaking roofs, etc. The facilities are old; however, I am not their to admire the facilities : )

The teachers that I have met are very encouraging and helpful. I enjoy going to class each week & discussing topics after class with my teacher.

I wish the teachers would spend more time lecturing and giving us real world experience rather than spend most of our class time doing group work answering one or two questions. Also, the Paralegal Guide by Zella Mack that we use in 127 and 128 is an excellent resource for information, but I don't think makes a good text book. It's hard to read and study from especially when the teachers don't lecture straight from it. Many

# Text and Paragraph Comments re: Table 1 Paralegal Studies Program Review--Student Survey

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**Question:** If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.

other students agree.

I would like to see more daytime courses and include some other optional courses, i.e. European Common Market law. The nighttime classes makes it very hard on a single parent with teenagers.

some of the classes are not available each semester.

I wish it could be possible for classes to be of shorter length and offered twice a week or some late afternoon classes--a setup like Orange Coast College's class offerings of schedule.

[Instructor A]-Unavailable for comment outside of class hours

[Instructor B:]--Too much confusion on homework; how she wants things done. Program does not allow for absences and more support for disabled students. Course should be available to distance learning mode.

Some classes are very crowded!

Does not seem to be that much of a variety in subjects that you really do offer, although there are quite a few on your list.

Prerequisites are not enforced causing overcrowding in classes. Subjects not covered well enough when textbooks are not used. Referring to Law 127 and 128 reference books.

I hate the Big Black Law 127 and 138 textbook. Poorly written, not informative, too expensive.

Textbooks very expensive. CA paralegal guide (from Lexis) is out of date, poorly structured, and incredibly boring.

Cost of books prohibitive

Unable to ascertain if my knowledge at the end of this program will allow me to compete in the workplace.

I guess I have to work more with my level of English.

Not enough courses available during summer

Classes required are not available each semester that enable me to pick and choose. I want to be able to take the classes when it meets my needs, after all, that's what I'm paying for. All electives and classes should be available every semester.

Only certain ones are offered at a time and if you miss it or are unable to attend, you have to wait a long while.

I feel that this program is outstanding. My biggest complaint is that the required textbooks are disproportionately expensive, in comparison with the affordable tuition. I cannot take the number of classes I want to per semester, because I cannot afford the books. I am not eligible for financial aid because I am not taking enough units per semester. It is a Catch-22. The staff is very dedicated and knowledgeable. Thank you for your time.

# Count and Percent Pt. 2

## Paralegal Studies Program Review--Student Survey

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	Count	Percent
<b>Did you attend a program orientation?</b>	Respondents: 135	
Yes	54	40.00 %
No	81	60.00 %
<b>Total Responses</b>	<b>135</b>	<b>100 %</b>

	Count	Percent
<b>At which location(s) or in which distance delivery mode(s) are you currently taking Paralegal Studies classes, including General Education A.A. degree course requirements? (Mark all that apply.)</b>	Respondents: 139	
Coastline College Center	19	13.67 %
Coastline Costa Mesa Center	128	92.09 %
Coastline Garden Grove Center	7	5.04 %
Coastline Westminster Center	1	0.72 %
Weekend College	1	0.72 %
Hybrid: Combination of online and classroom instruction	1	0.72 %
Online course	7	5.04 %
Telecourse	6	4.32 %
CD-ROM course	1	0.72 %
Other	1	0.72 %
<b>Total Responses</b>	<b>172</b>	<b>100 %</b>

# "Other" Location

## Paralegal Studies Program Review--Student Survey

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**Question:** At which location(s) or in which distance delivery mode(s) are you currently taking Paralegal Studies classes, including General Education A.A. degree course requirements?  
(Mark all that apply.)

Coop. Work. Exp.

# Count and Percent Pt. 3

## Paralegal Studies Program Review--Student Survey

	Count	Percent
<b>Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)</b>	Respondents: 134	
No, enrolled only at Coastline	119	88.81 %
Golden West College	3	2.24 %
Orange Coast College	3	2.24 %
Saddleback College	1	0.75 %
Santa Ana College	3	2.24 %
Other community college	4	2.99 %
A four-year college or university	1	0.75 %

**Total Responses 134 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - Once a week</b>	Respondents: 122	
Strongly Prefer	93	76.23 %
Prefer	22	18.03 %
Dislike	7	5.74 %

**Total Responses 122 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - Twice a week</b>	Respondents: 109	
Strongly Prefer	14	12.84 %
Prefer	38	34.86 %
Dislike	45	41.28 %
Strongly Dislike	12	11.01 %

**Total Responses 109 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - Mornings</b>	Respondents: 104	
Strongly Prefer	4	3.85 %
Prefer	3	2.88 %
Dislike	43	41.35 %
Strongly Dislike	54	51.92 %

**Total Responses 104 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - Afternoons</b>	Respondents: 104	
Strongly Prefer	3	2.88 %
Prefer	15	14.42 %
Dislike	40	38.46 %
Strongly Dislike	46	44.23 %

**Total Responses 104 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - Evenings</b>	Respondents: 132	
Strongly Prefer	110	83.33 %
Prefer	21	15.91 %
Dislike	1	0.76 %

**Total Responses 132 100 %**



# Count and Percent Pt. 3

## Paralegal Studies Program Review--Student Survey

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Weekends</b>	Respondents: 115	
Strongly Prefer	19	16.52 %
Prefer	37	32.17 %
Dislike	38	33.04 %
Strongly Dislike	21	18.26 %
<b>Total Responses</b>	<b>115</b>	<b>100 %</b>

<b>Table 2 Scheduling or Delivery Mode Preferences - Four-week Intersession</b>	Respondents: 110	
Strongly Prefer	26	23.64 %
Prefer	46	41.82 %
Dislike	31	28.18 %
Strongly Dislike	7	6.36 %
<b>Total Responses</b>	<b>110</b>	<b>100 %</b>

<b>Table 2 Scheduling or Delivery Mode Preferences - Telecourse</b>	Respondents: 111	
Strongly Prefer	28	25.23 %
Prefer	37	33.33 %
Dislike	32	28.83 %
Strongly Dislike	14	12.61 %
<b>Total Responses</b>	<b>111</b>	<b>100 %</b>

<b>Table 2 Scheduling or Delivery Mode Preferences - WWW/Internet class</b>	Respondents: 114	
Strongly Prefer	37	32.46 %
Prefer	37	32.46 %
Dislike	30	26.32 %
Strongly Dislike	10	8.77 %
<b>Total Responses</b>	<b>114</b>	<b>100 %</b>

<b>Table 2 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction</b>	Respondents: 116	
Strongly Prefer	43	37.07 %
Prefer	43	37.07 %
Dislike	24	20.69 %
Strongly Dislike	6	5.17 %
<b>Total Responses</b>	<b>116</b>	<b>100 %</b>

# Count and Percent Pt. 3

## Paralegal Studies Program Review--Student Survey

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	Count	Percent
<b>Please indicate which of the following Paralegal Studies Program resources or services you've utilized (Room 2 and/or Room 5 at the Costa Mesa Center). (Mark all that apply.)</b>	Respondents:	106
Westlaw research	36	33.96 %
Internet access	50	47.17 %
Word processing	19	17.92 %
Legal books	50	47.17 %
Paralegal newsletters and magazines	17	16.04 %
Study time	36	33.96 %
Networking with other students	57	53.77 %
Other	10	9.43 %
<b>Total Responses</b>	<b>275</b>	<b>100 %</b>

# "Other" Resources

## Paralegal Studies Program Review--Student Survey

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**Question:** Please indicate which of the following Paralegal Studies Program resources or services you've utilized (Room 2 and/or Room 5 at the Costa Mesa Center). (Mark all that apply.)

Instructor's commentary  
none yet  
Non class is always in session  
Findlaw  
Intro class only for "paralegal" so far  
room 2/5  
Lexis  
Have own computer  
FindLaw  
None

# Count and Percent Pt. 4

## Paralegal Studies Program Review--Student Survey

	Count	Percent
<b>Table 3 Interest in Support Services - Career Counseling</b>	Respondents: 131	
Very Interested	66	50.38 %
Somewhat Interested	44	33.59 %
Not so Interested	11	8.40 %
No Interest	10	7.63 %
<b>Total Responses</b>	<b>131</b>	<b>100 %</b>
<b>Table 3 Interest in Support Services - Academic Counseling</b>	Respondents: 131	
Very Interested	47	35.88 %
Somewhat Interested	55	41.98 %
Not so Interested	19	14.50 %
No Interest	10	7.63 %
<b>Total Responses</b>	<b>131</b>	<b>100 %</b>
<b>Table 3 Interest in Support Services - Tutorial Services</b>	Respondents: 124	
Very Interested	22	17.74 %
Somewhat Interested	26	20.97 %
Not so Interested	52	41.94 %
No Interest	24	19.35 %
<b>Total Responses</b>	<b>124</b>	<b>100 %</b>
<b>Table 3 Interest in Support Services - Study Skills Training</b>	Respondents: 121	
Very Interested	17	14.05 %
Somewhat Interested	40	33.06 %
Not so Interested	37	30.58 %
No Interest	27	22.31 %
<b>Total Responses</b>	<b>121</b>	<b>100 %</b>
<b>Table 3 Interest in Support Services - Vocational ESL Classes</b>	Respondents: 116	
Very Interested	6	5.17 %
Somewhat Interested	13	11.21 %
Not so Interested	41	35.34 %
No Interest	56	48.28 %
<b>Total Responses</b>	<b>116</b>	<b>100 %</b>
<b>Table 3 Interest in Support Services - Coastal County Regional One-Stop Employment Services</b>	Respondents: 124	
Very Interested	37	29.84 %
Somewhat Interested	49	39.52 %
Not so Interested	21	16.94 %
No Interest	17	13.71 %
<b>Total Responses</b>	<b>124</b>	<b>100 %</b>

# Count and Percent Pt. 4

## Paralegal Studies Program Review--Student Survey

	Count	Percent
<b>Table 3 Interest in Support Services - Legal Clinic</b>	Respondents: 129	
Very Interested	56	43.41 %
Somewhat Interested	57	44.19 %
Not so Interested	9	6.98 %
No Interest	7	5.43 %
<b>Total Responses</b>	<b>129</b>	<b>100 %</b>

<b>Table 3 Interest in Support Services - Dispute Resolution Services (Mediation)</b>	Respondents: 125	
Very Interested	39	31.20 %
Somewhat Interested	51	40.80 %
Not so Interested	18	14.40 %
No Interest	17	13.60 %
<b>Total Responses</b>	<b>125</b>	<b>100 %</b>

<b>Table 3 Interest in Support Services - Other</b>	Respondents: 64	
Very Interested	6	9.38 %
Somewhat Interested	12	18.75 %
Not so Interested	15	23.44 %
No Interest	31	48.44 %
<b>Total Responses</b>	<b>64</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Knowledge of laws, legal codes, court procedures, and precedents</b>	Respondents: 139	
Very important	109	78.42 %
Important	29	20.86 %
Not important	1	0.72 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Knowledge of administrative and clerical procedures including office procedures, file and record management, and word processing</b>	Respondents: 139	
Very important	90	64.75 %
Important	44	31.65 %
Less important	5	3.60 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to gather data such as statutes, decisions, codes, and documents</b>	Respondents: 138	
Very important	118	85.51 %
Important	20	14.49 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to investigate facts and law of cases</b>	Respondents: 138	
Very important	114	82.61 %
Important	20	14.49 %
Less important	4	2.90 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

# Count and Percent Pt. 4

## Paralegal Studies Program Review--Student Survey

	Count	Percent
<b>Table 4 Skills/Qualities - Skill in using a computer to conduct legal research</b>		
Respondents: 139		
Very important	110	79.14 %
Important	26	18.71 %
Less important	2	1.44 %
Not important	1	0.72 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to prepare legal documents, including briefs, pleadings, appeals, wills, and contracts</b>		
Respondents: 139		
Very important	112	80.58 %
Important	26	18.71 %
Less important	1	0.72 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to direct and coordinate law office activity</b>		
Respondents: 138		
Very important	70	50.72 %
Important	48	34.78 %
Less important	17	12.32 %
Not important	3	2.17 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to keep and monitor legal volumes to ensure up-to-date law library</b>		
Respondents: 135		
Very important	56	41.48 %
Important	58	42.96 %
Less important	18	13.33 %
Not important	3	2.22 %
<b>Total Responses</b>	<b>135</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to think critically and solve complex problems</b>		
Respondents: 139		
Very important	110	79.14 %
Important	26	18.71 %
Less important	3	2.16 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to communicate verbally</b>		
Respondents: 139		
Very important	121	87.05 %
Important	18	12.95 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

<b>Table 4 Skills/Qualities - Ability to communicate in writing</b>		
Respondents: 139		
Very important	123	88.49 %
Important	16	11.51 %
<b>Total Responses</b>	<b>139</b>	<b>100 %</b>

# Count and Percent Pt. 4

## Paralegal Studies Program Review--Student Survey

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	Count	Percent
<b>Table 4 Skills/Qualities - Ability to present arguments and evidence to support an appeal</b>	Respondents: 137	
Very important	79	57.66 %
Important	42	30.66 %
Less important	15	10.95 %
Not important	1	0.73 %

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**Total Responses    137            100 %**

<b>Table 4 Skills/Qualities - Awareness of ethical issues</b>	Respondents: 139	
Very important	108	77.70 %
Important	26	18.71 %
Less important	5	3.60 %

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**Total Responses    139            100 %**

<b>Table 4 Skills/Qualities - Ability to work independently</b>	Respondents: 139	
Very important	101	72.66 %
Important	34	24.46 %
Less important	3	2.16 %
Not important	1	0.72 %

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**Total Responses    139            100 %**

# Other Skills/Qualities

## Paralegal Studies Program Review--Student Survey

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**Question:** Are there other skills or qualities that you think are important for individuals entering the paralegal profession?

I would definitely benefit from a 'Law Library Class' , including several trips to the law library working in small groups and with the instructor.

Sense of responsibility regarding completing tasks in a timely manner.

Understanding that it's not just a traditional law office that a paralegal can perform skills. Many industries need paralegal skills, insurance companies, property management companies, healthcare industry....

Fast typing speed.

**bBUSINESS MANAGEMENT AND ASSOCIATED MATH SKILLS FOR OFFICE MANAGEMENT**

Most significantly, perhaps associated with ethics, paralegals should understand when they are dealing in "legal fiction" as opposed to "substance." I find much of what the "attorneys at law" saying about the law to be untrue. Perhaps they do not know any better, but it is sad that they attempt to indoctrinate the students as if huge sections of the Constitution did not exist.

Ability to work well with others and clients

**QUALITIES - INQUISITIVENESS, ABILITY TO REMAIN CALM UNDER PRESSURE, FOCUS ON TASK AT HAND.**

**SKILLS - ABILITY TO DEAL WITH OTHERS WHO ARE UNDER PRESSURE (ATTORNEYS OR CLIENTS)**

The ability to be able to function independantly and possibly start their own business.

I think the college should have some kind of programme for the sutdents to go to the actual court and be able to experience the actual arguments and/or more make up situations in the class for the students to get involved to experience how it goes in the real life. There is not enough practice in the class. Just reading books and doing the homeworks will not give us enough practice unless more make up situations are done in the class. for example, give a project, choose a group of 6 students and assign each one with a title and have them make a show in front of other students, that way students will understand more and it could be for our midterm or finals. Just learning vocabulary and doing homework, specially for the students who have never worked in a law office will not do because all that was learnt will fade away unless put in use.

NO.

It depends on the specialization you choose. Corporate transaction work varies greatly from civil litigation. Though several of the subjects covered through our coursework apply to the profession generally, i.e., interpersonal communication, interviewing techniques, listening, flexibility, ability to spot issues.

This program has stressed to the students that skill and knowledge requirements for a paralegal will be completely dependent upon hiring organization's needs. The questions in this section are most appropriately answered by employers. Other than as generalizations, my answers in this section are speculation as to what a diverse range of employers might consider important.

Ability to prepare legal documents, including briefs, pleadings, appeals, wills, and contracts!!!!!!

Having worked in the legal profession for many years it amazes myself & the attorneys



# Other Skills/Qualities

## Paralegal Studies Program Review--Student Survey

---

**Question:** Are there other skills or qualities that you think are important for individuals entering the paralegal profession?

what the paralegals aren't taught. The technical, detailed aspects of preparing documents for court. Much of it does come with experience but the amount of money they are looking for w/out experience is amazing. Quite a few (most) feel the clerical aspect is beneath them (organizing a Motion for Summary Judgment). They all want to perform research & interview clients & that's only a small portion of a paralegals position unless you are working for a large firm.

Good grammar is essential.

Many are not adept at drafting a business letter.

Ability to prioritize tasks.

Interviewing client skills for the Firm

Time Management Skills

Some knowledge of filing Courthouse documents

The opposite of the suggestion above, to be able to work with others in a collegial setting. Every 'study group' I've been in so far has been not so wonderful. The ability to not dominate the group is something that should be emphasized. Flip side of that is to not just mooch the group's work and turn it in as your own. It's a challenge at times to get folks on track.

The ability to act and look professional in business attire.

Ability to write, use of computers, and research.

How to work well with others as a team, as well as independantly.

Strong interpersonal skills and professionalism. Computer skills not only for researching but for preparing documents, document control, scheduling, etc.

Yes, to be investigative & thorough

Ability to use new technology, such as computers for paralegals.

Conflict resolution classes as well.

Legal procedures (how to file, where to file, etc.)

Typing

Ability to get along with co-workers, calendaring of legal deadlines, organizational skills, use of transcriber to dictate as well as transcribe

How to apply to law firm for each position

Be detail oriented

Time Management

People Skills

Thinking Outside the Box

Networking--Courthouse, etc.

The value of interaction in the classroom ignites more thought and exchange of information. This would be lacking in an Internet class. I enjoy my classes on site.

Paralegals should know engineering, too.

Positive attitude

It would be nice if the school engaged in paralegal and legal job development.

No, but most people have the general computer skills.

# Other Skills/Qualities

## Paralegal Studies Program Review--Student Survey

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**Question:** Are there other skills or qualities that you think are important for individuals entering the paralegal profession?

Feel or liking of the law in general

# Count and Percent Student Demographics

## Paralegal Studies Program Review--Student Survey

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	Count	Percent
<b>Age</b>	Respondents: 138	
18-30	37	26.81 %
31-45	61	44.20 %
46-60	36	26.09 %
61 or older	4	2.90 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>
<b>Gender</b>	Respondents: 138	
Male	27	19.57 %
Female	111	80.43 %
<b>Total Responses</b>	<b>138</b>	<b>100 %</b>
<b>Ethnicity</b>	Respondents: 136	
American Indian/Native Alaskan	4	2.94 %
White	92	67.65 %
Black	1	0.74 %
Hispanic	14	10.29 %
Vietnamese	3	2.21 %
Other Asian	9	6.62 %
Decline to State	8	5.88 %
Other	5	3.68 %
<b>Total Responses</b>	<b>136</b>	<b>100 %</b>
<b>Primary Language</b>	Respondents: 136	
English	131	96.32 %
Spanish	2	1.47 %
Vietnamese	2	1.47 %
Other	1	0.74 %
<b>Total Responses</b>	<b>136</b>	<b>100 %</b>

# "Other" Ethnicity and Language

## Paralegal Studies Program Review--Student Survey

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**Question:** Ethnicity

Iranian  
Puerto Rican  
Hawaiian  
Persian

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**Question:** Primary Language

Farsi

# Comments

## Paralegal Studies Program Review--Student Survey

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**Question:** Are there other courses in this program that you would like Coastline College to offer?

A Law Library Class.

Municipal Law, Real Estate Law, more transactional law

I would like to see courses in environmental law, more federal practice/appeals, administrative law, advanced research and analysis, seminar in current legal issues...

yes, I would really like to take a class about Immigration Law to learn more about it.

arbitration and/or mediation

I would like a course in "maveric law" to convey the way law actually works rather than the way it is supposed to work.

I would also like a course in "common law" especially English law, because there is nothing in any of my texts that contains these important principles.

none that I can think of

I would like to see more criminal law courses offered.

I would like to see a .5 credit mandatory course on job search strategies and job counseling. At my undergraduate school I had to take this course to graduate and it was very helpful. It was 8 weeks long and each week was a topic-the resume, the cover letter, how to interview effectively, tips on where to find job notices etc. We watched videos on some of the topics. Students, if they wanted, could be videotaped in a mock interview to see how they looked and acted during an interview. We were also given tips on how to judge a job offer and what to ask about. In all, it was a very valuable class.

Notary.

More electives, such as contract law, corporate law, patents and trademark, estate planning.

I think the college has covered most part of the paralegal studies. Maybe more computer classes, like calendaring and to let the students know what are the most used programmes out there so we can learn them.

Probate and Estate Planning.

Not that I think of.

More electives regarding business/business issues.

16 weeks on contracts and 8 weeks for torts.

More Corporate Law classes. Class on negotiating salaries, positions, contracts.

Family Law and perhaps a little something on patent and copyright laws.

just offer more classes (more electives)

I wish they were able to offer more of the elective courses each semester.

I'd like to see the elective courses in the catalog actually on the schedule.

Yes but I can't think of them off the top of my head! I would LOVE a class that has the current software available for training on if an instructor wasn't available to teach it. LiveNote, Concordance, ProLaw etc. That is what I really need! Internet courses would be great too. Thanks

How to bill for your time.

# Comments

## Paralegal Studies Program Review--Student Survey

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**Question:** Are there other courses in this program that you would like Coastline College to offer?

No.

Proper litigation file format prep and calendaring  
Paralegal Time Management

I can't really think of anything at this time.

How to draft and prepare documents for the attorney.

Immigration, Patent law

An overview of the various legal arenas without so much emphasis on "duties" as a paralegal. I am a citizen and felt uneducated as to the legal nuances. I was looking for an introduction to legal studies only, a general overview of legal system(s).

More options in elective courses, such as advertising law, etc.

No.

Immigration law,

Not that I can think of at this point.

Corporate Law

More of the elective courses during spring and fall semesters.

I think pre-algebra should be taught at Costa Mesa. I started my math classes in Costa Mesa and the pre-algebra is only offered in Garden Grove. It was impossible for me to make the commute after work and I ended up missing a semester.

Conflict resolution classes. Psychology of legal matters.

Yes, typing.

Workers Compensation Law  
Clerical--Legal Programs  
Timeslips, abacus, legal solutions

Law office computer programs, for job experiences. Ex: Multiple forms of MS Office, Outlook, In Legal Form.

More Paralegal during summer

Courses on ADR

Criminal Law--full semester

Civil Rights

Constitutional Law

Environmental Law

Tutoring

Mock Trials Preparation

Court Clerk's Office Experience

Study Groups

Critical analysis

Debate

More criminal courses.

Law Office Management

# Comments

## Paralegal Studies Program Review--Student Survey

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**Question:** Are there other courses in this program that you would like Coastline College to offer?

Human Resources and the Paralegal

As many that can be offered to help out us as the students.  
More specialized electives.

# Comments

## Paralegal Studies Program Review--Student Survey

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**Question:** Do you have any other comments or recommendations?

Coastline's Paralegal Program is a great program.

This is my first class at Coastline and I enjoyed the staff and faculty that I met. The campus is easy to get to from South County, it's affordable, and the program is user-friendly for this Mom that works full time. Thank you!

There needs to be more information made available regarding scholarships

What I am about to say is completely hearsay & you can take it with a grain of salt. However, it may be considered an objective opinion since my comments are related to a teacher with whom I have never had a class.

This fall, I asked my fellow students for a recommendation of whether to take Law 118 with Barnes, [other class] with [name edited], or some other class. Unanimously, Barnes was given as the best choice. Nothing but positive comments were made. Alternatively, [name edited] was described as follows: "a teacher to avoid at all costs" (even by going to another community college if necessary); a teacher who would reduce [the] students to tears; "extremely smart and challenging but also a hot head"; "the worst instructor that there is"; "a good lawyer but horrible instructor"; and "beyond belief and you learn nothing that will help you on the job - absolutely nothing." I only mention this because perhaps others have not had the courage to do so, fearing it may affect their grade in their class. Perhaps the Paralegal Department does not know how this teacher is perceived by [the] students. Perhaps [instructor] is not aware [own] self, although I understand the drop-out rate in [this instructor's] classes is higher than average. This perception cannot result in the student satisfaction I believe Coastline is looking for. I have never taken a class with [this instructor], but based on these comments I received from others who have, I never plan to. Maybe there is some type of training [this instructor] can receive that will help [instructor] relate to [the] students better.

I have attended Coastline for many years as a working adult. I have learned much from the classes I have taken at Coastline and it has helped me in my career. My experience has been limited to night classes. My perception is that Coastline is geared toward helping working adults further their education. I am happy to report that all of my teachers have done their best to help their students. They make time for their students, even providing their home/office phone numbers to be contacted. Working adults already have enough stress in their lives with their jobs, families, college and other obligations. Attending college as a working adult is stressful enough. No one needs a teacher to add to that stress.

Raise the bar. when i went to college in the mid 60's it was much tougher and students took more responsibility. Many of these students in their mid 30 to 40's don't want to work for the credits.

My instructors have been excellent. They do not care that there is a rebel in their midst. Every semester was worth the effort as I learned things unexpected.

Fire [instructor's name edited]. I don't think [instructor] is a good teacher for paralegals. [Instructor] is rude and mean. I have heard rumors about [edited] and I believe them. I don't feel I learned everything in [instructor's] class that I should have.

I would love to see a paralegal job bank at the school. My former college program constantly solicited jobs by contacting former students and by networking with the instructors. It not only helped me get my first job but the job bank was a huge selling point for my school and for the program. Many students came to my school BECAUSE of the job bank and for the career class.



# Comments

## Paralegal Studies Program Review--Student Survey

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**Question:** Do you have any other comments or recommendations?

I am just beginning the program and have completed only two courses. Others in my class have completed several. It is clear that the students that are truly interested in the class make the effort needed to succeed, and those who are struggling either don't make the required effort, or simply don't understand and are not willing to ask for help from the instructor. Everyone I have spoken with has noted the instructors willingness to help if asked; so when I hear that something is too hard or the instructor doesn't explain, I think it may be that the student just does not follow through...which is a necessary skill in this area of endeavor.

N/A

I will complete the program this semester and I think this is truly a great Paralegal program. The instructors are all awesome! They are very knowledgeable and patient in teaching the students. All of my instructors have made extra effort to ensure their students understand the topics before moving on to the next topic.

I've had a wonderful experience in this program and I wish the continue success of the Paralegal program at Coastline. Margaret Lovig is wonderful!

Maybe get the students more involved in class activities rather than just, as I said before, homework alone and learning vocabulary. The reason is that human mind is built in a way that if we actually do things we are bound to remember more, and it makes the class more fun. Honestly when something is fun, we learn more!

No.

Program is very well organized, but I would like to see electives scheduled so that they are available more frequently.

The course given over the summer for contracts/torts was far too comprehensive course for 6 weeks.

I will be completing my certificate this December. This program is great. I was able to meet my scheduling requirements and the electives that were offered were applicable to my specialization. The instructors (especially the department chair) are dedicated, organized, informative, and experienced. Although the studying and course attendance requirements were intensive and I have definitely had to sacrifice a whole lot of personal life to get through the program, I have learned a lot from all of this hard work and look forward to the challenges and rewards that are available in a career as a paralegal.

Offer more classes and offer some during the winter

The program seems to do an excellent job at giving the students exposure to a broad range of topics. The instructors are genuinely interested in the progress of the students as well as open in sharing their personal insights and experiences to demonstrate material relevance in a legal environment. Some of the courses are, understandably, very difficult to get through, but the instructors are honest about their expectations and the relevance of the material, volume of work and knowledge required in order to be productive for potential employers. Overall I am very satisfied with the program.

So far, I have had three really great instructors, Faye Eccles, Bryce Letterman, and Debra Brown. They all put a lot of effort into their classes and really seem to care that the students learn what they need to learn to be successful in their paralegal careers. I think they are all really good instructors.

I've really enjoyed my education exploration at Coastline.

Some of the instructors need to concentrate on having control over their class. Time is wasted by students not getting it (and so should be directed to one-on-one appointment

# Comments

## Paralegal Studies Program Review--Student Survey

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**Question:** Do you have any other comments or recommendations?

time with instructor) or students who want to chit-chat, on class time, about their own experiences w/ the law or the particulars of a case being used as an EXAMPLE.

I think there should be some type of internship program that would show the paralegal student what they could expect their duties to be on the job in a law office.

The cheating scandal was handled very poorly in [instructor's name edited] class. The class should not have been punished by having the method of exam switched at the last minute. [Instructor] should have honored how the exams were set up all along and changed [the] method with the new semester.

No.

I admire the coordinators of this program and believe they are providing a valuable product.

I feel glad to be able to have my input heard.

Offer more classes in the Paralegal Program in regards to the electives. Not all the electives listed on the requirement sheet are offered in the course catalog.

difficult to comment, I'm in my first semester and first paralegal course at coastline. check back with me in about a year

None.

"The program, the professors, and the staff are great here at Coastline. There is nothing that I would change, the program is fantastic."

I think it would be beneficial to allow students to choose between a program that is geared more towards criminal litigation as opposed to just civil lit.

So far I am very satisfied with the paralegal studies courses. The instructors have been very helpful and passionate about what they do for a living. They are also very considerate and understanding of the fact that most students are working full time and/or have families to take care of. They do a wonderful job of teaching which goes to show that fancy classrooms and extensive supplies are not necessary as long as we have dedicated instructors.

I think you all are doing a great job. The teachers are very friendly and helpful and although the classes are large, I feel that I'm getting individual attention when I need it. A little more control over the class might be nice to keep people from going off on tangents about things that don't relate to the subject matter of the class. I mean, hearing about someone's parking ticket is fascinating, but that can be discussed during break time. Let the teachers do the teaching and keep the students quiet.

none

First semester at Coastline. Excellent teaching staff, very dedicated. Really makes a difference knowing that the teachers are excited about helping people better themselves through education.

I would like to see the classes to go on-line. I travel for work so it has been really tough for me to keep up with the schoolwork.

I wish criminal law did not meet on the same night as civil law, this is a class I would have taken, but need civil 105 to graduate.

intercession courses.

I'm really enjoying the program. I would love to see the Paralegal Program have it's own

# Comments

## Paralegal Studies Program Review--Student Survey

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**Question:** Do you have any other comments or recommendations?

bookstore in Costa Mesa. I would love to be able to register for classes by phone or online.

Would like to see more of a variety offered in summer sessions.

Check student for prerequisite quilifing before permitting to next level of class.

I love the instructors.

Fund Raising Events to enable expansion of computers, etc.

[Other support services:] Research--very interested

Consistent internship/externship program

Thank you for all your support.

At times, with every class, the theory doesn't reflect actual practical performance. I'd like to hear more practical application such as people sharing how they apply what they learn or know at work.

Hands-on training is necessary.

I am thankful to have this program available at night and especially because it's ABA approved.

More availability of class, fluctuating times, intersession, summer classes, definately weekends

# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 1 Level of Satisfaction - Appropriate level of instruction in required courses

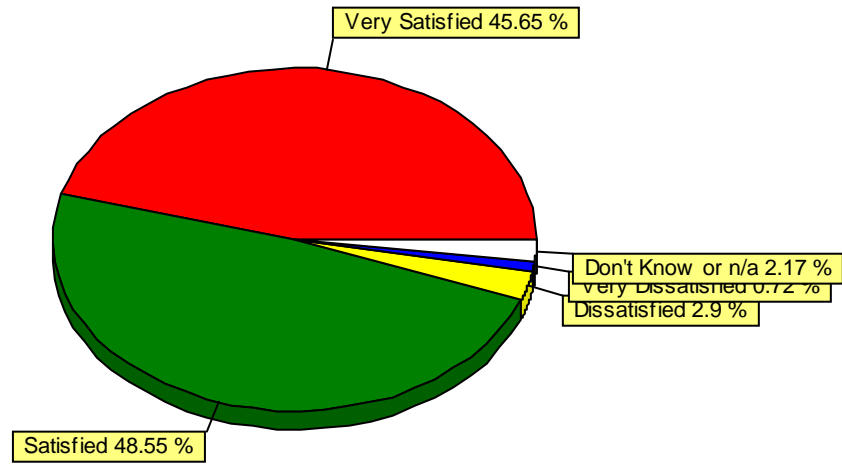
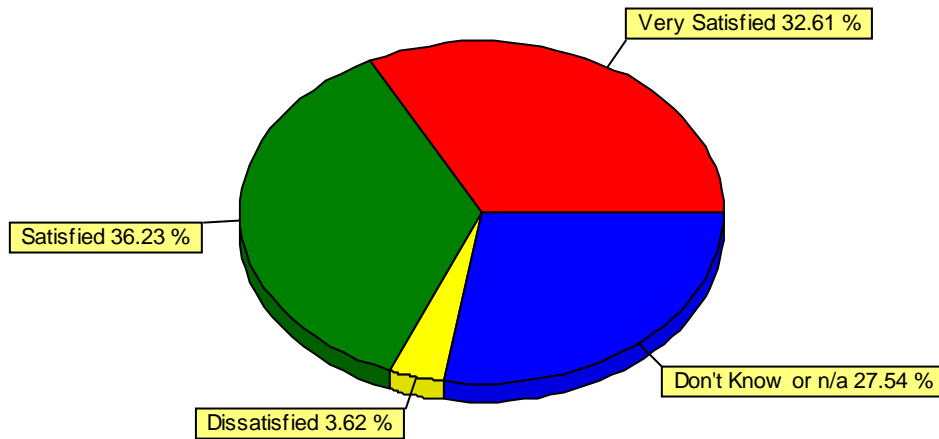


Table 1 Level of Satisfaction - Appropriate level of instruction in elective courses



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 1 Level of Satisfaction - Variety of classes

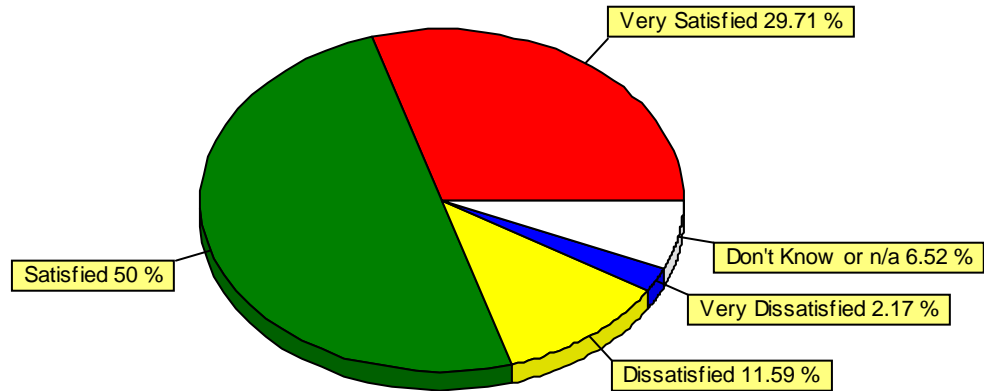
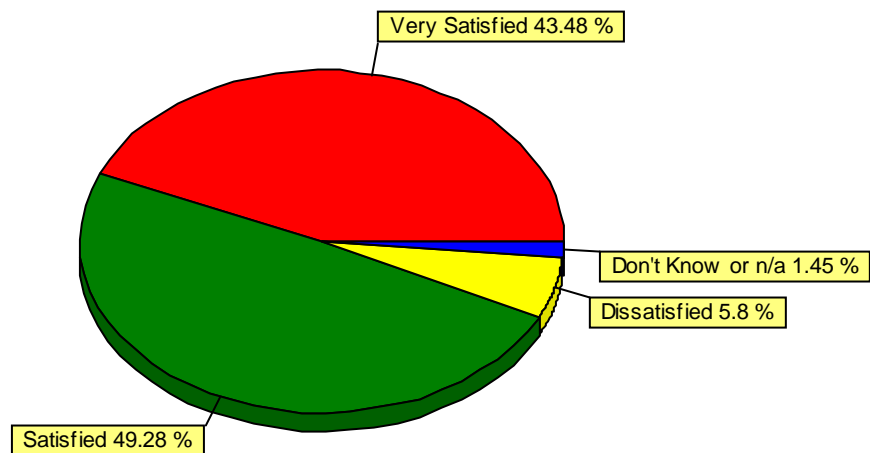


Table 1 Level of Satisfaction - Scheduling of classes (time of day, length of class sessions, days of weeks)



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 1 Level of Satisfaction - Scheduling sequence of classes within the program

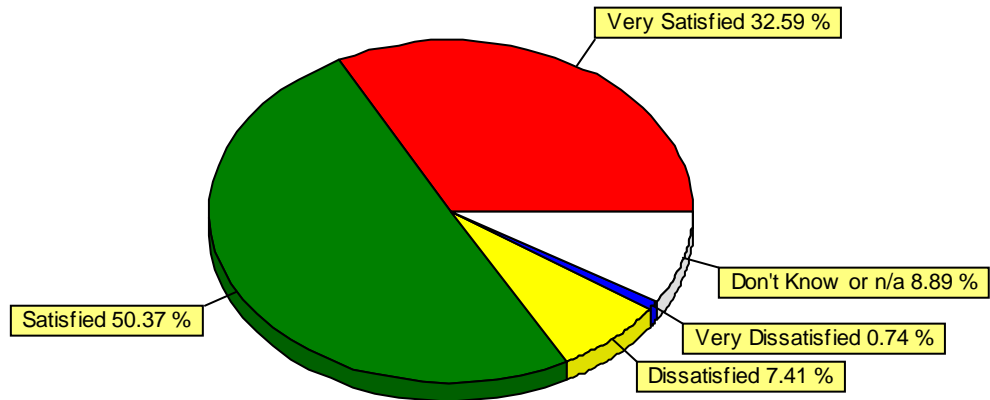
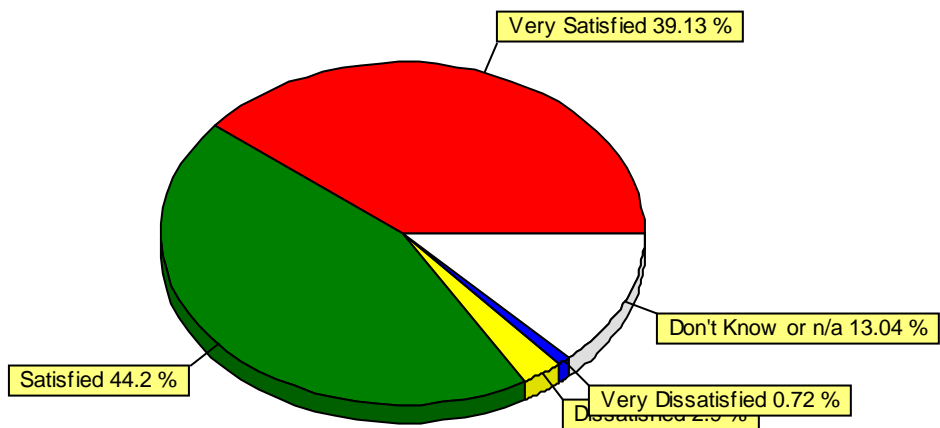


Table 1 Level of Satisfaction - Relevancy of classes to your employment needs



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 1 Level of Satisfaction - Adequacy of instructional facilities

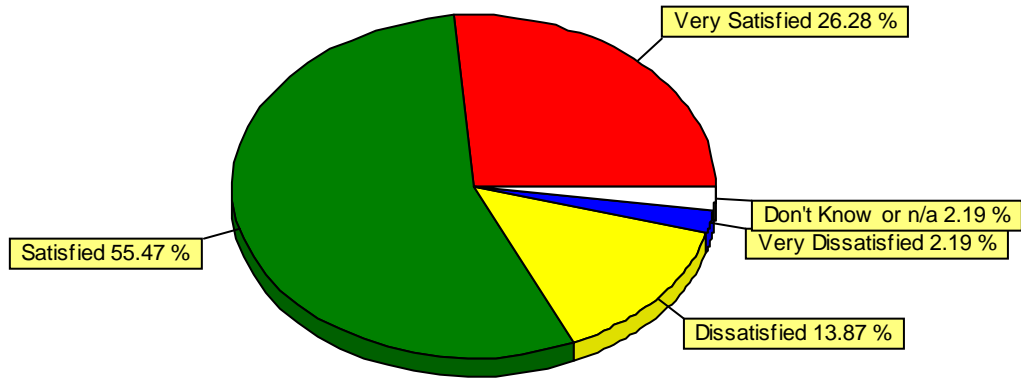
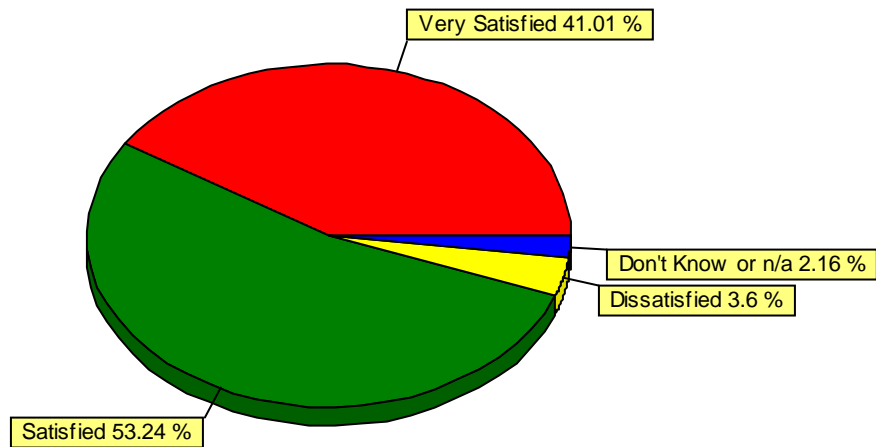


Table 1 Level of Satisfaction - Adequacy of academic standards in classes



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 1 Level of Satisfaction - Availability of appropriate textbooks

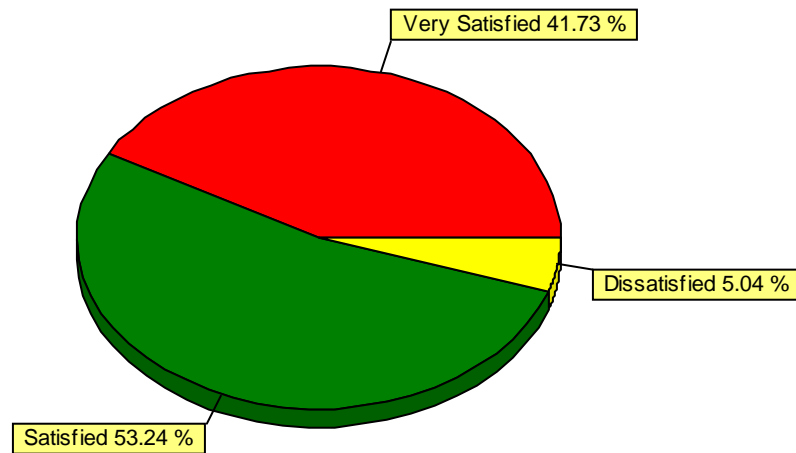
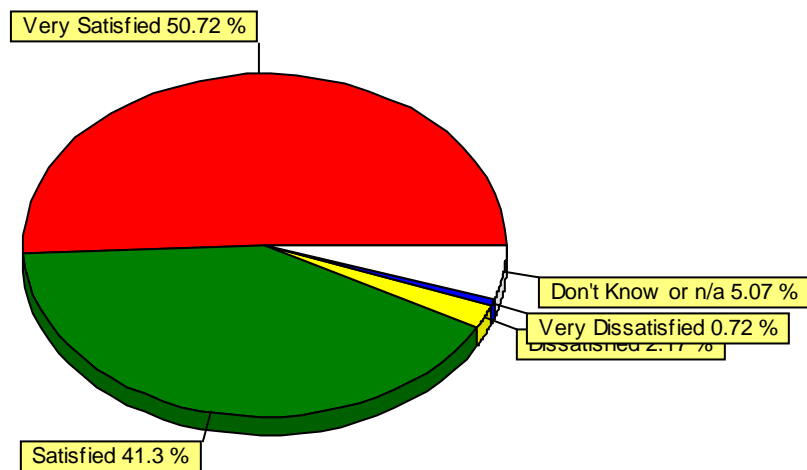


Table 1 Level of Satisfaction - Staff support for program in terms of effective response to materials/facilities issues





# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

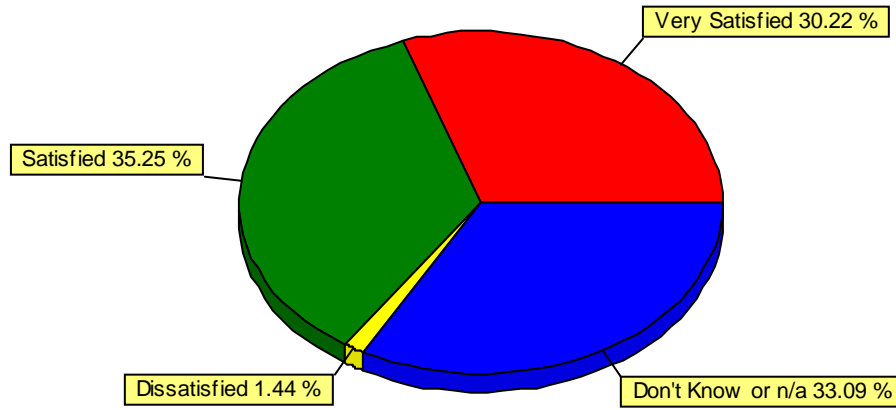
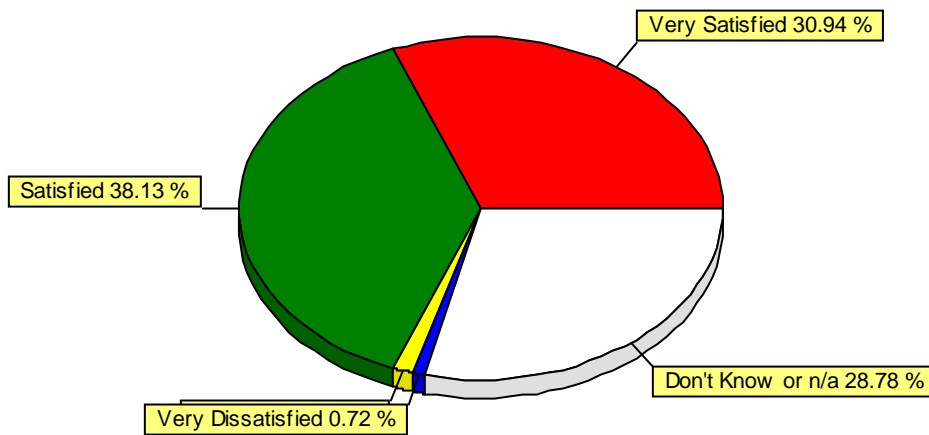


Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 1 Level of Satisfaction - Overall quality of the program

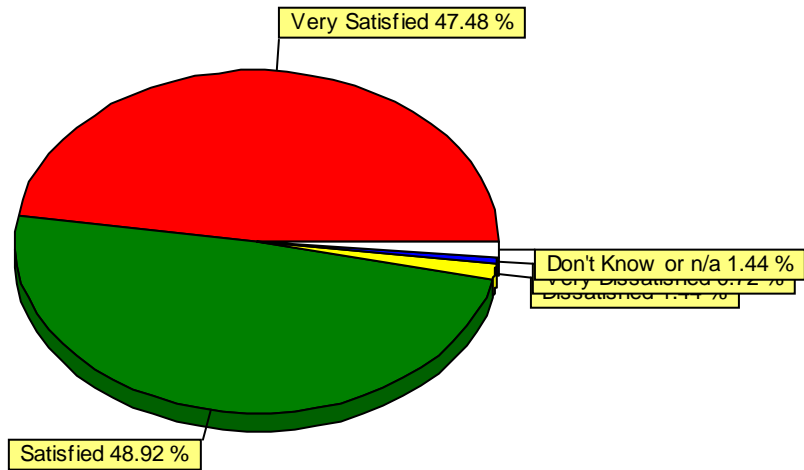
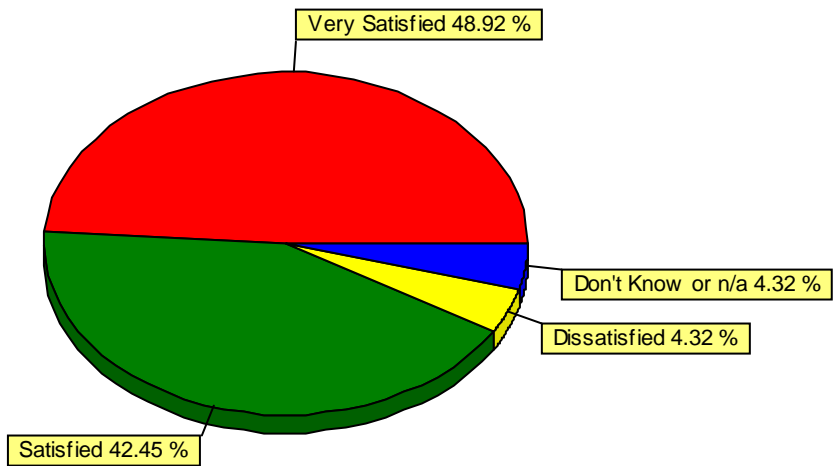


Table 1 Level of Satisfaction - Your own success in the program



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Did you attend a program orientation?

