PARALEGAL STUDIES PROGRAM REVIEW

2007

Review Team

Professor Margaret Lovig, Department Chair
Dr. Douglas Benoit, Dean, Career and Technical Education (Fall 2006)
Vince Rodriguez, Interim Dean, Career and Technical Education (Spring 2007)
Professor Cheryl Stewart, Librarian
Debra Brown, Part-time Paralegal Faculty Member
David Fuller, Part-time Paralegal Faculty Member
Rose Moreno, Legal Clinic/Medicare Counselor

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PARALEGAL STUDIES PROGRAM REVIEW

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PARALEGAL STUDIES PROGRAM REVIEW

Executive Summary

The Program Review Team worked together with faculty and the Advisory Committee utilizing the Guidelines for Approval of Paralegal Education Programs by the American Bar Association Standing Committee on Paralegals and the 2003-04 surveys to develop improved student, faculty, employer and graduate surveys and then used the new surveys in fall 2006 to gather information to evaluate the program.

All but one paralegal class is offered at the Costa Mesa Learning Center. The certificate requires an A.A. degree. Upon completion of the degree requirements and the 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 A.A. 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 has been steady in the last three years, dipping slightly in fall 2006. During the previous three years, 2003 to 2005, the program averaged 2.02% of the college FTES. In the three years prior to that, 2000 to 2002, the program averaged 1.6% of the college FTES. Course offerings have been consistent, and increased advising has been provided to students to promote program completion in a timely manner. Enrollment stability is due in part to the legislation in California setting educational and attorney supervision requirements to use the title “paralegal.” The program continues to offer all of the required classes in the fall and spring. Elective course offerings were reduced in 2002-2003 to maintain class enrollment consistent with college guidelines and continue to be offered in a reduced format. Eight-week elective courses have expanded the legal subjects available, but students continue to express dissatisfaction with limited course offerings. Program advising helps students plan a more successful schedule.

Conclusions: The student survey and the faculty survey indicate a high level of satisfaction. The graduate survey indicates increased computer skill requirements. The employer survey indicates a high level of satisfaction, but the group responding was a small sample size. Discussions will include whether to resend the survey or hold focus groups for additional feedback. Based on enrollment and information gathered to date, the Program Review Team recommends the following three-year goals:

- Continue exposure to career advising and counseling
- Continue faculty development for improving the use of technology
- Research the impact of technology on the practice of law and develop methods of instruction to better prepare students for work
- Create a website for the program and the introduction course
- Expand partnerships for training and pro bono activities for students
- Develop marketing tools to increase student diversity

PARALEGAL STUDIES PROGRAM REVIEW

Program Review Process

The program review team consisted of Professor Margaret Lovig, Department Chair; Dr. Douglas Benoit (fall 2006) and Vince Rodriguez (spring 2007), Dean and Interim Dean, respectively, for Career and Technical Education; Professor Cheryl Stewart, Librarian; Debra Brown and David Fuller, part-time paralegal faculty; and Rose Moreno, Legal Clinic/Medicare Counselor. In fall 2006, surveys were sent to faculty, students and employers. Twenty-one percent (19/ 89) of employers responded, 74% (112/151) of current students responded and all faculty responded. In addition, graduates were surveyed for the two previous years and a summary report was prepared with 69% (49/71) responding. In 2004, all course outlines were updated with a focus on student learning outcomes (SLOs). In fall 2006, the process was started again. Updated SLOs and assessment measures will be presented to the May 2007 Curriculum meeting. The exception is LAW 158 Intellectual Property; that course was substantially revised and approved by the Curriculum Committee in February 2007.

Description

Overview

The program has been a part of the curriculum since Coastline's inception in 1976. The program changed its name to Paralegal Studies in summer 2000 due to the legislative changes in California and national trends away from the title of legal assistant. The program applied for approval by the American Bar Association (ABA) in June 1982. At that time, the program was a certificate program. In 1983, the program was converted to an A.A. Degree program to meet the revised guidelines of the ABA. In August 1985, the program was granted ABA Approval. The program has been reapproved in August of 1990, 1995 and 2000. The current approval expires in August 2007, and in February 2007, Coastline's Application for Reapproval was submitted to the ABA. As of summer 2006, 921 students have completed the graduation requirements for the certificate.

Prior to 1991, classes were conducted at many of the teaching sites available at Coastline. In fall 1991, a full-time faculty position opened. At that time the programs classes were held primarily at the Huntington Beach Center, with few offered at other locations. When the Huntington Beach Center was vacated in 1997, the program was moved to the Costa Mesa Center. Today, with the exception of the Legal Clinic Practicum/Ethics class, the classes are all conducted at Costa Mesa Center. Room 5 has been dedicated to the program and houses a donated legal research library collection, three computers with Internet and electronic legal research access and a printer. Room 2 is also used for paralegal classes and has a small donated legal library collection.

The program's department chair works with the facilitator and staff at the Costa Mesa Center and with the facilitator for the Career and Technical Education programs in planning and scheduling classes and orientations, coordinating student access to computers and arranging for printed materials. The Advisory Committee assists in guiding the program toward meeting its educational goals and in maintaining ABA approval. Minutes of the Advisory Committee meetings are attached to this report. (Note: The November 17, 2006

minutes are still in draft form; they will be reviewed and approved at the next scheduled meeting on May 31, 2007.)

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 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. Those knowledge areas, 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 4 LHEs for administration of this program and the Dispute Resolution Certificate. The Dispute Resolution Certificate is a very new program and will go through the Program Review cycle separately in 2008-2009. Most part-time faculty have been with us for many years. New part-time faculty are added when necessary to keep elective courses in tune with the job market and changes in the law and to replace part-time faculty who terminate. Paralegal Studies falls under the list of disciplines for which a Master's Degree is not generally expected for California Community College instruction: "Legal Assisting Discipline: Paralegal." The American Bar Association requires that persons teaching in approved programs be experienced paralegals or attorneys with paralegal experience or who work with or supervise paralegals in the workplace.

Orientation sessions are held prior to fall and spring semesters during the time for open enrollment of new students. Students are required to attend an Orientation or make a formal counseling or advising appointment. The Orientation covers registration, bookstore procedures, library, appropriate sequencing of classes, transfer questions, career and degree planning, statutory requirements in California, matriculation, college services, ABA approval requirements, graduation and degree requirements, and other important information. An Orientation handout is prepared and is used for advising, by counselors for appointments, and mailed to prospective students following contact with a prospective student. Students not already possessing an A.A. degree or higher on file at Coastline must complete the A.A. degree requirements at Coastline, and in addition, complete the 27 semester units of paralegal studies with a grade of "C" or higher to be eligible to receive the certificate. In addition, students are required to demonstrate computer proficiency at graduation. This can be accomplished by computer courses, transfer credit, workplace substantiation, Microsoft Certification or by other industry standards. There are limits and restrictions on the transfer of paralegal courses from other programs and courses taken for credit.

The Orientation handout provides students with two course selection guides for full and part-time attendance for the certificate student and for the degree and certificate student. Individual student plans are drafted at advising sessions.

Certificate Requirements

Briefly stated, to receive a certificate the student must have an A.A. degree or higher on file at Coastline or be receiving an A.A. degree from Coastline when the certificate is awarded.

There are 27 required paralegal studies units, of which 21 units are set and 6 units are elective choice. See Overview above and the attached detailed certificate information.

Curriculum Review

The program made changes to the required curriculum in 1995 and again in 2000 increasing the required number of units from 26.0 to 27.0. Prior to the fall 2006 semester faculty met to review curriculum. As a result of that meeting one course was recommended for substantial revision. The course was presented to the Advisory Committee in November 2006 and the recommended revision was supported. In February 2007 LAW 158 Intellectual Property was submitted to the Curriculum Committee for approval changing the course from an eight-week 1.5 unit course to a sixteen-week 3.0 unit course. In addition, faculty reviewed and made suggestions for updating SLOs and assessment methods for all other courses. Those changes are in process and will be presented at the May 2007 Curriculum meeting. At the spring faculty meeting, faculty reviewed the student, faculty and employer surveys.