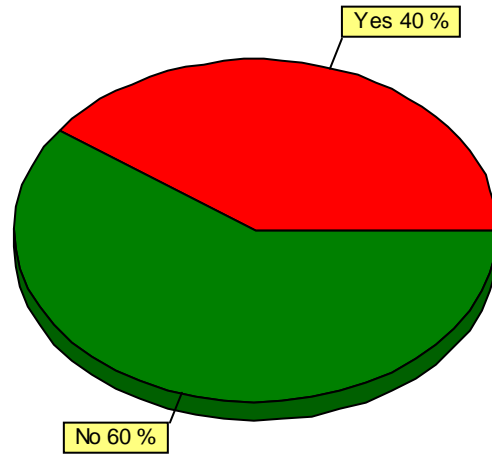
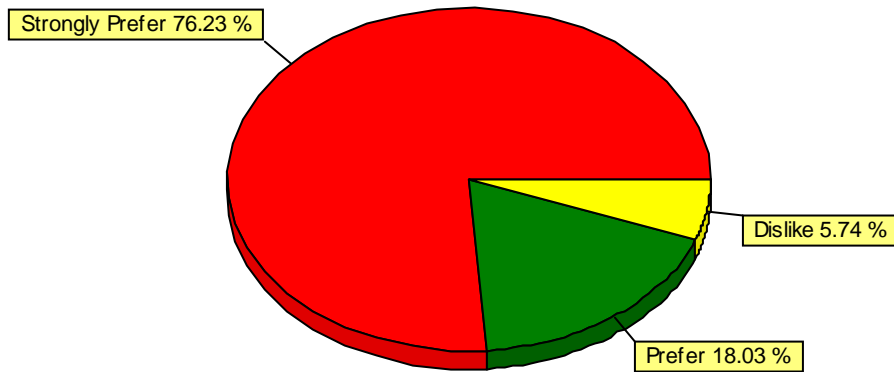


Table 2 Scheduling or Delivery Mode Preferences - Once a week



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 2 Scheduling or Delivery Mode Preferences - Twice a week

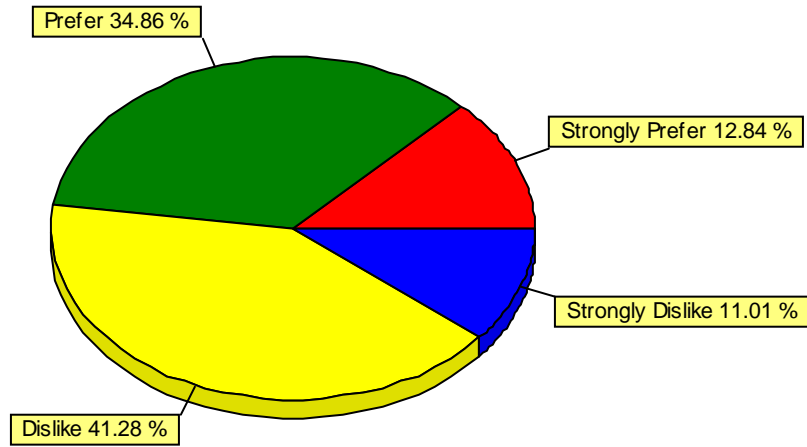
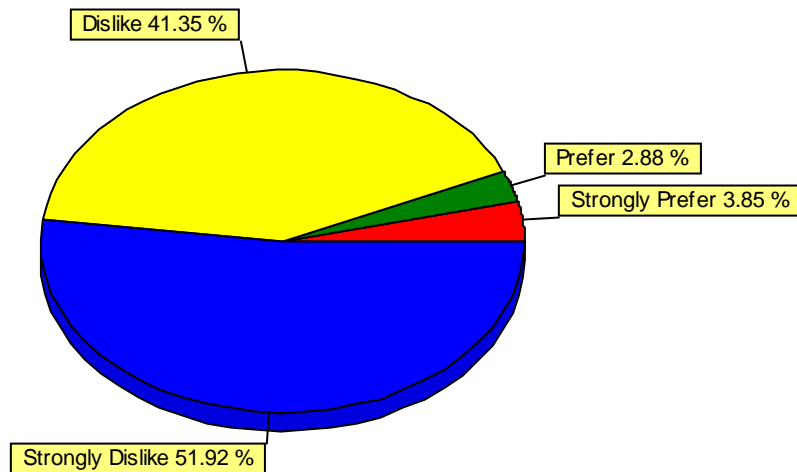


Table 2 Scheduling or Delivery Mode Preferences - Mornings



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 2 Scheduling or Delivery Mode Preferences - Afternoons

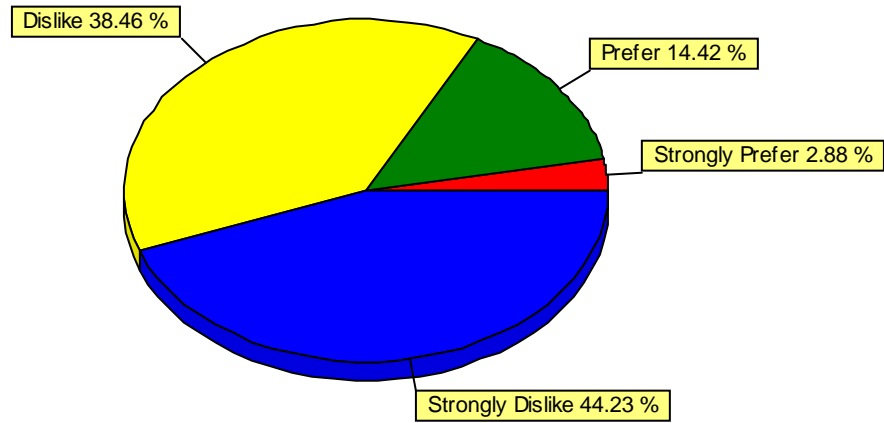
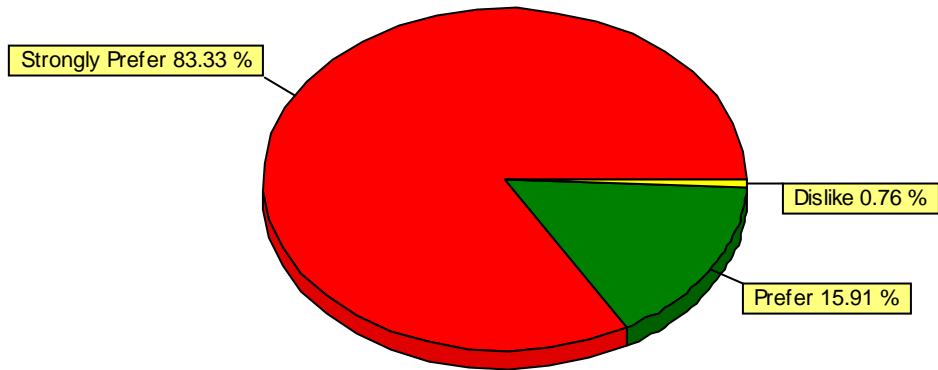


Table 2 Scheduling or Delivery Mode Preferences - Evenings



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 2 Scheduling or Delivery Mode Preferences - Weekends

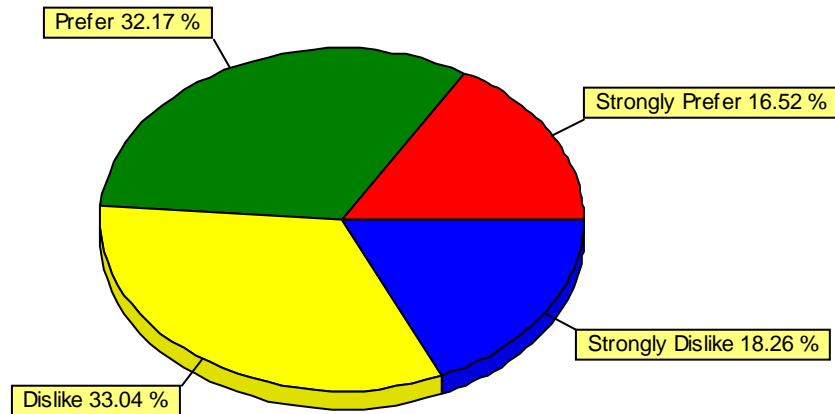
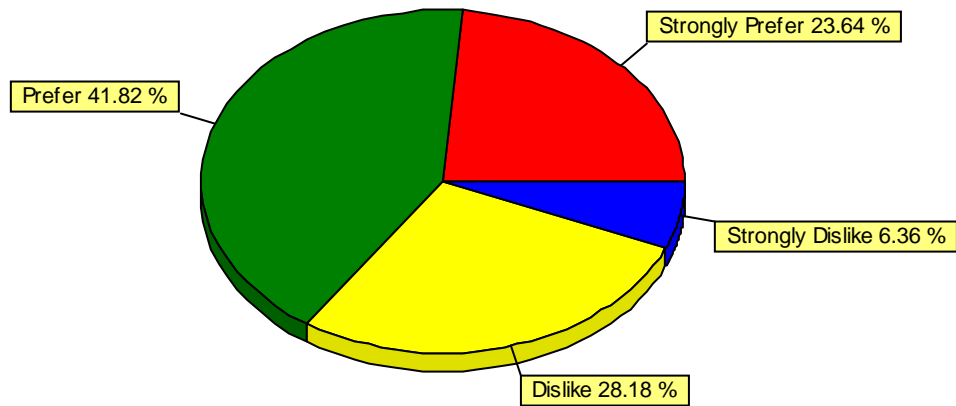


Table 2 Scheduling or Delivery Mode Preferences - Four-week Intersession



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 2 Scheduling or Delivery Mode Preferences - Telecourse

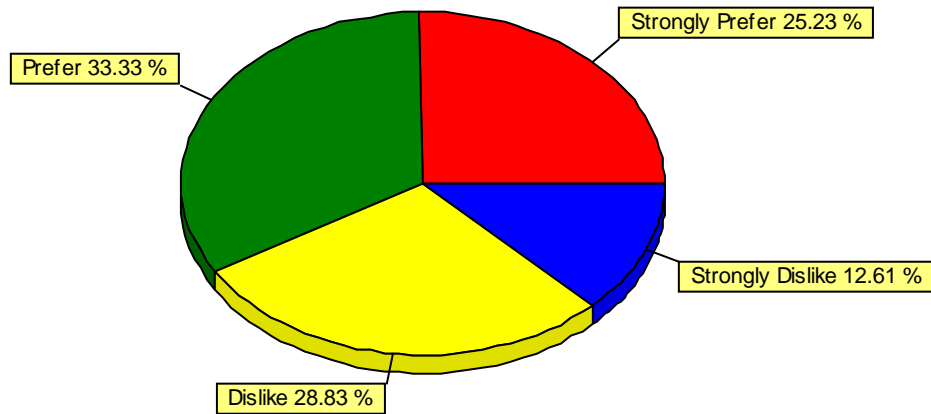


Table 2 Scheduling or Delivery Mode Preferences - WWW/Internet class



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 2 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction

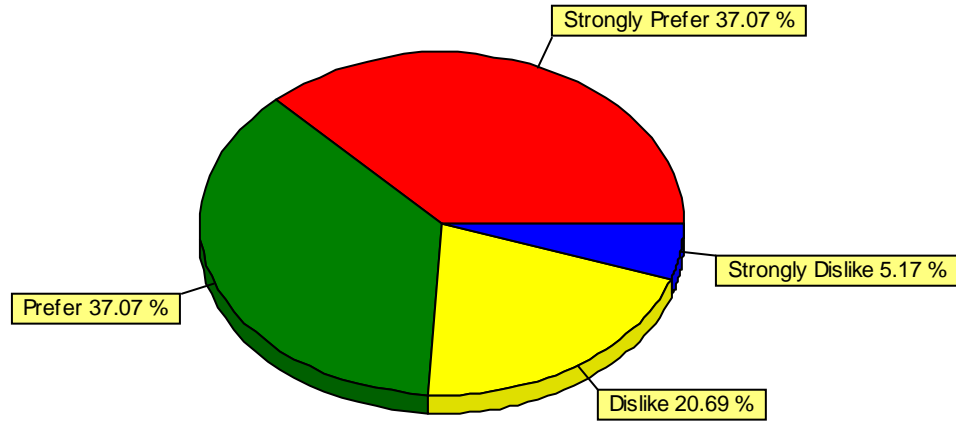
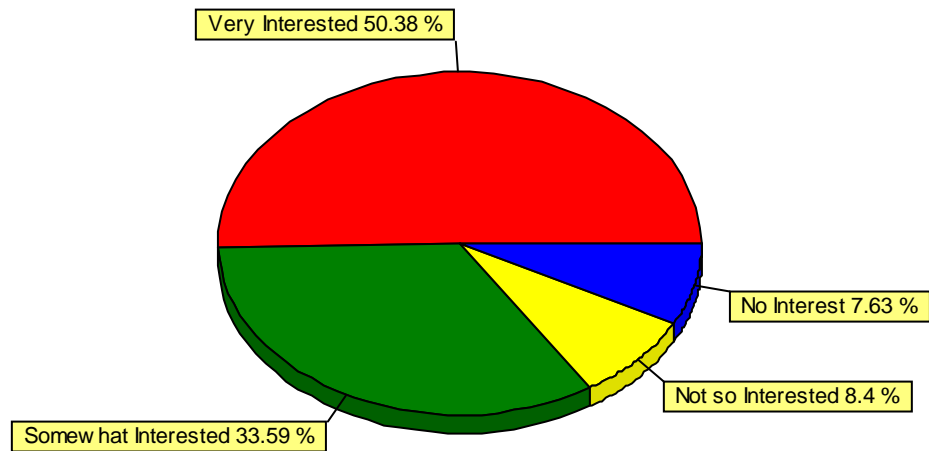


Table 3 Interest in Support Services - Career Counseling





# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 3 Interest in Support Services - Academic Counseling

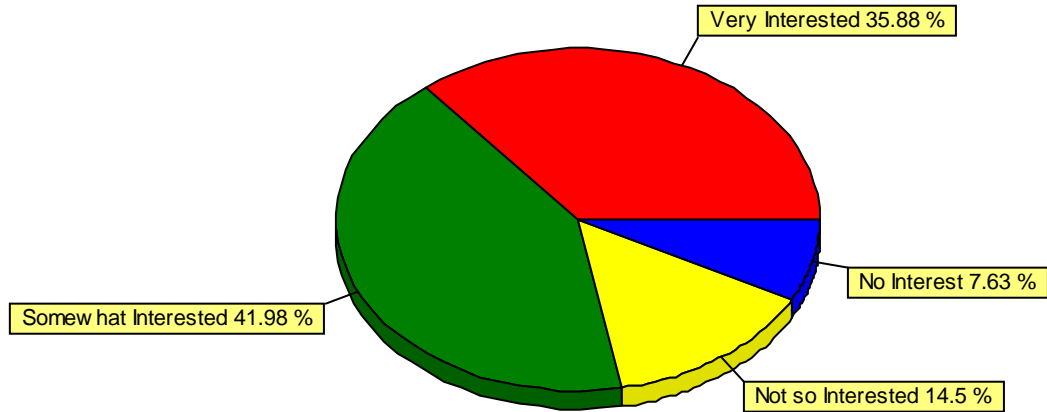
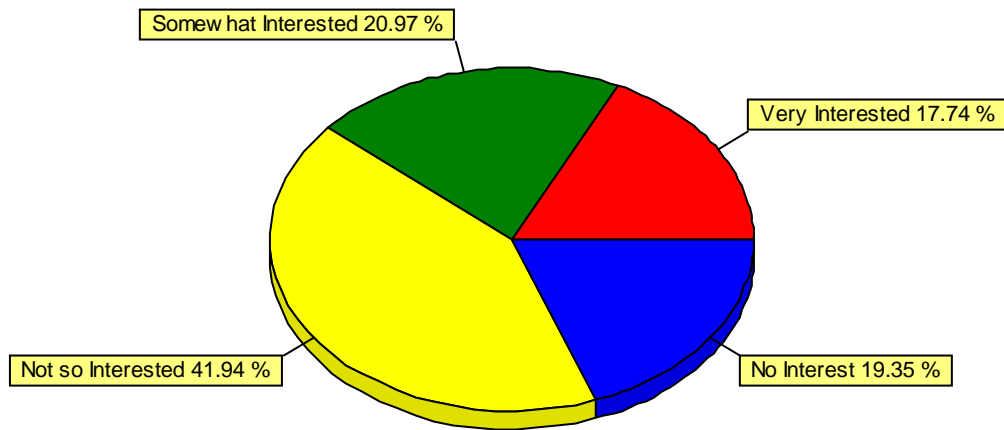


Table 3 Interest in Support Services - Tutorial Services



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 3 Interest in Support Services - Study Skills Training

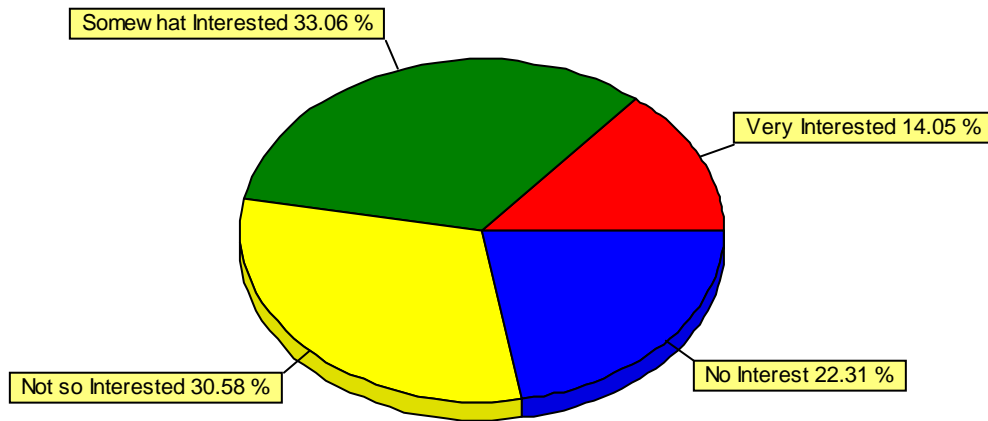
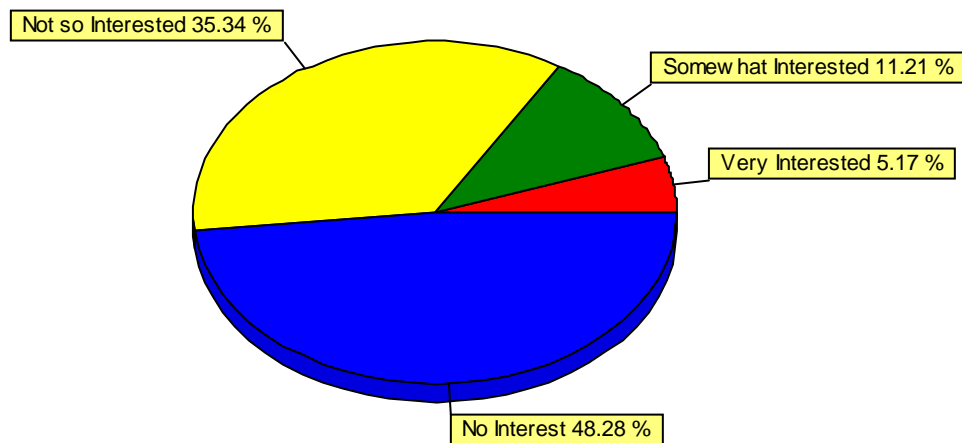


Table 3 Interest in Support Services - Vocational ESL Classes



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 3 Interest in Support Services - Coastal County Regional One-Stop Employment Services

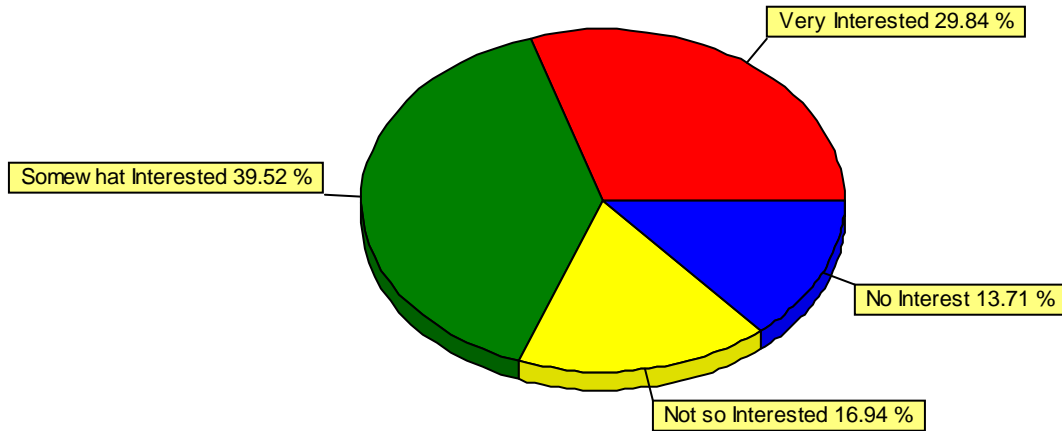
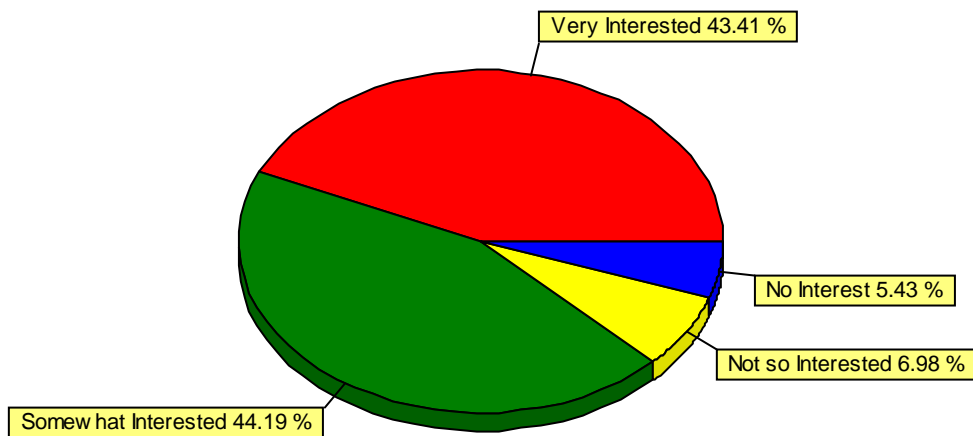


Table 3 Interest in Support Services - Legal Clinic



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 3 Interest in Support Services - Dispute Resolution Services (Mediation)

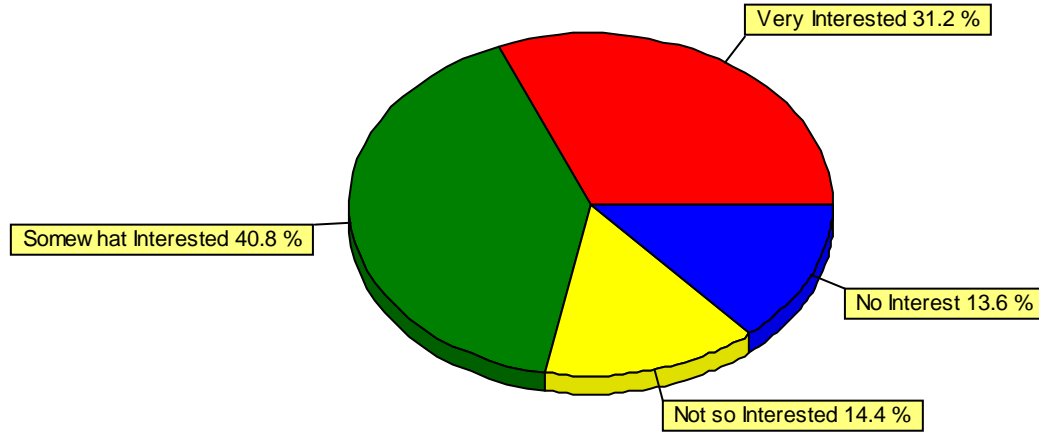
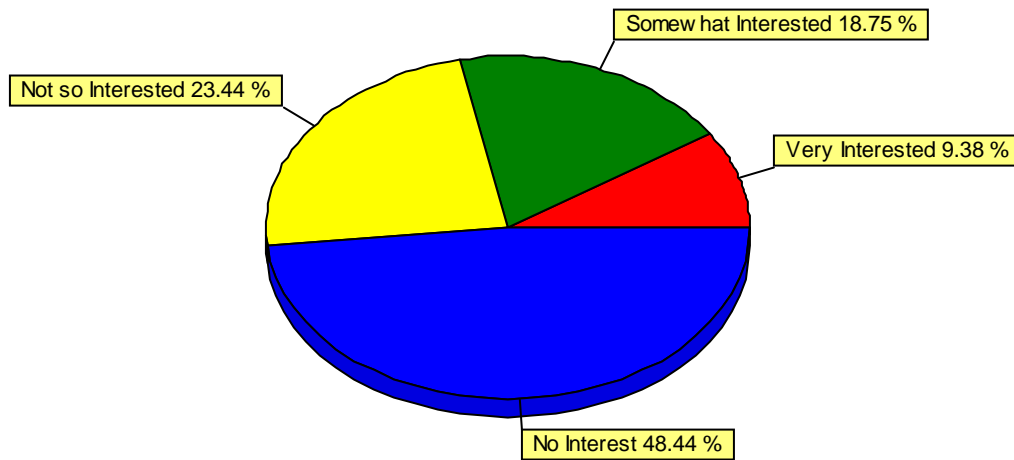


Table 3 Interest in Support Services - Other



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 4 Skills/Qualities - Knowledge of laws, legal codes, court procedures, and precedents

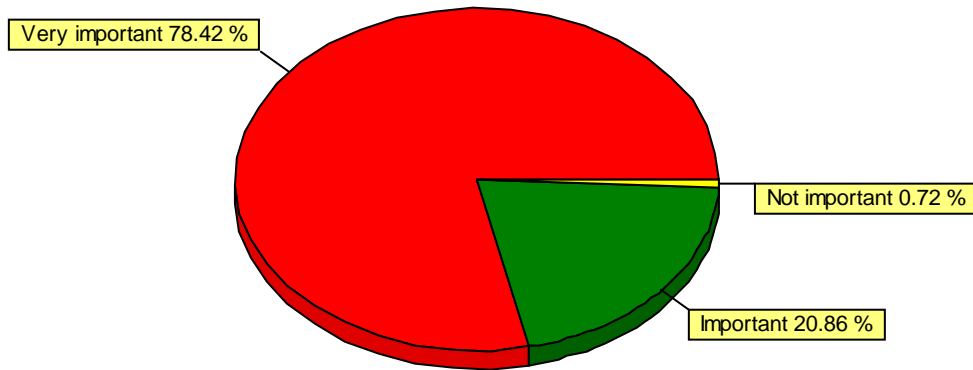
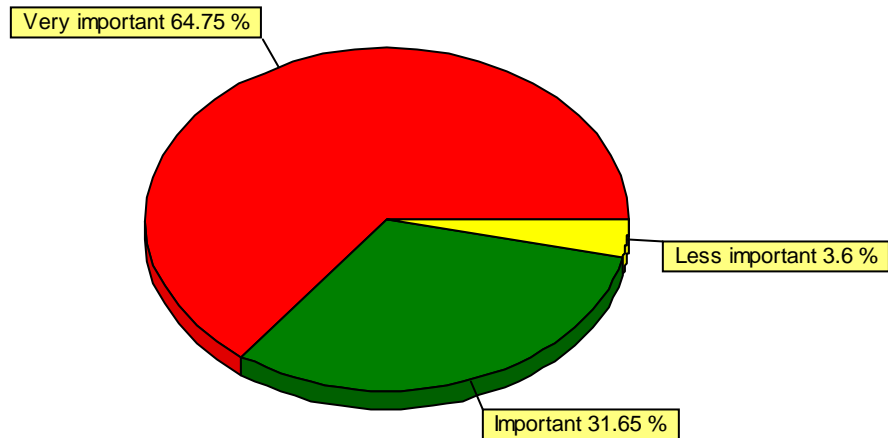


Table 4 Skills/Qualities - Knowledge of administrative and clerical procedures including office procedures, file and record management, and word processing



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 4 Skills/Qualities - Ability to gather data such as statutes, decisions, codes, and documents

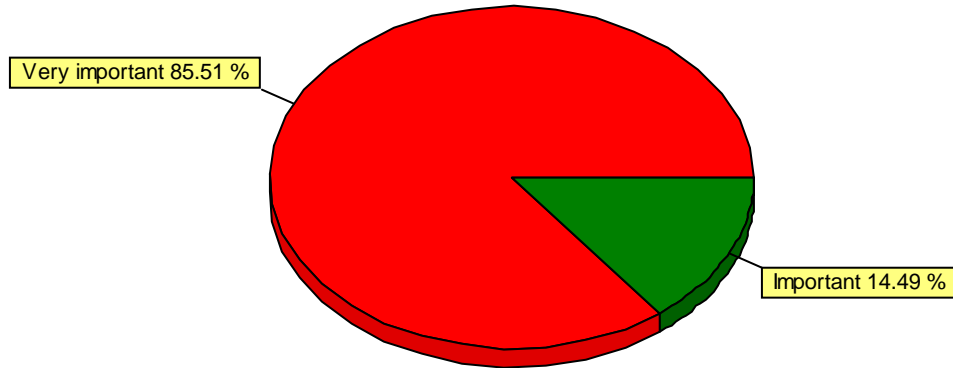
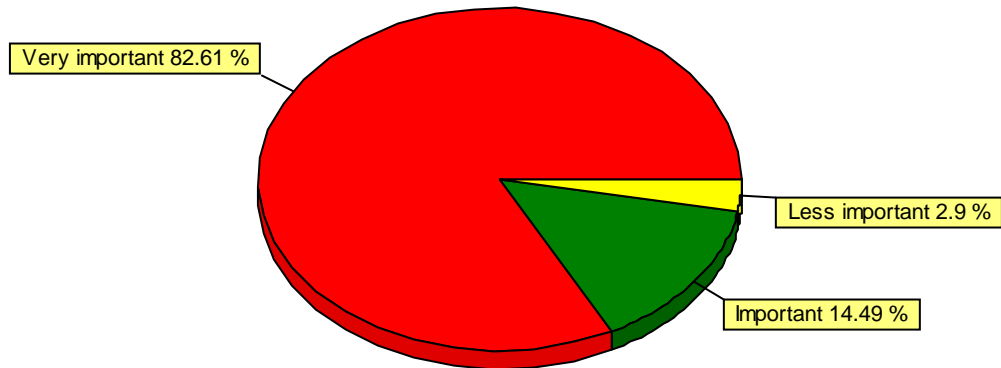


Table 4 Skills/Qualities - Ability to investigate facts and law of cases



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 4 Skills/Qualities - Skill in using a computer to conduct legal research

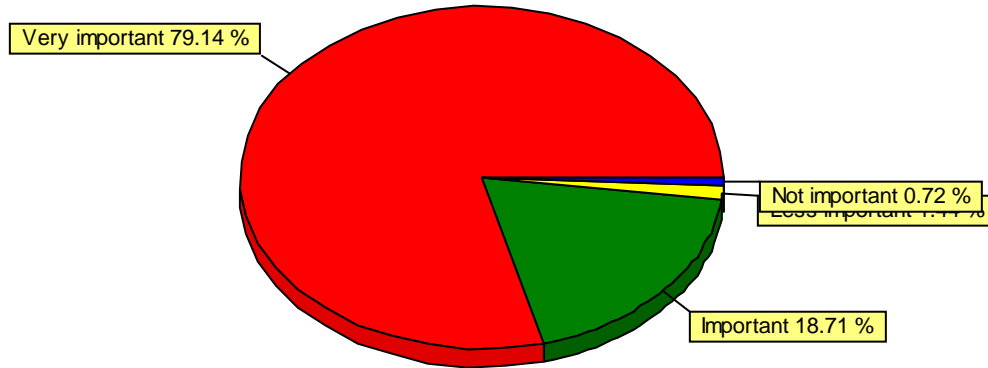
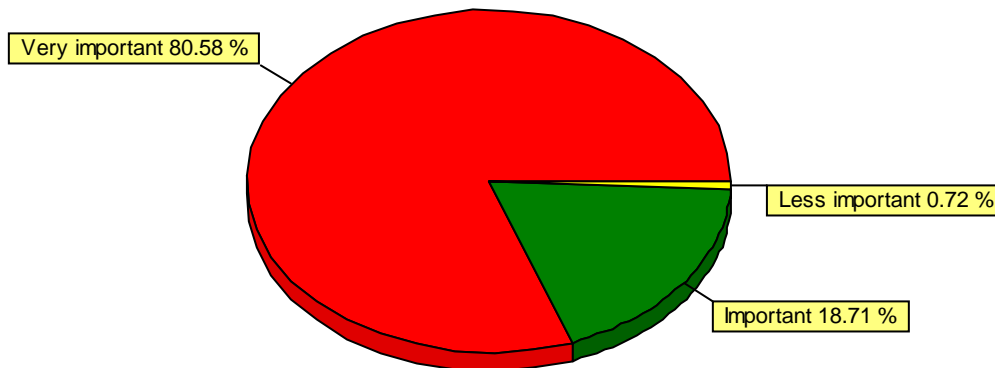


Table 4 Skills/Qualities - Ability to prepare legal documents, including briefs, pleadings, appeals, wills, and contracts



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 4 Skills/Qualities - Ability to direct and coordinate law office activity

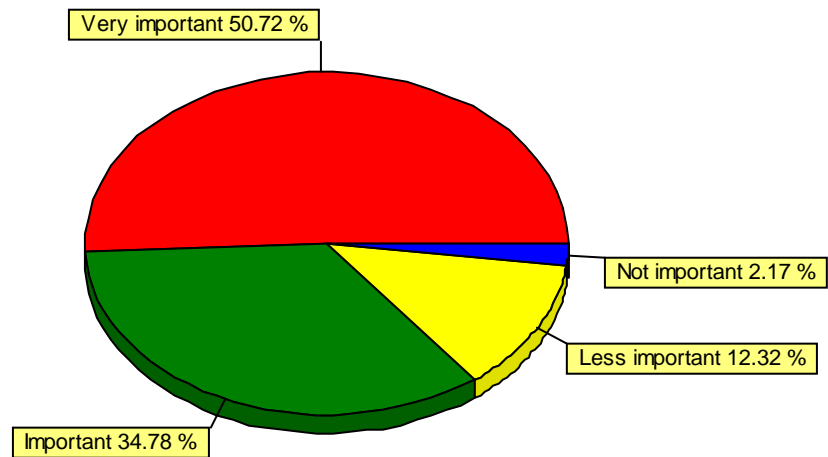
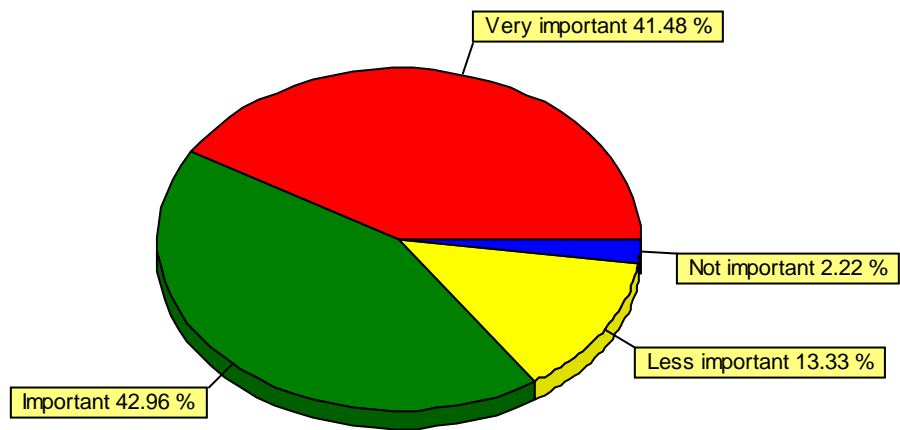


Table 4 Skills/Qualities - Ability to keep and monitor legal volumes to ensure up-to-date law library





# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 4 Skills/Qualities - Ability to think critically and solve complex problems

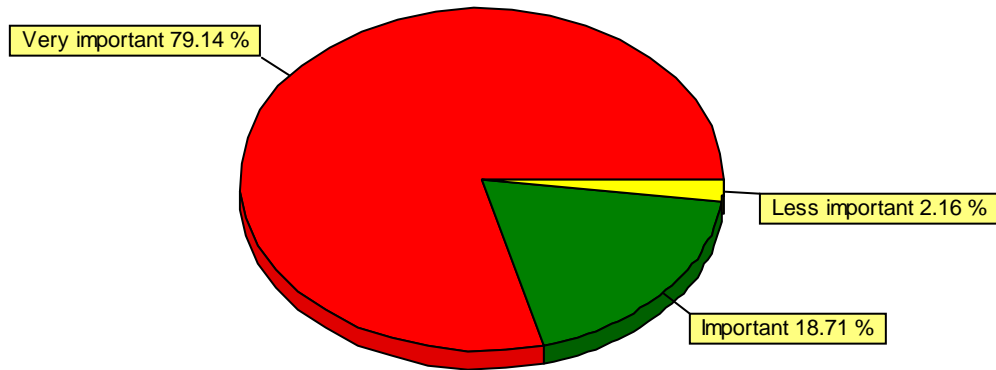
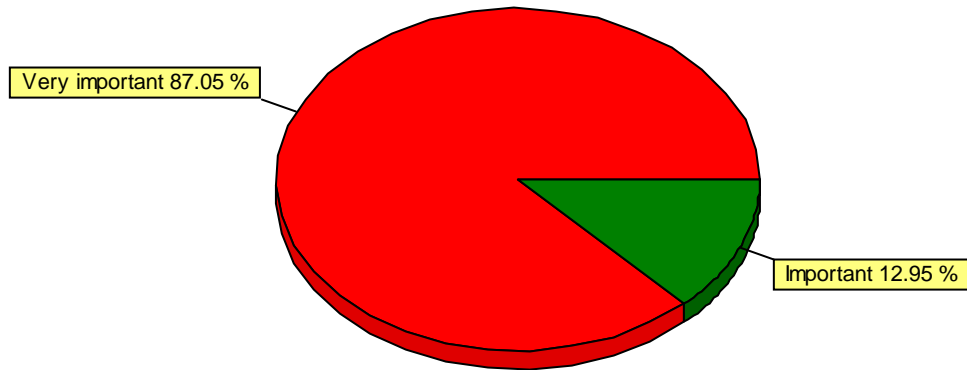


Table 4 Skills/Qualities - Ability to communicate verbally



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 4 Skills/Qualities - Ability to communicate in writing

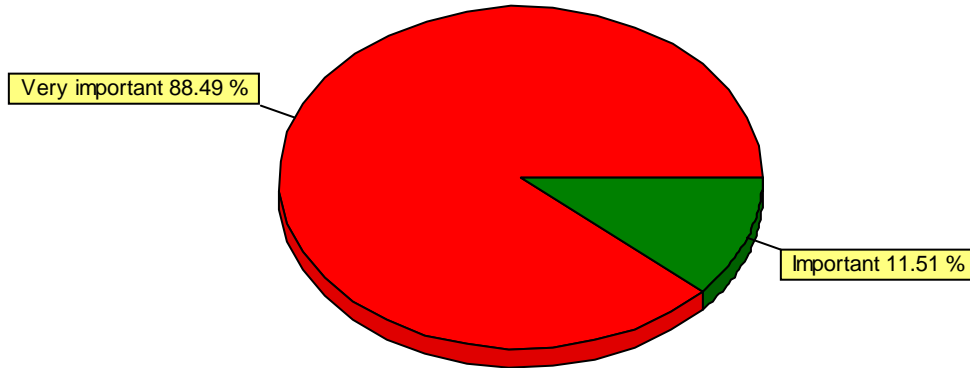
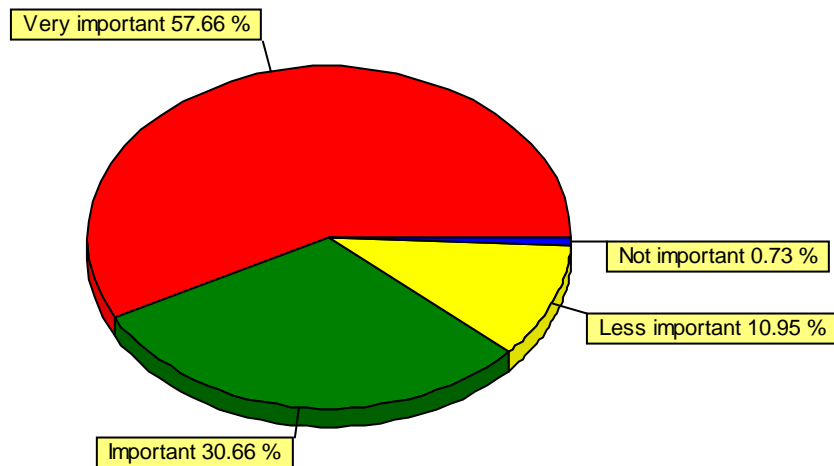


Table 4 Skills/Qualities - Ability to present arguments and evidence to support an appeal



# Pie Charts

## Paralegal Studies Program Review--Student Survey

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Table 4 Skills/Qualities - Awareness of ethical issues

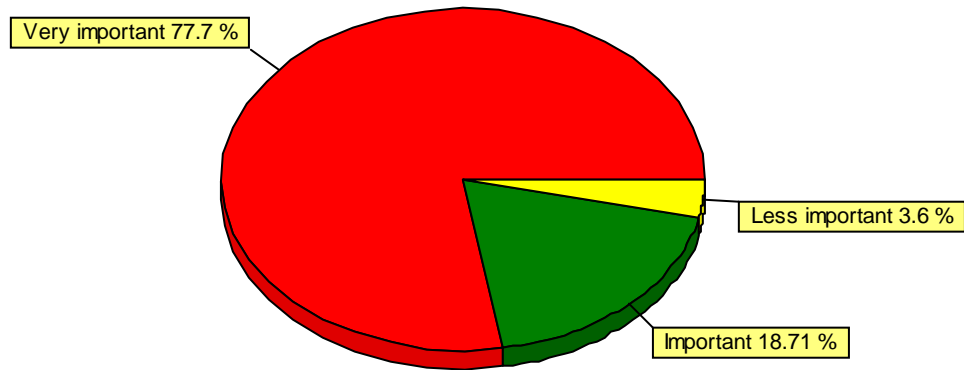
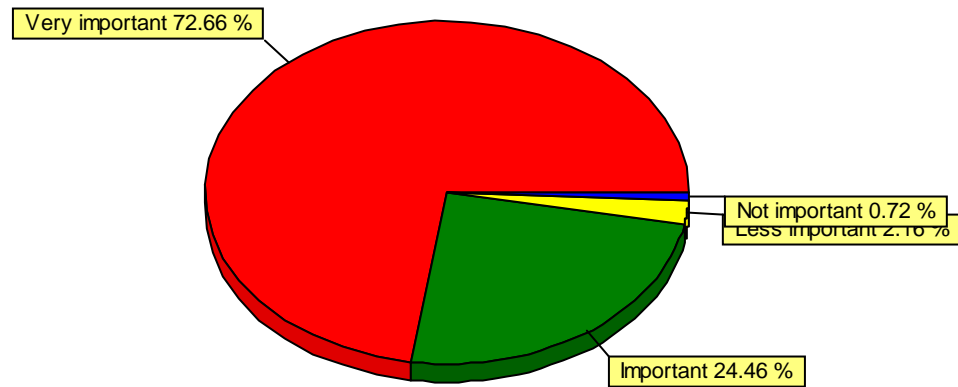