The students suggested the following courses to be added to the program:

- Real estate
- Environmental law
- Advanced writing, research and analysis
- Immigration law
- Arbitration/mediation
- Worker's compensation
- Medical malpractice
- Business litigation
- Federal law
- Conflict resolution.

The graduates suggested the following courses be added to the program:

- CLA Review/preparation course
- Electronic discovery
- Income tax law
- Real estate law
- Proofreading and grammar
- Environmental law
- Education law
- Juvenile law
- More intensive document preparation. (Note: the graduate survey indicates that document preparation is at 95% as a "frequently required" job duty.)

Faculty felt that many of these topics were already included in other courses or were in narrow areas of the law that are not appropriate for a stand-alone course or for Coastline's Paralegal Studies program. However a greater emphasis could be made in some areas that are suggested, and faculty will discuss this topic again. It was acknowledged that the college has a Real Estate Program and a new Dispute Resolution Certificate that include courses of similar to some of those suggested. Since Coastline has real estate and business law classes, the ABA has not approved courses taught in other disciplines and not specifically developed for paralegals, to be included in an approved program and students may not transfer in similar courses taken at other institutions for paralegal certificate transfer credit.

Students, faculty and employers answered questions on the surveys about important skills and abilities for paralegals. The ones consistently emphasized were:

- Interpersonal skills
- Adaptability
- Analytical problem solving skills
- Time management and prioritization skills
- Computer skills
- Ability to work independently
- Ability to work with others and in a team
- Trial support
- Legal writing skills
- Ability to gather data and investigate facts
- Ability to prepare legal documents
- Listening skills
- Confidentiality

In addition employers identified the following computer programs or skills as important:

- Microsoft Word
- Legal and electronic research
- Microsoft Outlook/Email
- Microsoft Office, including Excel and Power Point

Other computer applications were rated mostly as desirable rather than required.

This information is important in developing curriculum and teaching applications that prepare the student to successfully work in a legal environment.

Students strongly support night classes (93%) offered once each week (79%) and expressed an interest in hybrid classes (combining Internet and classroom instruction) and classes offered during winter intersession. Based on this information, the program will consider 1.5-unit courses that might be appropriate for the intersession. Faculty also strongly support night classes that meet once a week (83%) and classroom instruction over distance learning.

Need

The current need for paralegal education is very high. The job market has improved, and according to the U. S. Department of Labor, Bureau of labor Statistics, *Occupational Outlook Handbook*, 2006-2007 Edition, “Competition for jobs should continue; experience, formally trained paralegals should have the best opportunities. Employment is projected to grow much faster than average, as employers try to reduce costs by hiring paralegals to perform tasks formerly carried out by lawyers.”

Labor Market Information for California reports the mean hourly wage for paralegals is $24.95 and the median hourly wage is $23.90. O-Net Occupational Information places the paralegal in the Top 20 jobs. Entry-level employment remains a challenge. Seeking employment while still a student in the program is encouraged. 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, students and graduates returning for continuing education and displaced workers. The California *Business*

& Professions Code Sections 6450 *et seq*. outlines the educational requirements to use the title "paralegal" in California. A person earning an ABA Approved Paralegal Certificate meets the statute requirements.

Resources

All but one of the classes are offered at the Costa Mesa Center. The comment section in the student survey did indicate that the facilities are old and in poor condition, hot in the summer due to no air conditioning and the bathrooms are cold. Some of the classes are crowded, and you have to arrive early to get a chair at a table. We are aware that the condition of the buildings is similar to other public facilities in California. We are also aware that the college is searching for a new location under the Facilities Master Plan to remedy the facility issue for the college. Students did indicate a 92% overall satisfaction with the adequacy of the facilities and 97% overall satisfaction in terms of effective response to materials/facilities issues. The quality of the overhead projectors is poor and cannot be clearly viewed from the back of the room. We do not know if the college has a plan for replacement of this equipment. Many instructors do not use the overheads.

[Note: In the faculty survey, some dissatisfaction was raised with the condition of technology and condition of the teaching room. In 2004-05, we used one of the art rooms for a dispute resolution course in both fall and spring. Art rooms do not have white boards, VCR/DVD players and overheads, and often the tables have stains from constant exposure to art class materials. We have made a note of this and will not use a similar room in the future for that program. Portable equipment was provided for use for these classes.]

Partnerships

The Paralegal Studies Program has an active Advisory Committee that meets twice a year.

Advisory Committee Members

Name	Title / Affiliation
Tillie Boitel	Legal Assistant, Freelance, former public sector, graduate
Rose Mary Bordwell	Owner, Bordwell & Associates, Legal Placement Agency
Marty Burbank	Attorney at Law, private practice, legal clinic volunteer panel
Debra Brown	Legal Manager, Laughlin, Falbo, Levy & Moresi, paralegal faculty
Tona Cornelius	Trademark Paralegal, Window Rock Enterprises, Inc.
Bill Darke	Medicare Counselor, retired, general public member
Brian Day	Attorney at Law, Day & Eisenberg, legal clinic volunteer panel
John de La Cruz	Current paralegal student
Terri Duong	Prior mediator, OC Fair Housing Council
David Fuller	Mediation and Arbitration Attorney, paralegal faculty
Leanne Hendricks	Current paralegal student
Lori Jenkins	Paralegal, Wilks Law, Tustin, program graduate
Ron Klein	Orange County One Stop Center Career Counselor for Coastline
Bryce Letterman	Attorney at Law, private practice, paralegal faculty
Margaret Lovig	Department Chair, Paralegal Studies Coastline, full-time faculty
Pamela Mayhew	Paralegal, Aspen Education Group, Inc., program graduate
Rose Moreno	Medicare counselor, Legal Clinic Assistant
Susan Raja	Family Law Mediator, self-employed, program graduate
Renee Riopelle	Mediation Director, Community Services Program, DR faculty
Vince Rodriguez	Interim Dean, Career & Technical Education, Coastline
Stephanie Sterling	Paralegal Manager, Gibson, Dunn & Crutcher, paralegal faculty
Cheryl Stewart	Librarian, Coastline

The last meeting of the Advisory Committee was held on November 17, 2006. Minutes for the last two years are attached to this report. Meetings are held every fall and spring semesters. The Advisory Committee is responsible for guiding the program consistent with the needs of the local legal community and for providing advice on library services and about surveys before sending and after responses are reviewed. The committee also provides advice on curriculum development and modifications and faculty requirements, makes recommendations for program improvement and responds to other needs as requested.

The Paralegal Studies Program also works closely with a variety of other organizations in our community. These include:

Orange County Paralegal Association (OCPA)
We receive their newsletter and flyers on the two main workshops each year: Career Day in the spring and Education Day in the fall. We have graduates that are active in the association and many students that are student members each year. Currently a Coastline student is Chair of the Student Section and a Coastline graduate is Secretary and a Member of the Board of Directors of this Association.

Association of Legal Administrators, Orange County Chapter
The Department Chair is a member and past president of this association and has served on one of their education committees for over 12 years and is part of the Past President's Council which meets four times a year. Many of the members of this association hire Coastline students and graduates.

Work Based Learning (formerly co-operative work experience)
One of our attorney faculty members teaches this course. Even though the units do not count toward the Paralegal Certificate, it involves faculty in the employment area and gives employers a chance to become acquainted with the college and this program and helps students to develop strong skills that they can demonstrate in the work place. (The units do apply toward an A.A. degree.)

Costa Mesa Senior Center
Since 1992, we have conducted a free legal counseling service at the Costa Mesa Senior Center on the second and fourth Thursday evenings of each month, year around. This clinic uses volunteer attorneys from the community and paralegal students enrolled in the LAW 390AB Legal Clinic Practicum course for this service. Between semesters the students also volunteer to assist in this program. The clinics are conducted at the Senior Center facilities. On average, four to six clients are counseled at each session. Appointments are arranged by calling the Senior Center.

HICAP (Health Insurance/Medicare Counseling and Advocacy Program)
Services are available at the college center legal clinic by appointment. Instructions on the telephone message inform callers of this service and the sign on the door also indicates that services are available. A new program by the Council on Aging is Seniors Against Investment Fraud (SAIF). This program is designed to inform the public of the dangers of investment fraud and how to protect elder family members. A presentation was made to the current Legal Clinic students.\

Community Service Programs, Inc. (CPS)
This is a mediation partnership available to clients utilizing the Legal Clinic services.

Fair Housing Council of Orange County
The Fair Housing Council of Orange County offers Mediation Training and students can pay for this training or do an internship in lieu of payment. They will also provide speakers to explain all of the services that are available through their organization.

Professional Development

Faculty members in the Paralegal Studies Program participate in a wide range of professional development activities. Thirteen of the fourteen respondents to the faculty survey indicated that they hold membership in professional associations. The majority also participate in the college's General Faculty (aka All-College) Meeting, discipline-related meetings, and professional conferences.

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 14	
CCC General Faculty Meeting	11	78.57 %
Discipline-related meetings	10	71.43 %
CCC Summer Technology Institute	2	14.29 %
Other technology-related workshops	1	7.14 %
Student learning outcomes workshops/training	6	42.86 %
Other workshops	3	21.43 %
Membership in professional associations	13	92.86 %
Professional conferences	10	71.43 %
Graduate classes/program	1	7.14 %
Other classes	4	28.57 %
Professional training	6	42.86 %
Discipline-related reading	8	57.14 %
Technology-related reading	7	50.00 %
Other	2	14.29 %
Total Responses	**84**	**100 %**

In addition to the responses of faculty in the fall 2006 survey outlined above, the Paralegal Studies Program is required by the ABA to provide discipline-specific professional development. The ABA does not recognize the requirements of paralegals and lawyers to maintain their mandatory continuing education or to stay current in their practice field as meeting this requirement. Discipline-specific professional development is done at faculty meetings and documented by attendance and described in the faculty meeting minutes. The program holds a faculty meeting prior to the fall semester to which all paralegal faculty are invited to attend, even if they are not scheduled to teach in the fall semester. In addition, teaching faculty are expected to attend the two meetings each year held at the college. When faculty attend other professional development connected to paralegal studies, they are expected to advise the Department Chair of their participation.

Examples of professional development topics for paralegal teaching faculty that is discipline specific and incorporated into faculty meetings over the last two years are:

August 2005	Student skill levels and the challenges for instruction

September 2005	Review of the Summer Institute offered at Coastline and a discussion on “digital data” that can be a target for evidence; supported by an article by Carole Longendyke, *Legal Management*, July/August 2005
February 2006	Improving Student Writing—a discussion supported by an article by Christine Lizzitzyn, *The Paralegal Educator*, Winter 2006
August 2006	Using the *Guide to Writing Course-Level Student Learning Outcomes* to review and update the SLOs and methods of assessment on all course outlines for courses each faculty member teaches
September 2006	Drafting two or three Paralegal Program Outcomes supported by SLOs attained in the required core courses
February 2007	Review and discussion of responses to the employer, student and faculty program review surveys conducted fall 2006 and consideration of how to use this information for program improvement

Quantitative Elements

Course Data

Over the past seven and a half years, Paralegal Studies has generated an average of 29.2 FTES per semester. FTES for each semester of the past four and a half years have been above 30, and there were only two terms during that same period when average class size dropped below 30 students per class.

Since Spring 2003, class attrition has been below the average for all Coastline credit classes and was at one of its lowest points (11.4%) in Fall 2006.

PARALEGAL STUDIES 2006

Seven and a Half-Year Summary of Enrollments and FTES

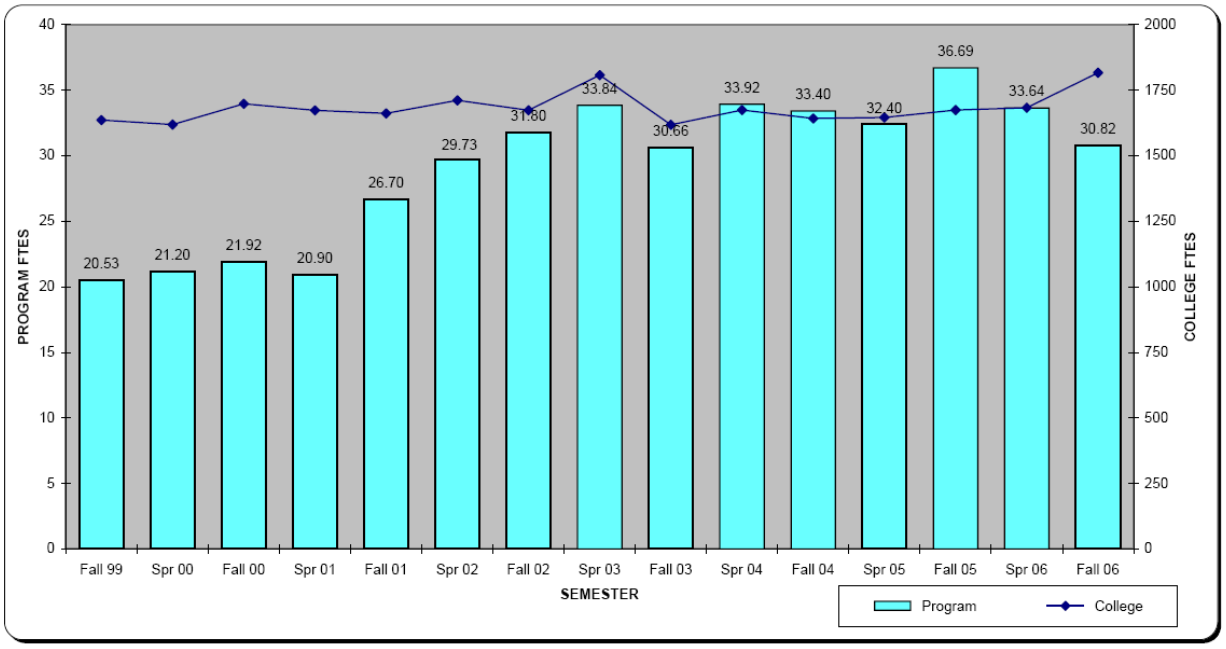
PROGRAM AND COLLEGE DATA	1999-00 FALL 992	1999-00 SPRING 993	2000-01 FALL 002	2000-01 SPRING 003	2001-02 FALL 012	2001-02 SPRING 013	2002-03 FALL 022	2002-03 SPRING 023	2003-04 FALL 032	2003-04 SPRING 033	2004-05 FALL 042	2004-05 SPRING 043	2005-06 FALL 052	2005-06 SPRING 053	2006 FALL 062
FTES															
Program	20.53	21.20	21.92	20.90	26.70	29.73	31.80	33.84	30.66	33.92	33.40	32.40	36.69	33.64	30.82
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.27	1683.10	1816.55
Program as % of College	1.3%	1.3%	1.3%	1.2%	1.6%	1.7%	1.9%	1.9%	1.9%	2.0%	2.0%	2.0%	2.2%	2.0%	1.7%
Program Sections															
Total Sections Scheduled	22	15	18	13	19	12	14	13	12	12	11	12	14	13	14
Sections Cancelled	4	3	5	1	7	0	0	1	0	0	0	0	1	0	1
Sections (adjusted for concurrent/canc./co-op.)	15	10	11	10	10	10	12	10	10	10	9	10	11	11	11
Avg. Enroll. All Classes	17	18	19	20	25	27	26	33	31	35	36	31	32	30	26
Seat Count at Census															
Program	272	195	215	205	252	281	326	332	313	361	335	322	352	334	298
College	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,500	16,243	15,776	15,699	15,927	16,188	17,220
Program as % of College	1.5%	1.1%	1.2%	1.2%	1.6%	1.7%	2.0%	1.9%	2.0%	2.2%	2.1%	2.1%	2.2%	2.1%	1.7%
Seat Count at Semester End															
Program	228	155	160	163	199	230	263	276	272	315	299	274	289	286	264
College	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,964	12,829	13,239	14,418
Program as % of College	1.6%	1.1%	1.1%	1.1%	1.5%	1.7%	2.0%	2.0%	2.1%	2.4%	2.3%	2.1%	2.3%	2.2%	1.8%
Attrition (Cens. to End Seats)															
Program	16.2%	20.5%	25.6%	20.5%	21.0%	18.1%	19.3%	16.9%	13.1%	12.7%	10.7%	14.9%	17.9%	14.4%	11.4%
College	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	19.5%	18.2%	16.3%