Table 4 Skills/Qualities - Ability to work independently

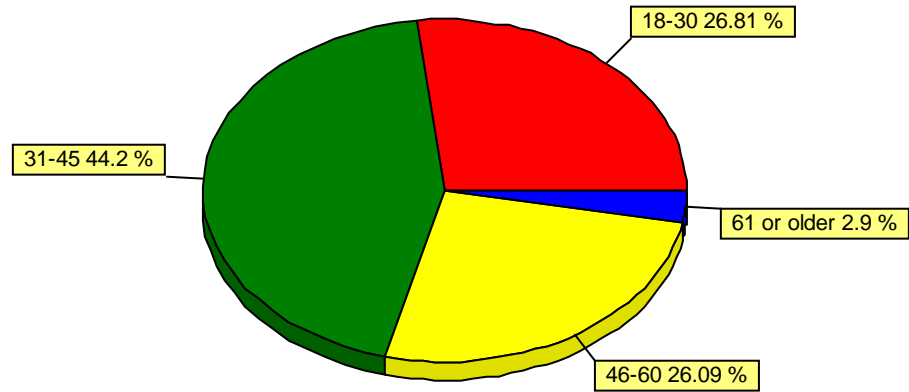


# Pie Charts

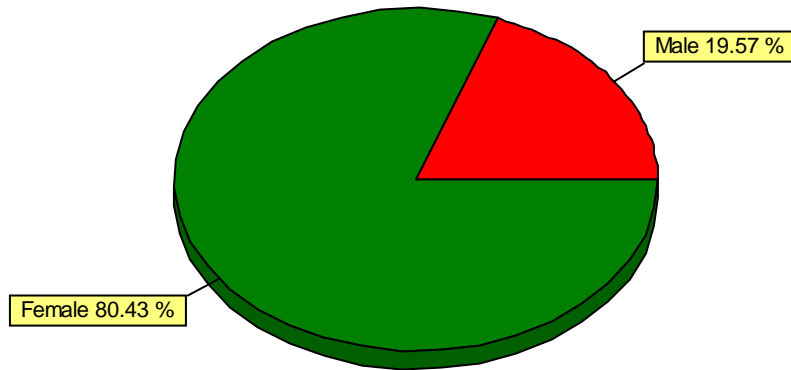
## Paralegal Studies Program Review--Student Survey

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Age



Gender

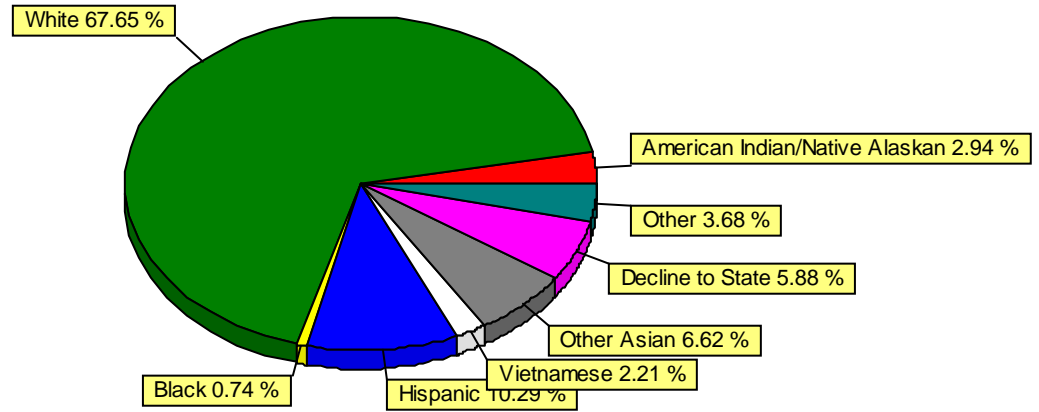


# Pie Charts

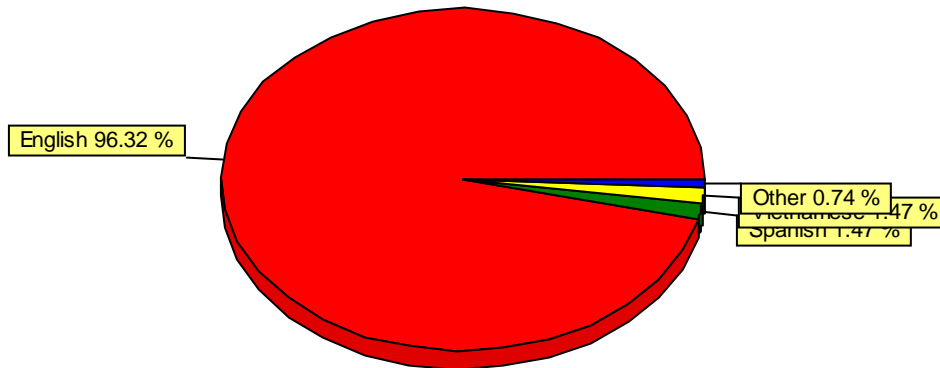
## Paralegal Studies Program Review--Student Survey

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Ethnicity



Primary Language



# Table of Contents

## Paralegal Employer 2004

Report Name	Page
Count and Percent 1	1
Listing of "other" Job Titles	10
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Text and Paragraph Responses by Question	16
Pie Charts	17

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>How many lawyers does your firm employ?</b>	Respondents: 14	
1-5	3	21.43 %
11-20	6	42.86 %
21-40	1	7.14 %
More than 60	4	28.57 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 1 Number of Paralegals - How many paralegals does your firm employ?</b>	Respondents: 15	
1-2	4	26.67 %
3-4	5	33.33 %
5-6	1	6.67 %
9-10	1	6.67 %
More than 10	4	26.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 1 Number of Paralegals - Number of paralegals at your firm attending or graduated from Coastline College?</b>	Respondents: 14	
0	9	64.29 %
1-2	5	35.71 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 1 Number of Paralegals - Number of paralegals at your firm attending or graduated from a paralegal program other than Coastline's?</b>	Respondents: 15	
0	1	6.67 %
1-2	5	33.33 %
3-4	3	20.00 %
5-6	1	6.67 %
9-10	2	13.33 %
More than 10	3	20.00 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 1 Number of Paralegals - Number of paralegals at your firm trained in-house?</b>	Respondents: 15	
0	10	66.67 %
1-2	4	26.67 %
More than 10	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 2 Hiring Requirements: Education - ABA-approved paralegal certificate</b>	Respondents: 15	
Required	10	66.67 %
Desirable	5	33.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

---

	Count	Percent
<b>Table 2 Hiring Requirements: Education - Any paralegal certificate</b>	Respondents: 7	
Required	3	42.86 %
Desirable	3	42.86 %
Not Required	1	14.29 %
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>

<b>Table 2 Hiring Requirements: Education - A.A./A.S. Degree</b>	Respondents: 10	
Required	3	30.00 %
Desirable	4	40.00 %
Not Required	3	30.00 %
<b>Total Responses</b>	<b>10</b>	<b>100 %</b>

<b>Table 2 Hiring Requirements: Education - B.A./B.S. Degree</b>	Respondents: 14	
Required	6	42.86 %
Desirable	6	42.86 %
Not Required	2	14.29 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 2 Hiring Requirements: Education - Law-related work experience</b>	Respondents: 14	
Required	7	50.00 %
Desirable	7	50.00 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 3 Entry-Level Requirements:: Writing and Personal Skills - Writing skills in any legal area</b>	Respondents: 14	
Required	8	57.14 %
Desirable	5	35.71 %
Not Required	1	7.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 3 Entry-Level Requirements:: Writing and Personal Skills - Writing skills in a specific legal area</b>	Respondents: 13	
Required	4	30.77 %
Desirable	7	53.85 %
Not Required	2	15.38 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 3 Entry-Level Requirements:: Writing and Personal Skills - Interpersonal skills</b>	Respondents: 15	
Required	13	86.67 %
Desirable	2	13.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>



# Count and Percent 1

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>Table 3 Entry-Level Requirements:: Writing and Personal Skills - Work ethic</b>	Respondents: 15	
Required	14	93.33 %
Desirable	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 3 Entry-Level Requirements:: Writing and Personal Skills - Adaptability</b>	Respondents: 15	
Required	14	93.33 %
Desirable	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 3 Entry-Level Requirements:: Writing and Personal Skills - Analytical/problem-solving skills</b>	Respondents: 14	
Required	12	85.71 %
Desirable	2	14.29 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Microsoft Word</b>	Respondents: 15	
Required	10	66.67 %
Desirable	4	26.67 %
Not Required	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Excel (spreadsheet)</b>	Respondents: 15	
Required	5	33.33 %
Desirable	9	60.00 %
Not Required	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Access (database)</b>	Respondents: 12	
Required	1	8.33 %
Desirable	6	50.00 %
Not Required	5	41.67 %
<b>Total Responses</b>	<b>12</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - PowerPoint (presentations)</b>	Respondents: 13	
Desirable	10	76.92 %
Not Required	3	23.08 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Office XP (2002)</b>	Respondents: 13	
Required	4	30.77 %
Desirable	6	46.15 %
Not Required	3	23.08 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

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	Count	Percent
<b>Table 4 Entry-Level Computer Skills - WordPerfect</b>	Respondents: 14	
Required	5	35.71 %
Desirable	3	21.43 %
Not Required	6	42.86 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Time and Billing Software</b>	Respondents: 15	
Required	2	13.33 %
Desirable	5	33.33 %
Not Required	8	53.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Calendaring Software</b>	Respondents: 13	
Desirable	7	53.85 %
Not Required	6	46.15 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Internet Research</b>	Respondents: 14	
Required	9	64.29 %
Desirable	5	35.71 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Intranet Research</b>	Respondents: 13	
Desirable	7	53.85 %
Not Required	6	46.15 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Westlaw/Lexis</b>	Respondents: 15	
Required	9	60.00 %
Desirable	5	33.33 %
Not Required	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Legal Research</b>	Respondents: 13	
Required	8	61.54 %
Desirable	4	30.77 %
Not Required	1	7.69 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Litigation Support</b>	Respondents: 15	
Required	7	46.67 %
Desirable	8	53.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

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	Count	Percent
<b>Table 4 Entry-Level Computer Skills - Legal Solutions/Hot Docs</b>	Respondents: 13	
Required	2	15.38 %
Desirable	5	38.46 %
Not Required	6	46.15 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Voice Recognition Software</b>	Respondents: 13	
Desirable	1	7.69 %
Not Required	12	92.31 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - Microsoft Outlook</b>	Respondents: 14	
Required	8	57.14 %
Desirable	5	35.71 %
Not Required	1	7.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 4 Entry-Level Computer Skills - E-mail</b>	Respondents: 15	
Required	8	53.33 %
Desirable	6	40.00 %
Not Required	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Employment agencies</b>	Respondents: 14	
Almost Always	2	14.29 %
Frequently	3	21.43 %
Infrequently	1	7.14 %
Almost Never	8	57.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Web employment sites</b>	Respondents: 14	
Frequently	5	35.71 %
Infrequently	2	14.29 %
Almost Never	7	50.00 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Print advertisements</b>	Respondents: 14	
Almost Always	3	21.43 %
Frequently	6	42.86 %
Infrequently	1	7.14 %
Almost Never	3	21.43 %
Don't know	1	7.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Posting at all local paralegal programs</b>	Respondents: 15	
Almost Always	3	20.00 %
Frequently	5	33.33 %
Infrequently	3	20.00 %
Almost Never	4	26.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

	Count	Percent
<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Posting at Coastline College</b>	Respondents: 14	
Almost Always	2	14.29 %
Frequently	2	14.29 %
Infrequently	4	28.57 %
Almost Never	4	28.57 %
Don't know	2	14.29 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Orange County Paralegal Association</b>	Respondents: 15	
Almost Always	4	26.67 %
Frequently	4	26.67 %
Infrequently	3	20.00 %
Almost Never	4	26.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

	Count	Percent
<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Job listing on firm's Web site</b>	Respondents: 14	
Almost Always	5	35.71 %
Frequently	1	7.14 %
Infrequently	3	21.43 %
Almost Never	4	28.57 %
Don't know	1	7.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - In-house referral program</b>	Respondents: 13	
Almost Always	3	23.08 %
Frequently	4	30.77 %
Infrequently	1	7.69 %
Almost Never	4	30.77 %
Don't know	1	7.69 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

	Count	Percent
<b>Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Other</b>	Respondents: 6	
Almost Always	1	16.67 %
Frequently	1	16.67 %
Almost Never	2	33.33 %
Don't know	2	33.33 %
<b>Total Responses</b>	<b>6</b>	<b>100 %</b>

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>Table 6 Tasks Performed by Paralegals at Respondent's Firm - Client interviews/contact</b>	Respondents: 15	
Frequently	8	53.33 %
Occasionally	3	20.00 %
Infrequently	4	26.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 6 Tasks Performed by Paralegals at Respondent's Firm - Writing/drafting documents</b>	Respondents: 15	
Frequently	11	73.33 %
Occasionally	3	20.00 %
Infrequently	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 6 Tasks Performed by Paralegals at Respondent's Firm - Administrative/secretarial work</b>	Respondents: 15	
Frequently	4	26.67 %
Occasionally	6	40.00 %
Infrequently	5	33.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 6 Tasks Performed by Paralegals at Respondent's Firm - Transactional work</b>	Respondents: 13	
Frequently	8	61.54 %
Occasionally	2	15.38 %
Infrequently	1	7.69 %
Don't know	2	15.38 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 6 Tasks Performed by Paralegals at Respondent's Firm - Legal and electronic research</b>	Respondents: 15	
Frequently	12	80.00 %
Occasionally	1	6.67 %
Infrequently	2	13.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 6 Tasks Performed by Paralegals at Respondent's Firm - Discovery drafting and analysis</b>	Respondents: 15	
Frequently	9	60.00 %
Occasionally	4	26.67 %
Infrequently	2	13.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 7 Level of Satisfaction with - Paralegal employees who graduated from Coastline College's Paralegal Program</b>	Respondents: 14	
Very Satisfied	3	21.43 %
Satisfied	3	21.43 %
Don't know or n/a	8	57.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>Table 7 Level of Satisfaction with - Employees currently attending Coastline College's Paralegal Program</b>		
Respondents: 14		
Very Satisfied	1	7.14 %
Don't know or n/a	13	92.86 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>Table 7 Level of Satisfaction with - Overall job preparedness of Coastline College Paralegal Studies Program graduates</b>		
Respondents: 14		
Very Satisfied	3	21.43 %
Satisfied	1	7.14 %
Don't know or n/a	10	71.43 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>Table 7 Level of Satisfaction with - Response to paralegal job postings at Coastline College</b>		
Respondents: 14		
Satisfied	1	7.14 %
Don't know or n/a	13	92.86 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>In terms of preparation and job performance, what overall grade would you give to graduates of Coastline College's Paralegal Studies Program who are working at your firm?</b>		
Respondents: 14		
A--Outstanding	2	14.29 %
B--Above Average	1	7.14 %
Don't know or n/a	11	78.57 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>Table 8 Respondent's Interest in - Having a paralegal internship at your firm</b>		
Respondents: 14		
Yes	4	28.57 %
No	9	64.29 %
Don't know or n/a	1	7.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>Table 8 Respondent's Interest in - Receiving resumes from Coastline College Paralegal Studies graduates</b>		
Respondents: 15		
Yes	7	46.67 %
No	8	53.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

	Count	Percent
<b>Table 8 Respondent's Interest in - Receiving a copy of the results of this survey</b>		
Respondents: 13		
Yes	4	30.77 %
No	9	69.23 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

# Count and Percent 1

## Paralegal Studies Employer Survey 2004

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	Count	Percent
<b>What job titles do you assign to paralegals employed by your organization? (Mark all that apply.)</b>	Respondents: 14	
Paralegal	13	92.86 %
Legal Assistant	4	28.57 %
Other	1	7.14 %
<b>Total Responses</b>	<b>18</b>	<b>100 %</b>

# Listing of "other" Job Titles

## Paralegal Studies Employer Survey 2004

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**Question:** What job titles do you assign to paralegals employed by your organization? (Mark all that apply.)

Paralegal Clerk and Legal Analyst



# Count and Percent Pt. 2

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>What is the monthly starting salary for entry-level paralegals (one year or less experience)?</b>	Respondents: 13	
\$2,000-2,199	1	7.69 %
\$2,200 or above	12	92.31 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>
<b>Do you have a paralegal supervisor or manager?</b>	Respondents: 15	
Yes	7	46.67 %
No	8	53.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>
<b>Do you have office support staff for the paralegals at your firm?</b>	Respondents: 15	
Yes	7	46.67 %
No	8	53.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Bonus</b>	Respondents: 15	
Yes	12	80.00 %
No	3	20.00 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Exempt status</b>	Respondents: 15	
Yes	6	40.00 %
No	9	60.00 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Paid overtime</b>	Respondents: 14	
Yes	8	57.14 %
No	6	42.86 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Compensatory time</b>	Respondents: 14	
Yes	1	7.14 %
No	13	92.86 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Choice between paid overtime or comp time</b>	Respondents: 13	
Yes	1	7.69 %
No	12	92.31 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

# Count and Percent Pt. 2

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Annual performance evaluation and salary review</b>		
	Respondents: 15	
Yes	14	93.33 %
No	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Paralegal retreat (periodically, annually, or as needed)</b>		
	Respondents: 13	
Yes	4	30.77 %
No	9	69.23 %
<b>Total Responses</b>	<b>13</b>	<b>100 %</b>

<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Medical coverage</b>		
	Respondents: 14	
Yes	14	100.00 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Dental coverage</b>		
	Respondents: 15	
Yes	13	86.67 %
No	2	13.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Free parking</b>		
	Respondents: 15	
Yes	14	93.33 %
No	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Paid sick leave</b>		
	Respondents: 14	
Yes	14	100.00 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Paid vacation</b>		
	Respondents: 15	
Yes	15	100.00 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - 401k Profit Sharing Plan</b>		
	Respondents: 15	
Yes	12	80.00 %
No	3	20.00 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

# Count and Percent Pt. 2

## Paralegal Studies Employer Survey 2004

	Count	Percent
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Continuing education</b>		
	Respondents: 14	
Yes	13	92.86 %
No	1	7.14 %
<b>Total Responses</b>	<b>14</b>	<b>100 %</b>

	Count	Percent
<b>Table 9 Compensation and Benefits Provided by Respondent's Firm - Career path for entry-level paralegals</b>		
	Respondents: 12	
Yes	9	75.00 %
No	3	25.00 %
<b>Total Responses</b>	<b>12</b>	<b>100 %</b>

	Count	Percent
<b>Table 10 Importance of Courses - Introduction to Paralegal Studies</b>		
	Respondents: 15	
Very Important	7	46.67 %
Somewhat Important	4	26.67 %
Not Important	2	13.33 %
Don't know or n/a	2	13.33 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

	Count	Percent
<b>Table 10 Importance of Courses - Legal Procedures</b>		
	Respondents: 15	
Very Important	13	86.67 %
Somewhat Important	1	6.67 %
Don't know or n/a	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

	Count	Percent
<b>Table 10 Importance of Courses - Legal Writing and Analysis</b>		
	Respondents: 15	
Very Important	13	86.67 %
Not Important	1	6.67 %
Don't know or n/a	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

	Count	Percent
<b>Table 10 Importance of Courses - Legal Research</b>		
	Respondents: 15	
Very Important	13	86.67 %
Not Important	1	6.67 %
Don't know or n/a	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

	Count	Percent
<b>Table 10 Importance of Courses - Civil Litigation</b>		
	Respondents: 15	
Very Important	13	86.67 %
Somewhat Important	1	6.67 %
Don't know or n/a	1	6.67 %
<b>Total Responses</b>	<b>15</b>	<b>100 %</b>

# Count and Percent Pt. 2

## Paralegal Studies Employer Survey 2004

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	Count	Percent
<b>Table 10 Importance of Courses - Corporate/Business Organization</b>	Respondents: 13	
Very Important	6	46.15 %
Somewhat Important	3	23.08 %
Not Important	2	15.38 %
Don't know or n/a	2	15.38 %

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**Total Responses 13 100 %**

<b>Table 10 Importance of Courses - Ethics</b>	Respondents: 15	
Very Important	12	80.00 %
Somewhat Important	2	13.33 %
Don't know or n/a	1	6.67 %

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**Total Responses 15 100 %**

<b>Table 10 Importance of Courses - Computer-Assisted Legal Research</b>	Respondents: 15	
Very Important	14	93.33 %
Don't know or n/a	1	6.67 %

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**Total Responses 15 100 %**

<b>Table 10 Importance of Courses - Interviewing and Investigation</b>	Respondents: 15	
Very Important	10	66.67 %
Somewhat Important	3	20.00 %
Not Important	1	6.67 %
Don't know or n/a	1	6.67 %

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**Total Responses 15 100 %**

<b>Table 10 Importance of Courses - Other</b>	Respondents: 7	
Very Important	1	14.29 %
Somewhat Important	1	14.29 %
Not Important	1	14.29 %
Don't know or n/a	4	57.14 %

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**Total Responses 7 100 %**

# "Other" Courses

## Paralegal Studies Employer Survey 2004

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**Question:** In the above item, if you responded "other" regarding courses that are important, please specify the additional courses that you believe are important for paralegals.

Criminal Law

Computer skills

# Text and Paragraph Responses by Question

## Paralegal Studies Employer Survey 2004

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**Question:** What could Coastline College do to better meet the needs of paralegal employers and of students preparing to enter this field?

Our firm rarely has employment opportunities for entry-level paralegals.

Be honest with them as to the expectations of what type of position they will receive upon completion if they have no legal experience. Push them to get a part time job in a law firm when they start the program in any position.

Provide access to current and state of the art computer assisted legal research class and computer skills with instructor in class to teach.

Advise them that at entry level, typing skills are a must, along with computer skills! Too often student-paralegals believe that typing is below their dignity and refuse to use this skill to their advantage!

More emphasis on persuasive writing and court pleadings.

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**Question:** Optional: Please provide the name, title, and e-mail address of the person completing this survey.

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Debra Brown, Administrator  
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# Pie Charts

## Paralegal Studies Employer Survey 2004

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How many lawyers does your firm employ?

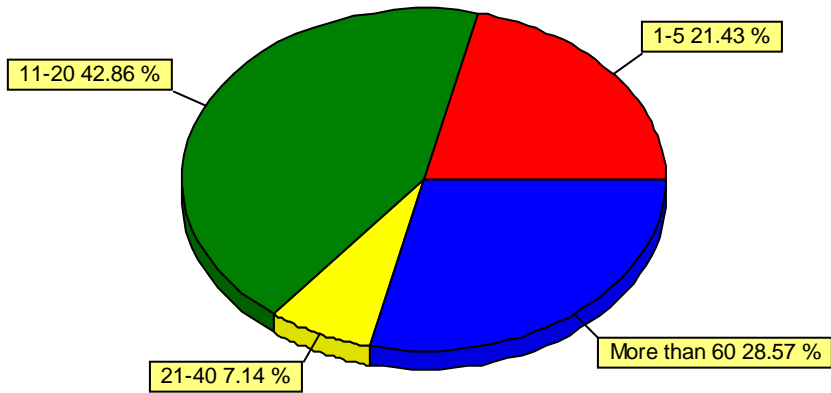
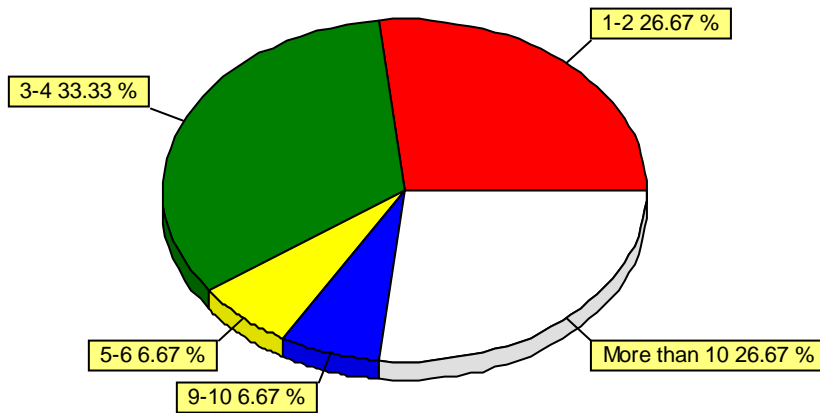


Table 1 Number of Paralegals - How many paralegals does your firm employ?



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 1 Number of Paralegals - Number of paralegals at your firm attending or graduated from Coastline College?

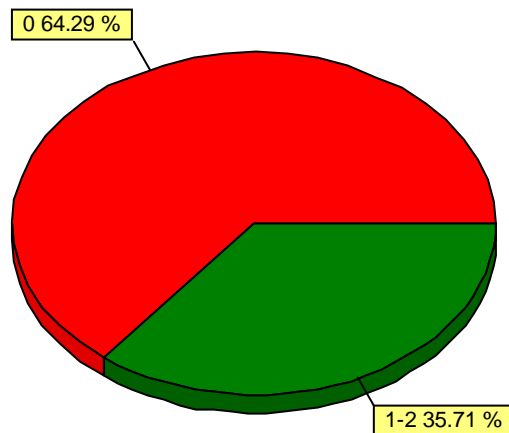
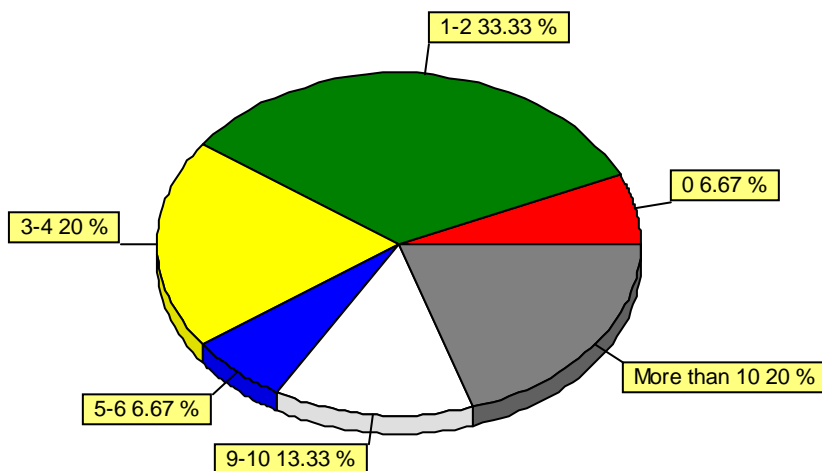


Table 1 Number of Paralegals - Number of paralegals at your firm attending or graduated from a paralegal program other than Coastline's?





# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 1 Number of Paralegals - Number of paralegals at your firm trained in-house?

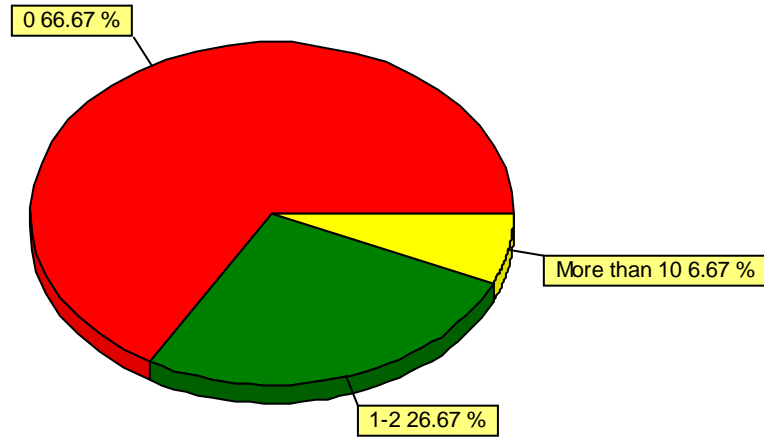
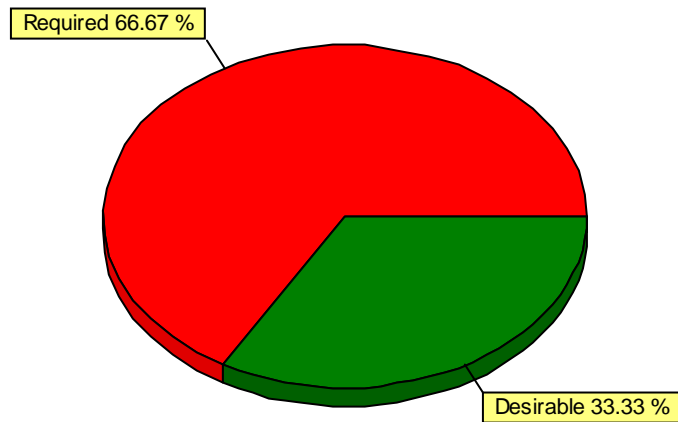


Table 2 Hiring Requirements: Education - ABA-approved paralegal certificate



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 2 Hiring Requirements: Education - Any paralegal certificate

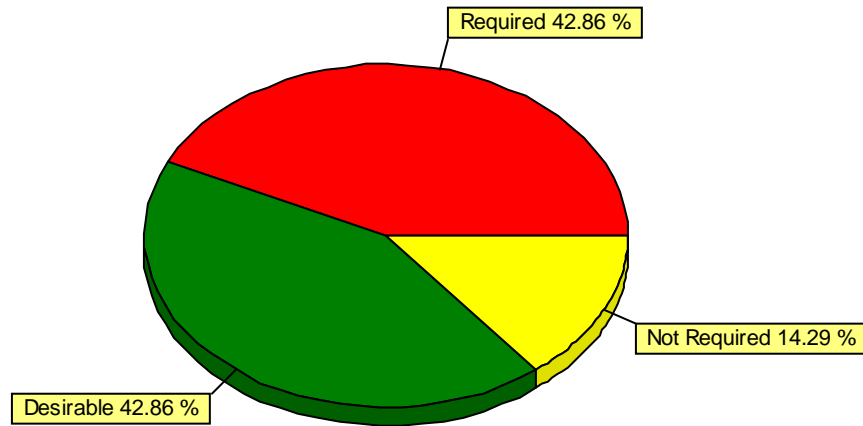
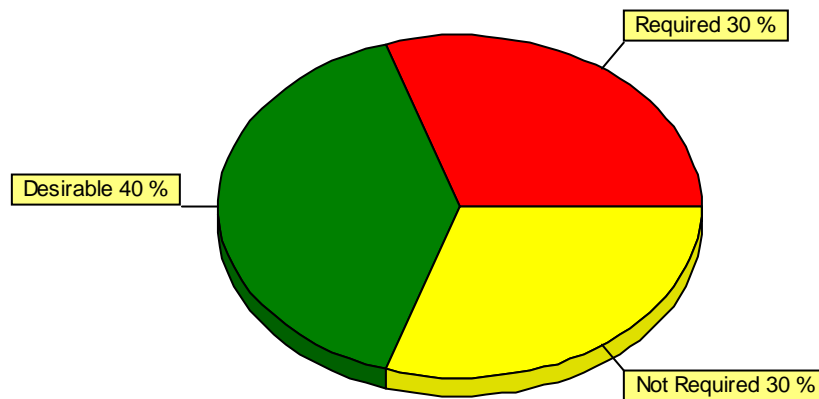


Table 2 Hiring Requirements: Education - A.A./A.S. Degree



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 2 Hiring Requirements: Education - B.A./B.S. Degree

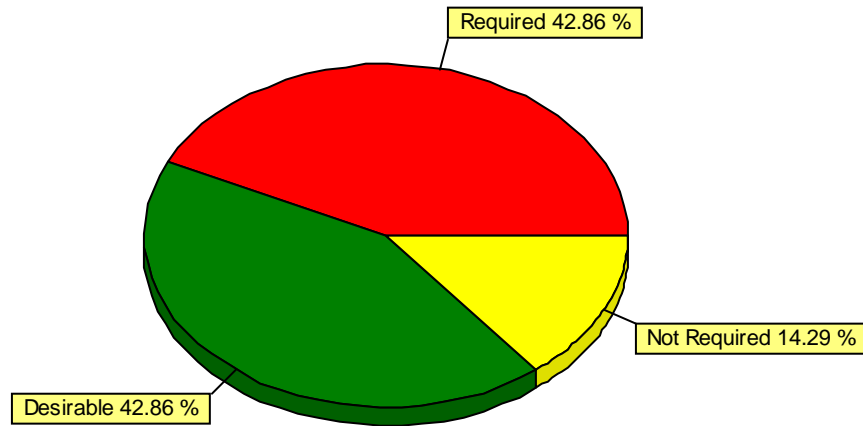
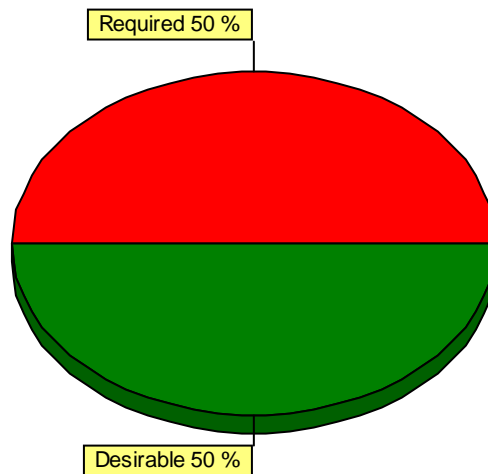


Table 2 Hiring Requirements: Education - Law-related work experience



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 3 Entry-Level Requirements:: Writing and Personal Skills - Writing skills in any legal area

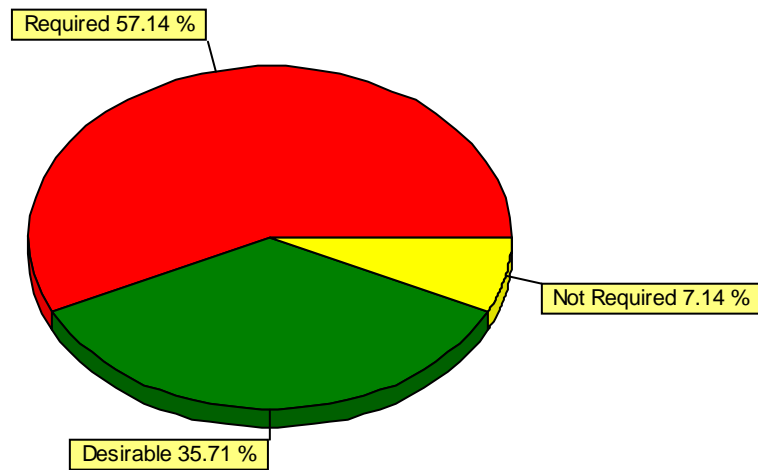
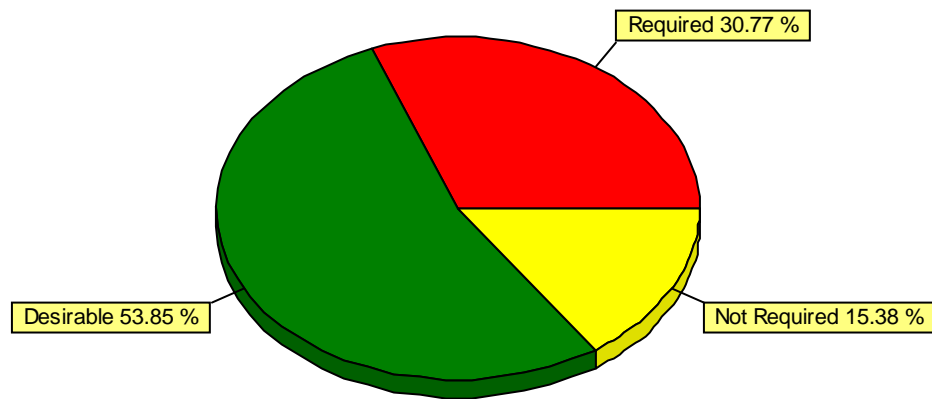


Table 3 Entry-Level Requirements:: Writing and Personal Skills - Writing skills in a specific legal area



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 3 Entry-Level Requirements:: Writing and Personal Skills - Interpersonal skills

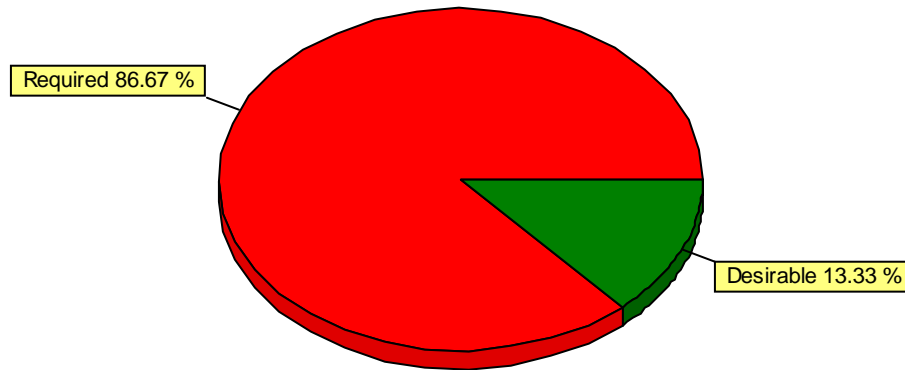
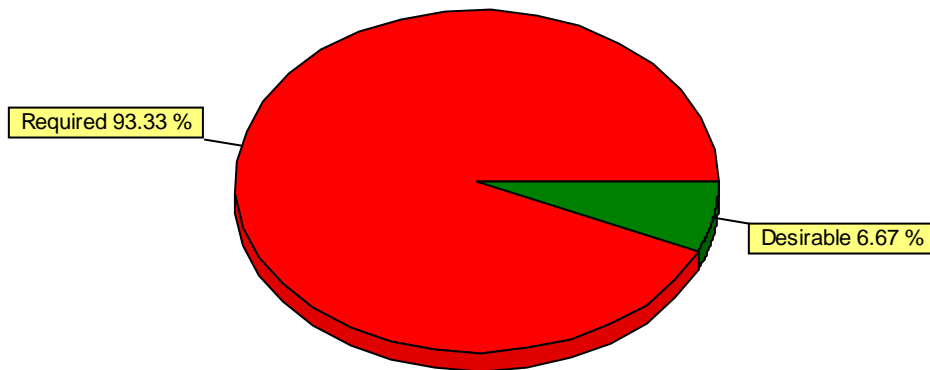


Table 3 Entry-Level Requirements:: Writing and Personal Skills - Work ethic



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 3 Entry-Level Requirements:: Writing and Personal Skills - Adaptability

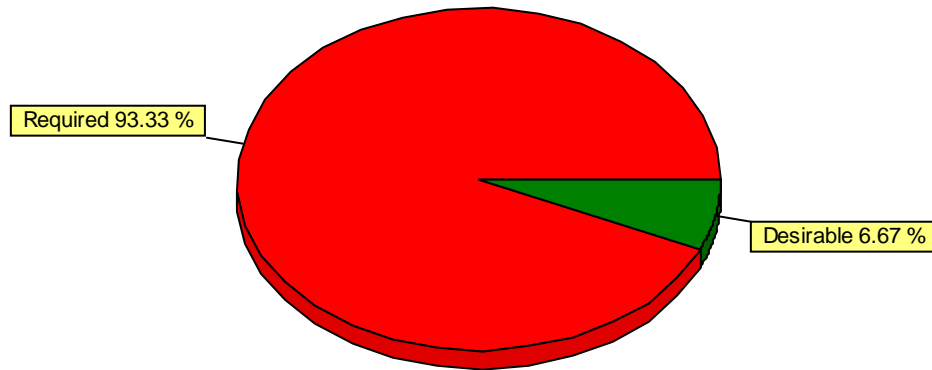
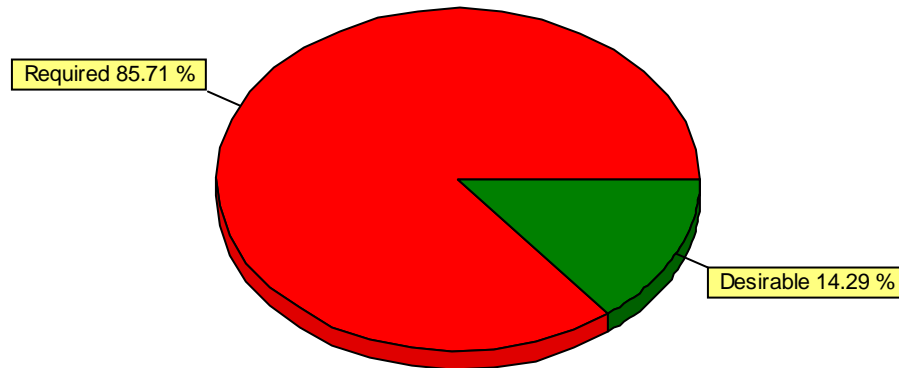


Table 3 Entry-Level Requirements:: Writing and Personal Skills - Analytical/problem-solving skills



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Microsoft Word

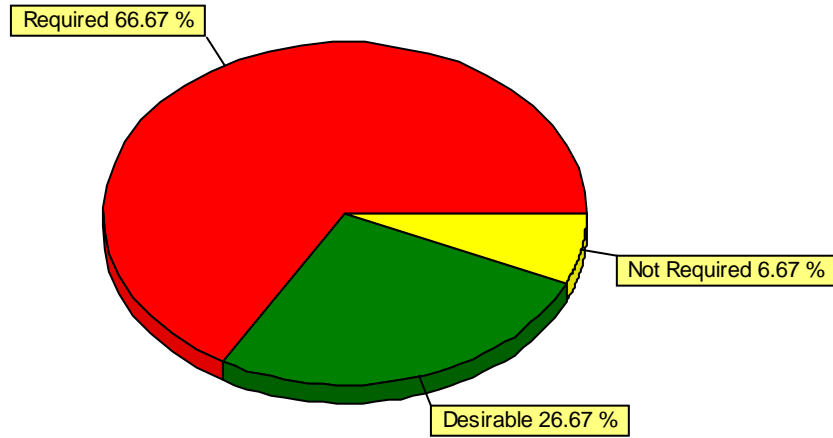
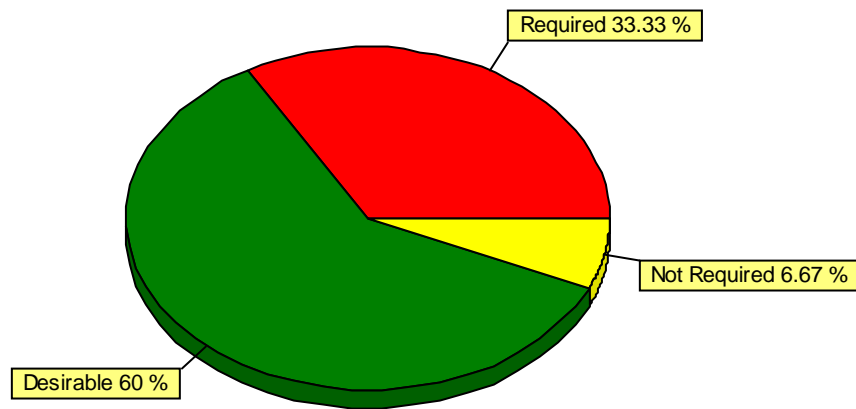


Table 4 Entry-Level Computer Skills - Excel (spreadsheet)



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Access (database)

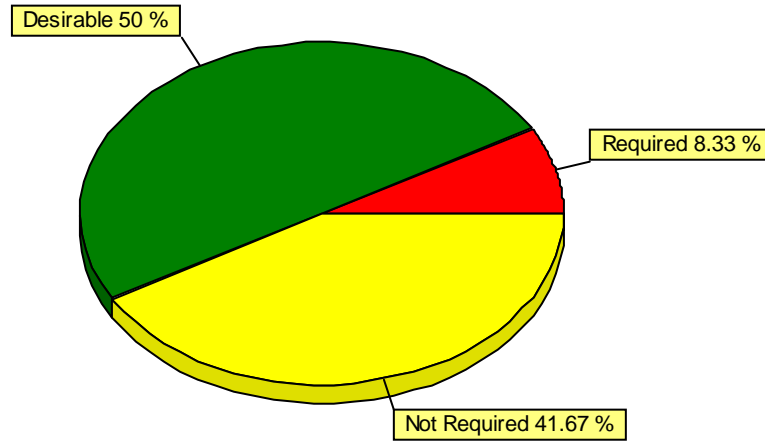
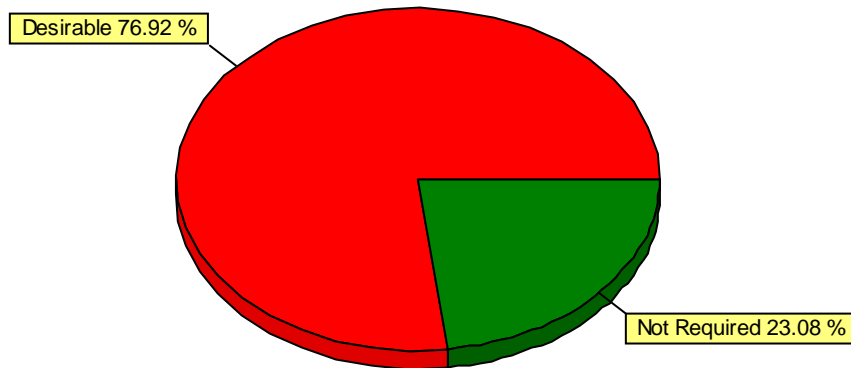


Table 4 Entry-Level Computer Skills - PowerPoint (presentations)





# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Office XP (2002)