Source: ADATERM reports

PARALEGAL STUDIES 2006

Seven and a Half-Year Summary of Enrollments and FTES

FTES	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06
Program	20.53	21.20	21.92	20.90	26.70	29.73	31.80	33.84	30.66	33.92	33.40	32.40	36.69	33.64	30.82
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.27	1683.10	1816.55
% of College	1.3%	1.3%	1.3%	1.2%	1.6%	1.7%	1.9%	1.9%	1.9%	2.0%	2.0%	2.0%	2.2%	2.0%	1.7%



The program has been successful with well-planned scheduling that has resulted in only one paralegal class cancelled in the last three years. (The fall 2006 cancelled class was part of the Dispute Resolution Certificate.) Since there was a dip in enrollment in the fall, the program needs to verify spring enrollment and watch those figures for the next academic year. This approach to scheduling places a burden on advising since there are no choices, because each course is only offered once. Students who attend Orientation and/or make advising appointments are prepared to deal with this problem. We spend considerable time in Orientation talking about how to plan for this program. In addition, during the first week of classes the Department Chair visits every class to talk about the program, planning issues, and making an advising appointment. Students who make their own choices and pick their own classes without advice can experience problems the next semester.

[Note: Some of the comments on the faculty survey regarding courses that could be delivered online were not clear. The responses were contrary to the recommendations of paralegal faculty studying the survey report. In the next program review report we will separate the Paralegal Studies and Dispute Resolution faculty groups for participation.]

Student Elements

In the course of the past ten years, the Paralegal Studies Program has graduated 309 students.

Unduplicated enrollment for the fall 2006 semester was 151 students.

Using the 71 graduates for the two years (2004-05 and 2005-06), as an example:

39% (28) received certificates as BA degree holders.
48% (34) received A.A. degrees and certificates from Coastline.
13% (9) received certificates as A.A. degree holders from other institutions.

In addition, 11% (8) of those responding to the graduate survey have indicated that they are continuing their education.

Analysis of current students in the program compared to students enrolled in the college and to the 2003 program survey results shows that the percentage of male students in the program has decreased from 20% to 18%. Male students are considerably underrepresented in the program in comparison to overall college enrollment; however, the higher percentage of female students is consistent with paralegal education in the United States.

Gender	Program in 2003	Program in Fall 2006	College in Fall 2005
Male	20%	18%	42%
Female	80%	82%	57%

Program data for Fall 2006 indicates that the percentage of younger students (18-30 years of age) increased from 27% in 2003 to 34% in 2006—a percentage that is consistent with the college's 2005 ratio. Faculty have commented on the increase of younger students.

Program			College in Fall 2005		
Age	**2003**	**Fall 2006**	**Age**	**%**	
18-30	27%	34%	Below 30	33%	Mean: 42.8
31-45	44%	44%	30-39	21%	Median: 37.0
46-60	26%	21%	40-59	24%	Mode: 22.0
Over 60	3%	2%	60+	22%	

Although a majority of students (60%) in the Paralegal Studies Program in Fall 2006 identified themselves as white, the overall ethnic diversity within the program has increased, with Hispanic/Latino representation increasing from 10% in 2003 to 12% in 2006, Black representations from 1% to 3%, and Vietnamese/Asian representation increasing from 9% to 13%.

Ethnicity	Program in 2003	Program in Fall 2006	College in Fall 2005
Native American	3%	1%	1%
White	68%	60%	41%
Hispanic/Latino	10%	12%	13%
Black	1%	3%	6%
Vietnamese/Asian	9%	13%	21%
Unknown/declined	10%	7%	19%
Other	4%		

*Other ethnicities identified by program students: mixed race and Hispanic/white.

Based on survey responses, English remains the primary language for the majority of students (93%). Spanish was identified as their primary language by 5% of survey respondents, and Vietnamese by 1%. Other languages include Mandarin, Tagalog and Hungarian.

The program does not reflect the diversity of the college but is more closely aligned than three years ago. The increase in Asian and Hispanic students is a good indication that outreach and networking has been successful.

In addition to attempting to address the needs of an ethnically-diverse student population, the program works with Special Programs to meet the needs of students with disabilities. Accommodations are made based on individual student need and in keeping with recommendations from Special Programs.

Cost Data

The program has one full-time faculty and between seven and eight part-time faculty teaching in any given semester. Part-time faculty salaries are approximately $27,500 per semester. In addition, support personnel at the Costa Mesa Center and support personnel at the Garden Grove Center, working with the Dean of Career and Technical Education, devote a portion of their time to the paralegal program. A small budget is provided to cover the costs of the Legal Clinic assistant.

Annual dues of $700 are paid to the American Bar Association, and annual dues of $375 are paid to the American Association for Paralegal Education (AAfPE) by the college to cover the costs of the approval process. In fall 2006, a fee of $1500 was paid to the American Bar

Association for the Application for Reapproval that was filed in February 2007. The current approval of the program runs through August 2007. The Department Chair was unable to attend national paralegal conferences in the last two years but did attend the two-day AAfPE Conference in San Diego on March 29-31, 2007.

Funds for faculty development and professional growth are available to faculty through the college's Professional Development Institute (PDI), the Academic Senate and VTEA funding. In addition, the college provides for faculty workshops and training institutes for professional development and leadership at no cost. Equipment and instructional supplies are available upon application on an "as needed" basis and from material fees. VTEA funds purchased three new computers for paralegal instruction. They were installed in Room 5 at Costa Mesa Center in February 2007. The Student Advisory Council (SAC) has consistently supported grants for the maintenance of Westlaw online legal research access for program students, college students, the librarian, and for instruction. Material fees from the computer-assisted legal research course supplement these grants. The annual Westlaw access license is currently $3,226 per year.

Minimum funding for most items is available but could be improved by having the college assume the Westlaw access license expense that exceeds available material fees. This would remove dependence on a SAC grant to meet an obligation that is a requirement of the ABA approval. In addition, the PDI funds available for faculty each year are not sufficient to support attendance at both of the Paralegal Educators conferences held each year.

The Department Chair also serves as the Curriculum Committee Co-Chair and has used part of the available PDI funds to attend the AS/CCC Plenary sessions. Some funds have been available from VATEA but often only cover conference registration fees.

(See the Expenditures and Budget summary in the Appendix.)

Program Outcomes

The first draft of program outcomes was developed by faculty attending the fall meeting held September 2006:

1. Meet the minimum standards of the ABA Approval Guidelines for Paralegal Programs and California *Business & Professions Code* Sections 6450 *et seq.;*

2. Meet the minimum standard of preparation for entry level employment in a legal environment;

3. Meet the varied demands of the local employment market; and,

4. For transfer students: meet the minimum standard for transfer at the junior level.

Program-level outcomes need to be refined, reviewed by the Advisory Committee at its spring meeting and taken back to the faculty meeting in August prior to the fall semester.

Student Learning Outcomes

As part of the program review process, faculty review outlines every three years for the courses that they teach. In 2003-04 substantial changes were made to learning outcomes and assessment methods. In 2006-07 faculty looked at these outlines and used the *Guide to Writing Course-Level SLOs* developed by Coastline faculty to make improvements in the

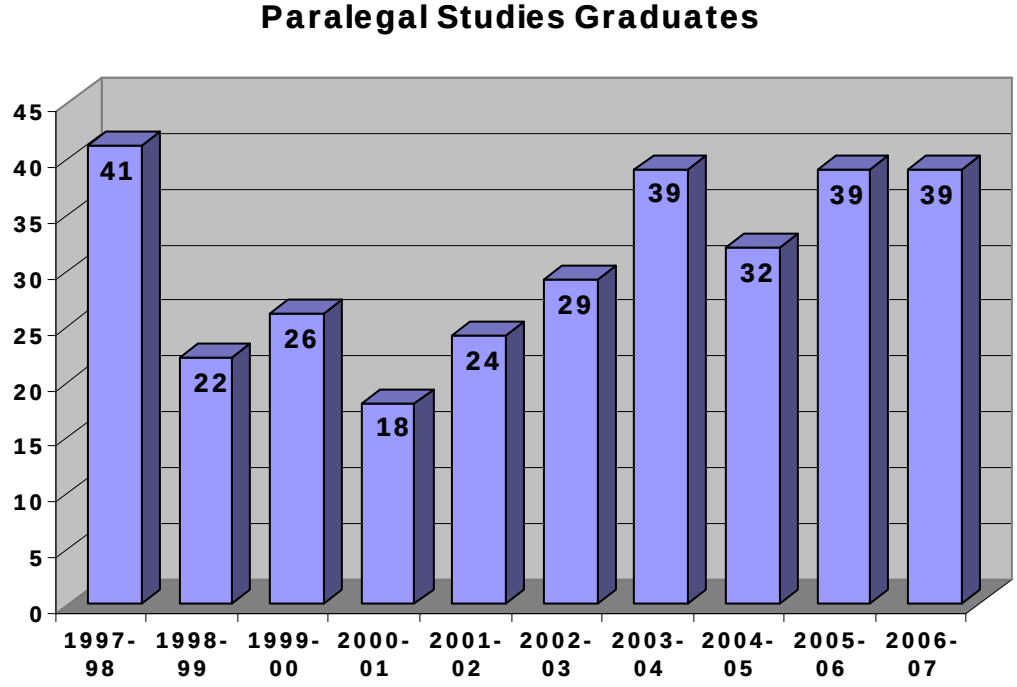
learning outcomes and assessment methods. Those changes are being prepared at this time.

In fall 2007, the Department Chair piloted SLO course-level assessment in her Law 122 Computer-Assisted Legal Research class. Students were assessed on three expected learning outcomes, and plans were developed for improving outcomes in future semesters. (Please see the Law 122 SLO assessment results in the appendix.)

When the faculty meet in August 2007, the Department Chair will provide them with the Student Learning Outcomes Assessment Cycle (SLOAC) forms with their learning outcomes inserted and ask faculty to fill in the remainder of the form. At the same time, faculty will discuss the proposed Program Outcomes, decide if they are sufficient or need to be modified, and consider how they can be measured in the core required courses. The proposed program outcomes are listed in the previous section.

Other Student Outcomes

Over the course of the past ten years, the Paralegal Studies Program has graduated an average of 31 students each year. The peak during this ten-year period was in 1997-98 when 41 students graduated. Three of the most recent four years each had 39 graduates.



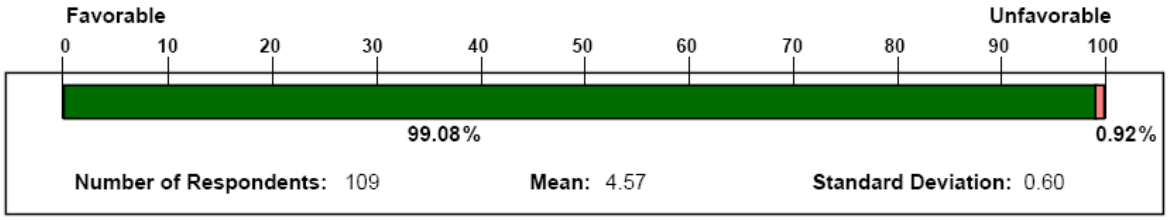
There is not an exact measure on transfer, but data indicates that 39% of students held bachelor degrees at graduation. In addition, the summary of the graduate survey for the past two years provides feedback regarding the extent to which course work prepared students for employment. The feedback on paralegal instructors was very high as was feedback on the curriculum for all of the required core courses. Two of the elective courses received a lower rating.

Student Satisfaction

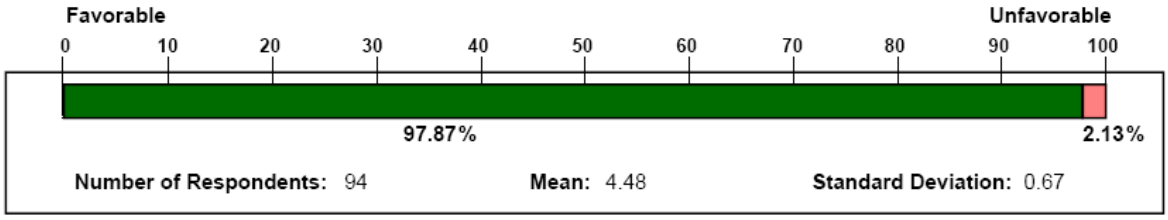
Based on responses to the student survey conducted in fall 2006, students are highly satisfied with the level of instruction, particularly in required courses, with the overall

quality of the program, and with their own success in the program. Each of these areas received an overall satisfaction rating of 97% or higher.

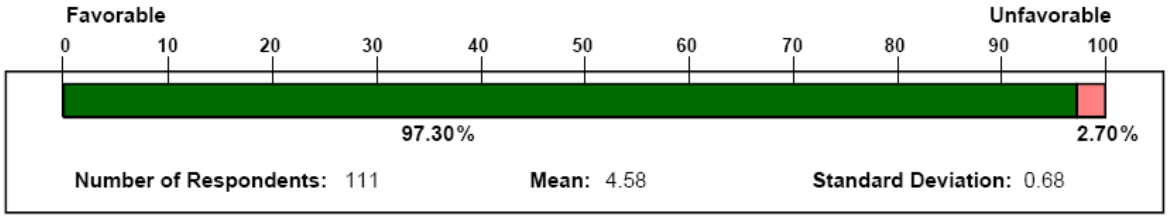
Level of Satisfaction - Appropriate level of instruction in required courses



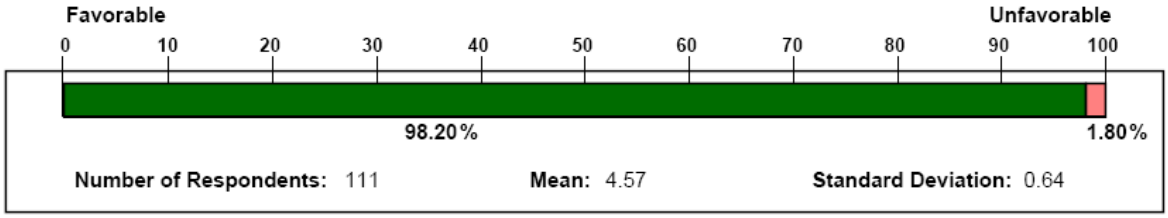
Level of Satisfaction - Appropriate level of instruction in elective courses



Level of Satisfaction - Overall quality of the program



Level of Satisfaction - Your own success in the program



Levels of student satisfaction with the scheduling of classes, the relevancy of classes to employment needs, and the academic standard of instruction did not change substantially between 2003 and 2006. Student satisfaction with the variety of classes, however, jumped from 85% in 2003 to 95% in 2006, and satisfaction with the sequencing of classes went from 91% to 99%.

Student satisfaction with:	2003 Satisfaction	2006 Satisfaction
Variety of classes	85%	95%
Scheduling of classes	94%	92%
Sequence of classes	91%	99%
Relevancy of classes to employment	96%	95%
Academic standard of instruction	96%	96%

In addition, a summary of the graduate survey responses from 2004-2006 is attached as an exhibit.