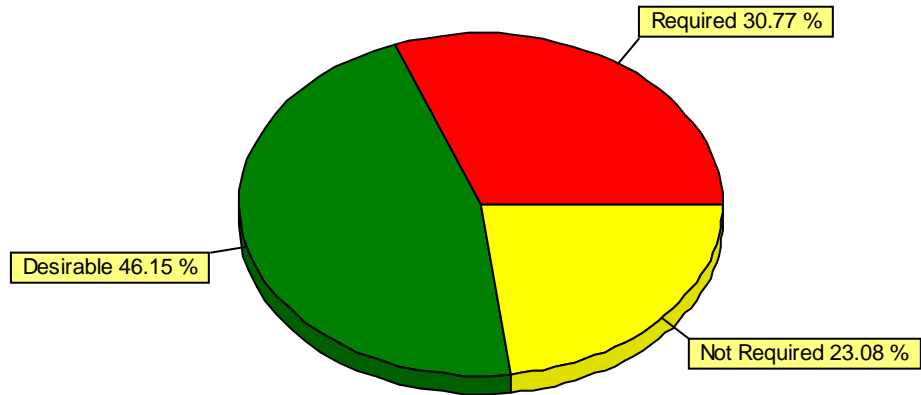
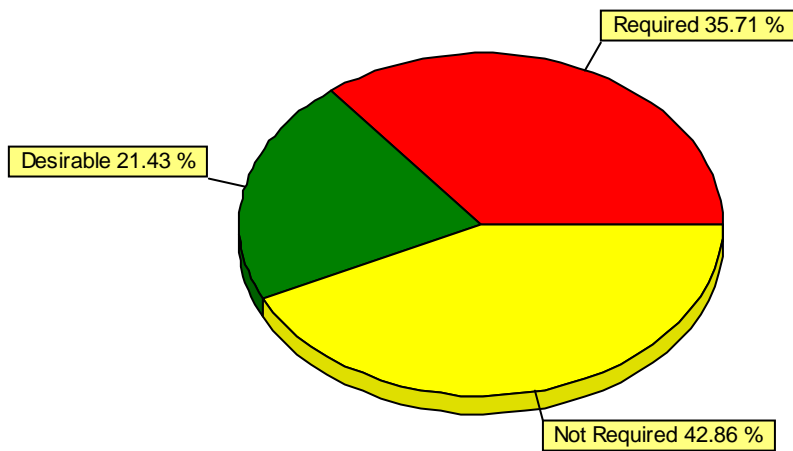


Table 4 Entry-Level Computer Skills - WordPerfect



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Time and Billing Software

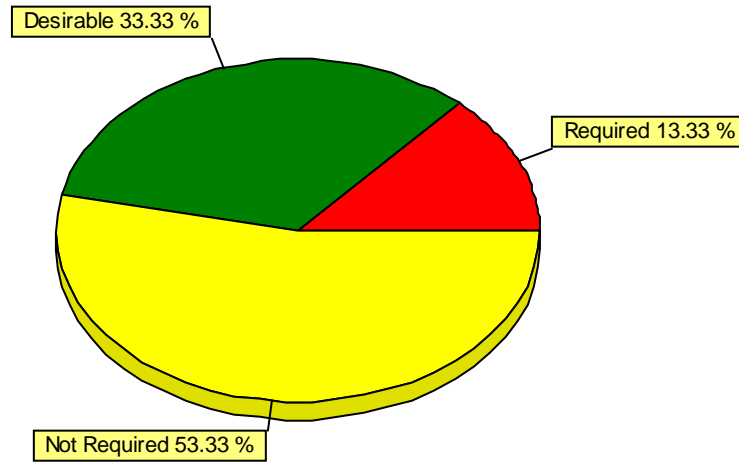
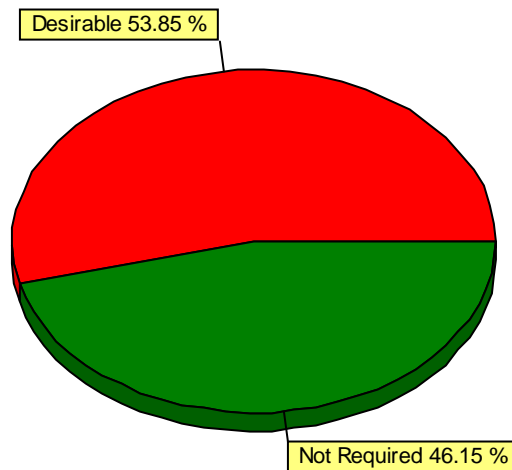


Table 4 Entry-Level Computer Skills - Calendaring Software



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Internet Research

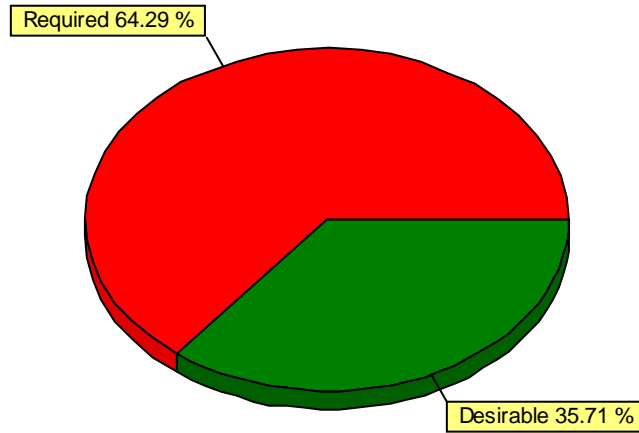
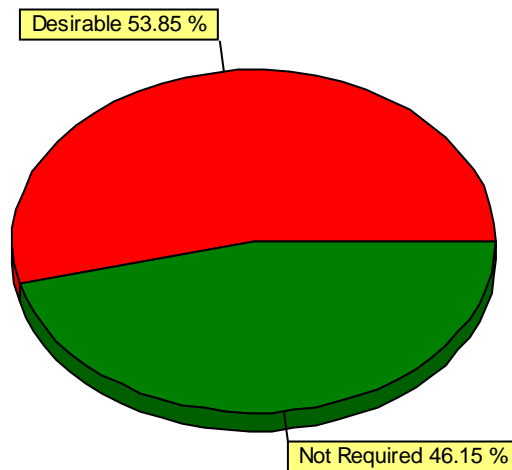


Table 4 Entry-Level Computer Skills - Intranet Research



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Westlaw/Lexis

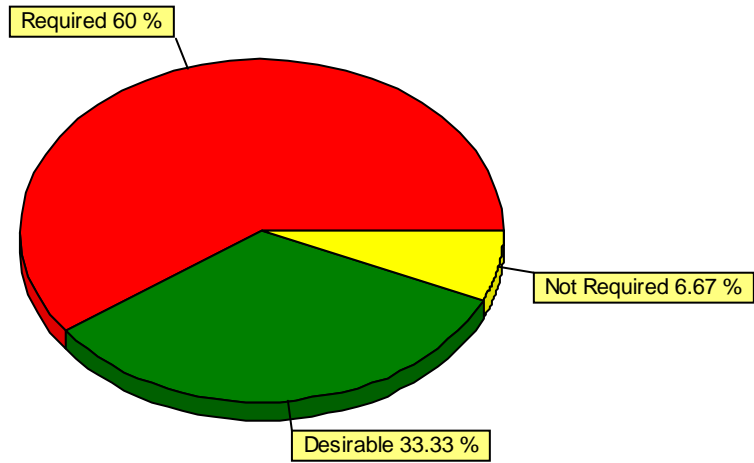
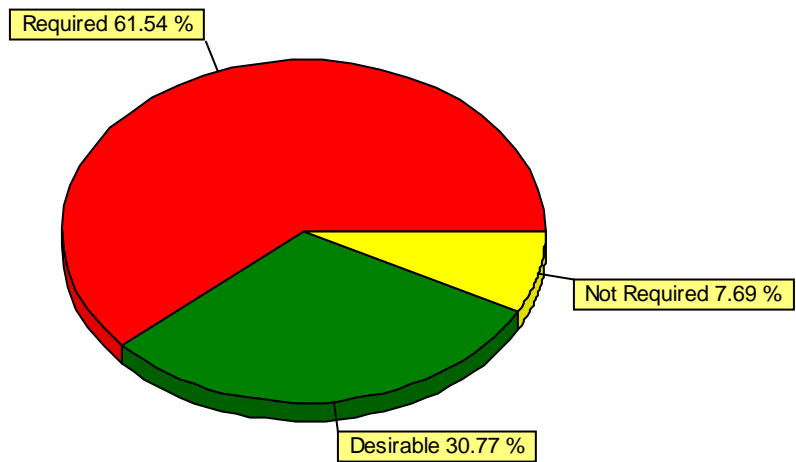


Table 4 Entry-Level Computer Skills - Legal Research



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Litigation Support

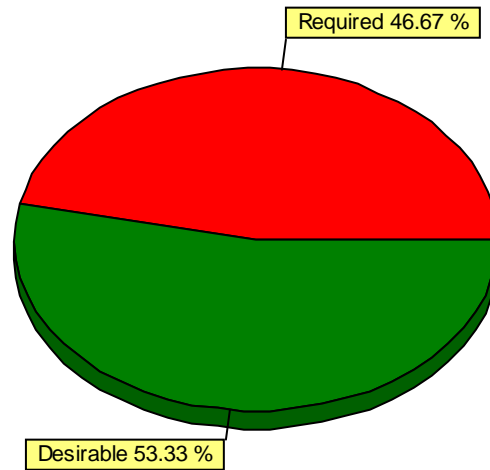
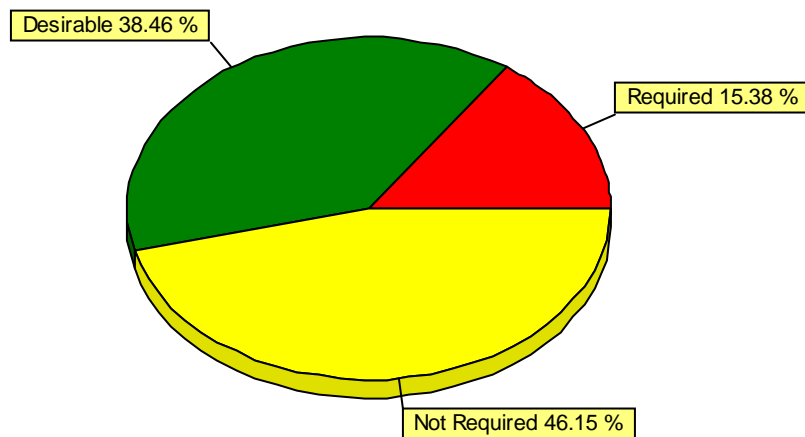


Table 4 Entry-Level Computer Skills - Legal Solutions/Hot Docs



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - Voice Recognition Software

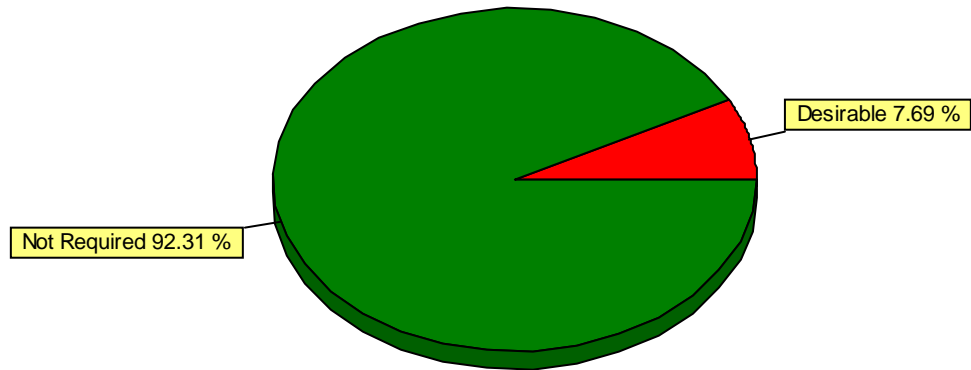
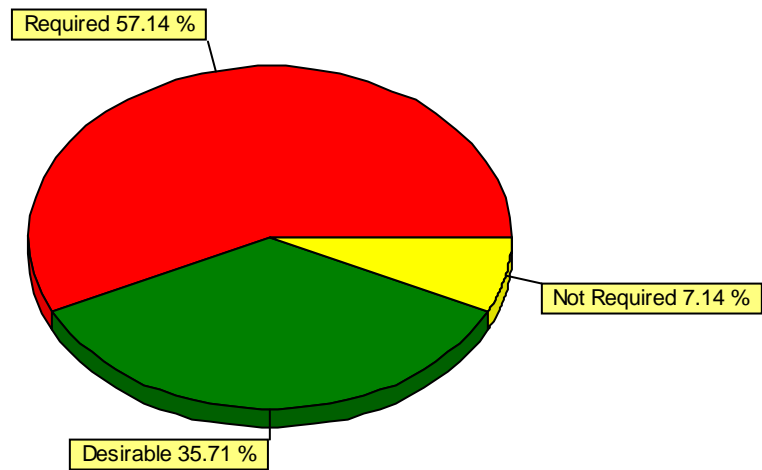


Table 4 Entry-Level Computer Skills - Microsoft Outlook



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 4 Entry-Level Computer Skills - E-mail

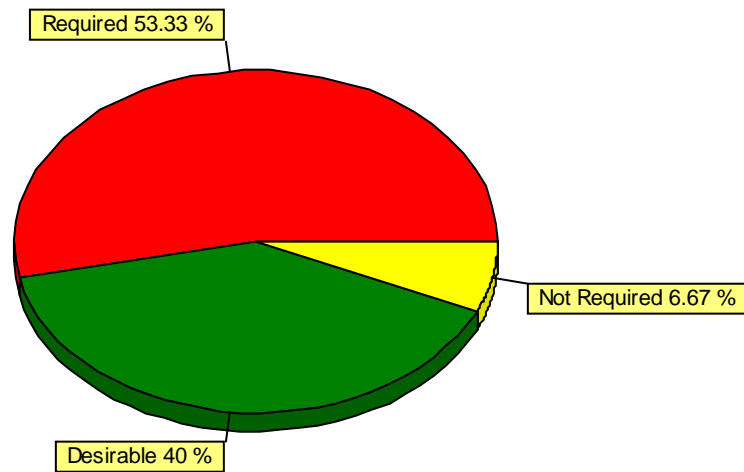
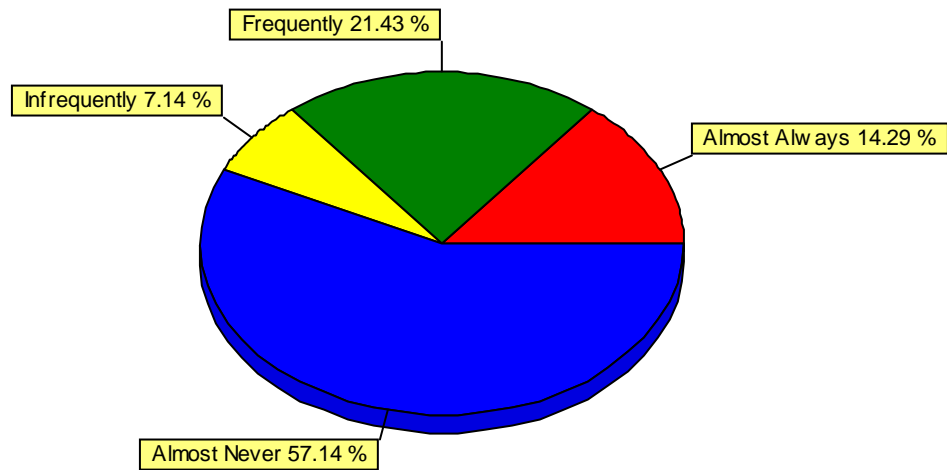


Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Employment agencies



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Web employment sites

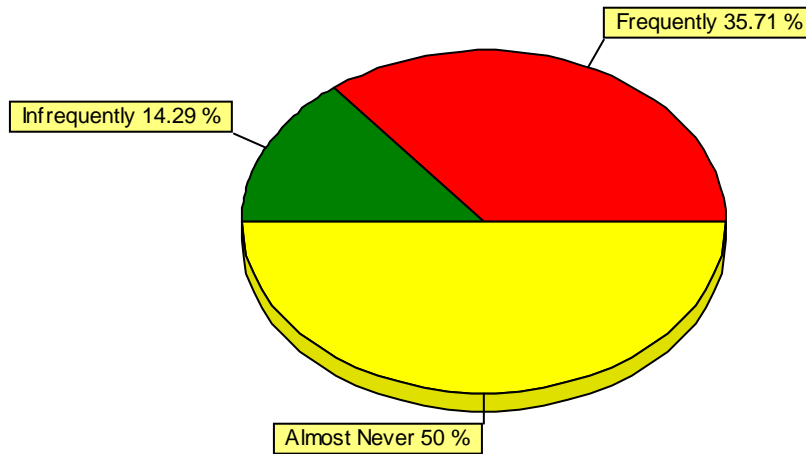
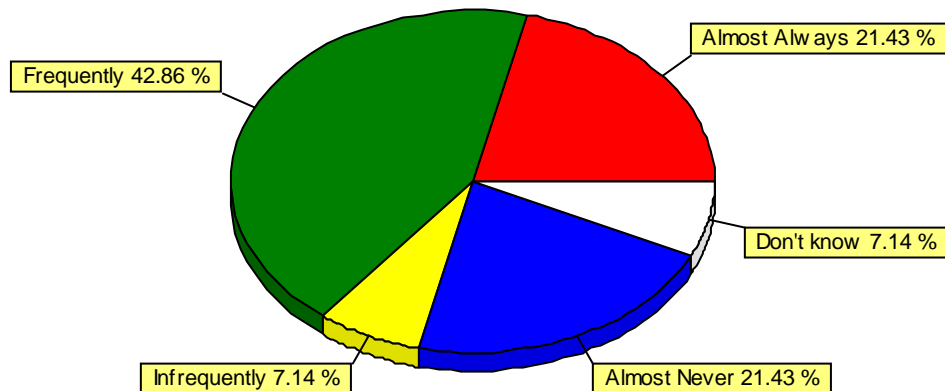


Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Print advertisements





# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Posting at all local paralegal programs

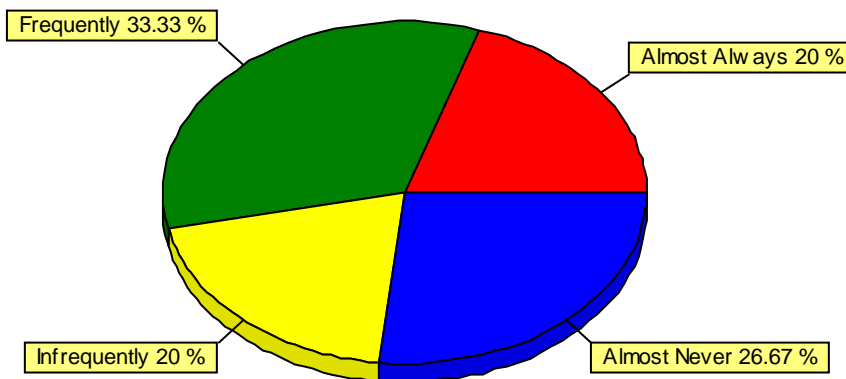
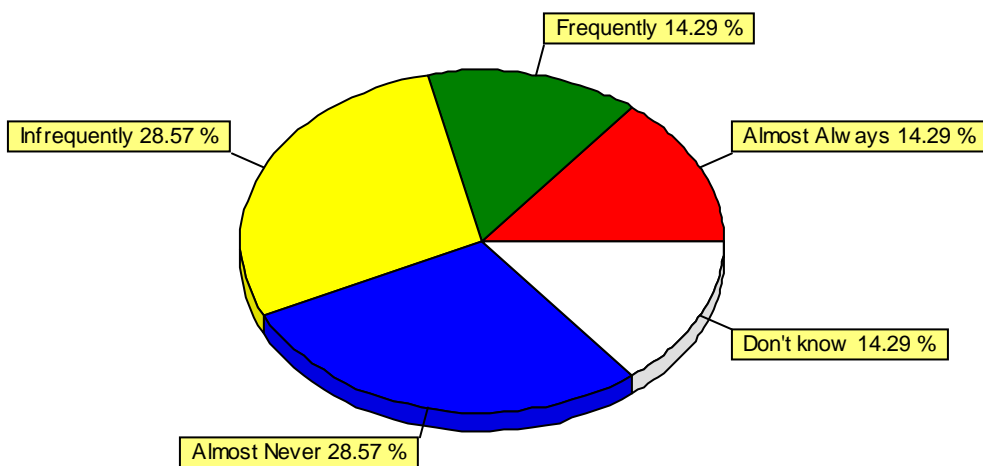


Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Posting at Coastline College



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Orange County Paralegal Association

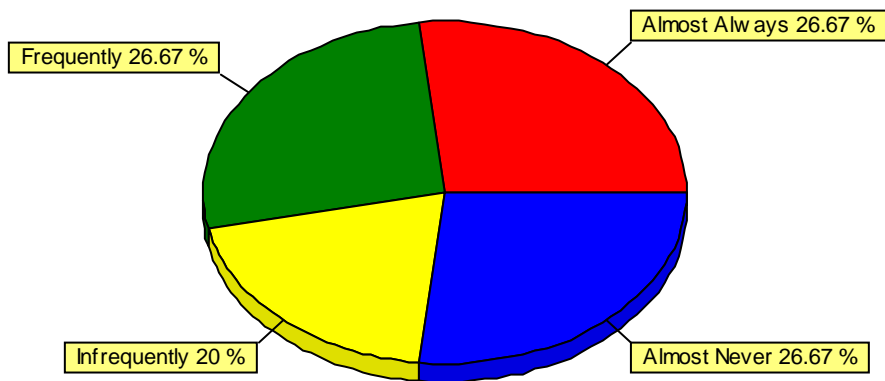
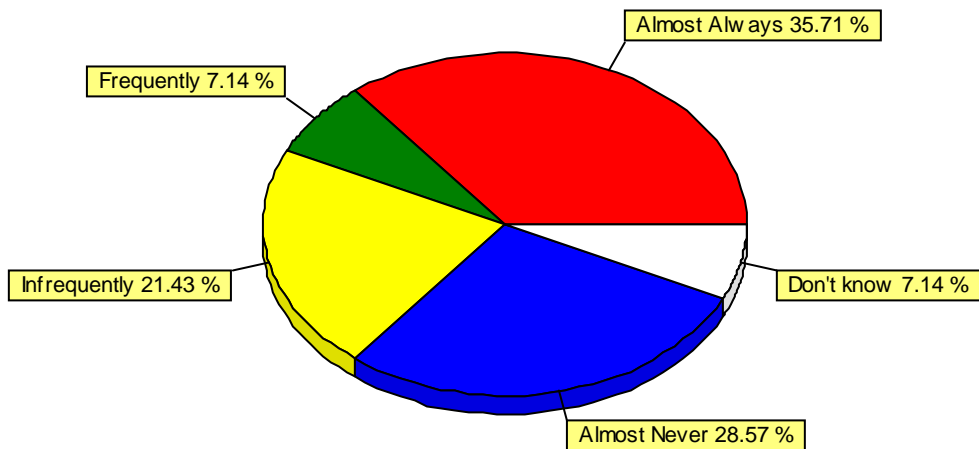


Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Job listing on firm's Web site



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 5 Methods Used by Respondent to Recruit Paralegal Employees - In-house referral program

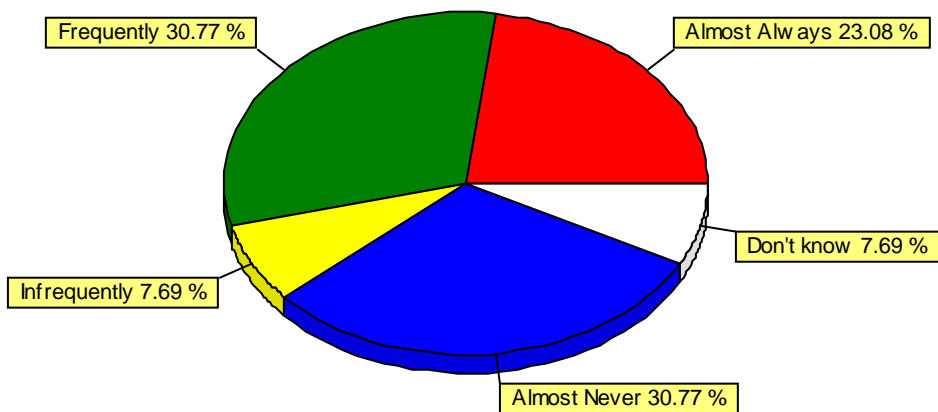
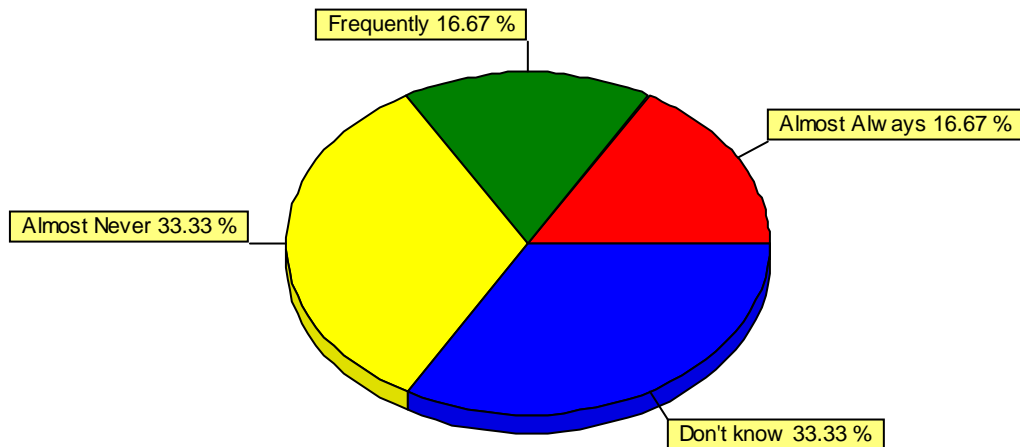


Table 5 Methods Used by Respondent to Recruit Paralegal Employees - Other



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 6 Tasks Performed by Paralegals at Respondent's Firm - Client interviews/contact

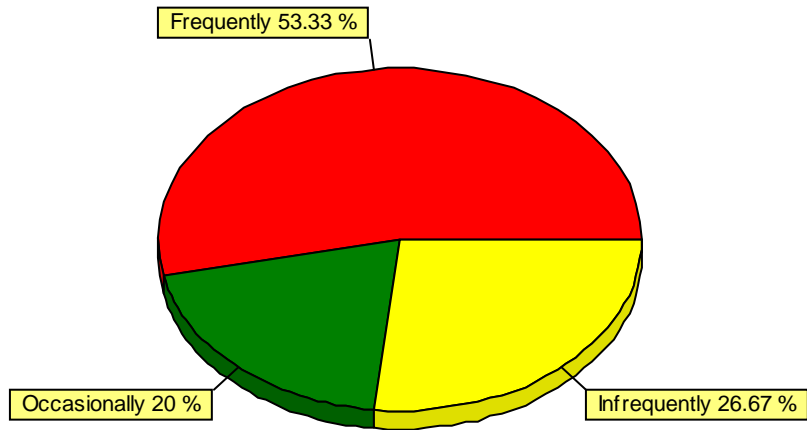
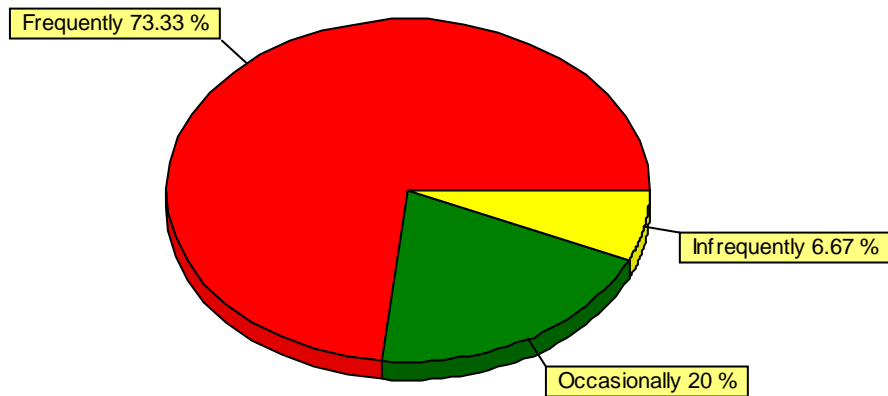


Table 6 Tasks Performed by Paralegals at Respondent's Firm - Writing/drafting documents



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 6 Tasks Performed by Paralegals at Respondent's Firm - Administrative/secretarial work

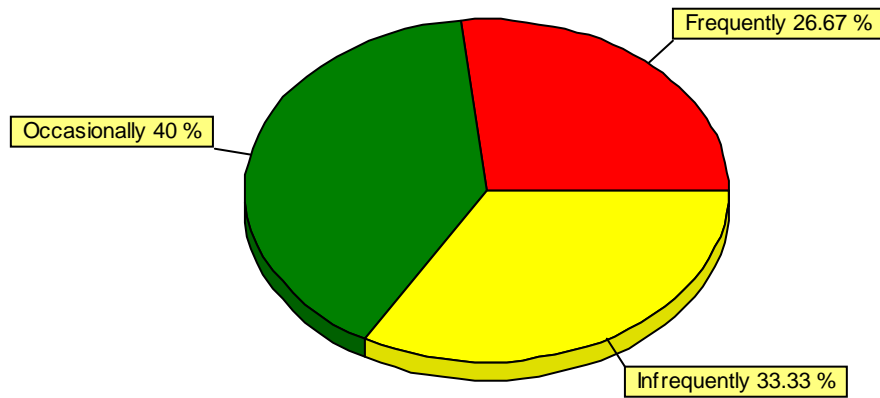
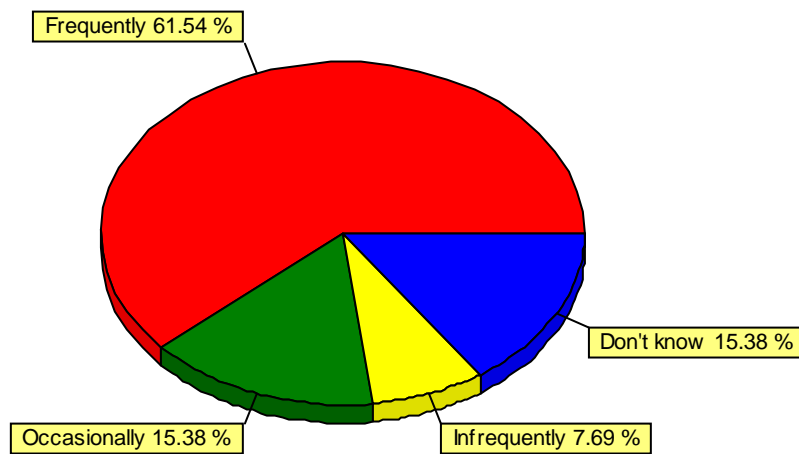


Table 6 Tasks Performed by Paralegals at Respondent's Firm - Transactional work



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 6 Tasks Performed by Paralegals at Respondent's Firm - Legal and electronic research

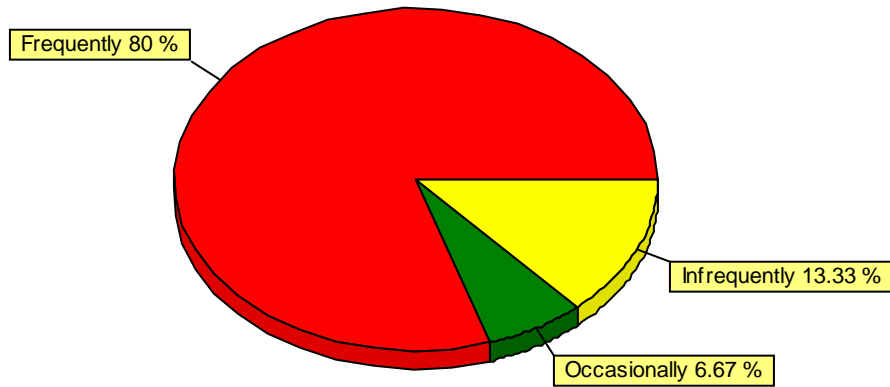
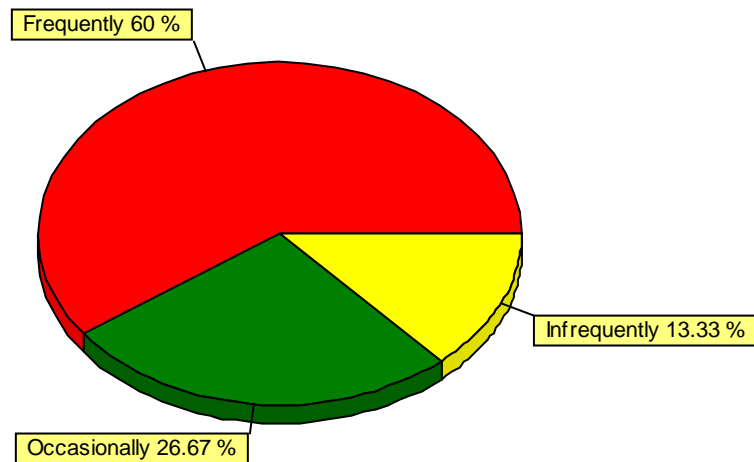


Table 6 Tasks Performed by Paralegals at Respondent's Firm - Discovery drafting and analysis



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 7 Level of Satisfaction with - Paralegal employees who graduated from Coastline College's Paralegal Program

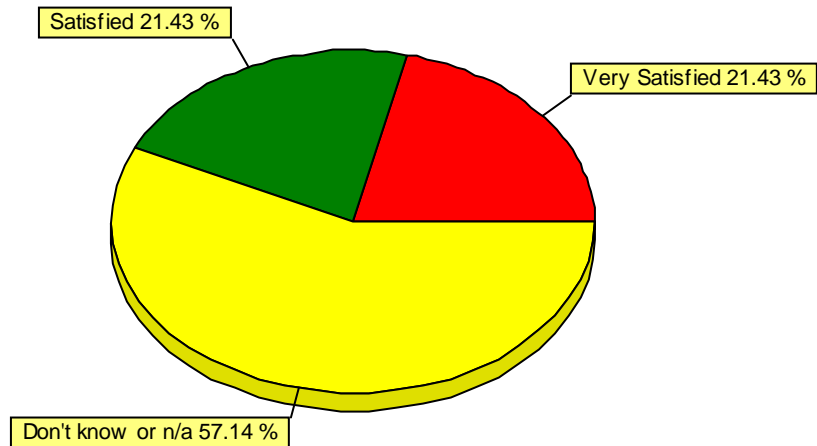
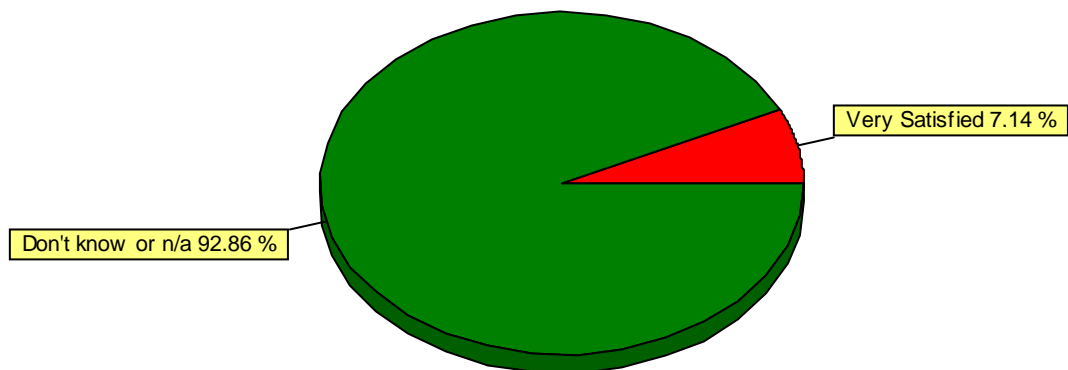


Table 7 Level of Satisfaction with - Employees currently attending Coastline College's Paralegal Program



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 7 Level of Satisfaction with - Overall job preparedness of Coastline College Paralegal Studies Program graduates

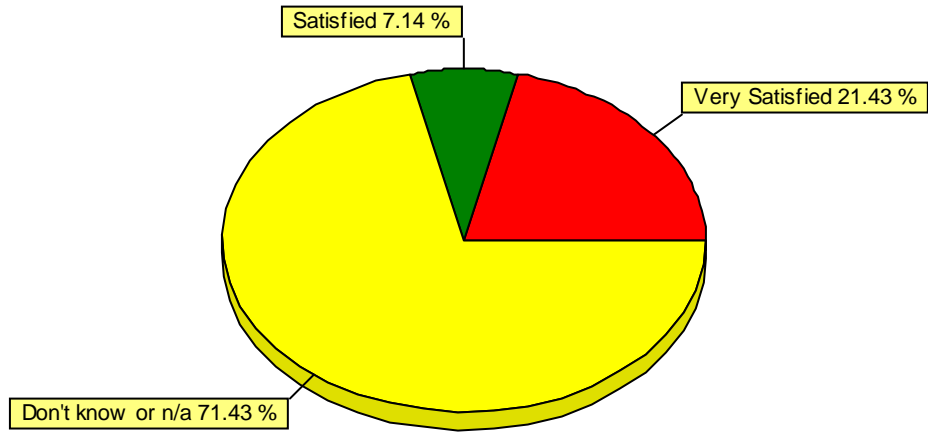
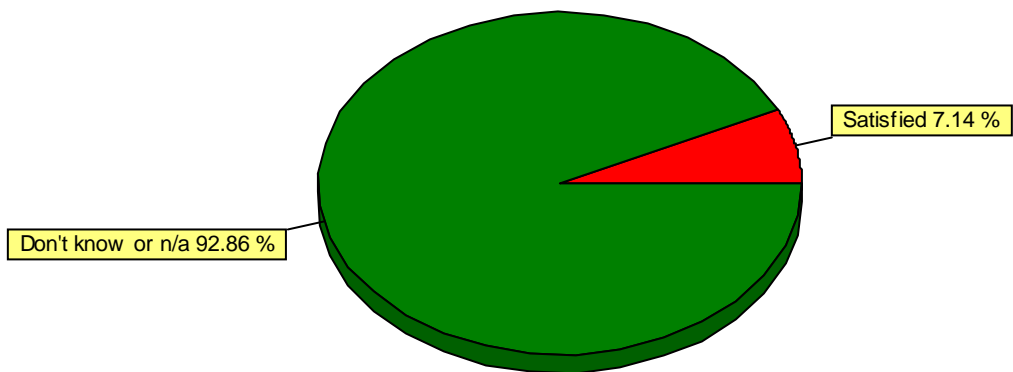


Table 7 Level of Satisfaction with - Response to paralegal job postings at Coastline College





# Pie Charts

## Paralegal Studies Employer Survey 2004

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In terms of preparation and job performance, what overall grade would you give to graduates of Coastline College's Paralegal Studies Program who are working at your firm?

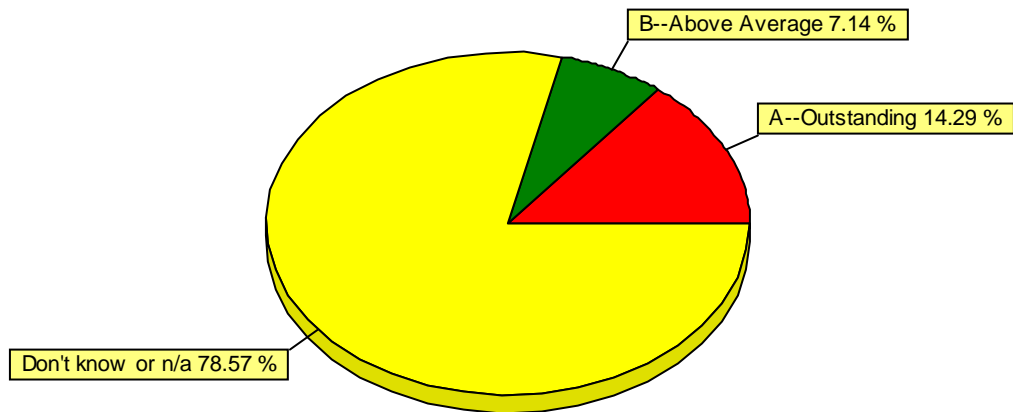
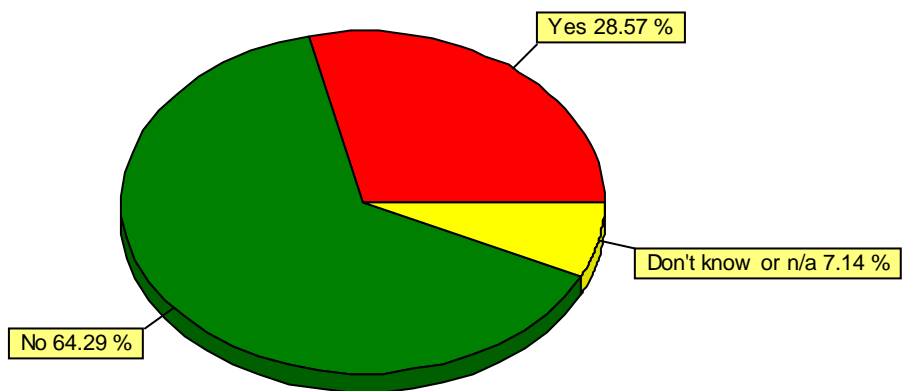


Table 8 Respondent's Interest in - Having a paralegal internship at your firm



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 8 Respondent's Interest in - Receiving resumes from Coastline College Paralegal Studies graduates

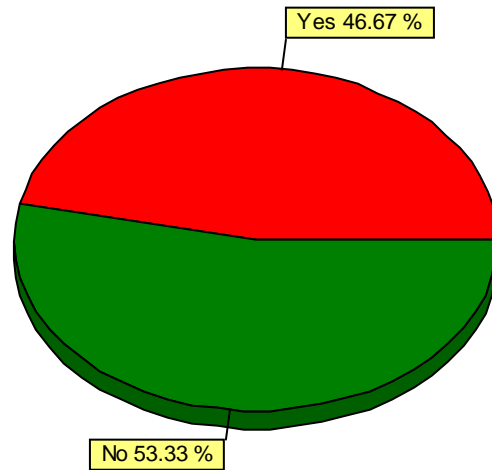
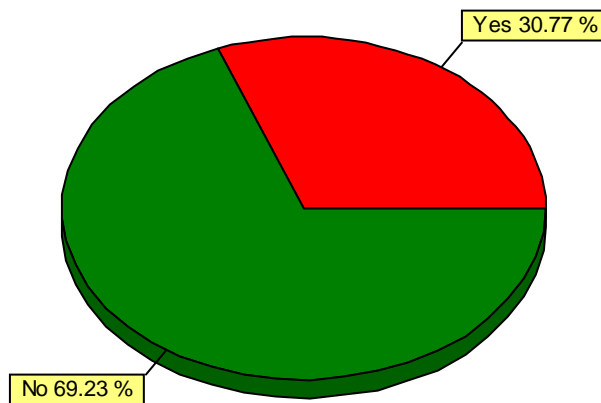


Table 8 Respondent's Interest in - Receiving a copy of the results of this survey

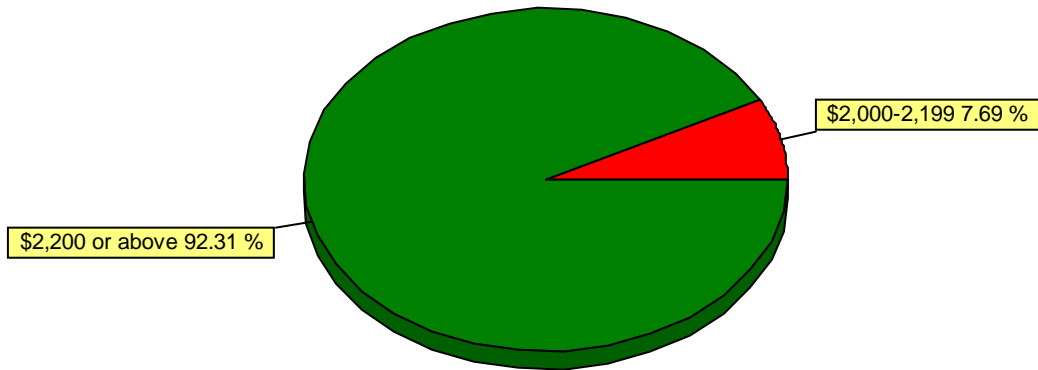


# Pie Charts

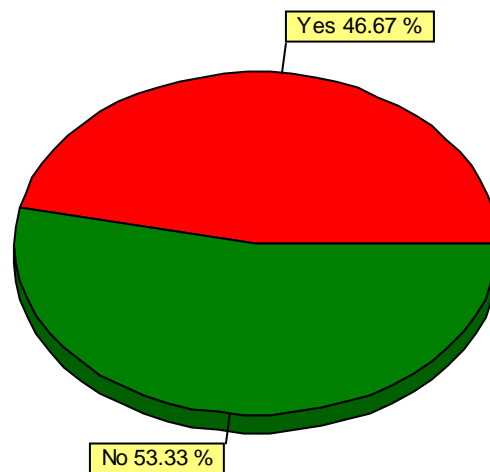
## Paralegal Studies Employer Survey 2004

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What is the monthly starting salary for entry-level paralegals (one year or less experience)?



Do you have a paralegal supervisor or manager?



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Do you have office support staff for the paralegals at your firm?