Coastline's Paralegal Studies classes are scheduled to meet one evening per week, and responses to the student survey indicate evening classes are preferred by 98% of the program's current students. Though survey responses indicate that the preference for classes that meet once a week dropped from 94% in 2003 to 86% in 2006, once a week classes remain, by far, the first choice of most students.

Student scheduling preferences:	2003 Preference	2006 Preference
Evening classes	99%	98%
Classes that meet once a week	94%	86%

Sixty-nine percent of student survey respondents indicated an interested in hybrid classes (combining classroom and Internet instruction), and 24% were very interested and 41% somewhat interested in study skill courses. The latter corresponds to results from the faculty survey in which faculty noted that about 57% of students were lacking in academic preparedness.

Student Comments:

Teachers are excellent in all aspects. Very much appreciate their law office background and experience.

I love the personal relationship that we as students are able to have. I know this definitely has to do with the size of the classes. Having the ability to personally know my instructors always has enriched my learning experience.

Overall, I think that the Paralegal Program is wonderful and I am very happy that I am in the program. I think it was a great career move for me and this type of work suits me well. Debra Brown, Margaret Lovig and Bryce Letterman are great professors and the classes they taught were very instructional. Bryce Letterman taught me how to organize myself for a class, take notes and compile a notebook from his Civil Litigation course and it has helped me in all my other classes.

Conclusions

The program has made progress in developing SLOs and assessment methods but needs to take this to the next level to conduct assessments and analyze and follow up on results. A first step in identifying program outcomes has been made. Now the finalization and measurement methods need to be planned.

Program graduates were asked for important trends facing the paralegal profession. Some of those mentioned are worthy of note for future planning:

> Ethical issues and ethical behavior; electronic age of receiving and transmitting information; time management and software; technology and continuing education; requiring multiple skills; testing and regulation; and, the expectation to perform more complex duties.

The graduate survey summary shows increased requirements in computer, writing and research skills. The issue of increased knowledge of computer applications has been pointed out by both the ABA and other paralegal educators. This year we scheduled the Computer Applications for Paralegals course in both the fall and spring semesters and plan on doing the same next year. The course materials are improving and so is access to demo software. Electronic filing of documents is on the horizon and will become mandatory in many courts in the next two to five years. It is not clear if testing and regulation will ever happen in California, but there are statutory guidelines that can be enforced and ethical requirements never stop. Continuing a dialogue with faculty on how we can incorporate these concerns into existing courses will be an added benefit to students.

We need to look into ways that we can provide additional academic preparation suggestions for paralegal students. One option may be promoting the counseling course that provides study skill preparation or offering a Saturday workshop during the first month of classes.

Recommendations

The college should address the issue of funding sources for the Westlaw legal research license, marketing tools for the program and legal clinic, and attendance at paralegal conferences.

Goals

Progress on Prior Goals

Self-Review Goals

1. Improve exposure to career, counseling and tutoring programs.

   The counseling/faculty advising Room 3 at Costa Mesa Center has improved access for paralegal students for career advising and counseling. Tutoring is still limited at the college to Math and English at the Le-Jao Center.

2. Develop a program with the Coastal One-Stop Career Center for job search and job preparation skills.

   A representative from the One-Stop Center has been able to attend many of the Paralegal Program's Advisory Committee meetings, but the program has not been successful in setting up any job preparation skill programs at the Costa Mesa Center. Students wishing to use the One-Stop Center's services are required to go to one of their locations to obtain these services. The new program that has been started this spring where students can fill out a card and send it in and become linked to the One-Stop Center may prove to be a better answer for paralegal students. We continue to post jobs in the classroom when they are received, review and critique resumes, and meet with students to plan and make other career search suggestions.

3. Coordinate with the ESL Program to transition students into the program.

   This process was not pursued in any formal way. The Department Chair does attend ESL programs and presentations and knows the faculty in the ESL program. The goal for this report was changed to "develop marketing tools to increase student diversity" which will assist the ESL Department in discussing paralegal career planning with their students on an ongoing basis.

4. Expand computer lab access at Costa Mesa Center or another location.

   With the addition of two more computers in Room 5 at Costa Mesa Center and the increased number of student who have computers at home, this need has diminished. We do have some students that use the Garden Grove Center Information Commons, which is open in the evening, and all paralegal students have access to Room 5 when needed and on Saturday when Weekend College is in session. The replacement of the three computers in Room 5 with new computers in February 2007 has greatly improved quality and speed of access.

5. Expand partnerships for training and pro bono activities for students.

   The Paralegal Studies Program has been able to find pro bono activities for students that vary from semester to semester, but we are constantly looking for training opportunities, as many law firms do not participate in internships unless it is part of a formal class. The pro bono activities are not always the same and we usually search for these when a student has a particular request.

6. Faculty development for improving the use of technology tools teaching in the classroom.

   The Department Chair attended and presented at the last two Summer Technology Institutes, and one part-time faculty attended the last two and presented on a panel in 2006. In addition, another new part-time faculty member was able to attend the 2006 Summer Technology Institute. All of our part-time faculty have full-time jobs, and it is not always possible for them to attend programs such as these. The majority of our part-time faculty have good computer skills, as they are required in legal environments.

7. Continue to seek bilingual attorneys to donate time to reopen legal counseling at the Oak View Family Center.

   We have been unable to locate a bilingual attorney and have abandoned the idea of being able to continue this program. It needs to be conducted when students in the Legal Clinic Class can participate, which limits us to Friday evenings, since Thursdays are already scheduled and students are enrolled in other classes Monday through Wednesday.

Steering Committee Recommendations

1. 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.

   The first step has been made in identifying some program outcomes but all faculty have not participated and the Advisory Committee has not participated. Once program outcomes are established we can move forward to establish methods to measure these outcomes.

2. 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.

Rooms 2 and 5 at the Costa Mesa Center, which are used by all paralegal faculty, now have white boards, new podiums and VCR/DVD players. In addition, Room 5 has three computers, one of which is linked to an overhead projector for computer-based presentations. Portable projectors for laptop use are available in the office by request. This equipment was in Room 5 at the time of the last Program Review report but perhaps that point was not clarified. The use of technology is more dependent on the subject matter of the course.

3. 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.

    This topic continues to be discussed but at the present time has not matured. Meeting ABA guidelines for distance learning courses is an issue. Self-paced independent-study tutorial-type courses do not meet ABA requirements for a legal specialty course. The program has worked to maintain all courses within the ABA definition of a "legal specialty course."

4. Consider developing a "Coastline Minute" to promote the program.

    No action was taken to develop a "Coastline Minute." It is still on the discussion table.

New Three-Year Goals

The program has identified six new three-year goals:

1. Continue exposure to career advising and counseling
2. Continue faculty development for improving the use of technology
3. Research the impact of technology on the practice of law and develop methods of instruction to prepare students for work
4. Create a website for the program and the introduction course
5. Expand partnerships for training and pro bono activities for students
6. Develop marketing tools to increase student diversity

Goals 1, 2 and 3 are ongoing and require a time commitment but probably not any new or additional funding. A target date would be to have assessments made and results in place at the end of the second year following this report: spring 2009

We are not certain if Goal 4 would involve funding. It would involve a time commitment by the Department Chair, certain part-time faculty and assistance from the college. Target date: fall 2008

No additional funding is involved in Goal 5. It is an ongoing process that needs to be a permanent goal for the program and involves all faculty participation. Ongoing; no specific target date

Costs would be involved for Goal 6 in developing marketing tools that could be used to increase student diversity and promote the program in general. One would be a generic brochure and another would be a brochure for the Legal Clinic and the Medicare Counseling programs. The source for those funds would need to be identified. Target date: fall 2008

Appendices

1. Paralegal Studies Program Information (from course catalog)
2. Orientation Handout
3. Curriculum
4. Advisory Committee Minutes
5. Expenditures and Budget
6. SLOS for Law 122 Computer-Assisted Legal Research
7. Student Survey
8. Graduate Survey
9. Faculty Survey
10. Employer Survey

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).*

REQUIRED PARALEGAL COURSES	**Units**
LAW 100 Intro to Paralegal Studies	3.0
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
To be selected from Program Electives below:	6.0
Paralegal Courses Subtotal.....	27.0

PROGRAM ELECTIVES
LAW 110 Civil Litigation 2
LAW 115 Criminal Litigation
LAW 130 Law Office Management
LAW 135 Family Law
LAW 142 Probate/Estate Planning
LAW 148 Elder Law
LAW 150 Corporate/Business Organizations
LAW 152 Conflict Analysis and Resolution
LAW 155 Bankruptcy Law and Procedures
LAW 158 Intellectual Property
LAW 160 Civil Trial & Evidence
LAW 165 Contract and Tort Law
LAW 170 Computer Applications

GENERAL EDUCATION, Paralegal Program	**Units**
Students are required to complete at least 18 units in	3.0
courses numbered 100-299 listed in Groups A to D	3.0
(Course work in Group A2 is limited to ENGLISH	3.0
100. Course work in Group C1 is limited to ART	3.0
100, 101 and/or MUSIC 100. All course work in C2	3.0
is acceptable.) In addition, 3 units in Group E are	3.0
required. Students can meet the general education	1.0
requirements under Option I, II or III A.A. degree	2.0
academic plans.	6.0
General Education Subtotal.....	27.0

ELECTIVES	
*Computer proficiency may be demonstrated by the	1.5
satisfactory completion of LAW170, COMPUTER	1.5
148A and ENGLISH 108; by completion of similar	1.5
courses; by transfer credit course work; by workplace	1.5
substantiation; by Microsoft Certification; or by other	3.0
computer industry certification.	1.5
**Electives Subtotal.....	3.0
TOTAL UNITS for A.A. degree program.....	3.0
	3.0
**Co-op work experience only applies to these	3.0
elective units. Earn credit for work you do on the job.	1.5
Call 714-241-6307	3.0
	3.0

[Print this page on college letterhead.]

PARALEGAL STUDIES PROGRAM

ABA APPROVED, A.A. DEGREE and/or* CERTIFICATE PROGRAM
2007-2008

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

Welcome to the 2007-2008 academic year. Summer classes start Monday, June 11, 2007, fall classes start August 27, 2007 and spring classes start Monday, January 28, 2008. 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. Enrolling in more than 6 units requires matriculation or evidence of requirements.

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. Fall Orientation will be held on Saturday, August 4, 2007 and Spring Orientation will be held on Saturday, December 1, 2007** at 10:00 a.m., Room 5, Costa Mesa Center. Formal Registration is not required to attend an orientation. 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 (714-546-7600 college extension no. 17319).

4) To assist you in planning:

Page 3, a course selection guide for A.A. Degree students utilizing Option I.
Page 4, a selection guide for transfer students taking the Certificate Program.
Attached program and 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	3.0	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	3.0
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 and calendaring 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) Work Based Learning (formerly referred to as 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 or LAW Elective	3.0	LAW Elective	1.5
LAW 127	3.0	LAW 118	3.0	LAW Elective	1.5/3.0
LAW 128	3.0	LAW 120 and 122	4.0		
LAW 105 or LAW Elective	3.0	LAW 390AB	2.0		
Total	12.0	Total	12.0	Total	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.	3.0	LAW 118	3.0	LAW 120	3.0
LAW 127	3.0	LAW 105	3.0			LAW 390AB	2.0	LAW 122	1.0
								LAW Elec.	3.0
Total	6.0	Total	6.0	Total	3.0	Total	5.0	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 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. **[2007-2008 Academic year.]**

PARALEGAL STUDIES

LAW 100, Introduction to Paralegal Studies
Introductory course covering the relationship between paralegals and attorneys and clients. Topics Include structure of the profession, federal and state court structure, ethical standards, legal terminology, investigation techniques, research an case and statute analysis, overview of legal practice areas and communication.

LAW 127, Legal Procedures 1
Knowledge and skills required of paralegals and legal assistants, including: procedures and functions in the court structure and litigation procedures involving personal injury and general civil cases; probate; family law, dissolution, adoption, and bankruptcy.

LAW 128, Legal Procedures 2
Continuation of LAW127, instruction civil procedures in unlimited and limited courts with emphasis on preparing, filing, and bringing to judgment breach of contract, landlord-tenant and personal injury actions, including discovery , law and motion, research, arbitration, calendaring; business entities and formation of small corporations, real estate terminology; criminal law introduction; and skills, techniques and abilities the paralegal will be expected to have in the workplace.

LAW 105
Civil Litigation 1
Learn, analyze and examine the basic principles of civil litigation as applicable to jurisdiction, venue and preparation of pleadings, discovery, motions, trial preparation and alternative dispute resolution by plaintiffs and defendants in the California court system.

LAW 118
Legal Analysis and Briefing
Learn the methods and procedures of statutory and case law analysis, including proper briefing and persuasive writing techniques.

LAW 120, Legal Research
Course in legal research methods and legal writing by examination of the law, written legal memoranda, and supervised library assignments. Students will have a working knowledge in the use of statutory and case law, secondary sources and computerized research techniques.

LAW 122
Computer Assisted Legal Research
This course is a continuation of LAW 120 solving legal research problems with computer assisted legal research resources.

LAW 390AB, Legal Clinic Practicum/Ethics
Students in the clinic will work directly under the direction and supervision of clinic attorneys and experienced paralegal instructors. Students will interview clinic clients, prepare and monitor client files, set up interview schedules and perform various management duties relating to clinic operations. Students will examine and evaluate the regulation of lawyers and paralegals and the unauthorized practice of law.

LAW 110, Civil Litigation 2
Learn basic principles of civil litigation as applicable to discovery, injunctions, attachments, summary judgment, dispute resolution, and develop and improve legal writing skills and style.

LAW 115, Criminal Litigation
The criminal court system and litigation in criminal cases, constitutional law, criminal procedure including investigation, prosecution, discovery , motions, trial preparation and appeal in criminal cases.

LAW 130, Law Office Management
A study of the systems and procedures for management of large, medium and small legal entities, including structure and decision process, delegation, personnel selection, job descriptions, office manuals and policies, performance evaluations, file systems, calendar systems, records management, new matters and client conflicts, facilities design, group dynamics, communication, technology, billing of employees, risk management, ethics and paralegal employment. **3.0 Units**

LAW 135, Family Law
Topics include organization and jurisdiction of the Family Law Court, marriage, annulment, dissolution and non-marital property agreements, custody, support, visitation, use of family code and current case law applications, preparation of trial, temporary orders, appeals and judgment enforcement. **3.0 Units, Legal Procedures 1**

LAW 142, Probate Administration/ Estate Planning
Organization and jurisdiction of the Probate Court; administration of estates, including gift, income, inheritance and estate taxes, estate litigation and will contests. Conservatorships, guardianships and intestate succession. Wills and other disposition of property, review of probate avoidance mechanisms, trust administration and elder law. **3.0 Units, Legal Procedures 2**

LAW 148, Elder Law
Learn substantive and procedural law, federal, state and administrative Regulations as they pertain to the senior populations, including Social Security, Medicare, Medi-Cal/SSI, funding sources, pensions, residential and/or long-term care and applicable family law statutes. **3.0 Units**

LAW 150, Corporate/Business Organizations
Introduction to formation, maintenance and dissolution of corporations, (C and S, professional, and non-profit), partnerships, proprietorships, limited liability companies (federal and state), securities regulations; including corporate reorganizations, stock and assets sales, mergers and consolidations and the simple sale of a small business. **3.0 Units**

LAW 152, Conflict Analysis & Resolution
This course introduces the student to the basic skills needed to begin evaluating client needs regarding the use of alternative solutions to resolving conflicts and explore the changing climate of litigation-oriented practices, including ethical considerations. **3.0 Units**