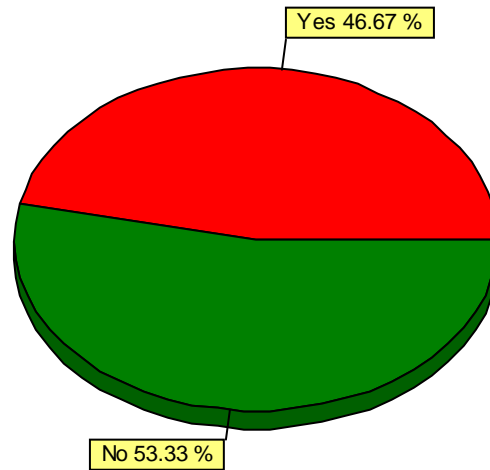
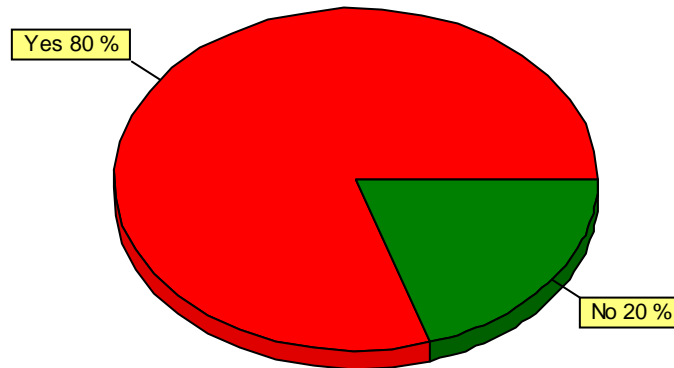


Table 9 Compensation and Benefits Provided by Respondent's Firm - Bonus



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 9 Compensation and Benefits Provided by Respondent's Firm - Exempt status

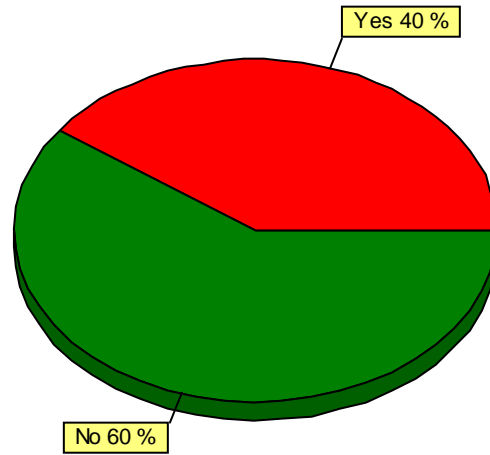
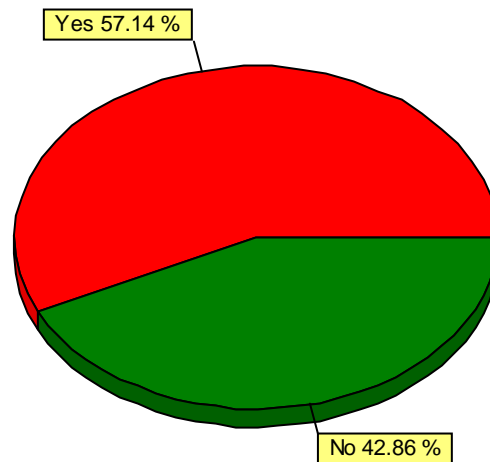


Table 9 Compensation and Benefits Provided by Respondent's Firm - Paid overtime



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 9 Compensation and Benefits Provided by Respondent's Firm - Compensatory time

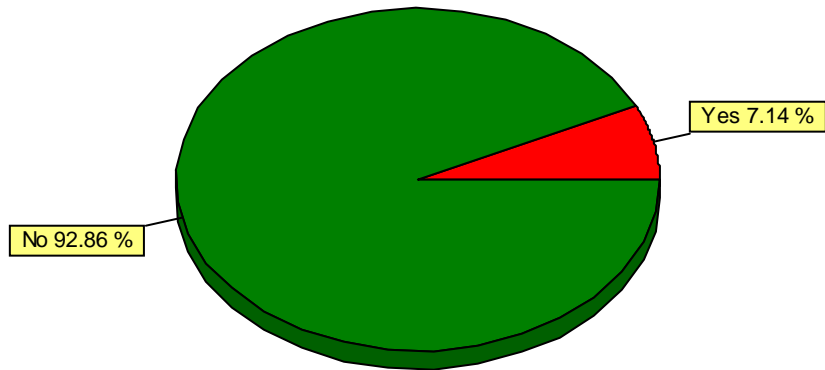
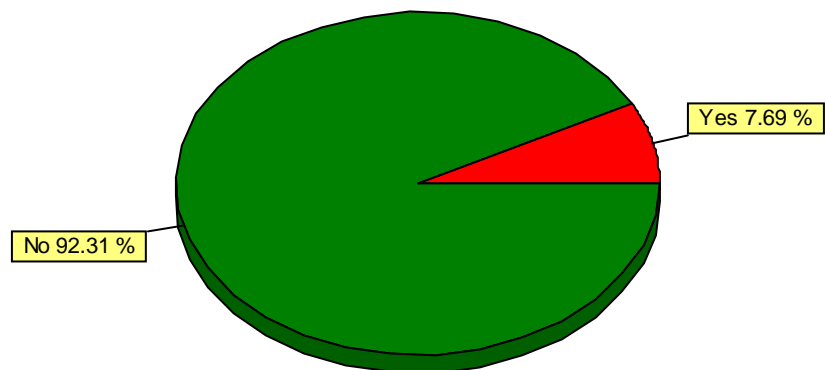


Table 9 Compensation and Benefits Provided by Respondent's Firm - Choice between paid overtime or comp time



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 9 Compensation and Benefits Provided by Respondent's Firm - Annual performance evaluation and salary review

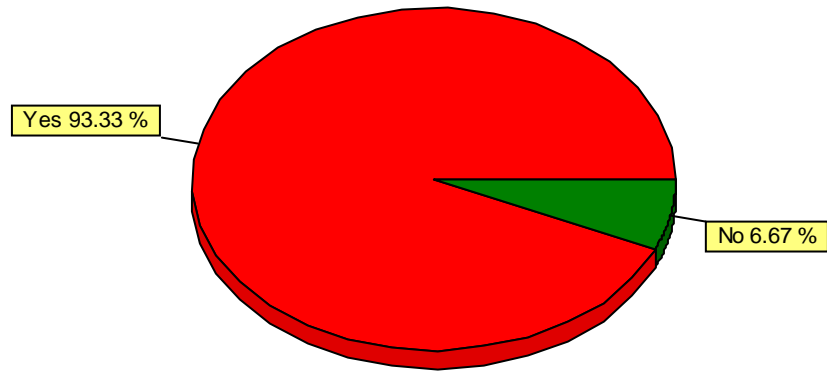
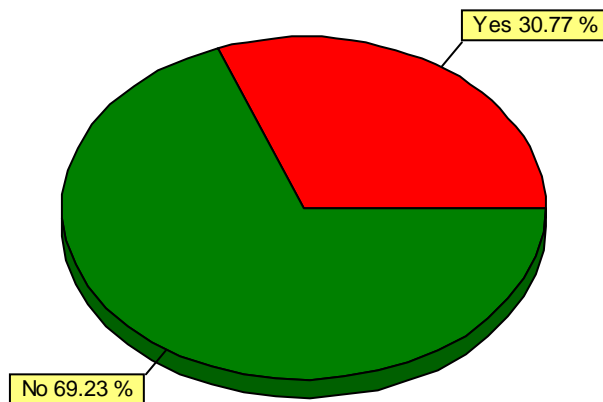


Table 9 Compensation and Benefits Provided by Respondent's Firm - Paralegal retreat (periodically, annually, or as needed)



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 9 Compensation and Benefits Provided by Respondent's Firm - Medical coverage

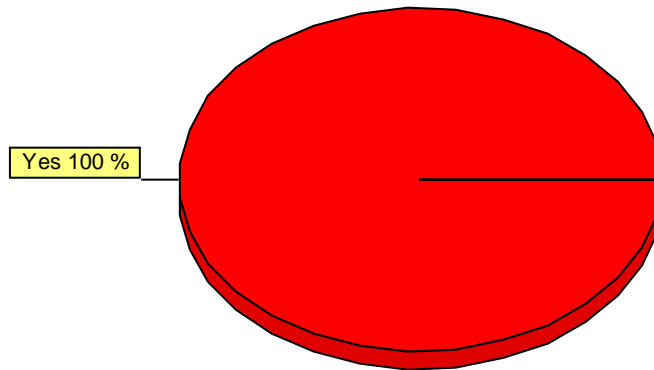
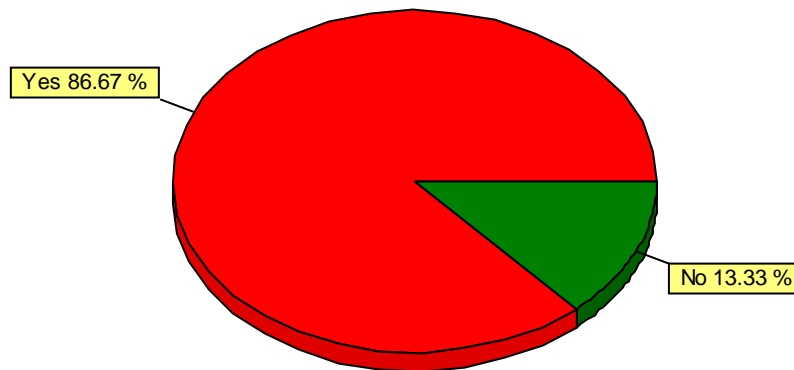


Table 9 Compensation and Benefits Provided by Respondent's Firm - Dental coverage





# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 9 Compensation and Benefits Provided by Respondent's Firm - Free parking

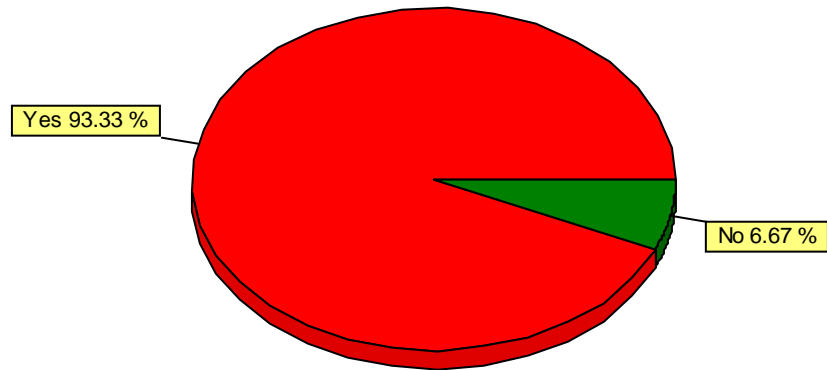
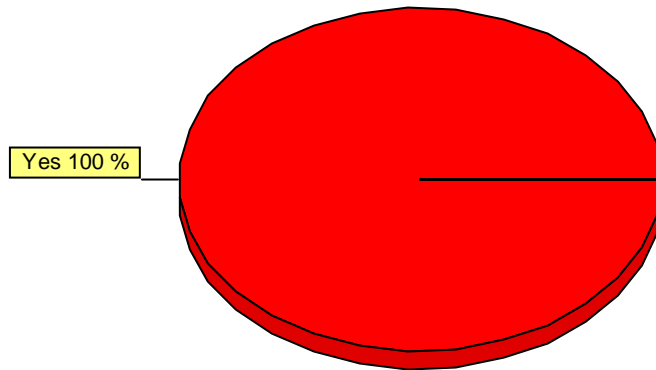


Table 9 Compensation and Benefits Provided by Respondent's Firm - Paid sick leave



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 9 Compensation and Benefits Provided by Respondent's Firm - Paid vacation

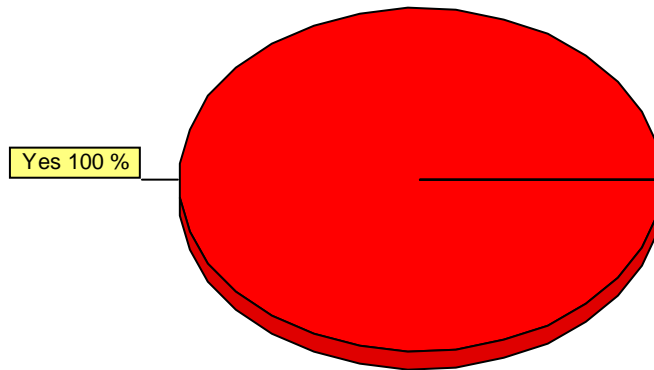
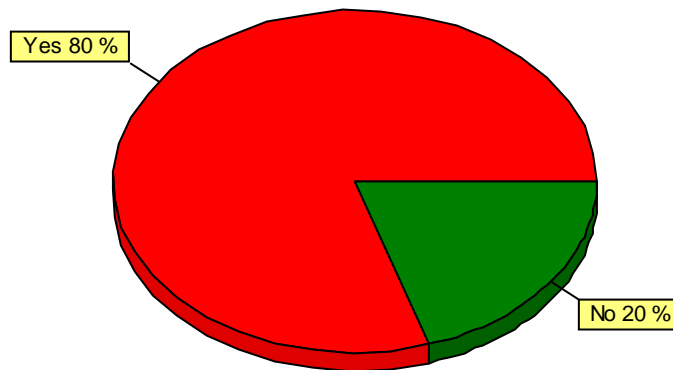


Table 9 Compensation and Benefits Provided by Respondent's Firm - 401k Profit Sharing Plan



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 9 Compensation and Benefits Provided by Respondent's Firm - Continuing education

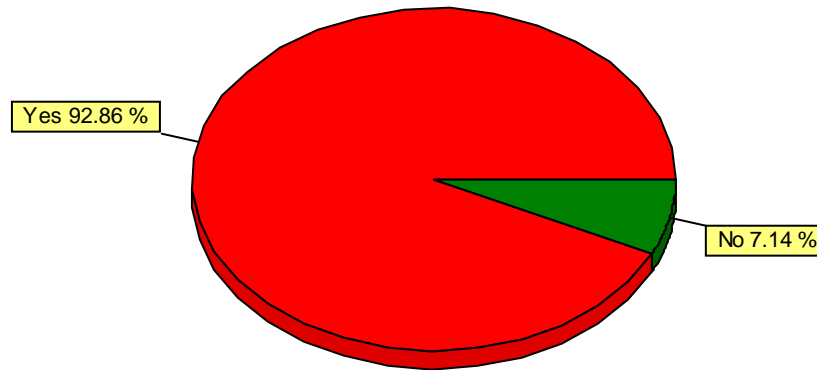
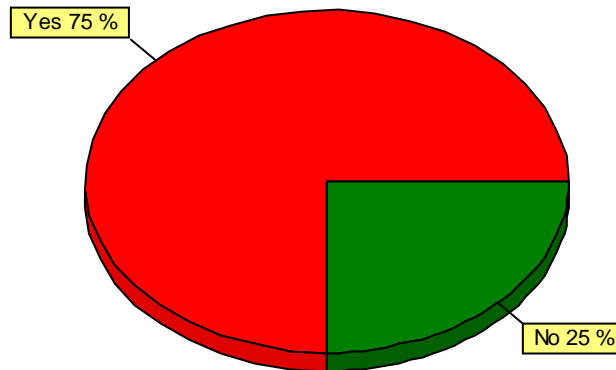


Table 9 Compensation and Benefits Provided by Respondent's Firm - Career path for entry-level paralegals



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 10 Importance of Courses - Introduction to Paralegal Studies

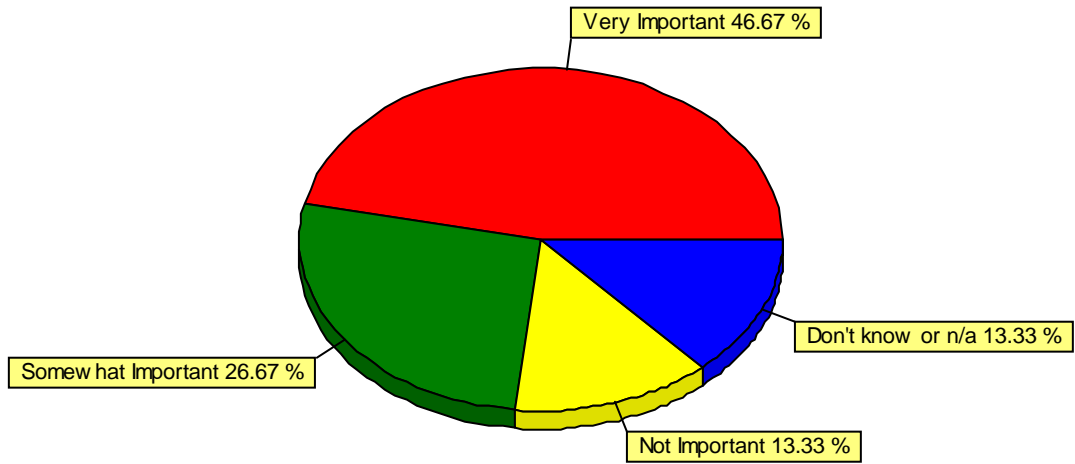


Table 10 Importance of Courses - Legal Procedures



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 10 Importance of Courses - Legal Writing and Analysis

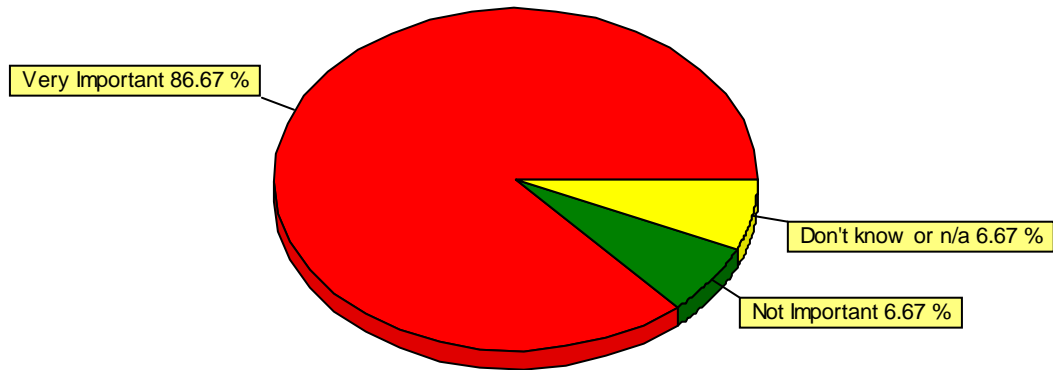


Table 10 Importance of Courses - Legal Research



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 10 Importance of Courses - Civil Litigation

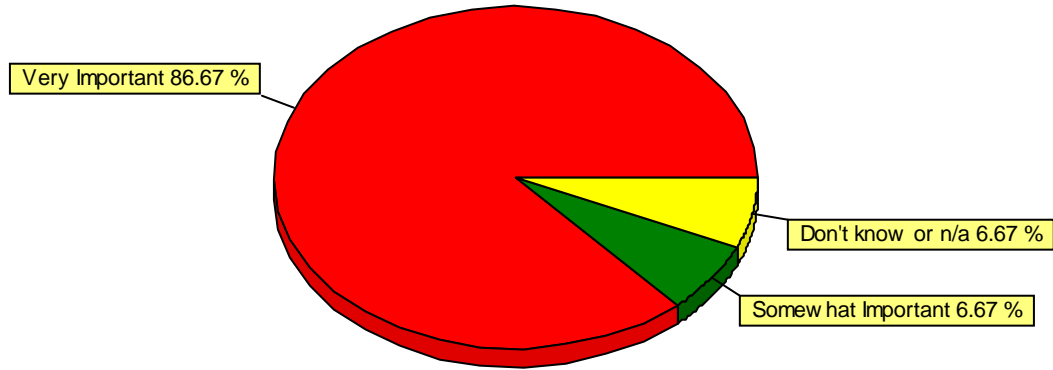
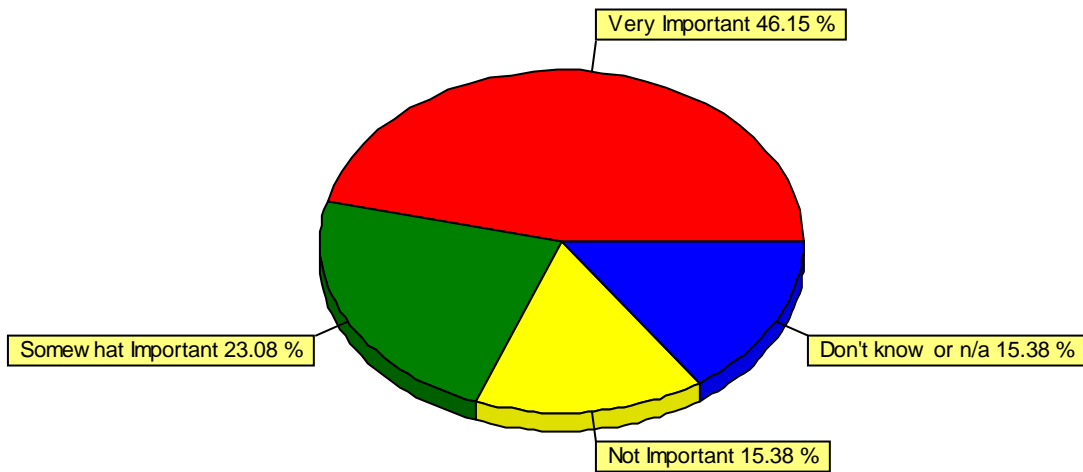


Table 10 Importance of Courses - Corporate/Business Organization



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 10 Importance of Courses - Ethics

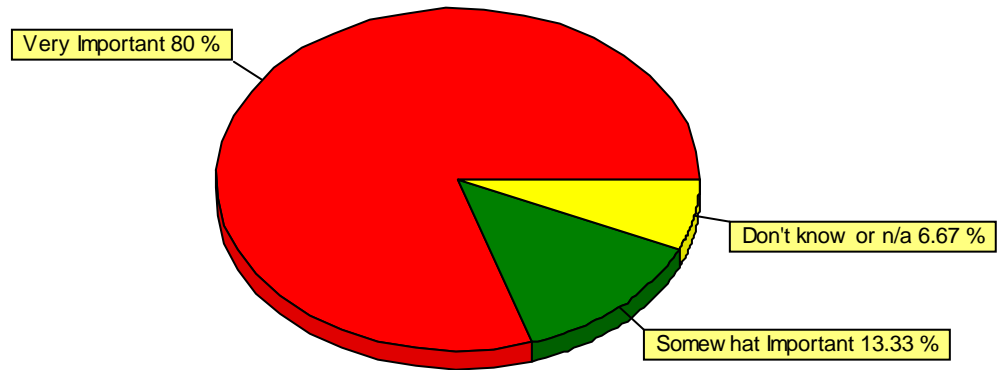
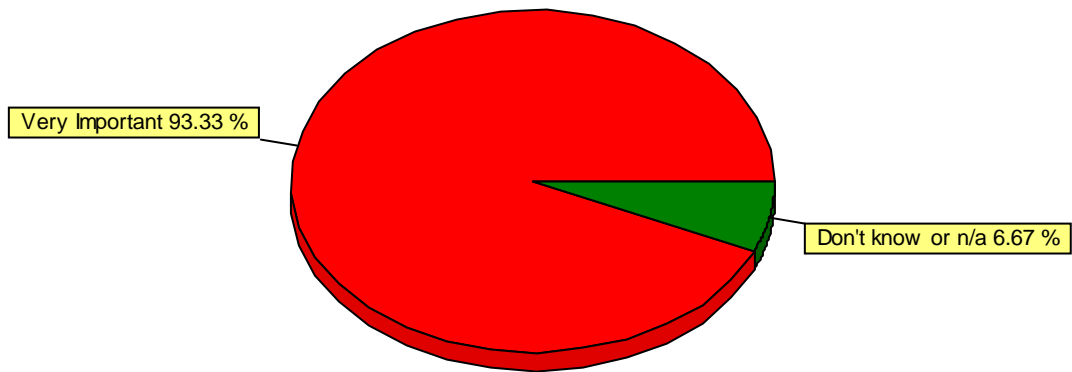


Table 10 Importance of Courses - Computer-Assisted Legal Research



# Pie Charts

## Paralegal Studies Employer Survey 2004

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Table 10 Importance of Courses - Interviewing and Investigation

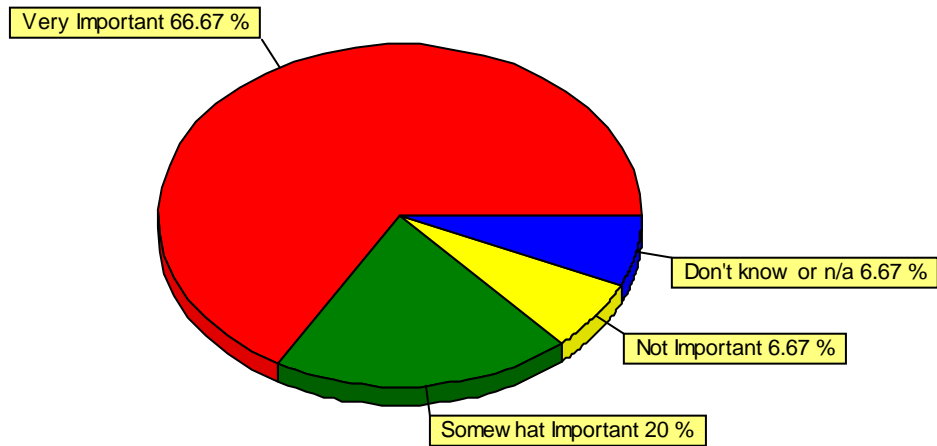
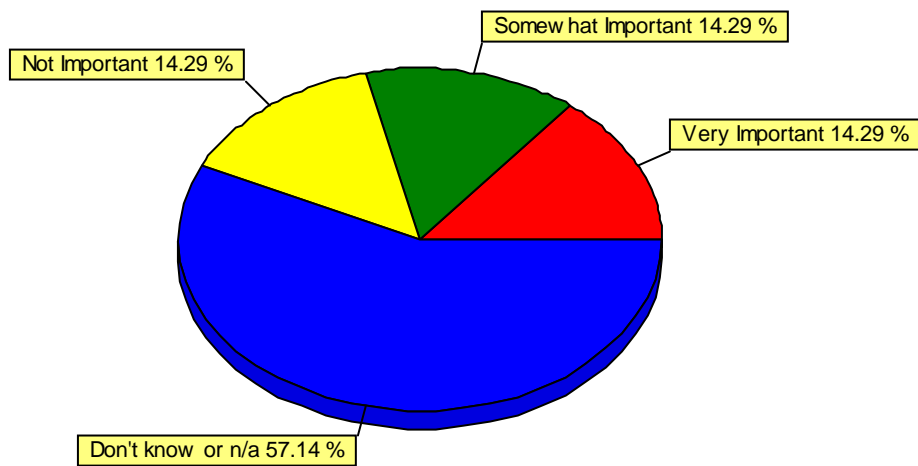


Table 10 Importance of Courses - Other





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# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 1 Level of Satisfaction - Relevancy of courses to employment or academic needs of students</b>		
	Respondents: 9	
Very Satisfied	7	77.78 %
Satisfied	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Scheduling of classes (time of day, length of class sessions, days of week)</b>		
	Respondents: 9	
Very Satisfied	6	66.67 %
Satisfied	2	22.22 %
Dissatisfied	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Scheduling of classes in program sequence</b>		
	Respondents: 8	
Very Satisfied	4	50.00 %
Satisfied	4	50.00 %
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Quality of VCRs and other audio-visual equipment</b>		
	Respondents: 8	
Very Satisfied	2	25.00 %
Satisfied	3	37.50 %
Dissatisfied	1	12.50 %
Don't Know or n/a	2	25.00 %
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Quality of whiteboards or chalkboards in classroom</b>		
	Respondents: 9	
Very Satisfied	2	22.22 %
Satisfied	5	55.56 %
Dissatisfied	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Quality of TV monitors in classroom</b>		
	Respondents: 8	
Very Satisfied	1	12.50 %
Satisfied	4	50.00 %
Don't Know or n/a	3	37.50 %
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

	Count	Percent
<b>Table 1 Level of Satisfaction - Availability of instructional equipment</b>		
	Respondents: 9	
Very Satisfied	3	33.33 %
Satisfied	5	55.56 %
Don't Know or n/a	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 1 Level of Satisfaction - Quality of computers for faculty use</b>		
	Respondents: 8	
Very Satisfied	1	12.50 %
Satisfied	4	50.00 %
Don't Know or n/a	3	37.50 %
<hr/>		
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Availability of computers for faculty use</b>		
	Respondents: 8	
Very Satisfied	2	25.00 %
Satisfied	5	62.50 %
Don't Know or n/a	1	12.50 %
<hr/>		
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Extent to which the program uses technology to enhance teaching and learning</b>		
	Respondents: 8	
Very Satisfied	2	25.00 %
Satisfied	5	62.50 %
Dissatisfied	1	12.50 %
<hr/>		
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Extent of staff support for the program and classes</b>		
	Respondents: 9	
Very Satisfied	3	33.33 %
Satisfied	3	33.33 %
Dissatisfied	1	11.11 %
Don't Know or n/a	2	22.22 %
<hr/>		
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students</b>		
	Respondents: 9	
Very Satisfied	6	66.67 %
Satisfied	3	33.33 %
<hr/>		
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students</b>		
	Respondents: 9	
Very Satisfied	6	66.67 %
Satisfied	3	33.33 %
<hr/>		
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 1 Level of Satisfaction - Opportunities for you to participate in curriculum review and program development</b>		
	Respondents: 9	
Very Satisfied	6	66.67 %
Satisfied	3	33.33 %
<hr/>		
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 1 Level of Satisfaction - Overall program quality</b>		
	Respondents: 9	
Very Satisfied	7	77.78 %
Satisfied	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>At which location(s) or in which distance delivery mode(s) are you currently teaching within this program? (Mark all that apply.)</b>		
	Respondents: 8	
Coastline College Center	1	12.50 %
Coastline Costa Mesa Center	8	100.00 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Once a week</b>		
	Respondents: 9	
Strongly Prefer	7	77.78 %
Prefer	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Twice a week</b>		
	Respondents: 7	
Strongly Prefer	2	28.57 %
Dislike	3	42.86 %
Strongly Dislike	2	28.57 %
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Mornings</b>		
	Respondents: 7	
Dislike	2	28.57 %
Strongly Dislike	5	71.43 %
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Afternoons</b>		
	Respondents: 7	
Dislike	3	42.86 %
Strongly Dislike	4	57.14 %
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Evenings</b>		
	Respondents: 9	
Strongly Prefer	8	88.89 %
Prefer	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Weekends</b>		
	Respondents: 8	
Prefer	1	12.50 %
Dislike	4	50.00 %
Strongly Dislike	3	37.50 %
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 2 Scheduling or Delivery Mode Preferences - Four-week Intersession</b>		
	Respondents: 8	
Strongly Prefer	1	12.50 %
Prefer	3	37.50 %
Dislike	3	37.50 %
Strongly Dislike	1	12.50 %

**Total Responses 8 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - Telecourse</b>		
	Respondents: 8	
Strongly Prefer	1	12.50 %
Dislike	5	62.50 %
Strongly Dislike	2	25.00 %

**Total Responses 8 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - WWW/Internet class</b>		
	Respondents: 8	
Strongly Prefer	1	12.50 %
Dislike	4	50.00 %
Strongly Dislike	3	37.50 %

**Total Responses 8 100 %**

<b>Table 2 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction</b>		
	Respondents: 8	
Strongly Prefer	1	12.50 %
Prefer	2	25.00 %
Dislike	3	37.50 %
Strongly Dislike	2	25.00 %

**Total Responses 8 100 %**

<b>Table 3 Skills/Qualities - Knowledge of laws, legal codes, court procedures, and precedents</b>		
	Respondents: 9	
Very important	5	55.56 %
Important	3	33.33 %
Less important	1	11.11 %

**Total Responses 9 100 %**

<b>Table 3 Skills/Qualities - Knowledge of administrative and clerical procedures including office procedures, file and record management, and word processing</b>		
	Respondents: 9	
Very important	7	77.78 %
Important	2	22.22 %

**Total Responses 9 100 %**

<b>Table 3 Skills/Qualities - Ability to gather data such as statutes, decisions, codes, and documents</b>		
	Respondents: 9	
Very important	6	66.67 %
Important	3	33.33 %

**Total Responses 9 100 %**

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 3 Skills/Qualities - Ability to investigate facts and law of cases</b>		
	Respondents: 9	
Very important	6	66.67 %
Important	1	11.11 %
Less important	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 3 Skills/Qualities - Skill in using a computer to conduct legal research</b>		
	Respondents: 9	
Very important	7	77.78 %
Important	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 3 Skills/Qualities - Ability to prepare legal documents, including briefs, pleadings, appeals, wills, and contracts</b>		
	Respondents: 9	
Very important	6	66.67 %
Important	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 3 Skills/Qualities - Ability to direct and coordinate law office activity</b>		
	Respondents: 9	
Very important	2	22.22 %
Important	2	22.22 %
Less important	5	55.56 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 3 Skills/Qualities - Ability to keep and monitor legal volumes to ensure up-to-date law library</b>		
	Respondents: 9	
Very important	2	22.22 %
Important	3	33.33 %
Less important	4	44.44 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 3 Skills/Qualities - Ability to think critically and solve complex problems</b>		
	Respondents: 9	
Very important	6	66.67 %
Important	2	22.22 %
Less important	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 3 Skills/Qualities - Ability to communicate verbally</b>		
	Respondents: 9	
Very important	6	66.67 %
Important	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 3 Skills/Qualities - Ability to communicate in writing</b>		
	Respondents: 9	
Very important	7	77.78 %
Important	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 3 Skills/Qualities - Ability to present arguments and evidence to support an appeal</b>		
	Respondents: 9	
Very important	1	11.11 %
Important	3	33.33 %
Less important	4	44.44 %
Not important	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 3 Skills/Qualities - Awareness of ethical issues</b>		
	Respondents: 9	
Very important	6	66.67 %
Important	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 3 Skills/Qualities - Ability to work independently</b>		
	Respondents: 9	
Very important	7	77.78 %
Important	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Participation</b>		
	Respondents: 9	
Most often	6	66.67 %
Sometimes	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)</b>		
	Respondents: 9	
Most often	6	66.67 %
Sometimes	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

	Count	Percent
<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Essay tests</b>		
	Respondents: 9	
Most often	1	11.11 %
Sometimes	7	77.78 %
Less often	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Case studies</b>		
	Respondents: 9	
Most often	2	22.22 %
Sometimes	5	55.56 %
Less often	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Term projects (by individual)</b>		
	Respondents: 9	
Most often	8	88.89 %
Sometimes	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Group projects</b>		
	Respondents: 9	
Most often	1	11.11 %
Sometimes	2	22.22 %
Less often	4	44.44 %
Not at all	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life</b>		
	Respondents: 9	
Sometimes	7	77.78 %
Less often	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities</b>		
	Respondents: 9	
Most often	1	11.11 %
Sometimes	6	66.67 %
Less often	1	11.11 %
Not at all	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Peer review</b>		
	Respondents: 9	
Sometimes	4	44.44 %
Less often	2	22.22 %
Not at all	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 4 Methods Used for Assessing Student Learning Outcomes - Portfolios</b>		
	Respondents: 9	
Most often	2	22.22 %
Less often	2	22.22 %
Not at all	5	55.56 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>



# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 5 Student Academic Preparedness - Prerequisite knowledge in discipline</b>	Respondents: 8	
Very well prepared	3	37.50 %
Somewhat prepared	4	50.00 %
Not prepared	1	12.50 %
<b>Total Responses</b>	<b>8</b>	<b>100 %</b>

<b>Table 5 Student Academic Preparedness - English proficiency (spoken)</b>	Respondents: 9	
Very well prepared	6	66.67 %
Somewhat prepared	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 5 Student Academic Preparedness - English proficiency (written)</b>	Respondents: 9	
Very well prepared	4	44.44 %
Somewhat prepared	5	55.56 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 5 Student Academic Preparedness - English proficiency (comprehension)</b>	Respondents: 9	
Very well prepared	5	55.56 %
Somewhat prepared	4	44.44 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 5 Student Academic Preparedness - Reading level</b>	Respondents: 9	
Very well prepared	3	33.33 %
Somewhat prepared	6	66.67 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 5 Student Academic Preparedness - Math/computational abilities</b>	Respondents: 7	
Very well prepared	1	14.29 %
Somewhat prepared	6	85.71 %
<b>Total Responses</b>	<b>7</b>	<b>100 %</b>

<b>Table 5 Student Academic Preparedness - Critical thinking skills</b>	Respondents: 9	
Very well prepared	2	22.22 %
Somewhat prepared	6	66.67 %
Not prepared	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 5 Student Academic Preparedness - Study skills</b>	Respondents: 9	
Very well prepared	2	22.22 %
Somewhat prepared	6	66.67 %
Not prepared	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>How would you rate the current local job market for graduates of Coastline's Paralegal Studies Program?</b>	Respondents: 9	
Strong	2	22.22 %
Moderate	5	55.56 %
Don't know	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>What do you anticipate that the job market in this field will be five years from now?</b>	Respondents: 9	
Strong	6	66.67 %
Moderate	1	11.11 %
Don't know	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 6 Required Courses - Law 100: Introduction to Paralegal Studies</b>	Respondents: 9	
Excellent	8	88.89 %
Don't Know	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 6 Required Courses - Law 105: Civil Litigation 1</b>	Respondents: 9	
Excellent	7	77.78 %
Don't Know	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 6 Required Courses - Law 118: Legal Analysis and Briefing</b>	Respondents: 9	
Excellent	8	88.89 %
Don't Know	1	11.11 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 6 Required Courses - Law 120: Introduction to Legal Research</b>	Respondents: 9	
Excellent	5	55.56 %
Needs Improve- ment	1	11.11 %
Don't Know	3	33.33 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 6 Required Courses - Law 122: Computer-Assisted Research</b>	Respondents: 9	
Excellent	5	55.56 %
Don't Know	4	44.44 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 6 Required Courses - Law 127: Legal Procedures 1</b>	Respondents: 9	
Excellent	7	77.78 %
Don't Know	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 6 Required Courses - Law 128: Legal Procedures 2</b>		
	Respondents: 9	
Excellent	7	77.78 %
Don't Know	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 6 Required Courses - Law 390AB: Legal Clinic Practicum Ethics</b>		
	Respondents: 9	
Excellent	7	77.78 %
Don't Know	2	22.22 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 7 Electives - Law 110: Civil Litigation 2</b>		
	Respondents: 9	
Excellent	4	44.44 %
Don't Know	5	55.56 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 7 Electives - Law 115: Criminal Litigation</b>		
	Respondents: 9	
Excellent	3	33.33 %
Don't Know	6	66.67 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 7 Electives - Law 125: Federal Civil Practice</b>		
	Respondents: 9	
Excellent	1	11.11 %
Needs Improvement	1	11.11 %
Don't Know	7	77.78 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 7 Electives - Law 130: Law Office Management</b>		
	Respondents: 9	
Excellent	5	55.56 %
Don't Know	4	44.44 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 7 Electives - Law 135: Family Law</b>		
	Respondents: 9	
Excellent	4	44.44 %
Needs Improvement	1	11.11 %
Don't Know	4	44.44 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

<b>Table 7 Electives - Law 142: Probate Administration/Estate Planning</b>		
	Respondents: 9	
Excellent	3	33.33 %
Don't Know	6	66.67 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

	Count	Percent
<b>Table 7 Electives - Law 148: Elder Law</b>	Respondents: 9	
Excellent	4	44.44 %
Don't Know	5	55.56 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>
<b>Table 7 Electives - Law 150: Corporate/ Business Org.</b>	Respondents: 9	
Excellent	3	33.33 %
Don't Know	6	66.67 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>
<b>Table 7 Electives - Law 155: Bankruptcy Law and Procedures</b>	Respondents: 9	
Excellent	2	22.22 %
Don't Know	7	77.78 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>
<b>Table 7 Electives - Law 158: Intellectual Property</b>	Respondents: 9	
Excellent	1	11.11 %
Needs Improve- ment	1	11.11 %
Don't Know	7	77.78 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>
<b>Table 7 Electives - Law 160: Civil Trials and Evidence</b>	Respondents: 9	
Excellent	2	22.22 %
Don't Know	7	77.78 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>
<b>Table 7 Electives - Law 165: Contract and Tort Law</b>	Respondents: 9	
Excellent	4	44.44 %
Needs Improve- ment	1	11.11 %
Don't Know	4	44.44 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>
<b>Table 7 Electives - Law 170: Computer Applications//Paralegal.</b>	Respondents: 9	
Excellent	4	44.44 %
Needs Improve- ment	1	11.11 %
Don't Know	4	44.44 %
<b>Total Responses</b>	<b>9</b>	<b>100 %</b>

# Count and Percent

## Paralegal Studies Program Review--Faculty Survey

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	Count	Percent
<b>In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)</b>	Respondents: 9	
CCC General Faculty Meeting	8	88.89 %
Discipline-related workshops	5	55.56 %
Technology-related workshops	4	44.44 %
Other workshops	4	44.44 %
Membership in professional associations	5	55.56 %
Professional conferences	6	66.67 %
Other classes	2	22.22 %
Professional training	5	55.56 %
Discipline-related reading	6	66.67 %
Technology-related reading	4	44.44 %
Other	1	11.11 %
<b>Total Responses</b>	<b>50</b>	<b>100 %</b>

# Listing of "other" Responses by Question

## Paralegal Studies Program Review--Faculty Survey

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**Question:** In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

Seminars/CEB,etc. which are specialized in my current legal field which I attend on behalf of the office and then do a seminar to educate attorneys and paralegals in the office

# Text and Paragraph Responses by Question

## Paralegal Studies Program Review--Faculty Survey

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**Question:** If you marked "Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.

We only have chalkboards and sometimes no chalk. Whiteboards in the classroom would really help.

Support staff?

Classes too many hours for majority of students who come from a full day of work and attention span cannot go almost 4 hours - they either have inattention or leave early - need a couple of extra weeks to learn it all instead of jamming into fewer classes. Overhead projectors not satisfactory for a large class - too hard to see. Haven't used video equipment - would have to transfer materials used onto a video and would need assistance with that but also want to use pointers and markers to demonstrate paper work to students who must do it in the job field. Would prefer white boards - chalk on black/green boards hard for all students to read. Technology - students really need to take a legal computer class--there are too many levels of experience or lack of same in this field and instructor does not have time to teach it, besides having too many computer programs that could be used..students need individual helps on these for obtaining legal forms and using to do homework assignments. Instructional equipment? Books are the only thing available in addition to a computer in one of the classrooms.

---

**Question:** If online instruction were to be developed, what courses would you recommend for that method of delivery?

Probably elective courses.

Possibly an advanced writing course where students can submit work for evaluation

Internet

Legal research, Legal writing, business organization

none

None at this time.

Very difficult for online Paralegal because there is so much paper work and practical application that needs to be done by individual..hard to control others who might be doing the work for the student who must stand on his/her own two feet in the work field. There needs to be a lot of face-to-face questions/answers and supervision during process of work. Online would require so many individual personal hours that the instructor would be doing more hours on line than in the classroom.

# Text and Paragraph Responses by Question

## Paralegal Studies Program Review--Faculty Survey

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**Question:** If online and classroom instruction were blended in a hybrid courses, what courses would you recommend for that delivery method?

Electives and/or perhaps procedural classes, LAW 127 and LAW 128.

same as above

I don;t know. I teach in LAW classes, and feel that the hands on interaction is the only way to keep close to student needs and gauge responses

Legal research, Legal writing, business organization

civil procedure

Corporation/Business Organizations; Tort and Contract Law; Bankruptcy Law

Only straight procedures such as filling out forms such as for bankruptcy...there are too many other options in other types of court procedures and forms. Could do basic contract law or even legal writing when instructor could check writing skills - which is really up to instructor's individual preference - not a science.

I really prefer the face to face weekly contact with students.

---

**Question:** Are there other skills or qualities that you think are important for individuals entering the paralegal profession?

Ability to use common sense and have developed good people skills.

I am sure that there are but I cannot pull them out of the hat right now.

Computer skills are critical. Ability to manage time is also important

Computer skills necessary to accomplish the above tasks.

Self-confidence of student being able to take a certain field - such as Family Law, Estate Planning, small corporations, etc. to take the case from the beginning to a conclusion so student could then pick up from any point inbetween when he/she gets in a real law firm.

Also, writing skills, grammar, being able to analyze and summarize an issue or a case, and to explain something concisely is needed in the law firm. Students right away have to deal with superiors who expect the employee to grasp the meaning and what is important in a case - not necessarily to quote the case law.



# Text and Paragraph Responses by Question

## Paralegal Studies Program Review--Faculty Survey

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**Question:** Are there any other methods you use to assess student learning outcomes?

verbal reports

Oral presentation of information from group and individual projects. Trial or case notebooks.

I make detailed notes, in my own private files, of each student, from the first homework to the last (I give many small homework assignments) of my comments on homework and tests (sometimes even photocopying if I think necessary) then assess the improvement of the student periodically and especially at final grade time. I also give a handout to student of interim grading and try to meet individually with student after class (not all will take advantage of my offer). I also note those who ask questions, or take advantage of my offer to check drafts before final homework due. Assessment of improvement and grasp of the materials is very important in helping the student and the subsequent encouragement helps the confidence to proceed.

---

**Question:** What additional courses should be developed for the Paralegal Studies Program?

Employment law

employment law

None that are critical, but we should always be open to new course ideas and new employment areas in the law that would justify the development of a course.

Commenting on Family Law - recently it has been only 1/2 a semester and since this field is growing greatly in the need for qualified Paralegals, a half semester doesn't cover what is now needed in the field. Would like to see it go to full semester again. (Since I also work as a Family Law paralegal I see the need and how much attorneys rely on paralegals]. Also, as stated above, a basic computer class for legal field - do they have it? Is that 170? Students need to know how to do legal forms, pleadings, etc. not just research. This would not be a required course as some students have these skills who are working in the field. It would lessen time spent in my class anyway if the student would already be familiar with these things.

# Text and Paragraph Responses by Question

## Paralegal Studies Program Review--Faculty Survey

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**Question:** Do you have any other comments or recommendations?

Coastline needs to develop a policy and procedure re: use of the email system to send mails so that it minimized the security risk to the recipients. The sending of mails with a long (or short) list of addressees exposed places all the addressees at risk to intrusion and identity theft. The email notice that I received for this survey exposed the names of all the recipients, unnecessarily. Also, it was apparently created with microsoft outlook, the address book where hackers go first for a list of new names of potential victims. It only takes seconds for a hacker to invade your computer and copy your entire hard drive then send out mails attacking everyone on your email list. I am certain that as this is an educational establishment, it is a prime target for hackers.

Hopefully I have interpreted your questions correctly. My comments are not complaints but believe you wanted a straightforward assessment. Please note, I have taught for Coastline for 25 years now - since the Spring of 1979 and have seen a vast improvement and advancement in meeting the needs of the legal field in our courses. I feel Margaret Lovig has done a great job in going to bat for good courses, good instructors and helping the student. However, it is my opinion that a good percentage of the students who now take the classes are not as serious students as they have been in the past. The legal field really expects more now when a student says he/she has a paralegal certificate. I personally feel the weight of that responsibility to help that student be prepared for the real world. Although I guess I can do nothing about it, I am very concerned that the education systems (high school and perhaps general courses in community college) do not prepare the student as well as they once did...maybe they don't give as much discipline nor expect as much. The most serious students are working in the field and want promotions..(with exceptions of course). The hardest part in teaching is to real all levels...the brand new student in the field who needs detailed help and explanations and the experienced one - to balance these takes alot of effort for all the instructors. It is a challeng. The ideal would be to divide the students into groups by experience, but I know that is not practical right now. Good luck with this survey!

# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Relevancy of courses to employment or academic needs of students

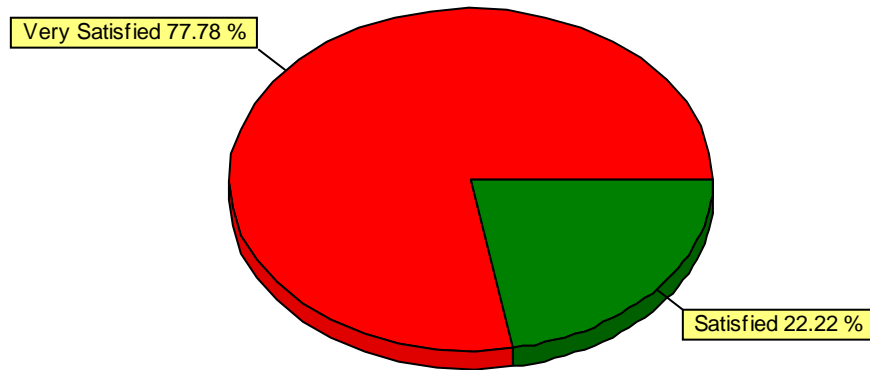
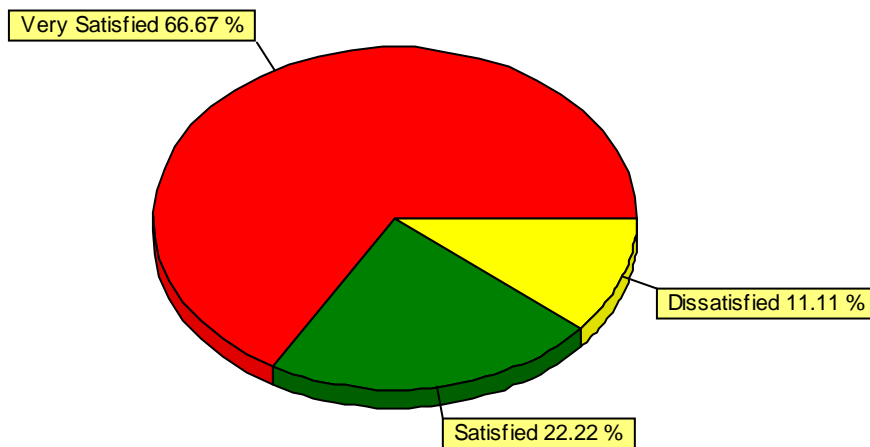


Table 1 Level of Satisfaction - Scheduling of classes (time of day, length of class sessions, days of week)



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Scheduling of classes in program sequence

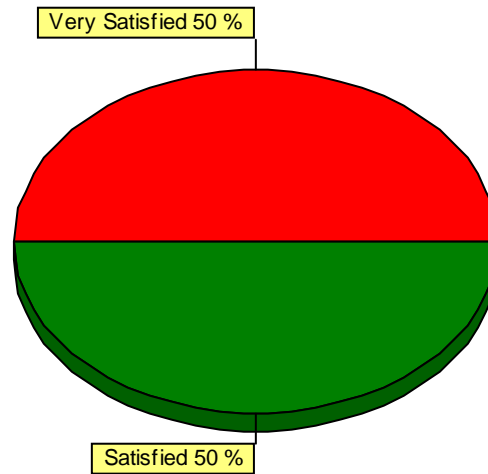
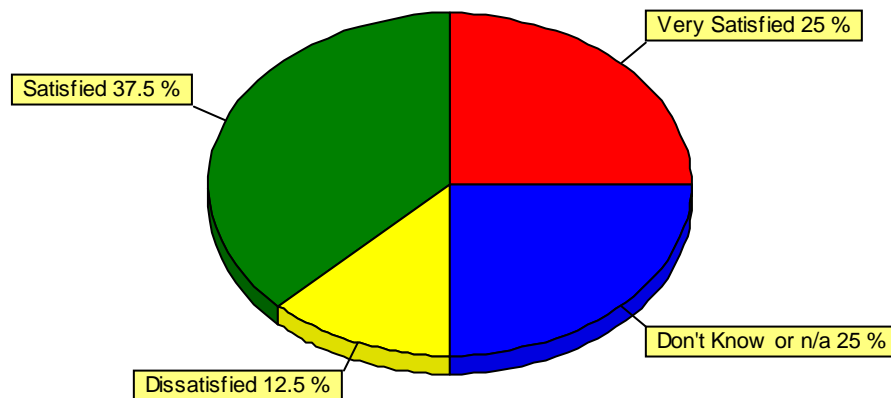


Table 1 Level of Satisfaction - Quality of VCRs and other audio-visual equipment



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Quality of whiteboards or chalkboards in classroom

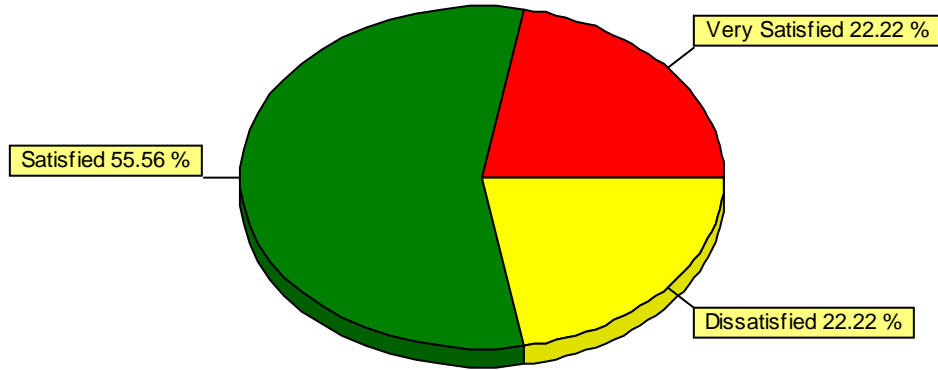
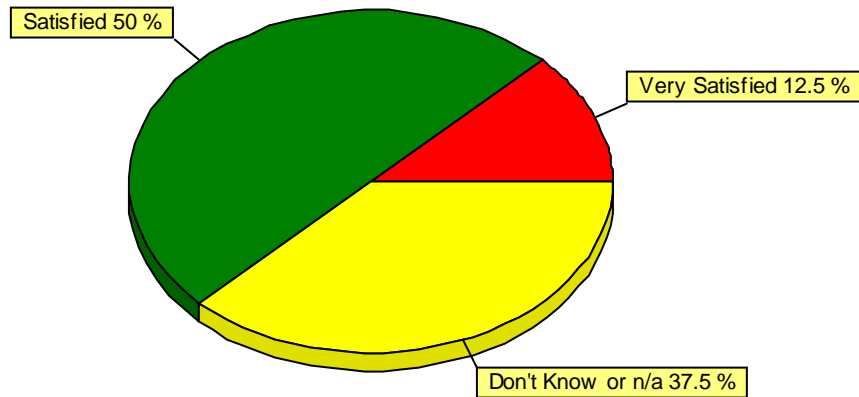


Table 1 Level of Satisfaction - Quality of TV monitors in classroom



# Pie Charts

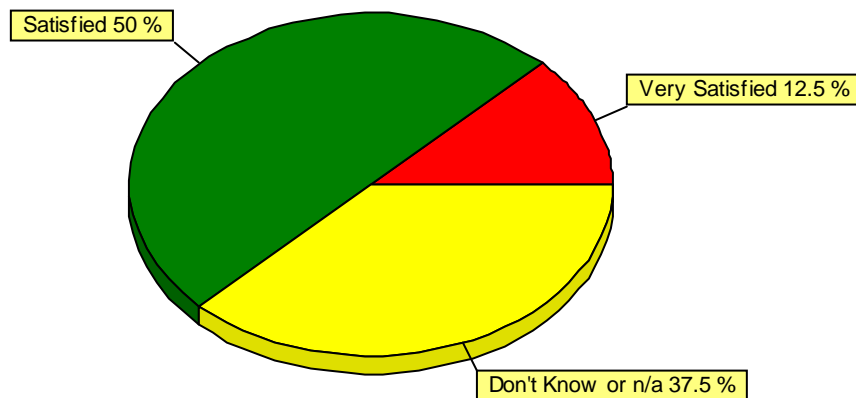
## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Availability of instructional equipment



Table 1 Level of Satisfaction - Quality of computers for faculty use



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Availability of computers for faculty use

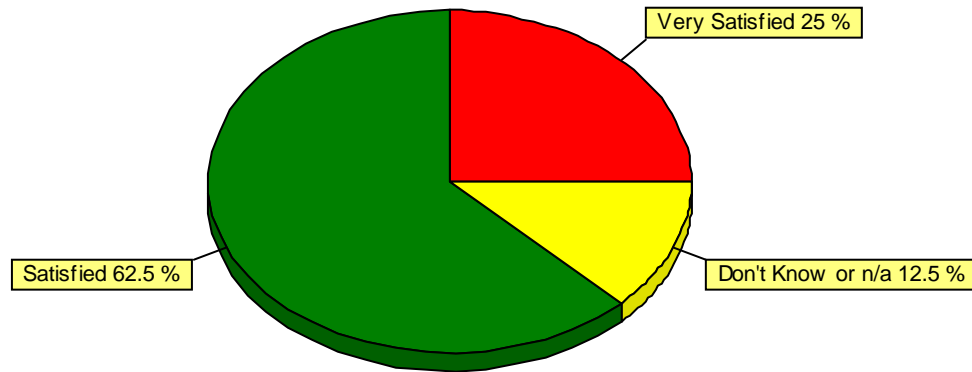
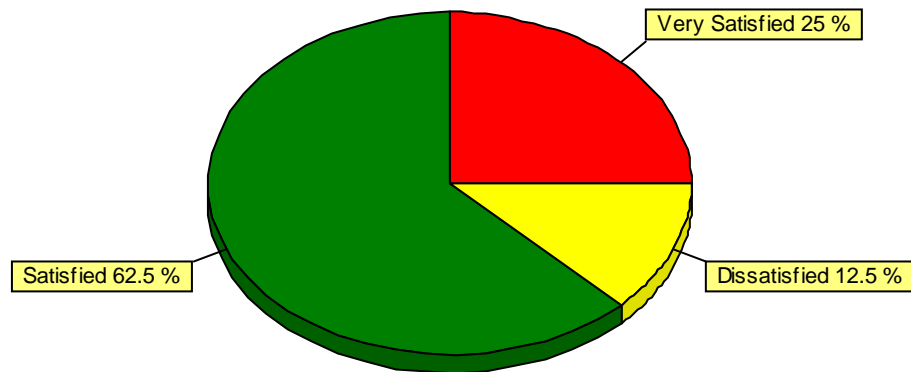


Table 1 Level of Satisfaction - Extent to which the program uses technology to enhance teaching and learning



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Extent of staff support for the program and classes

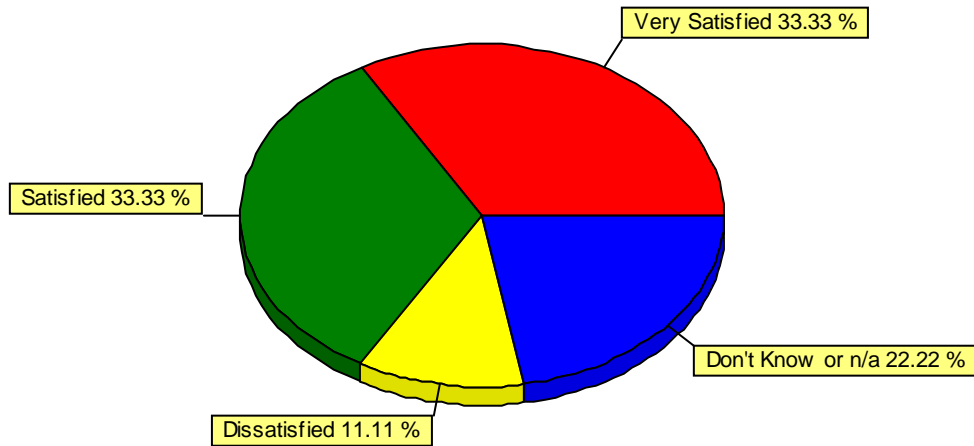
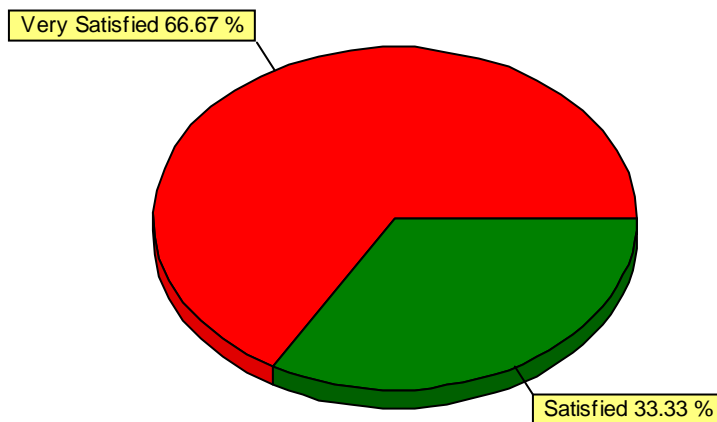


Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students





# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students

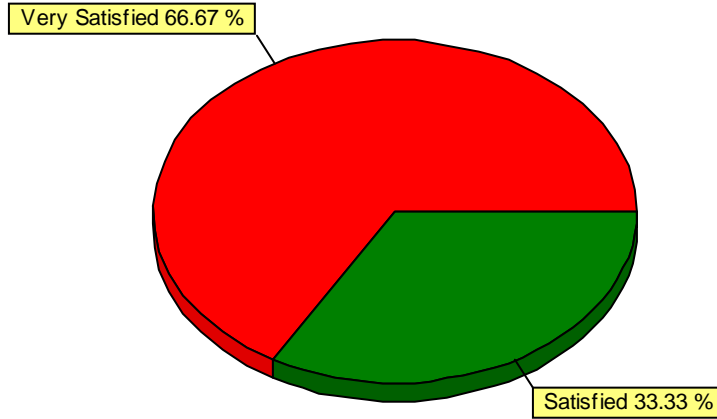
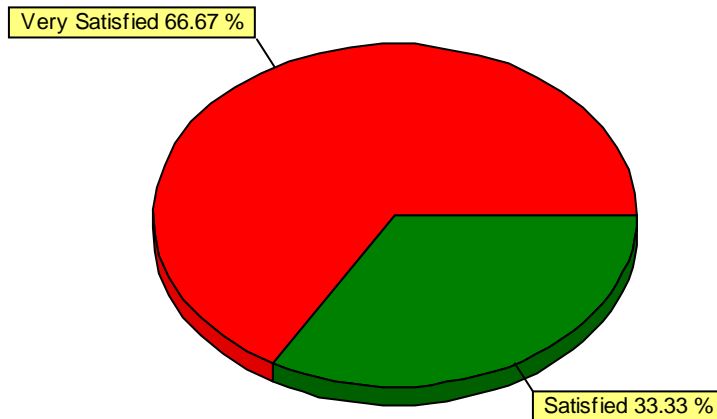


Table 1 Level of Satisfaction - Opportunities for you to participate in curriculum review and program development



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 1 Level of Satisfaction - Overall program quality

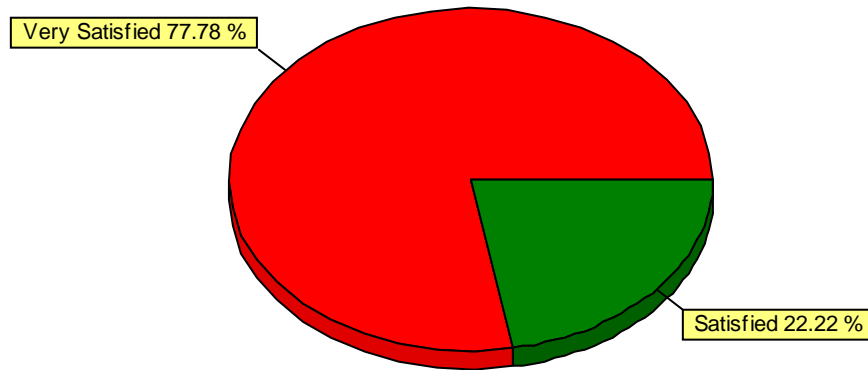
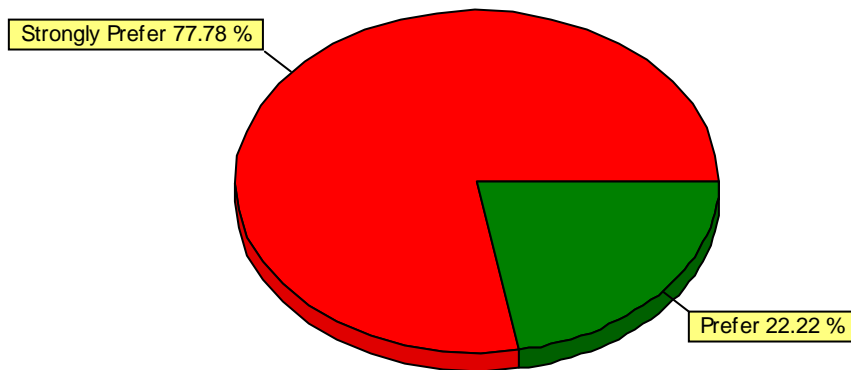


Table 2 Scheduling or Delivery Mode Preferences - Once a week



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 2 Scheduling or Delivery Mode Preferences - Twice a week

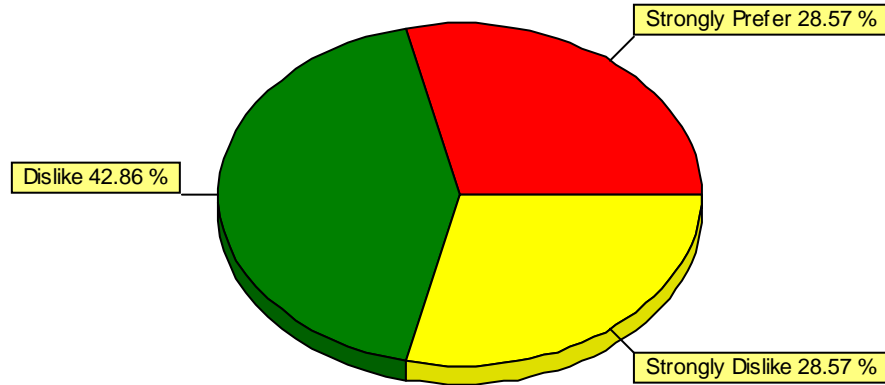
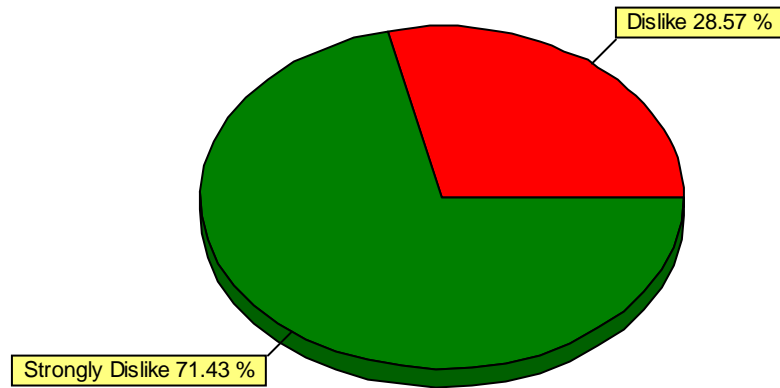


Table 2 Scheduling or Delivery Mode Preferences - Mornings



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 2 Scheduling or Delivery Mode Preferences - Afternoons

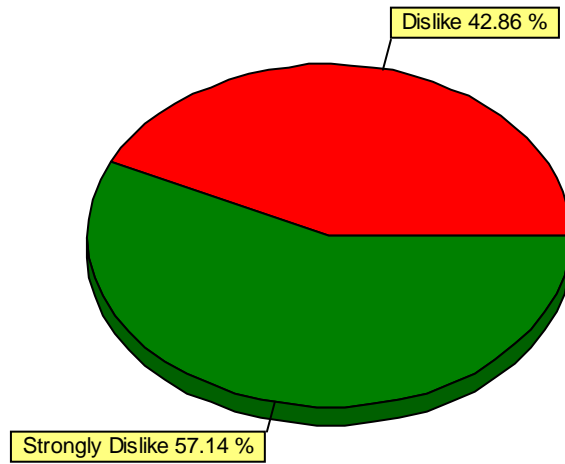
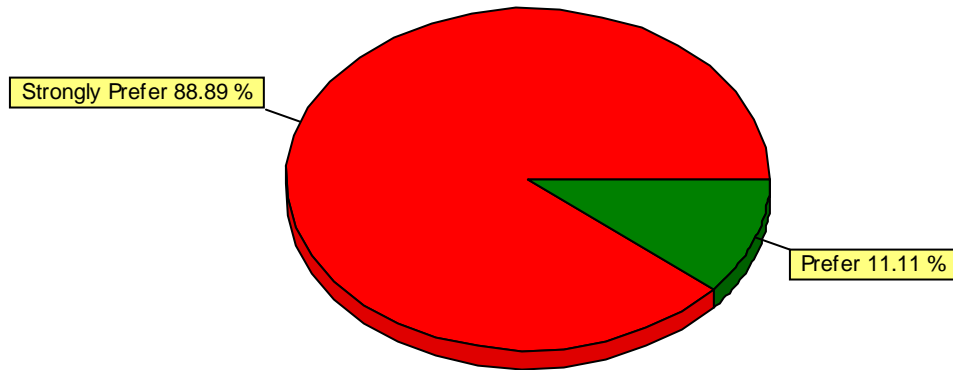


Table 2 Scheduling or Delivery Mode Preferences - Evenings



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 2 Scheduling or Delivery Mode Preferences - Weekends

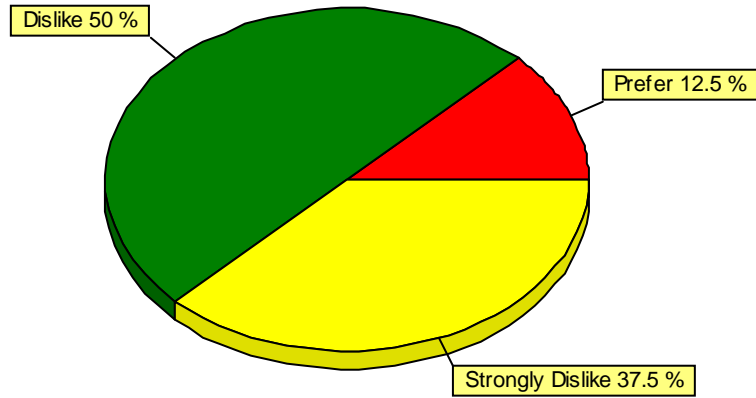
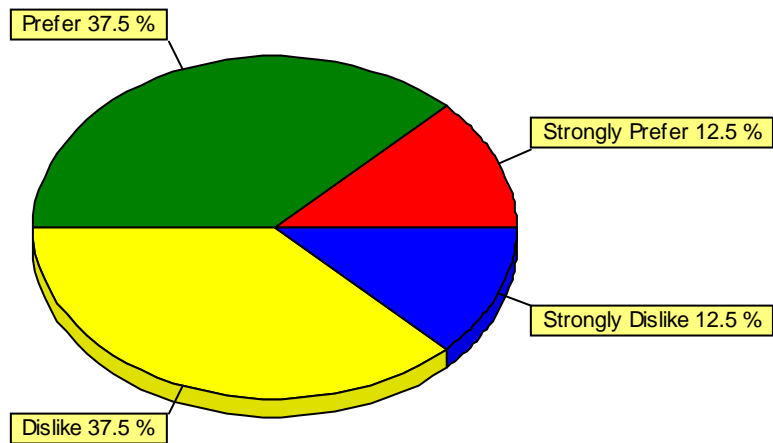


Table 2 Scheduling or Delivery Mode Preferences - Four-week Intersession



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 2 Scheduling or Delivery Mode Preferences - Telecourse

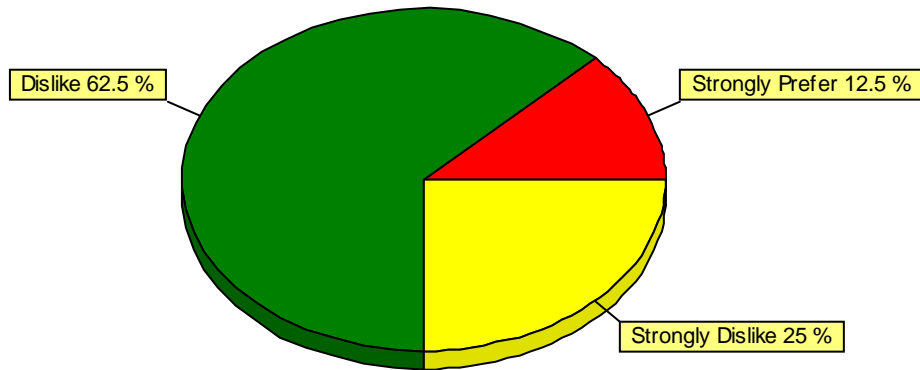
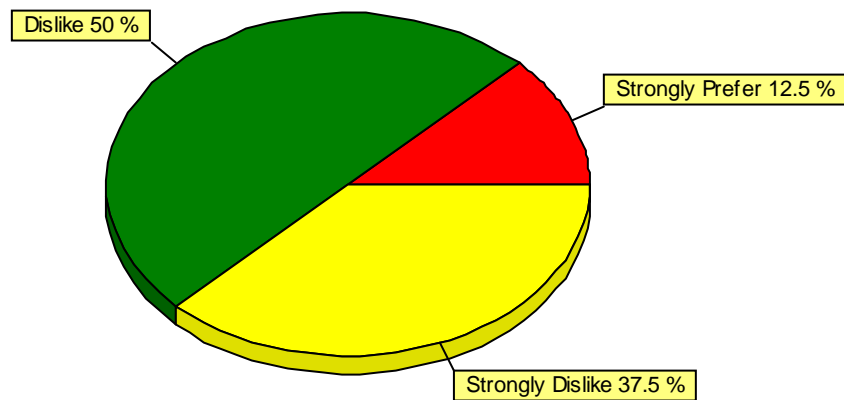


Table 2 Scheduling or Delivery Mode Preferences - WWW/Internet class



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 2 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction

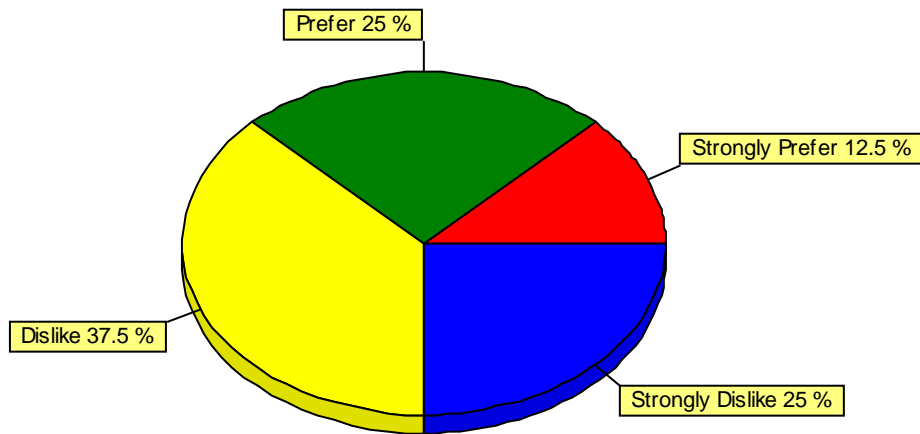
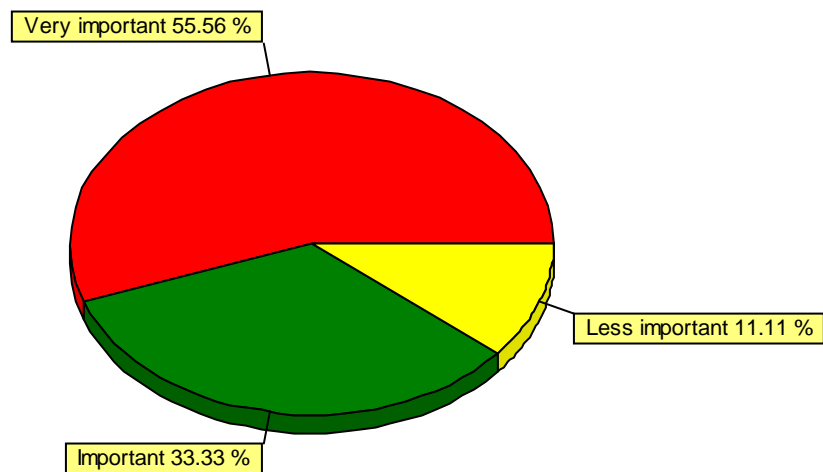


Table 3 Skills/Qualities - Knowledge of laws, legal codes, court procedures, and precedents



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 3 Skills/Qualities - Knowledge of administrative and clerical procedures including office procedures, file and record management, and word processing

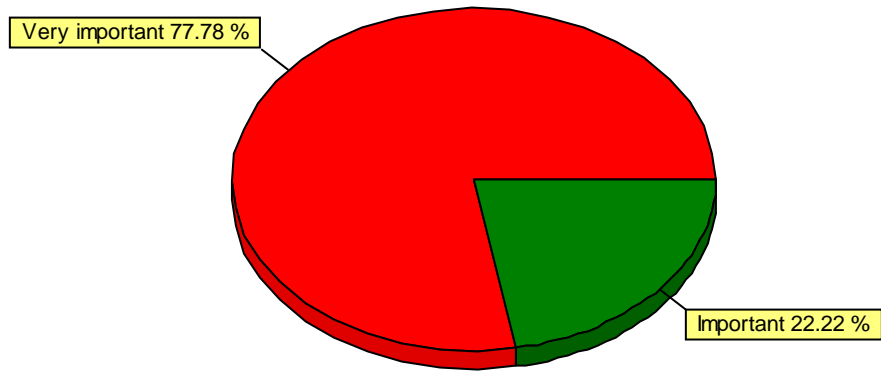
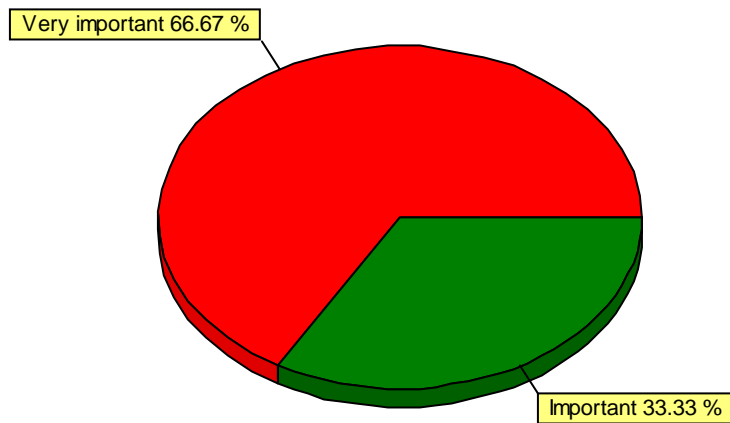


Table 3 Skills/Qualities - Ability to gather data such as statutes, decisions, codes, and documents





# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 3 Skills/Qualities - Ability to investigate facts and law of cases

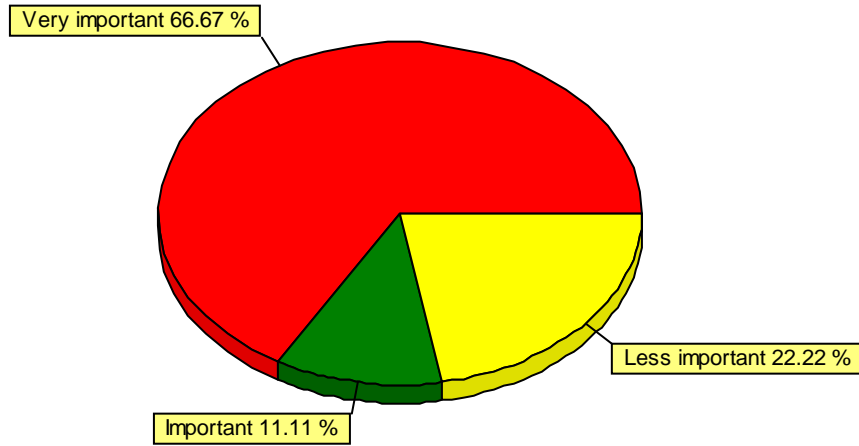
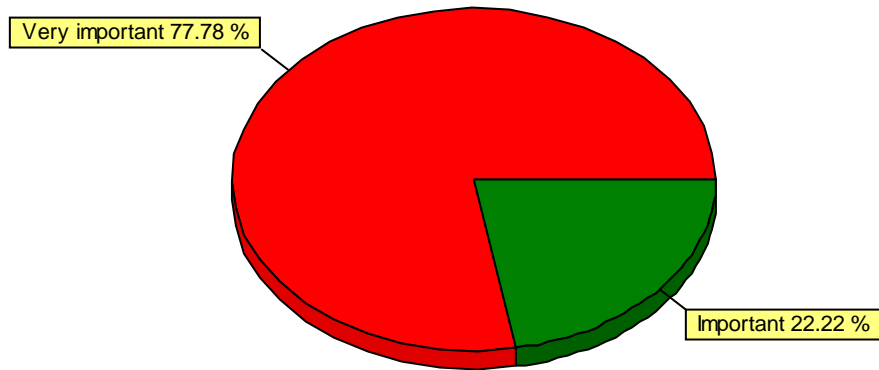


Table 3 Skills/Qualities - Skill in using a computer to conduct legal research



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 3 Skills/Qualities - Ability to prepare legal documents, including briefs, pleadings, appeals, wills, and contracts

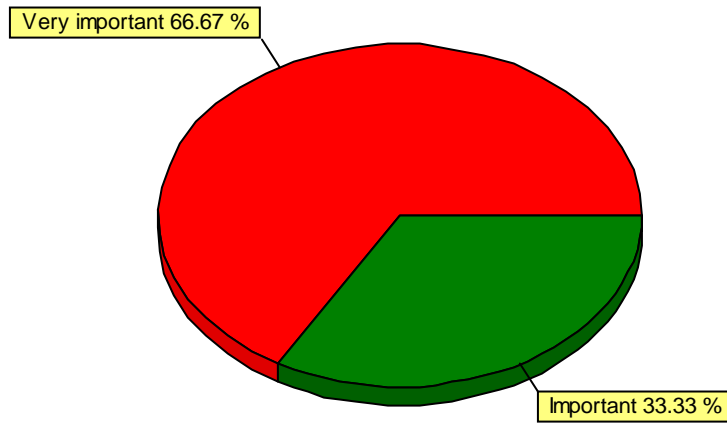
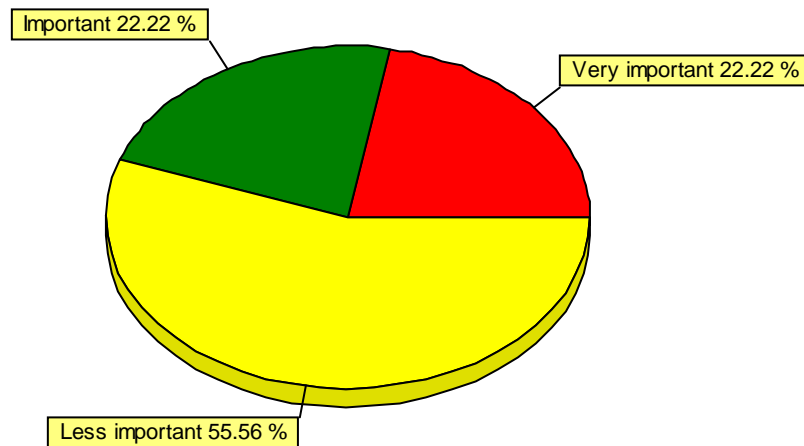


Table 3 Skills/Qualities - Ability to direct and coordinate law office activity



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 3 Skills/Qualities - Ability to keep and monitor legal volumes to ensure up-to-date law library

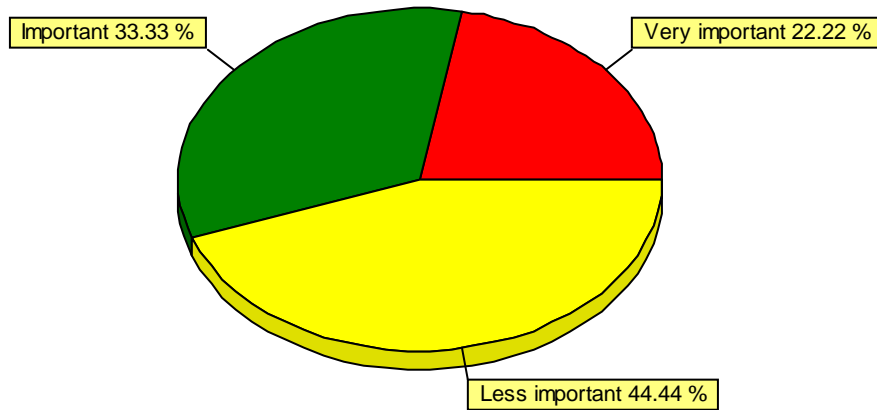
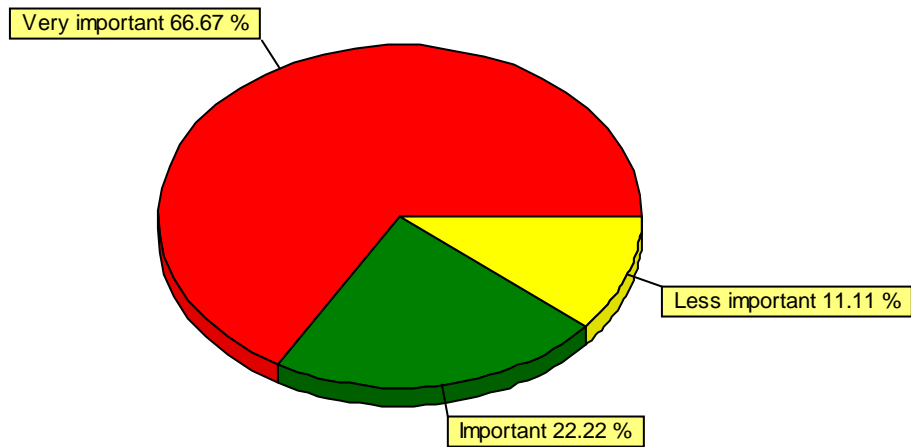


Table 3 Skills/Qualities - Ability to think critically and solve complex problems



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 3 Skills/Qualities - Ability to communicate verbally

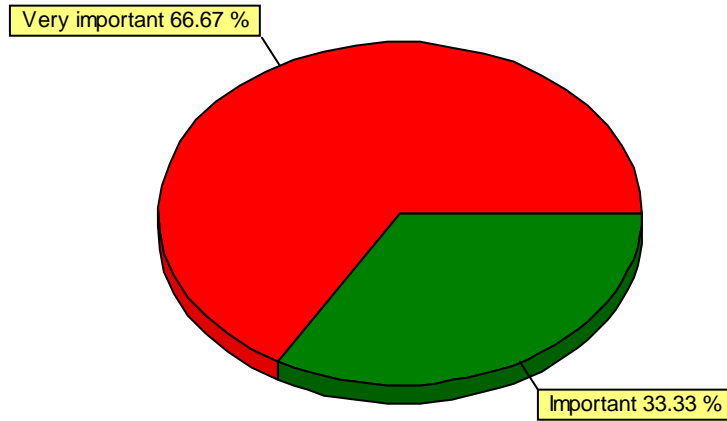
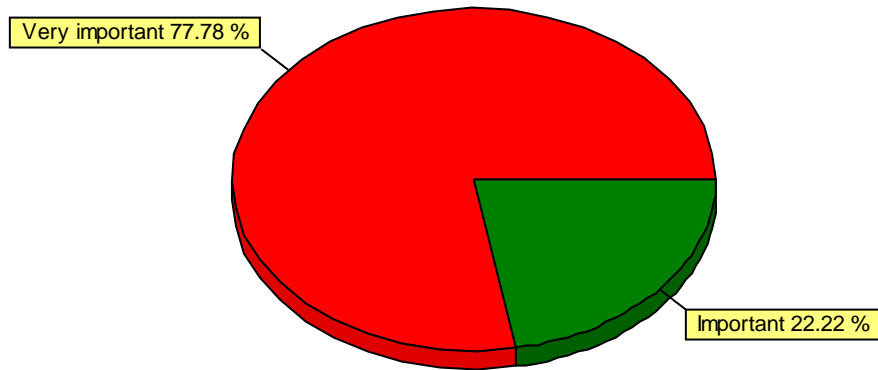


Table 3 Skills/Qualities - Ability to communicate in writing



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 3 Skills/Qualities - Ability to present arguments and evidence to support an appeal

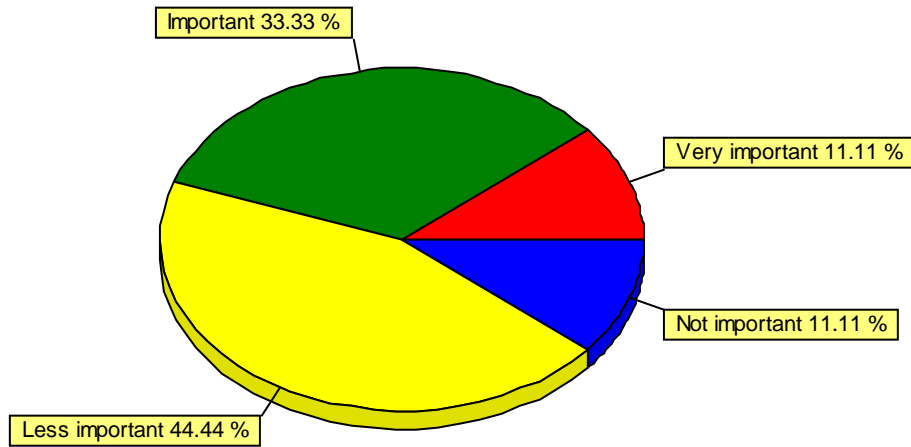
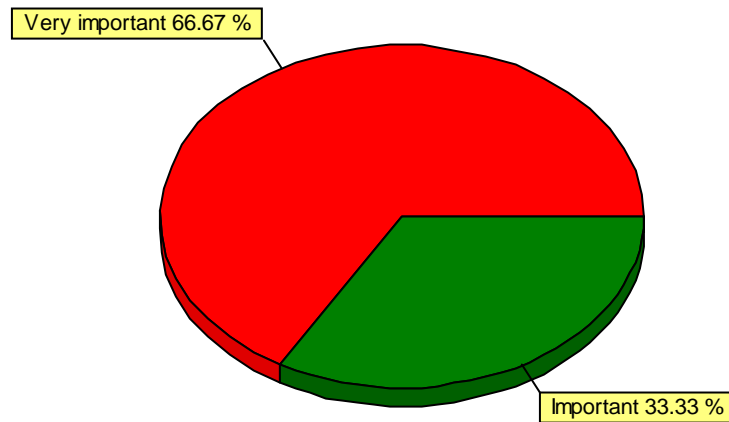


Table 3 Skills/Qualities - Awareness of ethical issues



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 3 Skills/Qualities - Ability to work independently

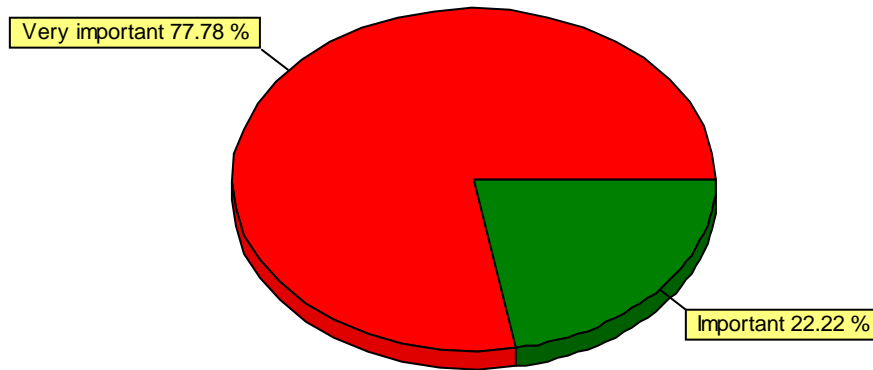
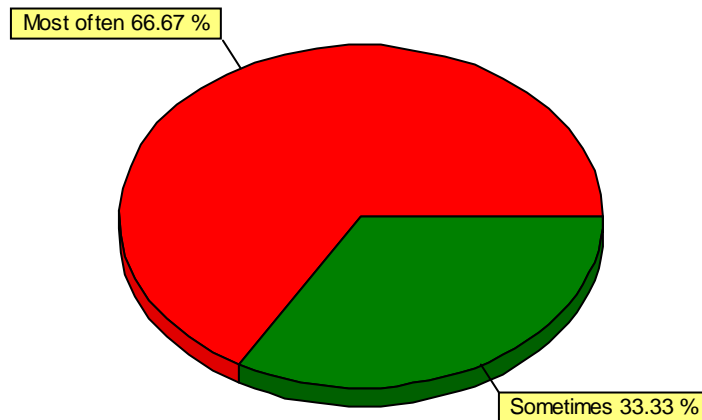


Table 4 Methods Used for Assessing Student Learning Outcomes - Participation



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 4 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)

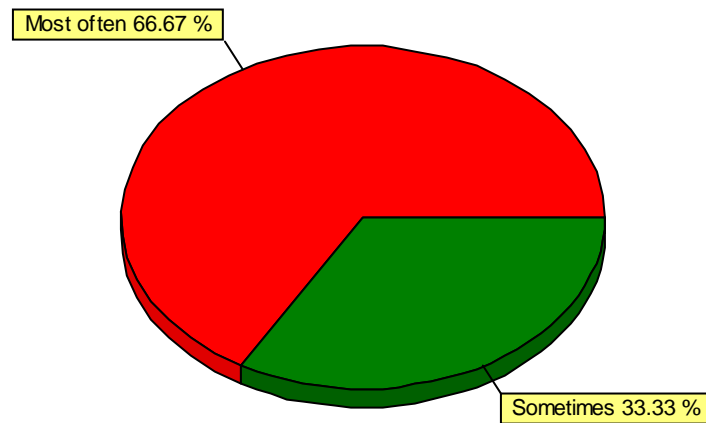
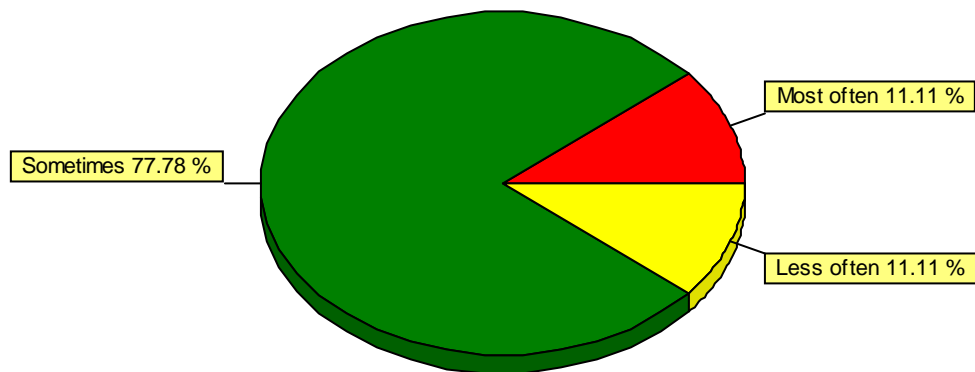


Table 4 Methods Used for Assessing Student Learning Outcomes - Essay tests



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 4 Methods Used for Assessing Student Learning Outcomes - Case studies

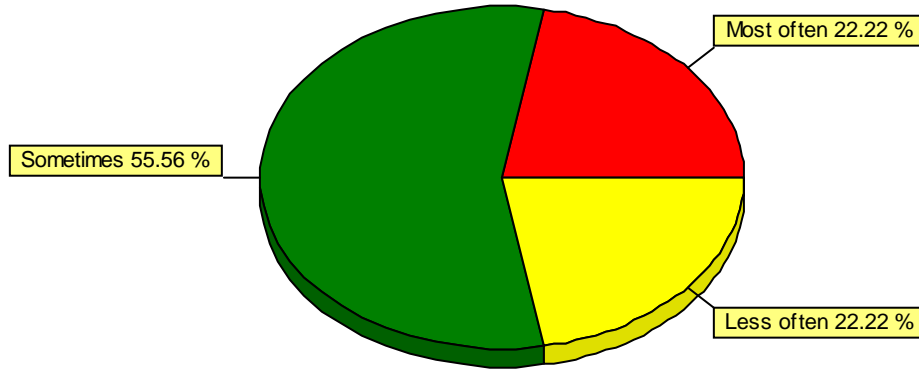
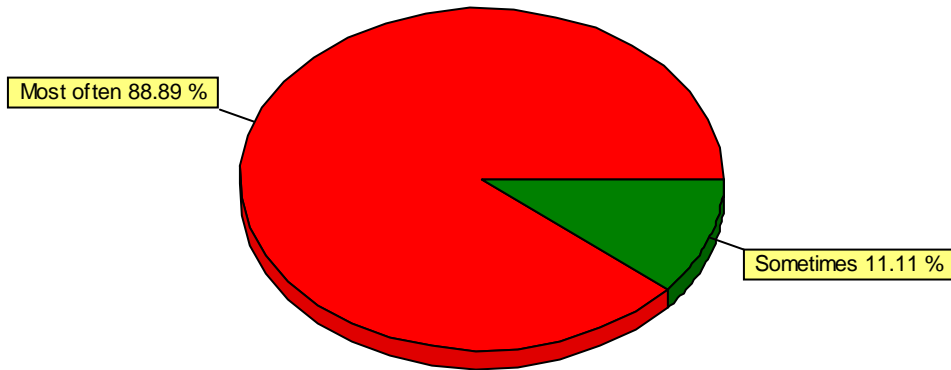


Table 4 Methods Used for Assessing Student Learning Outcomes - Term projects (by individual)





# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 4 Methods Used for Assessing Student Learning Outcomes - Group projects

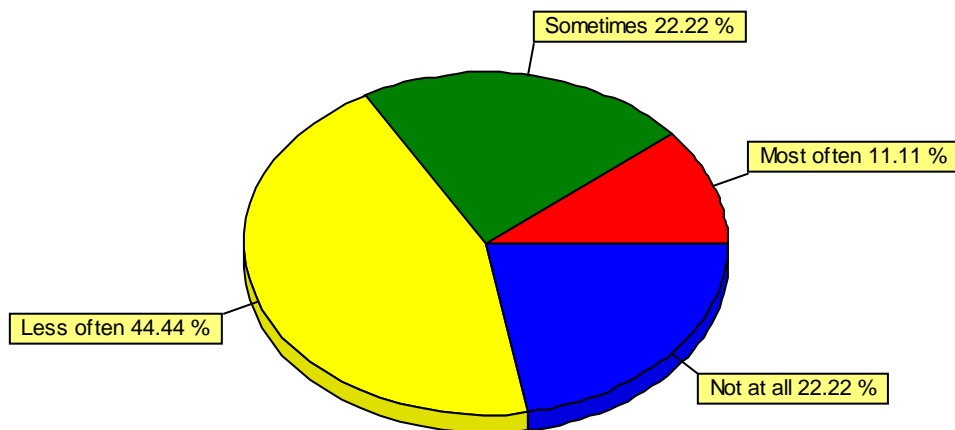
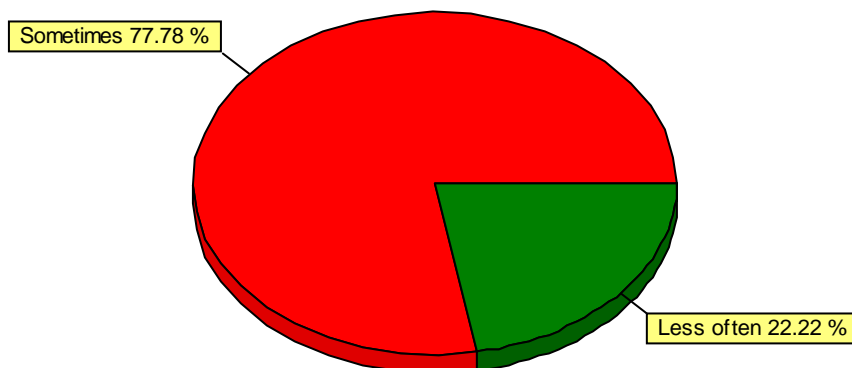


Table 4 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 4 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities

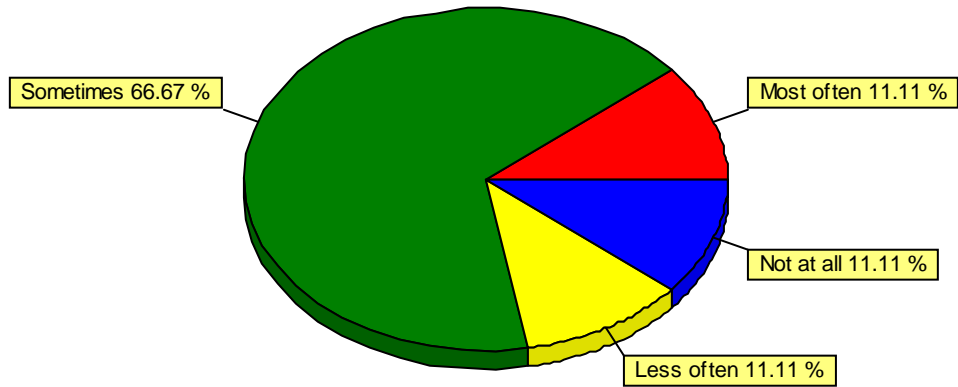
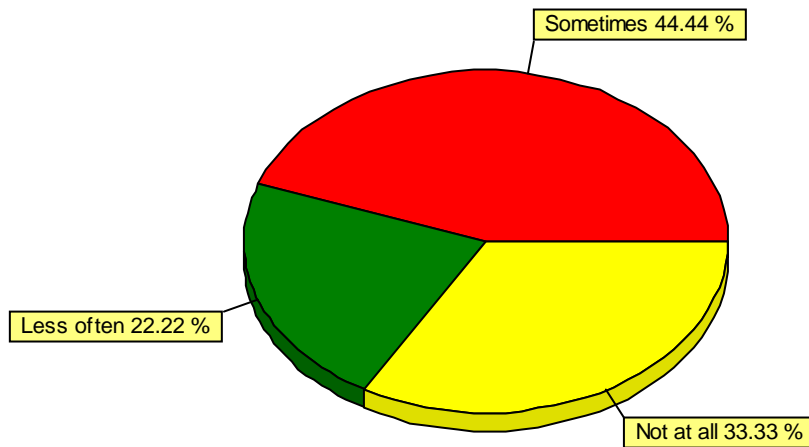


Table 4 Methods Used for Assessing Student Learning Outcomes - Peer review



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 4 Methods Used for Assessing Student Learning Outcomes - Portfolios

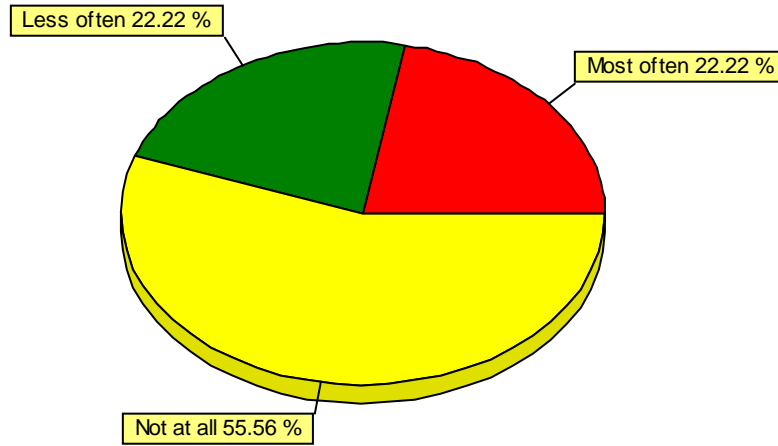
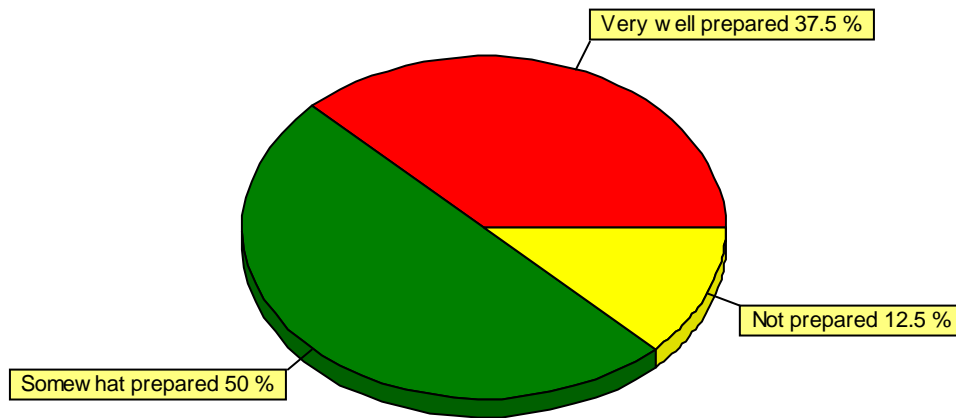


Table 5 Student Academic Preparedness - Prerequisite knowledge in discipline



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 5 Student Academic Preparedness - English proficiency (spoken)

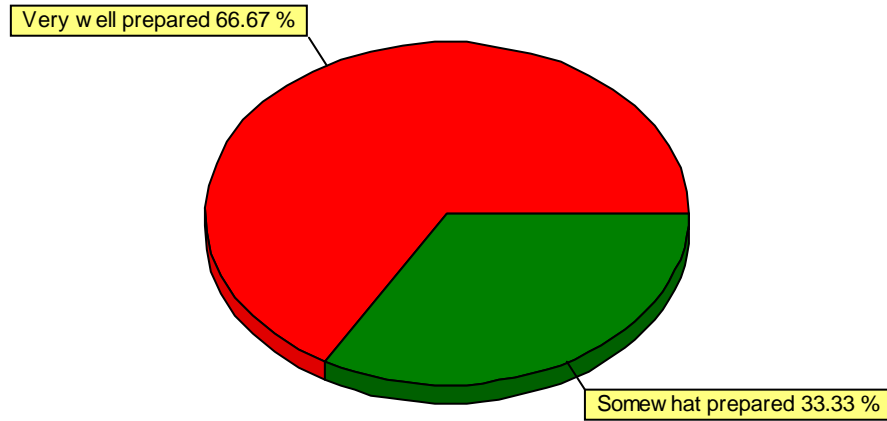


Table 5 Student Academic Preparedness - English proficiency (written)



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 5 Student Academic Preparedness - English proficiency (comprehension)

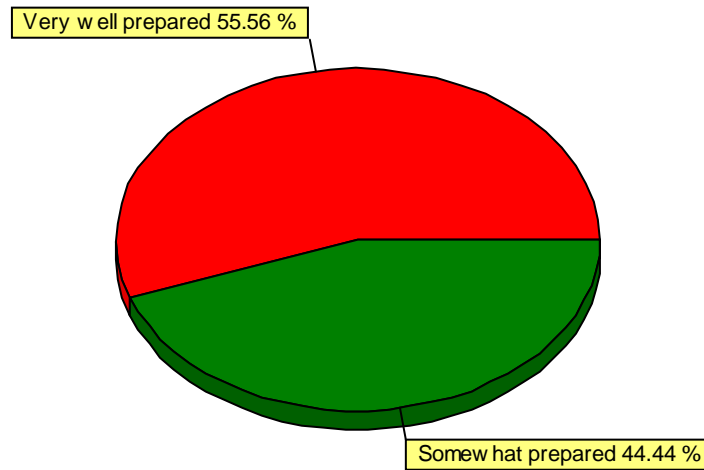
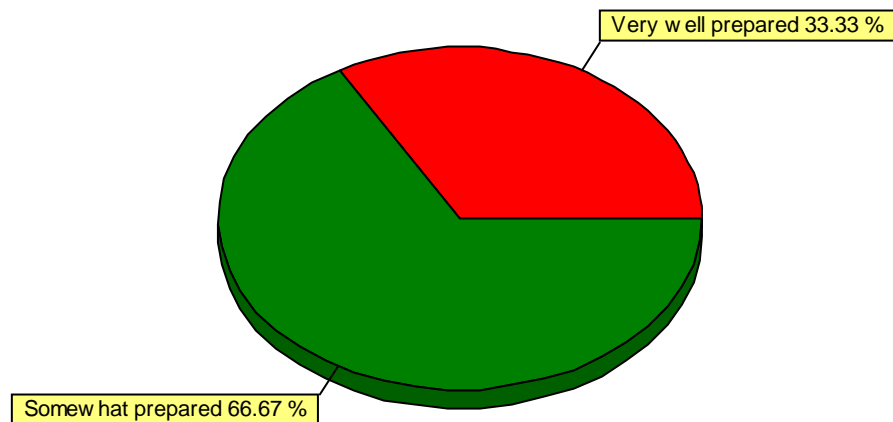


Table 5 Student Academic Preparedness - Reading level



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 5 Student Academic Preparedness - Math/computational abilities

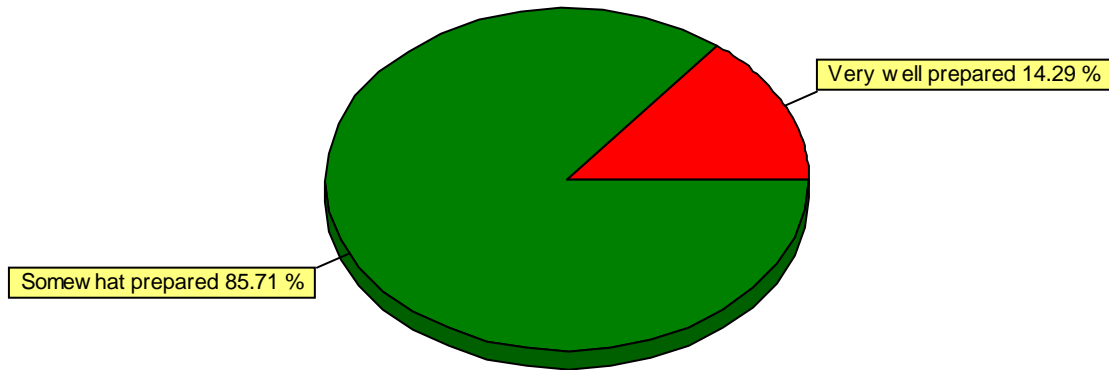
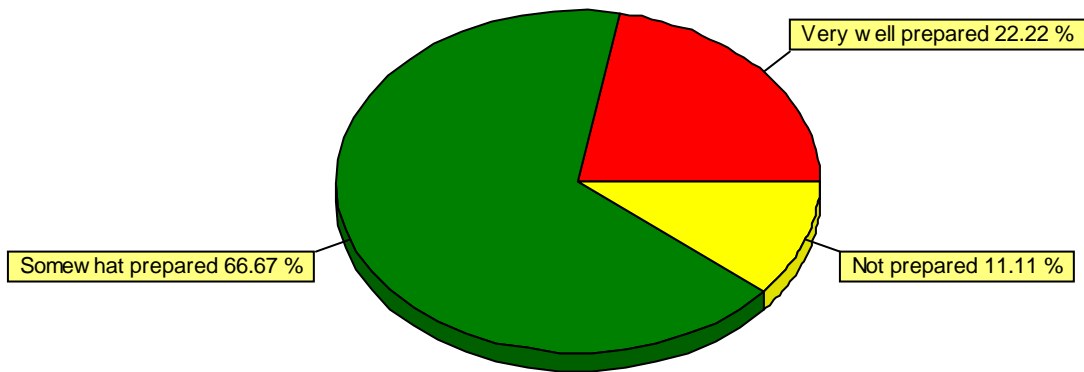


Table 5 Student Academic Preparedness - Critical thinking skills

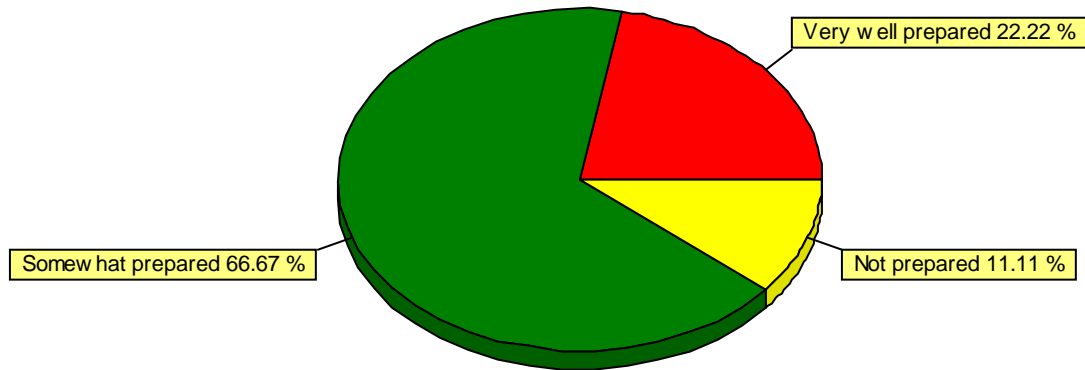


# Pie Charts

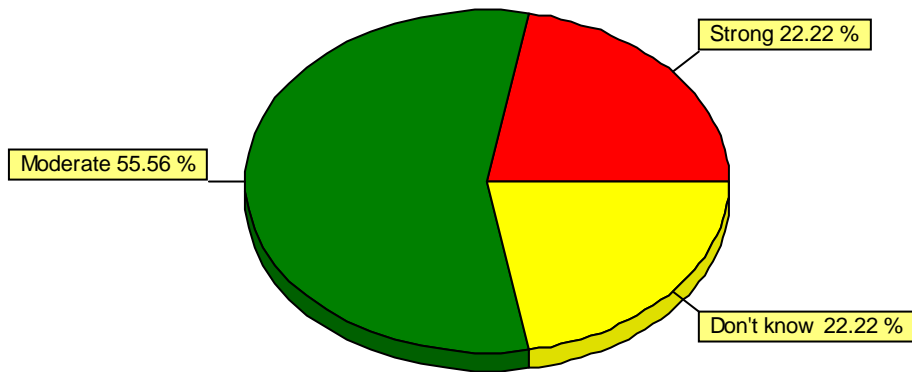
## Paralegal Studies Program Review--Faculty Survey

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Table 5 Student Academic Preparedness - Study skills



How would you rate the current local job market for graduates of Coastline's Paralegal Studies Program?



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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What do you anticipate that the job market in this field will be five years from now?

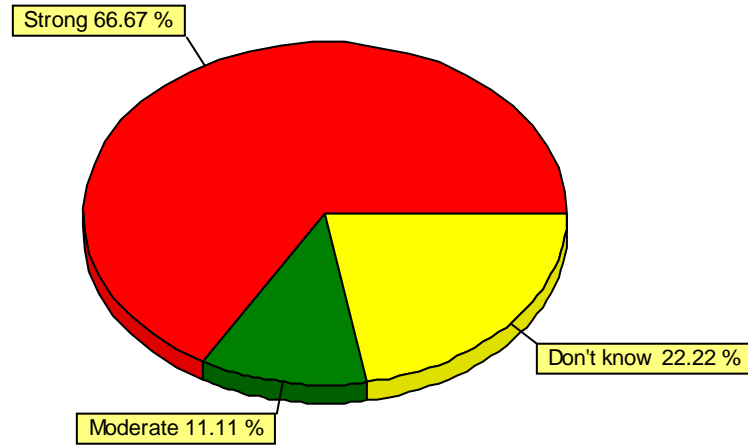
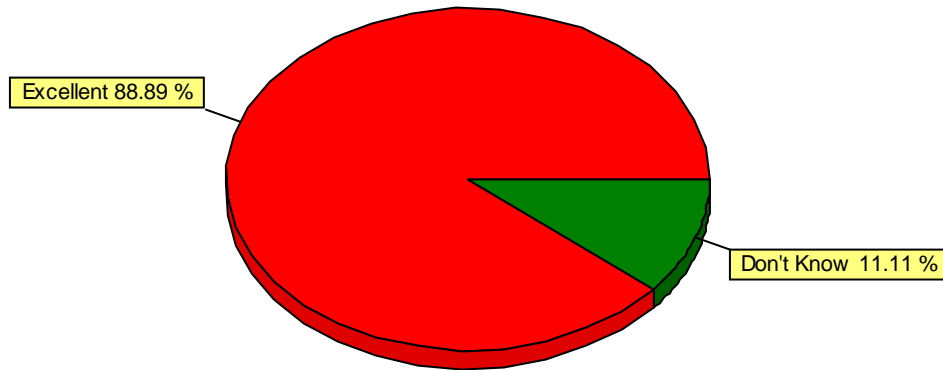


Table 6 Required Courses - Law 100: Introduction to Paralegal Studies





# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 6 Required Courses - Law 105: Civil Litigation 1

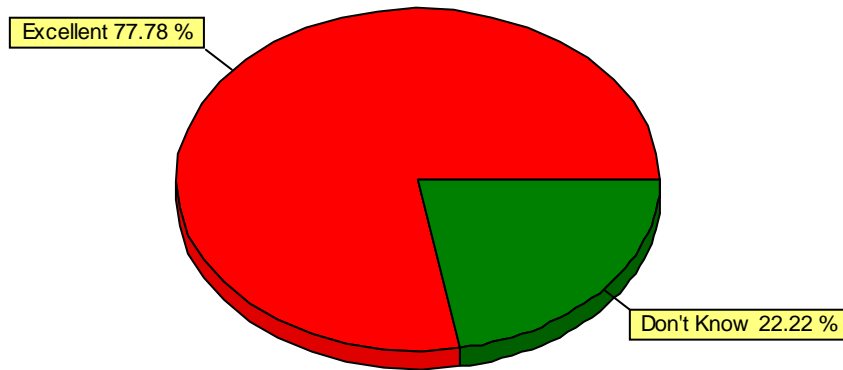
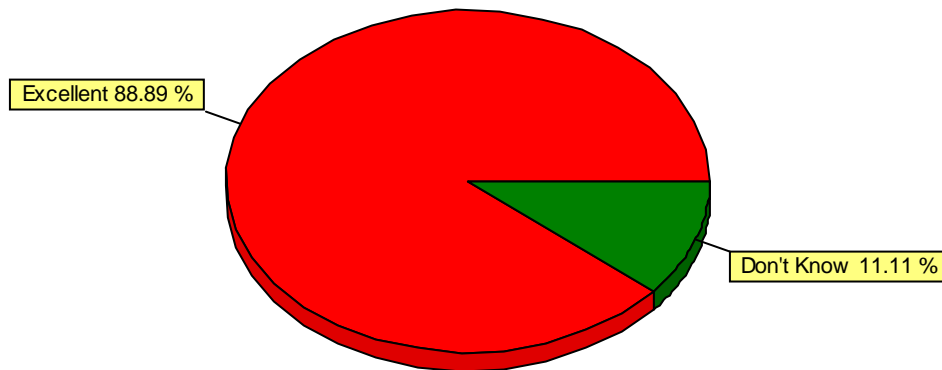


Table 6 Required Courses - Law 118: Legal Analysis and Briefing



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 6 Required Courses - Law 120: Introduction to Legal Research

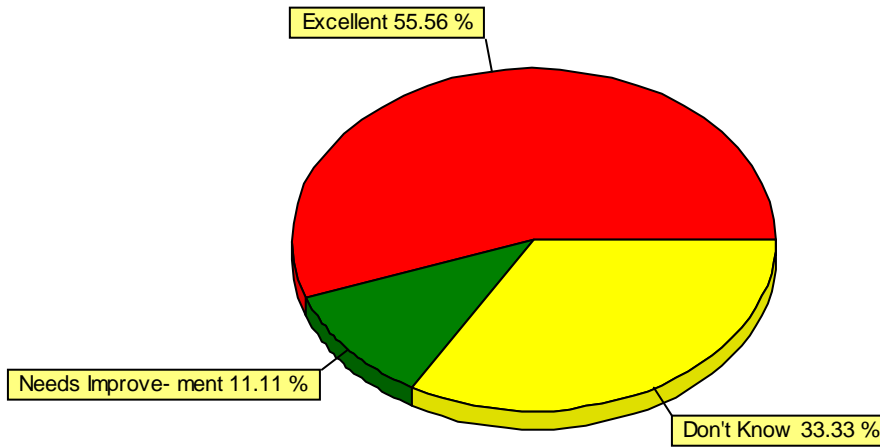
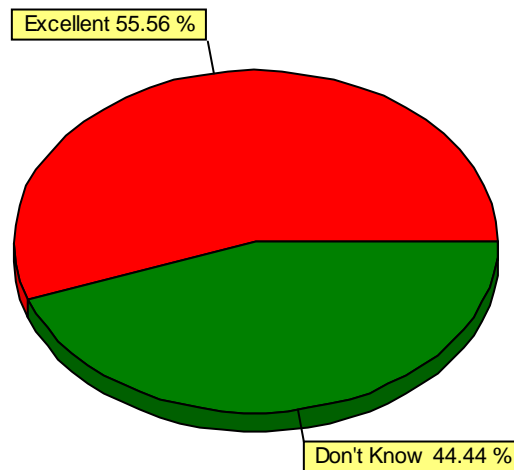


Table 6 Required Courses - Law 122: Computer-Assisted Research



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 6 Required Courses - Law 127: Legal Procedures 1

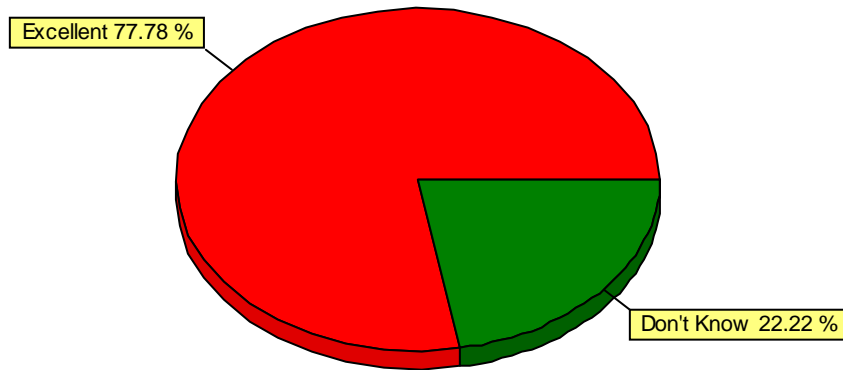
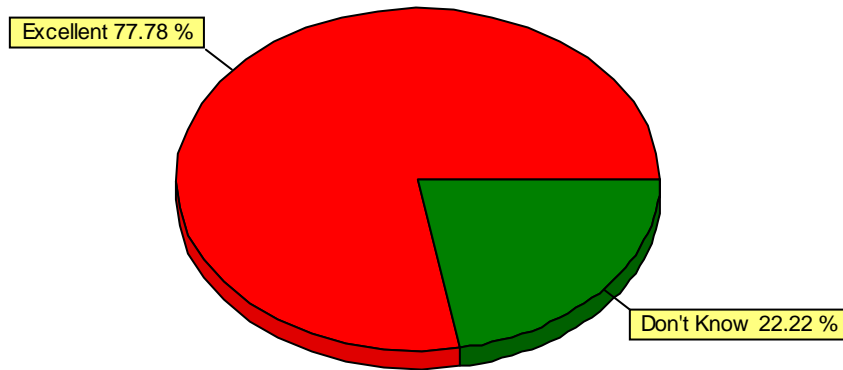


Table 6 Required Courses - Law 128: Legal Procedures 2



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 6 Required Courses - Law 390AB: Legal Clinic Practicum Ethics

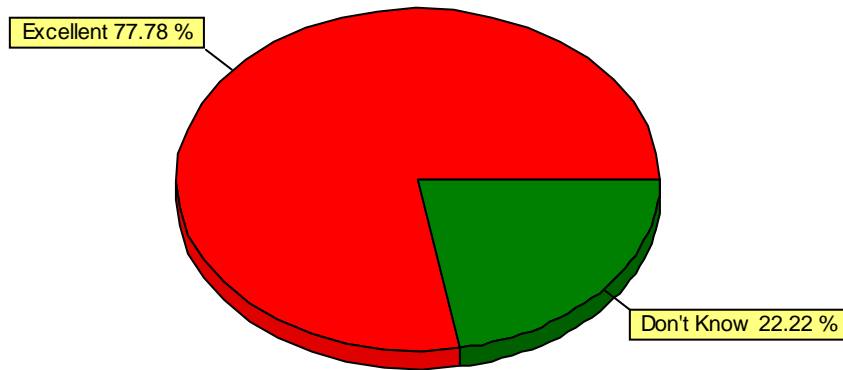
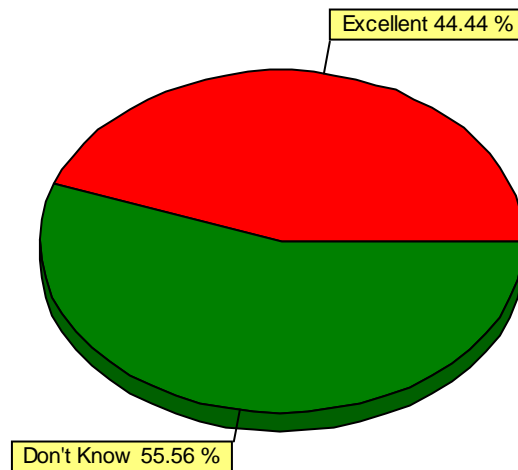


Table 7 Electives - Law 110: Civil Litigation 2



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 7 Electives - Law 115: Criminal Litigation

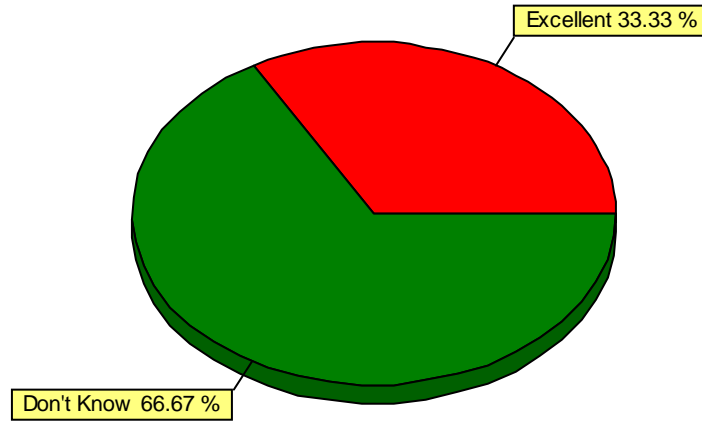
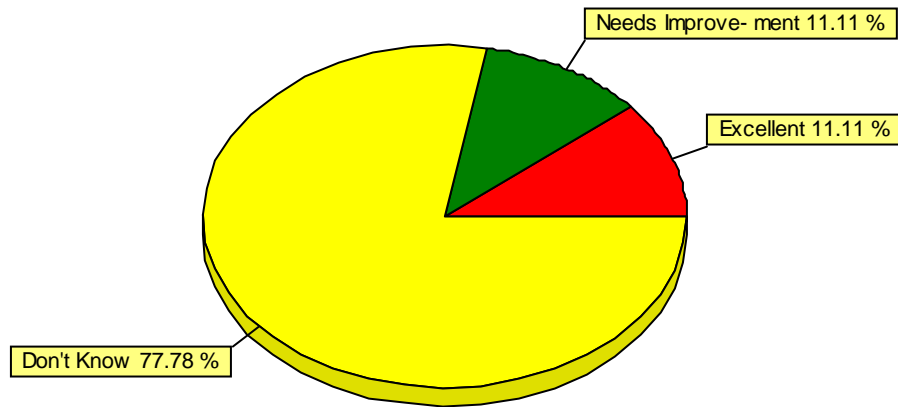


Table 7 Electives - Law 125: Federal Civil Practice



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 7 Electives - Law 130: Law Office Management

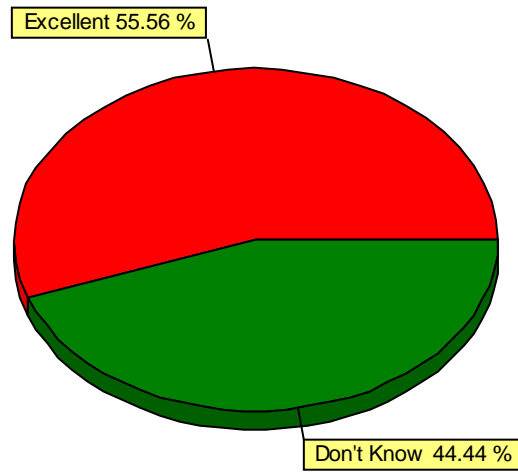
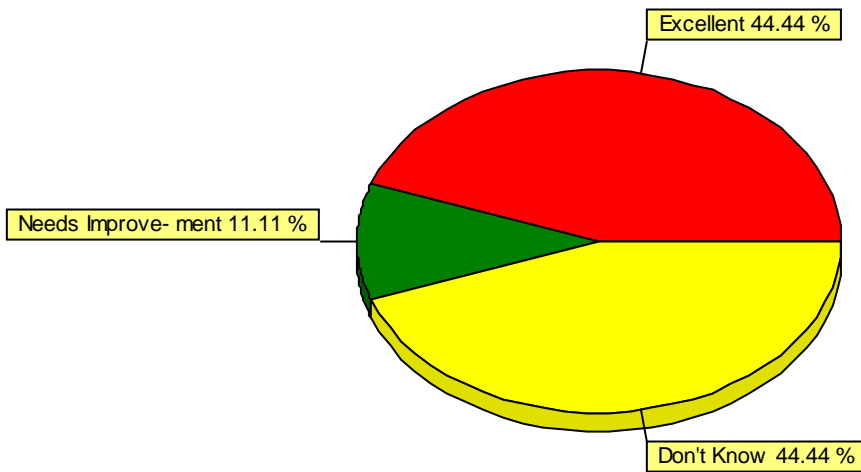


Table 7 Electives - Law 135: Family Law



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 7 Electives - Law 142: Probate Administration/Estate Planning

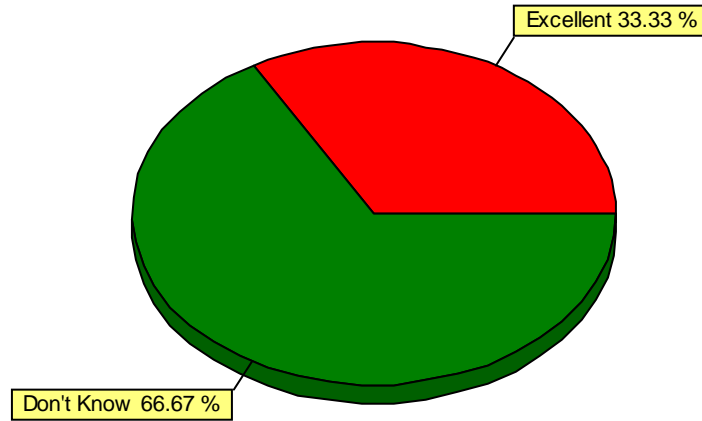
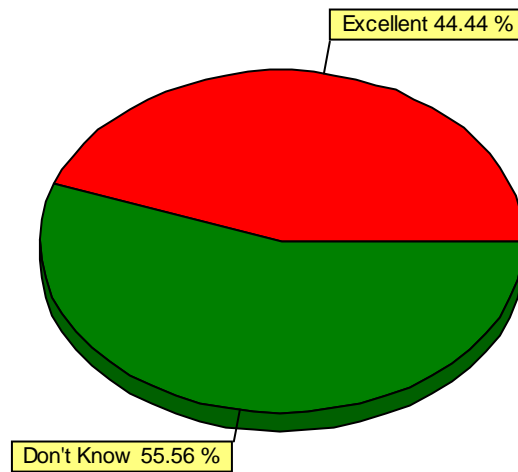


Table 7 Electives - Law 148: Elder Law



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 7 Electives - Law 150: Corporate/ Business Org.

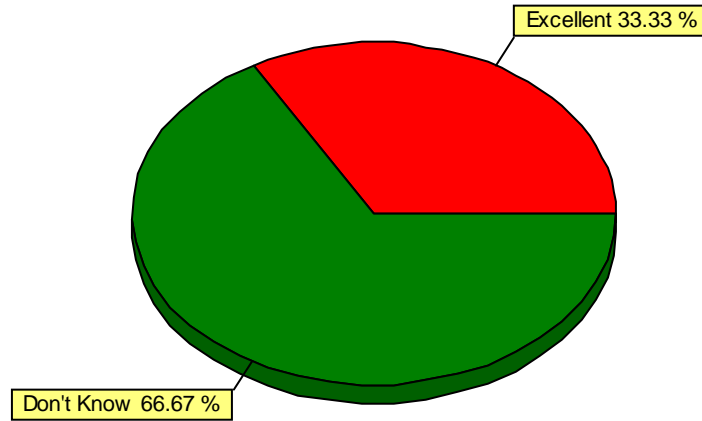
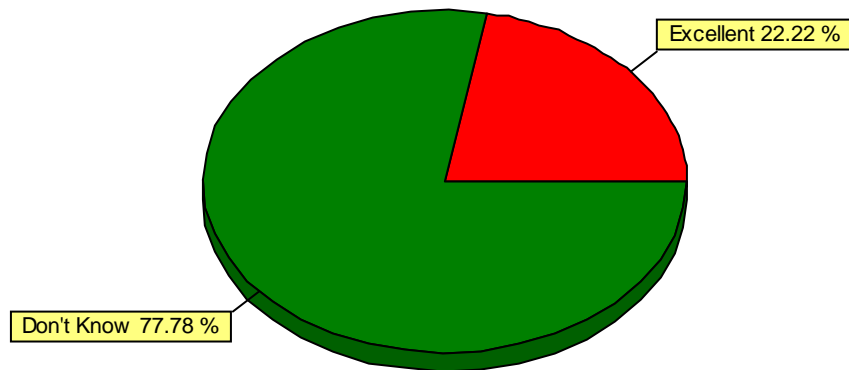


Table 7 Electives - Law 155: Bankruptcy Law and Procedures





# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 7 Electives - Law 158: Intellectual Property

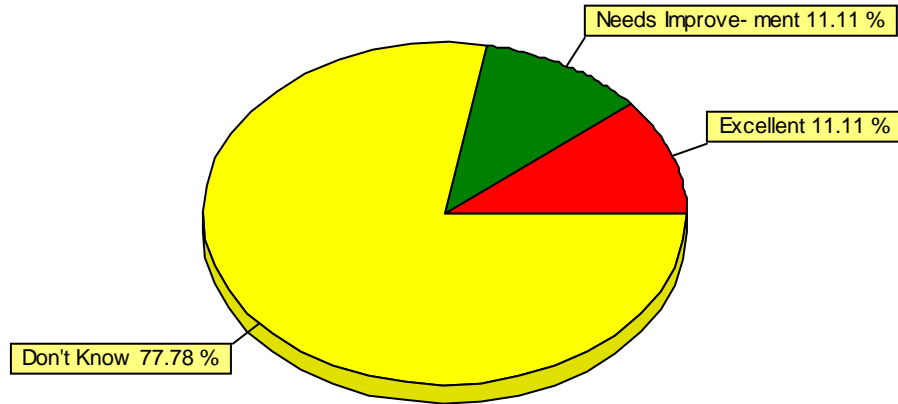
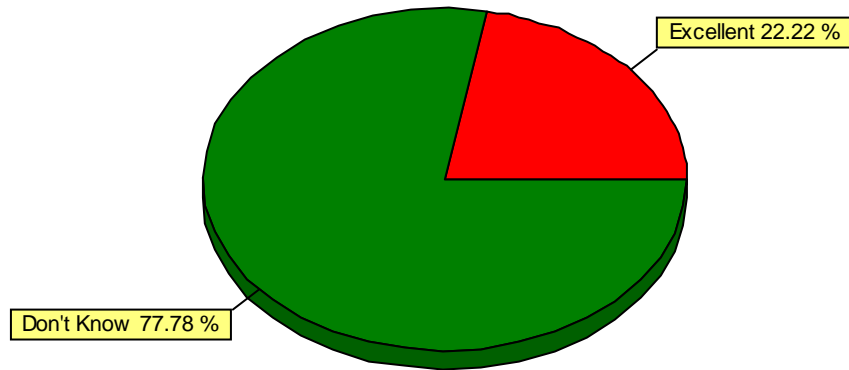


Table 7 Electives - Law 160: Civil Trials and Evidence



# Pie Charts

## Paralegal Studies Program Review--Faculty Survey

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Table 7 Electives - Law 165: Contract and Tort Law

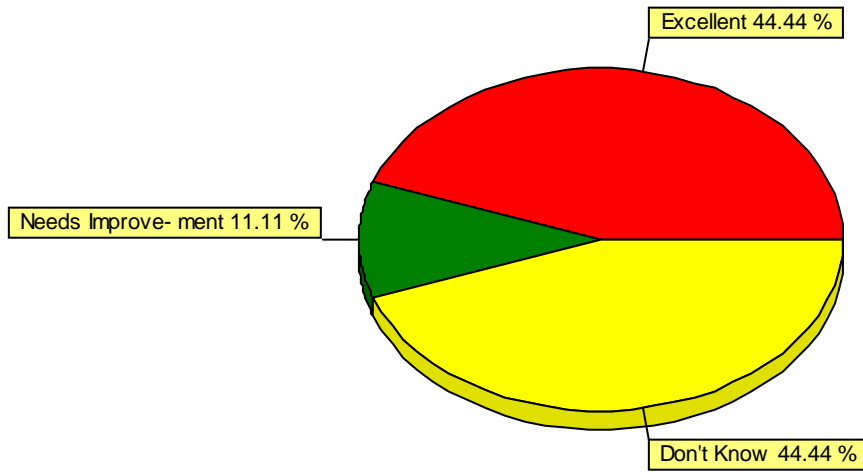
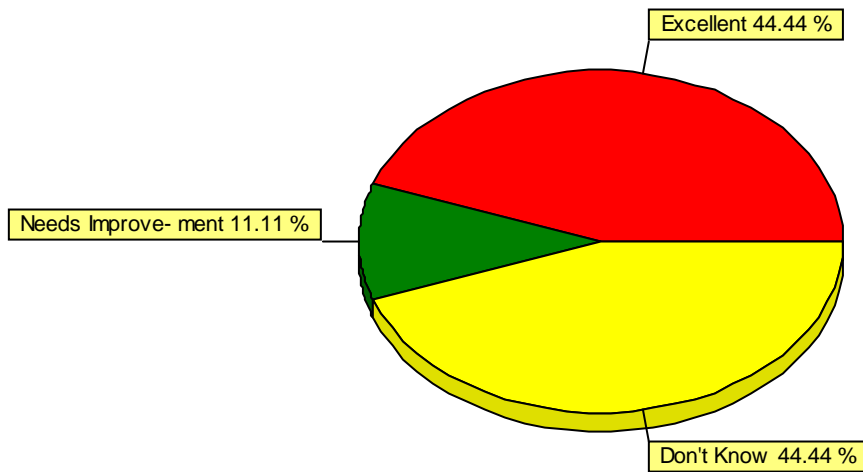


Table 7 Electives - Law 170: Computer Applications//Paralegal.



COASTLINE COMMUNITY COLLEGE  
Paralegal Studies Program  
Summary of Graduate Survey 2002-2003

This new survey was mailed to 27 graduates and 19 responses (70%) have been received to date. Two additional surveys are waiting for updated addresses to reach the 29 graduates.

The following summarizes the information obtained from graduates.

**Section 1 - Qualifications utilized by the employer for employment:**

	Required	Desirable	Not Required
ABA approved paralegal certificate	45%	55%	
Paralegal Certificate	20%	70%	10%
Bachelor Degree		10%	90%
Bachelor Degree + ABA certificate		45%	55%
CLA or PACE certification		10%	90%
Computer skills	1000%		
Writing skills	100%		
Research Skills	90%		10%
Work experience: 1-2 years		60%	40%
Work experience: 3+ years	10%	10%	

**Section 2 - How the current employment position was obtained:**

Job announcement at Coastline:	20%
Newspaper, Internet, Resume	25%
Employment agency	25%
Personal Contact, networking, relative, previous business contact	30%
How long did it take to find this position after you started? 1-2 weeks, 2-4 months	

**Section 3 - Job duties performed:**

	Frequently	Occasionally	Infrequently	Not Applicable
Research	30%	70%		
Doc.Preparation	100%			
Investigation		100%		
Interviewing	20%	30%	40%	10%
Trial Prep.	40%		40%	20%
Admin.Duties	90%	10%		
MS/Word	100%			
WordPerfect	50%			50%
Excel	70%	20%	10%	
Access	10%	10%	70%	10%
West/Lexis	10%	70%	20%	
Time&Billing	60%	10%	30%	
Calendaring	100%			
Internet Rsch	70%	10%	10%	10%
CD-ROM		60%	30%	10%
Lit.Support	30%			70%
Doc.Control	60%	20%	20%	

<b>Section 4 - Employer provides:</b>	Yes	No	N/A
Retreat	10%	80%	10%
Job advancement	40%	40%	20%
Paralegal Supervisor	10%	70%	20%
Continuing Ed. in house	40%	50%	10%
Private office	60%	40%	
Share office	20%	80%	
Secretary support	70%	30%	
Word processing support	30%	70%	
Paid professional dues	50%	25%	25%
Paid continuing education	65%	25%	10%
 Generally satisfied with your job?	Yes	75%	No 25%

Indicate aspects of your job with which you are

**Satisfied** - The learning opportunities are wonderful!

I like my job but the benefits for educational support are almost none.

The environment and people are great.

The varied challenge of every day and client cases.

I am satisfied with the challenges and expectations of me.

**Dissatisfied** - I would like more paralegal recognition.

Some of my job is like a glorified secretarial position.

**Section 5 - Have you attained**

NALA or NFPA Certification      Yes - none      No - 100%

Are you a member of:      NALA - none      NFPA - none

   OCPA Yes (40%)      CAPA - none

   Other: Orange County Estate Planning Council, Orange County Bar Association  
Trust & Estates Section, Western Pension & Benefits Conference

**Section 6 - Evaluate services at Coastline Community College:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Administration	50%	50%			
Student Services	35%	65%			
Coastal One-Stop	10%	10%	5%*		75%
Library/Room 5	30%	40%			30%
Job Referrals/class	30%	60%	5%		5%
Counseling	30%	60%	5%**		5%

Comments: Counselors could be a little more thorough.

I thought the One-Stop was to help students find jobs?\*

Very good program. Advised to take the wrong English class and never told of 2 other classes I would need for a BA degree.\*\*



**Section 7 - benefits provided by your employer:**

medical insurance	100%	dependent medical	30%
dental insurance	100%	pension/profit sharing	30%
sick leave	90%	paid vacation (2+)	75%
vision	100%	health club	None
life insurance	75%	paid cont. education	50%
		parking	75%

Some salary information was provided, but many graduates left this section blank;

<b>Current Salary</b>	<b>Bonus</b>	<b>Increase</b>	<b>How Long?</b>
\$36,000	no	\$100/mo	6 months
\$36-42,000	no	\$100	6 months
\$38,000	no	\$83.33/mo	2 months
\$39,000	\$1850	\$375/mo	1 year
\$47,000	\$5,000 3%	annually	
\$48,000	no	not yet	annually
\$20/hour	\$30 (overtime)	\$6/hour	6 months

Many responses did not provide any salary information.

Billing rates: \$65 to \$85; \$90; \$125

Exempt a few said yes, most left blank

Practice areas: Intellectual Property, Bankruptcy, Litigation

Billable hour requirement: 1200; 1725; most said none or left blank

**Section 8 - if you are not currently employed as a paralegal, please indicate:**

Most graduates responding to this section are working full-time.

Three are looking for paralegal positions, not sure if they want assistance.

Two are not looking for paralegal positions.

Two are not working as paralegals but are using their paralegal education on the job.

One is continuing education with future plans for law school.

One staying at present employment as paralegal salaries are too low.

One retired from the Post Office and will be starting CSULB in Fall 2004 History major

One attending Chapman University, Criminal Justice major and headed to law school.

One left a paralegal position dissatisfied with the billing hour requirement of 1725/year.

One completing her BA and applying to programs for M. Ed in school psychology.

**Section 9: What do you believe is the most important trend facing the paralegal profession?**

Educating attorneys on how to use paralegals, often treat them like clerks or secretaries.

Higher education most jobs require a bachelor degree.

Research skills.

I believe Certification is helping to improve the paralegal profession, obtaining respect for the hard work.

I believe the profession needs to be regulated and paralegals should be licensed in order

to establish standards through the profession.

Over-saturation - very difficult to find a position in this economic climate.

How to define the roll as a professional - not a secretary.

Keeping current and fresh with everything going electronic.

Lawyers utilizing time and cost effective benefits for clients.

Computers

**Section 10 - What other information would you like Coastline to consider in evaluating its paralegal studies program?**

Internship and job placement career center.

More about obtaining a bachelor degree and school programs for continuing education.

Provide enrichment classes.

Better instruction in using WestLaw.

Home access to Westlaw.

More computers for legal research.

Classes could be more challenging - more hands-on to real life situations.

COASTLINE COMMUNITY COLLEGE  
Paralegal Studies Program  
Summary of Graduate Survey

This survey was mailed to 38 graduates and 28 responses (74%) have been received to date. This survey was developed by the Program Review Team, Advisory Committee and Faculty utilizing the Reference Manual for ABA Approval by Therese Cannon.

The following summarizes the information obtained from graduates.

**Section 1 - Qualifications utilized by the employer for employment:**

	Required	Desirable	Not Required
ABA approved paralegal certificate	50%	40%	10%
Bachelor Degree	56%	44%	
Bachelor Degree + ABA certificate	10%	44%	46%
CLA or PACE certification			100%
Computer skills	85%	15%	
Writing skills	65%	35%	
Research Skills	37%	58%	5%
Work experience: 1-2 years	44%	16%	8%
Work experience: 3+ years	8%	16%	8%

**Section 2 - How the current employment position was obtained:**

Job announcement at Coastline:	30%
Newspaper, Internet	30%
Personal Contact	40% **

Friend; internal promotion following receipt of certificate; working as a paralegal before graduation; original placement from classroom job announcement, Marine recruiter, teacher at Coastline keeping in touch\*\*

How long did it take to find this position after you started? 2-3 months, 1-2 months, 2 weeks

**Section 3 - Job duties performed:**

	Frequently	Occasionally	Infrequently	Not Applicable
Research	20%	45%	35%	
Doc.Preparation	85%	15%		
Investigation	25%	35%	25%	15%
Interviewing	30%	30%	20%	20%
Trial Prep.	25%	25%	20%	30%
Admin.Duties	75%	20%		5%
MS/Word	85%			5%
WordPerfect	45%	15%	30%	10%
Excel	40%	20%	30%	10%
Access	25%	20%	30%	25%



	Frequently	Occasionally	Infrequently	Not Applicable
West/Lexis	40%	40%	12%	8%
Time&Billing	65%	15%	5%	15%
Calendaring	75%	15%	5%	5%
Internet Rsch	55%	45%		
CD-ROM	40%	50%		10%
Lit.Support	50%			50%
Doc.Control	75%			25%

<b>Section 4 - Employer provides:</b>	Yes	No	N/A
Retreat	20%	50%	30%
Job advancement	60%	35%	5%
Paralegal Supervisor	10%	65%	25%
Continuing Ed. in house	65%	35%	
Private office	45%	55%	
Share office	20%	80%	
Secretary support	75%	25%	
Word processing support	40%	60%	
Paid professional dues	30%	65%	
Paid continuing education	45%	28%	27%

Generally satisfied with your job? Yes 85% No 15%  
I am an in-house paralegal and my job description is very different.

Indicate aspects of your job with which you are

**Satisfied** - How I am utilized as a paralegal.

Responsibility they give to paralegals.

Work environment plus my duties and responsibility.

Friendly attitude of co-workers and supervisor.

Casual attitude, good feedback from attorneys and staff.

I am on my own to do the job but can approach the attorney for guidance as needed, there is only the two of us at the corporate legal office.

This is a new career to me with so many things to learn. I have great support from the department personnel.

**Dissatisfied** - No private office.

Job ok for now, neither satisfied nor dissatisfied.

I like the attorney but I need more challenging work.

**Section 5 - Have you attained**

NALA or NFPA Certification Yes - none No - 100%

Are you a member of: NALA - one NFPA - none  
OCPA Yes (50%) CAPA - none

Other: National Notary Association; NCMA

**Section 6 - Evaluate services at Coastline Community College:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Administration	60%	40%			
Student Services	40%	50%			10%
Coastal One-Stop	25%	25%			50%
Library/Room 5	45%	40%			15%
Job Referrals	40%	30%			30%
Counseling	40%	25%	5%		30%

Comments: It is a very good program; everyone is very helpful.  
 Coastline is a great school.  
 I was not given correct counseling information.  
 The legal clinic is a great service.  
 Good job referrals. Program has good teaching and direction.

**Evaluate paralegal instructors:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Knowledge	70%	30%			
Well organized	68%	32%			
grading criteria fair	70%	30%			
encouraged part.	85%	15%			
responsive to stds	85%	15%			
Fair assignments	82%	18%			
Fair exams	82%	18%			
Appropriate texts	78%	22%			
Texts utilized prop.	78%	22%			
Instructors available	90%	10%			

Comments: Excellent instructors; I can't say enough about the teaching staff; Steve Barnes and Margaret Lovig were my top seated instructors. Steve Barnes is one of the best instructors I have had. Instructors were always available for questions after class. Great teachers - Letterman and Barnes. Excellent program. The teachers were very helpful, all were excellent. Quality instruction in each area of the courses.

**Evaluate paralegal studies curriculum:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Introduction class	68%	32%			
Legal Procedure 1	62%	35%			3%

(Survey prior to 2002-03)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Legal Procedure 2	60%	40%			
Civil Litigation 1	66%	28%	3%		3%
Analysis & Briefing	72%	25%	3%*		
Legal Research	65%	25%	3%*		7%
Legal Clinic/Ethics	75%	22%			3%
Elective Choice:					
Family Law		30%			70%
Bankruptcy	10%	20%			70%
Civil Lit. 2	62%	29%			9%
Criminal Law	10%	10%			80%
Corp/Business	35%	25%			40%
Torts & Cont.	53%	21%			26%
Computer Ap.	40%	15%	5%		40%
Law Off. Mg.	20%	10%			70%
Estate/Probate	60%				40%

\*Either not enough time to grasp and perform work or I needed to put in additional time to have done better.

What classes not offered for paralegal studies would you recommend be added?

Advanced research and advanced writing	Elder Law
Intellectual Property (mentioned by several students)	
Discovery and calendaring	Product Liability
Employer/Labor Law	Advanced Computer Applications
Electronic research	Online legal research
Environmental law	Class devoted to filing out forms
Real estate	Government (international regs.)
Immigration	Department of Commerce courses

### Section 7 - benefits provided by your employer:

medical insurance	90%	dependent medical	70%
dental insurance	90%	pension/profit sharing	90%
sick leave	90%	paid vacation (2+)	90%
vision	60%	health club	None
life insurance	60%	paid cont. education	20%
		parking	60%

Some salary information was provided, but many graduates left this section blank or parts of it blank;

Current Salary	Bonus	Increase	How Long?
\$41,000	\$1,000	\$1000/year	nine months
\$40,000		3%	three months
\$37,000	—	—	—
\$36,900	\$ 200		



**Section 10 - What other information would you like Coastline to consider in evaluating its paralegal studies program?**

Research via the Internet

Separate class for computerized research

I think it is a good program

Availability of classes

Keep market trends and state economy in mind when preparing to find a job

Coastline has an excellent program. I would recommend it to anyone interested in becoming a paralegal.

Information on where paralegal students can volunteer besides the legal clinic.

I valued my educational experience at Coastline, thanks, I plan to attend in fall.

I feel it is an outstanding program, thank you.

PARALEGAL STUDIES PROGRAM\*

GRADUATE INFORMATION SURVEY

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip)  
(\_\_\_\_\_)

E-MAIL: \_\_\_\_\_ (indicate: work-or-home)

CURRENT EMPLOYER: \_\_\_\_\_

\_\_\_\_\_ (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip)  
Telephone (\_\_\_\_\_)

JOB TITLE: \_\_\_\_\_ EMPLOYMENT DATE: \_\_\_\_\_

STATUS: \_\_\_full-time \_\_\_part-time (# hours\_\_\_\_) other\_\_\_\_\_

If you are employed as a paralegal or legal assistant, please complete all Sections except No. 8.  
If you are not employed as a paralegal, please complete Section Nos. 2, 5, 6, 8, 9 and 10.

**Section No. 1:** Indicate the qualifications your employer evaluated to fill the position?

	Rate:	Required	Desirable	Not Required	
ABA Approved Paralegal Certificate			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paralegal Certificate		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Bachelor Degree		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Bachelor Degree and ABA Certificate		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
CLA or PACE Certification		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Computer skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Research skills		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Work experience					
one-two years		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
three or more years		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Section No. 2:** How did you obtain your current employment position?

- \_\_\_Job announcement at Coastline                      \_\_\_Employment agency  
\_\_\_Coastal One Stop-Coastline College              \_\_\_Newspaper  
\_\_\_Local paralegal association                      \_\_\_Sending resumes  
\_\_\_Networking with other paralegal students      \_\_\_Orange County Bar Job Bank  
\_\_\_personal contact                      Other \_\_\_\_\_

How long did it take you to find a paralegal or legal assistant position after you started?

---

**Section No. 3:** Indicate which of the following job duties you perform:

Rate:	Frequently	Occasionally	Infrequently	Not Applicable
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trial participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer applications:				
MSWord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WordPerfect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excel/spreadsheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access/database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Westlaw/Lexis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time & Billing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calendaring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD-ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Litigation Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section No. 4:** Does your employer provide:

	Yes	No	Don't know or n/a
retreat (annual or otherwise)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
career path/job advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paralegal manager or supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
continuing education in-house	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
private offices for paralegals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shared offices for paralegals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
secretarial support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
secretarial pool or word processing support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paid membership in professional associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paid continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you generally satisfied with your job? Yes  No

Indicate one or two things about the aspects of your job with which you are satisfied or dissatisfied: \_\_\_\_\_

---

**Section No. 5:** Have you attained certification from NALA or NFPA?

Yes  No   
 Are you a member of:  NALA  NFPA  OCPA  CAPA  
 Other professional organization \_\_\_\_\_

**Section No. 6:** Evaluate services at Coastline Community College as follows:

	Rate: Very		Very		Not
	Satisfied	Satisfied	Dissatisfied	Dissatisfied	Applicable
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coastal One-Stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library (Room 5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job referrals (in class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: \_\_\_\_\_

Evaluate the Paralegal Instructors as follows:

	Rate: Very		Very		Not
	Satisfied	Satisfied	Dissatisfied	Dissatisfied	Applicable
knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grading criteria fair/consistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged class participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
responsive to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assignments fair test of materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exams fair test of materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
text/materials appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
text/materials properly utilized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instructors were available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: \_\_\_\_\_

Evaluate Paralegal Studies curriculum as follows:

	Rate: Very		Very		Not
	Satisfied	Satisfied	Dissatisfied	Dissatisfied	Applicable
Intro to Paralegal Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Procedure 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Procedure 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil Litigation 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Analysis and Briefing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Clinic/Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electives: Family law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bankruptcy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil Litigation 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal Law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corp/Bus.Organ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Torts & Contracts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Applic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law Office Mg.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What classes not offered in the Paralegal Studies Program would you recommend be added:

---



**Section No. 7:** Indicate the benefits offered by your employers:

- |  |  |
|--|--|
| <input type="checkbox"/> medical insurance           | <input type="checkbox"/> pension/profit sharing            |
| <input type="checkbox"/> dependent medical insurance | <input type="checkbox"/> paid vacation (one week)          |
| <input type="checkbox"/> dental insurance            | <input type="checkbox"/> paid vacation (two or more weeks) |
| <input type="checkbox"/> sick leave/personal leave   | <input type="checkbox"/> health club membership            |
| <input type="checkbox"/> vision care                 | <input type="checkbox"/> paid continuing education         |
| <input type="checkbox"/> life insurance              | <input type="checkbox"/> parking                           |
- other: \_\_\_\_\_

If you are in a salaried position, please indicate:

Current annual salary: \$ \_\_\_\_\_  
Bonus \$ \_\_\_\_\_  
Overtime (estimated) \$ \_\_\_\_\_ Total \$ \_\_\_\_\_

If you are not salaried, working hourly or freelance, please indicate:

Gross income last calendar year: \$ \_\_\_\_\_  
Average monthly income: \$ \_\_\_\_\_

How long after employment did you receive a salary increase? \_\_\_\_\_ months

What was the amount of the salary increase? \$ \_\_\_\_\_ (monthly)  
\$ \_\_\_\_\_ (hourly)

-----  
**Section No. 8:** If you are not currently employed as a paralegal or legal assistant, please indicate:

- Your current employment status: \_\_\_\_\_  
 looking for a paralegal position\*\*  
 not looking for a paralegal position at this time\*\*  
 I am not a paralegal, but I use my paralegal education in my current job  
 attending law school  or planning to attend law school  
 left a paralegal job to continue education toward a bachelor's degree  
 left a paralegal job to change my career path  
 left a paralegal job/dissatisfied with compensation or \_\_\_\_\_  
other \_\_\_\_\_

\*\*Do you wish assistance from the program in career planning? Yes  No

If yes, indicate the best way to get in contact with you: \_\_\_\_\_

If not looking for a paralegal job, please explain:  
\_\_\_\_\_  
\_\_\_\_\_

**Section No. 9:** What do you believe is the most important trend facing the paralegal profession?  
\_\_\_\_\_  
\_\_\_\_\_

**Section No. 10:** What other information would you like Coastline to consider in evaluating its Paralegal Studies Program? \_\_\_\_\_  
\_\_\_\_\_

Please return this form to: Paralegal Studies Program, Coastline Community College:

by fax: (714) 241-6177

by mail: 11460 Warner Avenue, Fountain Valley, CA 92708

\*The information contained on this form has been provided to Coastline Community College in connection with ABA Approval of the Paralegal Studies Program and the required periodic reporting to the American Bar Association (ABA) Standing Committee on Legal Assistants. It is my understanding that the information contained in my response to this form will be used for collective reporting only and that no identification of individuals or employers will be released.



# PARALEGAL STUDIES PROGRAM REVIEW 2003-2004

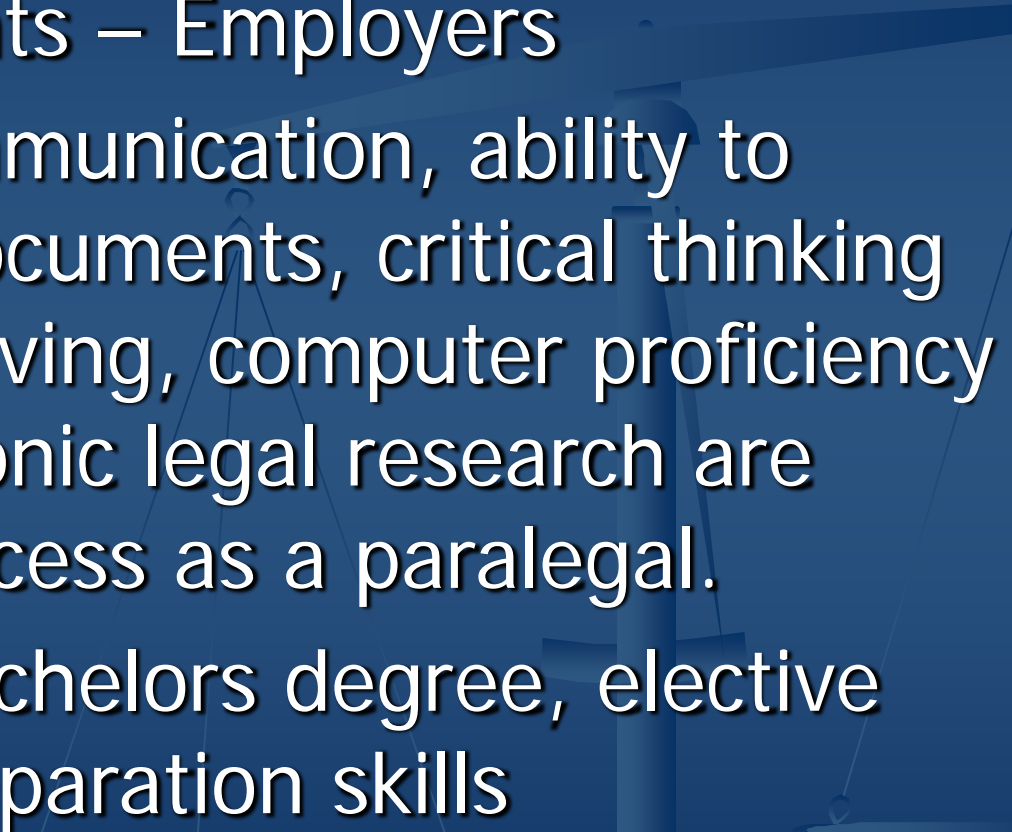
COASTLINE COLLEGE  
May 10, 2004

# Overview

- Program history
- 1974 to 2004
- Relation to College Mission
- Current and Future Community Demands
- ABA Guidelines and the approval process (1985)



# Survey Results: Overview

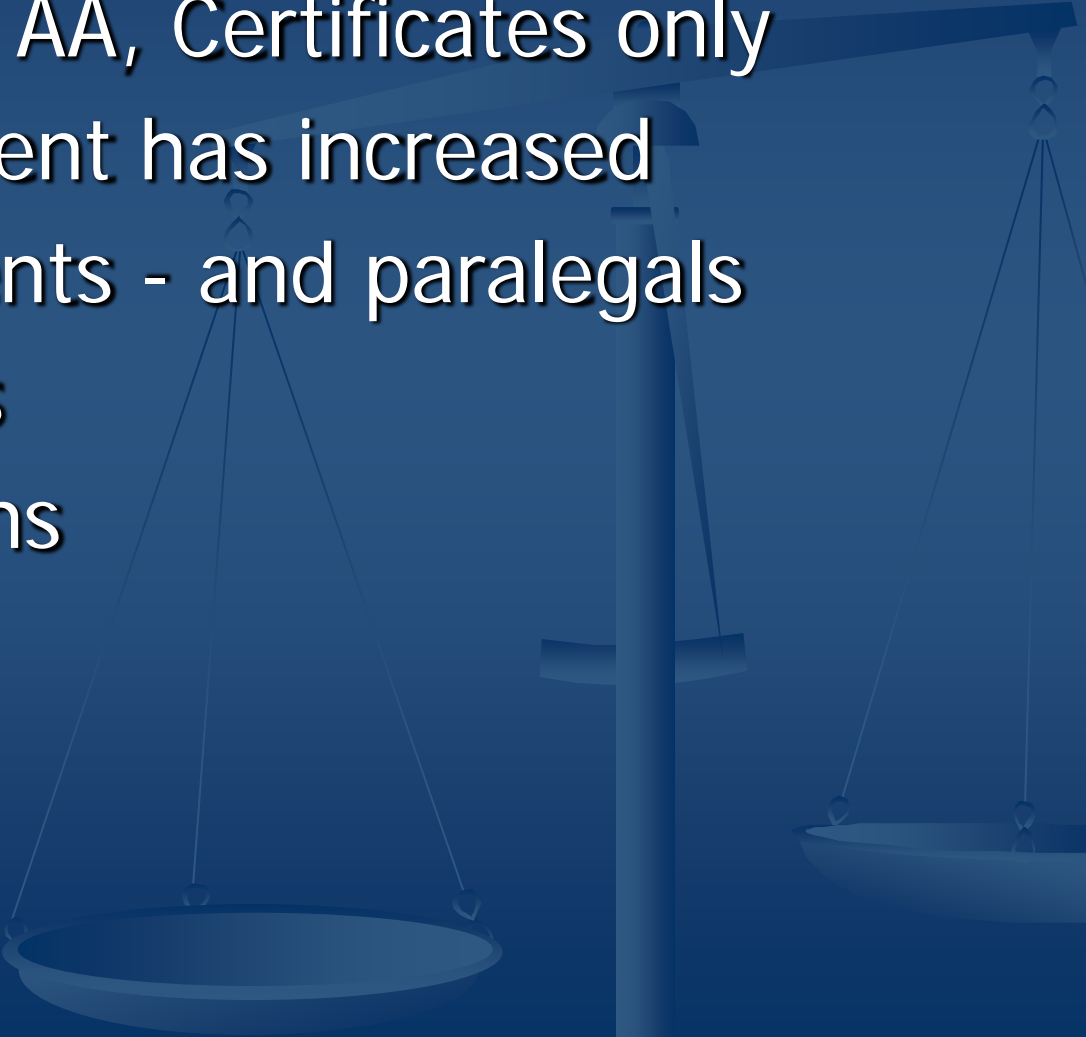
- Faculty - Students – Employers
  - Agree that: communication, ability to prepare legal documents, critical thinking and problem solving, computer proficiency including electronic legal research are required for success as a paralegal.
  - Challenges – bachelors degree, elective courses, job preparation skills
- 

# Skills



- Employers frequently require students to:
- Have client contact & interview skills
- Writing and document preparation skills
- Handle administrative and secretarial functions
- Comprehensive Computer skills

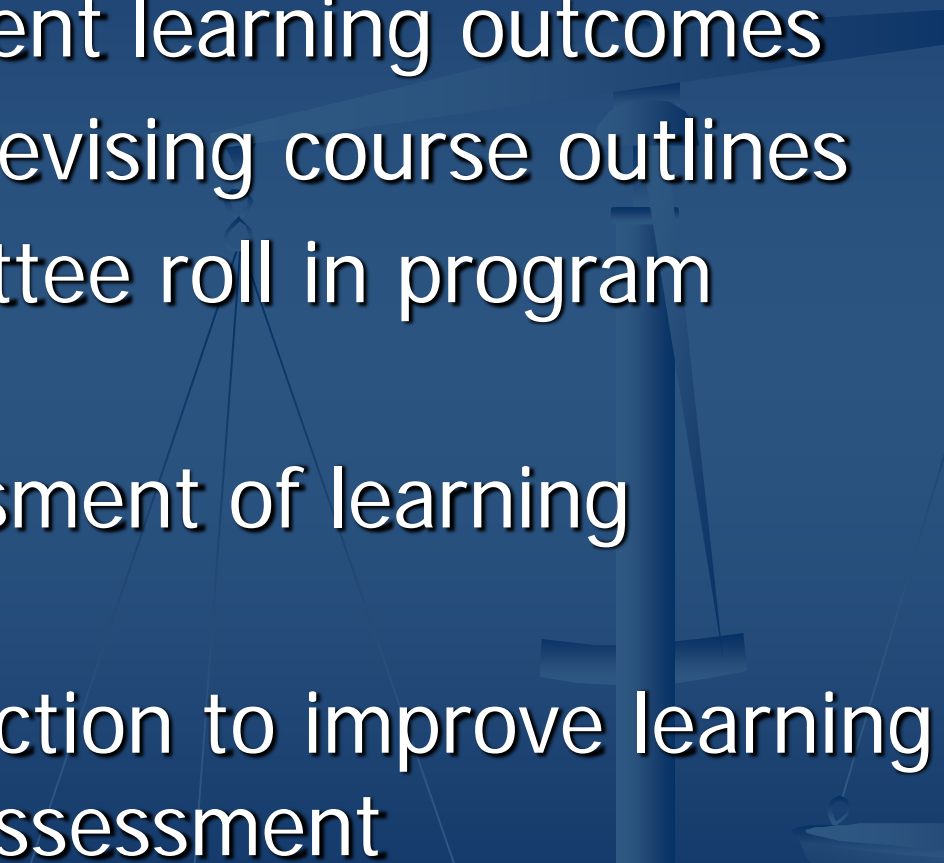
# What Do Graduates Tell Us?

- Certificates plus AA, Certificates only
  - Student enrollment has increased
  - Legal requirements - and paralegals
  - Course revisions
  - Program revisions
  - New courses
- 



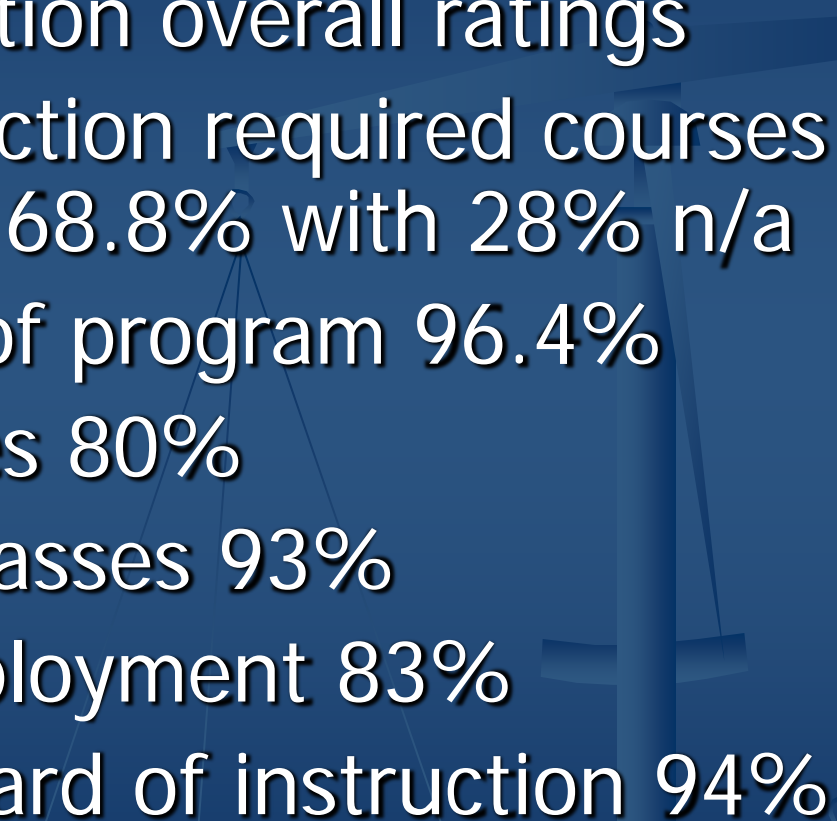
# STUDENT LEARNING OUTCOMES AND ASSESSMENT

# Student Learning Outcomes

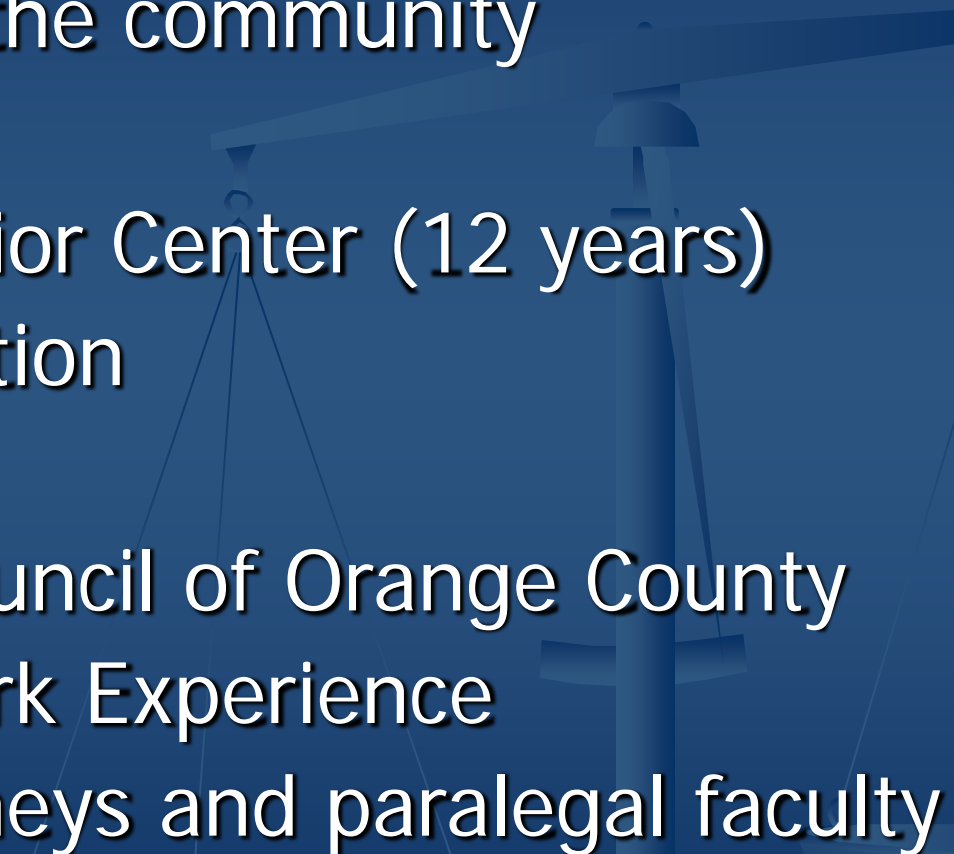
- Identifying student learning outcomes
  - Reviewing and revising course outlines
  - Advisory committee roll in program evaluation
  - Exploring assessment of learning outcomes
  - Modifying instruction to improve learning outcomes and assessment
- 



# Student Surveys

- Student satisfaction overall ratings
  - Quality of instruction required courses 94.2%, elective 68.8% with 28% n/a
  - Overall Quality of program 96.4%
  - Variety of classes 80%
  - Scheduling of classes 93%
  - Relevant to employment 83%
  - Academic standard of instruction 94%
- 

# Partnerships

- Partnerships in the community
  - OCPA, OC-ALA
  - Costa Mesa Senior Center (12 years)
  - CPS, Inc. Mediation
  - HICAP, Oakview
  - Fair Housing Council of Orange County
  - Cooperative Work Experience
  - Practicing attorneys and paralegal faculty
- 

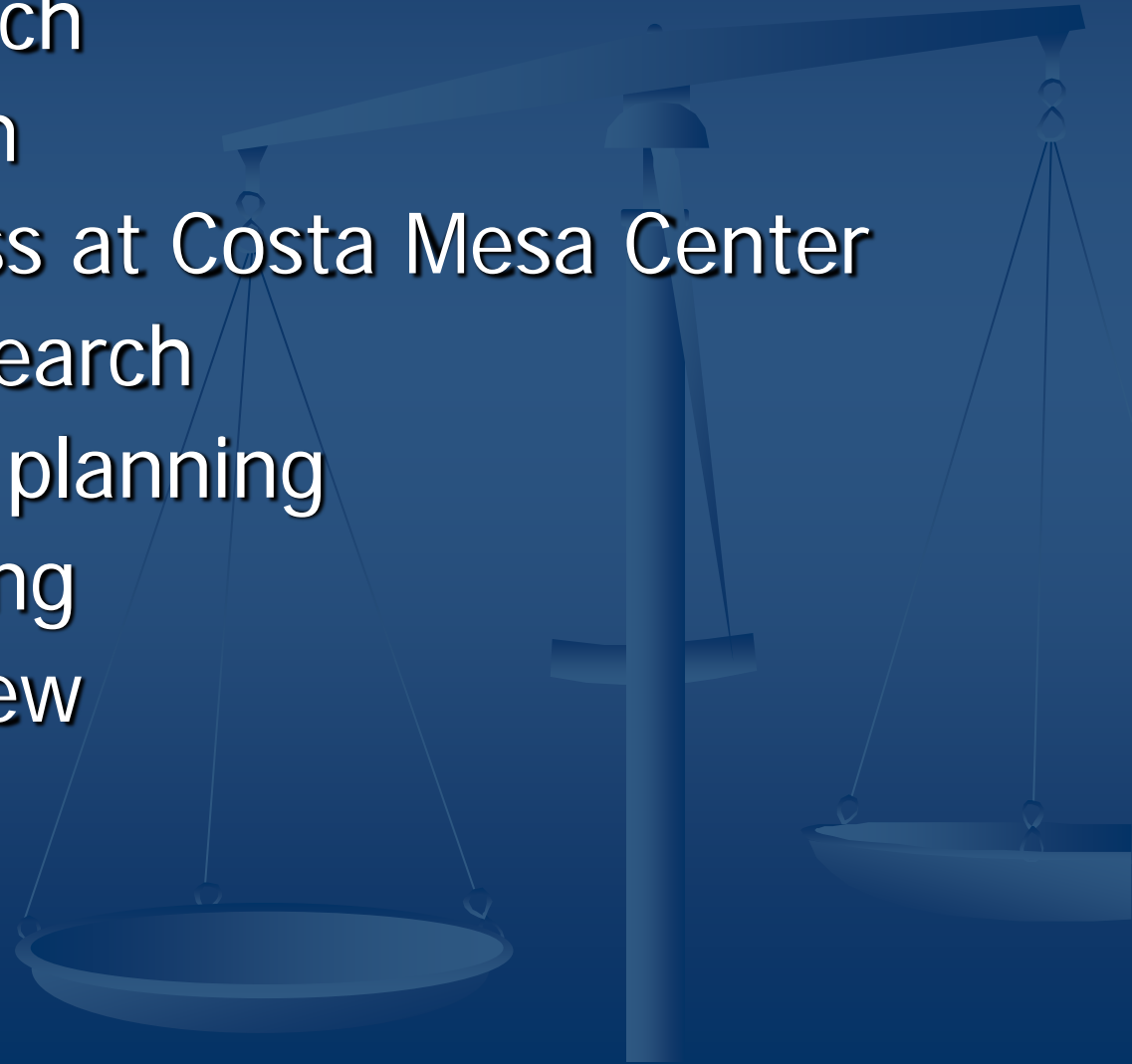
# Demographics



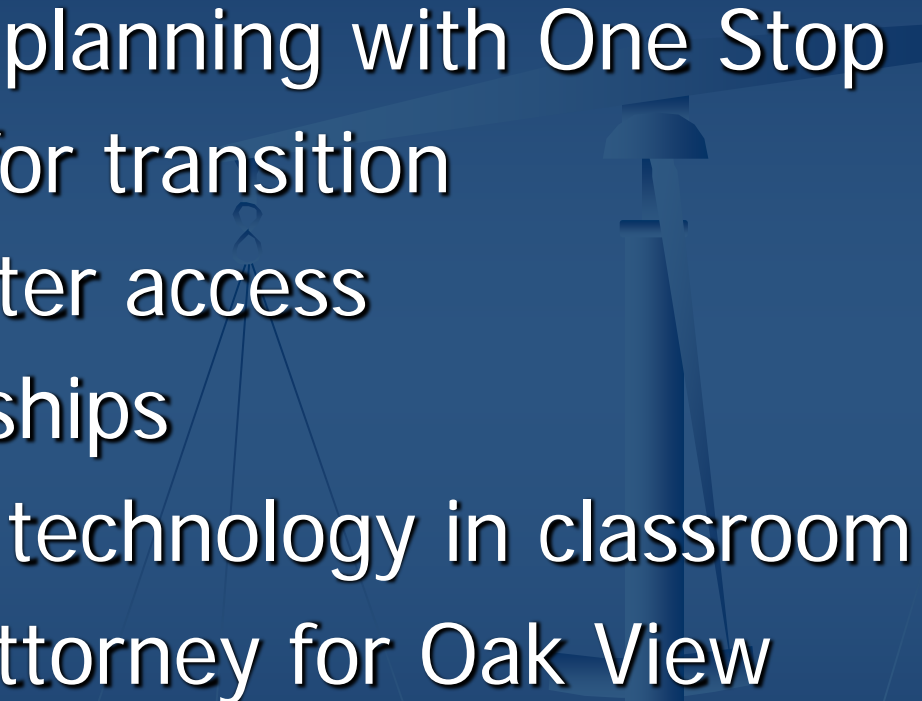
- Diversity – Program and College family
- Male and Female
- Age
- Ethnicity
- Hispanic, Black, Vietnamese, Asian, White, Native American, Other

# Past Goals

- Diversity outreach
- Military program
- Computer access at Costa Mesa Center
- Online legal research
- Improve career planning
- Distance Learning
- Curriculum review

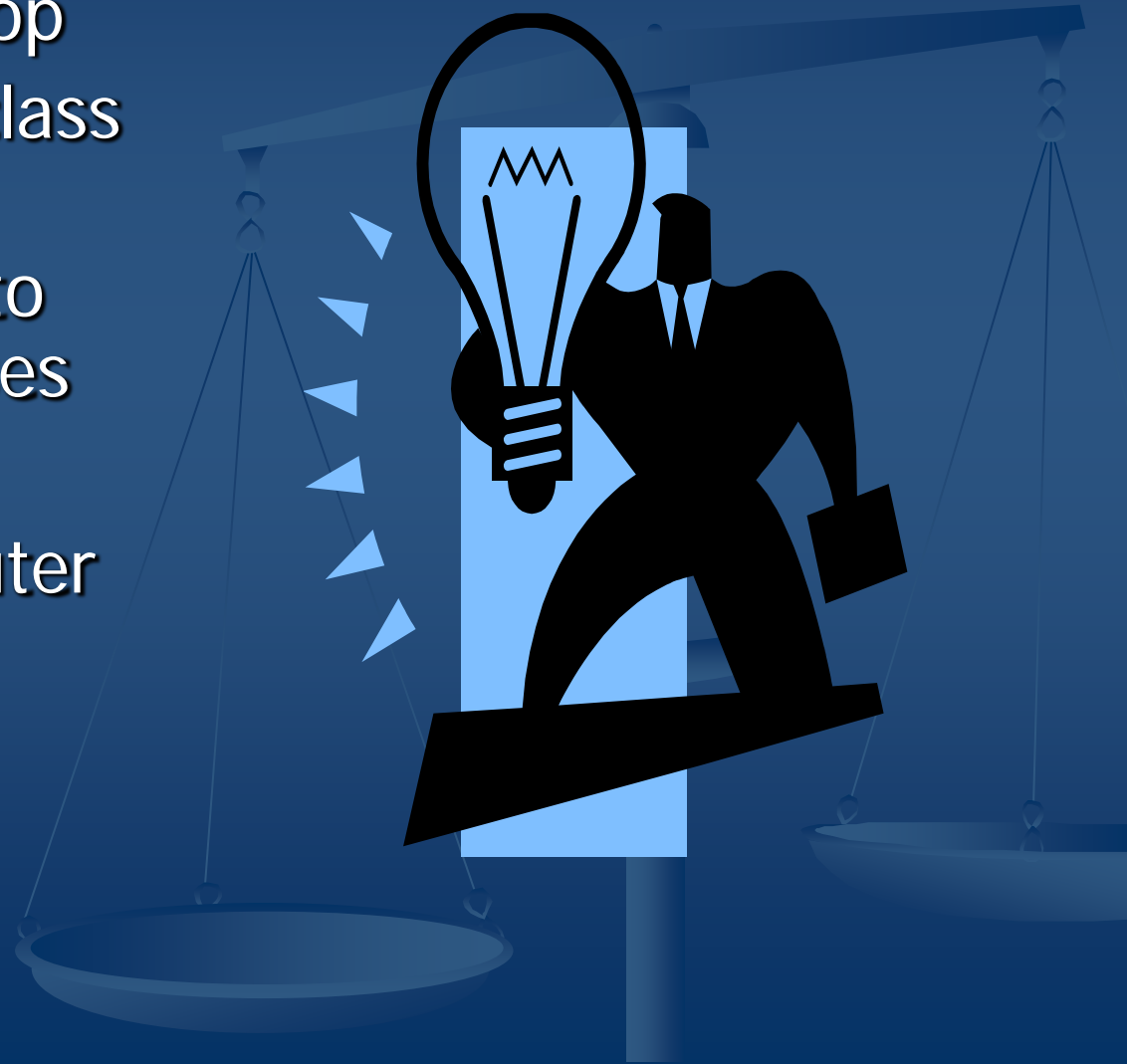


# New Goals

- Improve career planning with One Stop
  - Work with ESL for transition
  - Improve computer access
  - Expand partnerships
  - Increase use of technology in classroom
  - Seek bilingual attorney for Oak View
- 

# Required Resources

- Work with One Stop
- Develop training class for faculty
- Find adjunct \$\$\$ to add elective courses
- Buy white boards
- Find \$\$ for computer labs on Saturday



# Thank You

- A special thank you to the program review team – Debbie Brown, Rose Moreno, David Fuller, Joe Yadrick, Lori Jenkins, Cheryl Stewart – to Chet Platt for his support over the past many years and all good wishes in his retirement – to the members of the advisory committee who have been faithful in attending and in participation, Margaret Lovig, Chair

Coastline Community College  
Program Review 2003-04  
Validation Written Report  
**Paralegal Studies**

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes    No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

Does the data substantiate the conclusions and recommendations made?

Yes    No

If no, note the areas and manner in which data does not match conclusions or recommendations.

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:
- A. Program enrollments are on the upswing, as is overall course productivity.
  - B. Challenge of offering enough electives but not so many that enrollments are diluted or in conflict with the schedule of required courses.
  - C. Increased need for paralegals to be computer proficient.
3. Are there any areas which are unclear or any significant points which may have been overlooked?

Yes    No

If yes, note these areas or points:

Do the concerns noted above and/or in question number 1 warrant a written response to the Program Review Steering Committee?

Yes    No



4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.
  - A. Continue excellent progress being made on identifying and tracking student learning outcomes by establishing program-level student learning outcomes, developing uniform methods for measuring those outcomes (e.g., perhaps using some embedded assessments), and continued tracking of program graduates.
  - B. In addition to attempting to replace chalkboards with whiteboards, pursue acquisition of one or more notebook computers and projectors that can be used in the classrooms to facilitate computer-based presentations.
  - C. Consider options for expanding the selection of electives, including:
    - a. The possibility of developing hybrid courses, perhaps in tandem with required courses (e.g., half of required course would occur in the classroom for 1.5 hours per week followed by half of the elective course for the next 1.5 hours; the remaining half of each course would be taught online)
    - b. The possibility of developing self-paced independent-study tutorial-style online classes for some electives.
  - D. Consider developing a "Coastline Minute" to promote the program.
  - E. Pursue all seven of the stated three-year goals (p. 17-18).
5. List program accomplishments and ways the program can be commended.
  - A. Excellent job done by Department Chair Margaret Lovig and her faculty team in obtaining and maintaining ABA accreditation.
  - B. Great work in rebuilding program enrollments and in achieving greater course productivity.
  - C. Excellent progress on addressing increased focus on student learning outcomes (SLOs) through curriculum updates and introduction of SLOs to faculty and employers while doing a stellar job of keeping curriculum outlines current.
  - D. Commendations also to the Student Advisory Council for their ongoing financial support of the student law library software license.
  - E. Congratulations on being a college founding certificate program and having a viable 30-year history!