LAW 155, Bankruptcy Law and Procedures
An overview of federal bankruptcy law and procedures for the paralegal; introduction to the functions and working of the bankruptcy court, United States trustee, bankruptcy counsel, examination of Chapters 7, 11, 13, schedule preparation, representation, and bankruptcy research. **1.0 Unit**

LAW 158, Intellectual Property
A study of the requirements and procedures for obtaining and maintaining patent, trademark and copyright protection under the laws of the United States and foreign laws, including: regulations, formulating search requests, preparation of applications, forms and documents, maintaining records and protection of information. **2.0 Units**

LAW 160, Civil Trials and Evidence
Learn principles of preparing a civil case for trial, including preparation of a trial notebook, pretrial and post-trial motions, jury instructions, verdicts, judgments, and the principles of evidence and its preparation for presentation in court. **1.5 Units**

LAW 165, Contract and Tort Law
The substantive and procedural law of contracts (transaction and litigation) and of tort law principles in intentional torts, negligence and strict liability in tort in a study and instruction developed for paralegals. **1.5 Units**

LAW 170, Computer Applications for the Paralegal
This course is designed to acquaint paralegals with basic computer use, including software programs utilized by attorneys (word processing, spreadsheets, document databases), law-related public databases, non-law public databases, systems management, research, time and billing, and other applications. **1.5 Units**

Advisory Committee Minutes

November 4, 2004

MINUTES of the ADVISORY COMMITTEE
PARALEGAL STUDIES PROGRAM
COASTLINE COMMUNITY COLLEGE
November 4, 2004

Members present: Tillie Boitel, Debra Brown, Marty Burbank, Ed Decker, Terri Duong, Lori Jenkins, Ron Klein, Bryce Letterman, Margaret Lovig, Linda Mellor, James Moreno, Rose Moreno, Renee Riopelle, Cheryl Stewart, Joe Yadrick

Absent: Debra Brown, Jennifer Lindskoog, Stephanie Sterling, Eileen Sun, Scott Zimmon

The meeting started at 5:10 p.m.

Welcome new member Terri Duong, Mediation Director, Fair Housing Council of Orange County. The committee reviewed and approved the Minutes of June 17, 2004 with a minor correction, on a motion by Bryce Letterman and Joe Yadrick and unanimous vote of the members.

Margaret Lovig briefly covered highlights from the fall AAfPE Educational Conference held in October 2004. A copy of the Program Review Report was passed around for review by the committee and again special recognition of the Debra Brown, Lori Jenkins, Rose Moreno and Joe Yadrick, advisory committee members serving on the report team was noted.

Copies of the Graduate Survey Summaries for 2002-03 and 2003-04 were distributed and reviewed by the committee. It was noted that there is a difference in skills required for the job and salaries reported. The surveys were summarized separately for the purpose of targeting changes. The focus groups that Margaret Lovig participated in also pointed out the need for students to look for jobs before they graduate so they have work experience at graduation. Also new employees need be willing do all tasks necessary on the job. Several employers said that many paralegal graduates with no work experience are not willing to simple work tasks that they feel are beneath them. The program needs to be clear when training students that persons new to the legal employment field need to be willing to work in an entry level capacity in the beginning. A cooperative attitude is very important as well as current computer skills. These points are consistent with the methods of evaluation used by employers for job status and advancement. There is some concern that improvement could be made by employers in the evaluation of paralegals.

A lengthy discussion of mediation training and the relationship between the new course added to the paralegal studies program, LAW 152 Conflict Analysis and Resolution, and a program that could develop mediation and conflict resolution skills at a higher level. Renee Riopelle and Terri Duong informed the committee of the current status of mediation programs and services in Orange County and agreed to work with Margaret Lovig to develop a program for dispute resolution that would be appropriate for persons wishing to have higher level skills in career placement utilizing dispute resolution techniques. It was determined that the first step was to write the curriculum for a mediation course that met the state requirements and build from that point. This would be done before the next advisory committee meeting.

A Career or Job Search workshop was discussed and Ron Klein and Linda Mellor agreed to work with the program to offer a half-day event in the late spring of 2005. The One-Stop conducts workshops of this nature on an ongoing

basis at their centers.

LAW 122, Computer Assisted Legal Research, the class using WestLaw passwords, is in progress and starting in the spring 2006 the students will be pay $15 for their passwords for this class. A more detailed report will be made at the next meeting.

The next meeting was scheduled for Thursday, May 5, 2005, at 5:00 p.m. in the President's Conference Room at College Center.

The meeting was adjourned at 6:15 p.m.

May 5, 2005

MINUTES of the ADVISORY COMMITTEE
PARALEGAL STUDIES PROGRAM
COASTLINE COMMUNITY COLLEGE
May 5, 2005

Members present: Marty Burbank, Ed Decker, Terri Duong, Margaret Lovig, Pamela Mayhew, James Moreno, Rose Moreno, Joe Yadrick

Absent: Tillie Boitel, Debra Brown, Lori Jenkins, Ron Klein, Bryce Letterman, Renee Ripelle, Stephanie Sterling, Cheryl Stewart

Guest: David Fuller, Attorney practicing in Mediation and Arbitration
Instructor, LAW 152 Conflict Analysis & Resolution course

The meeting started at 5:10 p.m.

Welcome new member Pamela Mayhew, current student in the Legal Clinic Practicum course and spring semester graduate. The committee reviewed and approved the Minutes of November 4, 2004 with a minor correction in wording.

The agenda for this meeting focused on the Dispute Resolution program scheduled to offer its first class in the fall 2005 semester. Copies of the certificate and the course outline from the LAW 175 Mediation course were passed out. The course outline was circulated electronically to all Advisory Committee members prior to submission to the College Curriculum Committee. 72% of the members reviewed the outline and responded noting approval. An overview of the certificate electives was discussed. The LAW 152 Conflict Analysis & Resolution course, which is an elective in the Paralegal Studies Program, was selected to be an elective in the Dispute Resolution Certificate to provide a link for paralegal students wishing to continue on in legal studies. This course covers the more substantive concept of dispute resolution. The Human Services Certificate program is a transfer program to CSU Fullerton and three courses have been selected from that certificate as approved electives. The goal being to reach out to a broader audience at the college. Many of the Human Services courses are offered online. That program has been developed by faculty teaching Human Services at CSU Fullerton. They teach as adjunct instructors in this program for Coastline.

The following target audiences for contact were proposed:
- Law enforcement, Police Agencies, Sheriff
- Health Care
- Human Services in all industries

The following potential press releases were proposed:
- OC Weekly
- Local newspapers
- Fountain Valley City Council

Other ideas were to create a web page with links back and forth between the paralegal certificate program and the human services program.

David Fuller mentioned that the text book for the LAW 152 Conflict Analysis & Resolution course was in its first trial run. The book had portions that he felt were not applicable but overall the book was still the best that has been

located for the class. He would modify the course the next time to focus on the portions that were appropriate for paralegal training. The course is designed to give the paralegal students a broad look at the field of alternate dispute and the role of the paralegal in resolving conflicts. It is noted that this is a growing legal field.

The committee decided to connect again in August, prior to the fall semester to discuss marketing of the Mediation course. This would allow time for notification by Chancellor's Office for California Community Colleges in Sacramento, that the courses have been approved.

The agenda item discussing a Career Planning or Job Search Strategy Workshop was moved to a future agenda as representatives from the Orange County One Stop Center were unable to attend.

The tentative meeting date was scheduled for Thursday, August 4, 2005, at 5:00 p.m. in the President's Conference Room at College Center, as fall classes will start August 29.

The meeting was adjourned at 6:20 p.m.

November 17, 2005

MINUTES of the ADVISORY COMMITTEE
PARALEGAL STUDIES PROGRAM
COASTLINE COMMUNITY COLLEGE
November 17, 2005

Members present: Douglas Benoit, Tillie Boitel, Rose Mary Bordwell, Debra Brown, Marty Burbank, Brian Day, Terri Duong, David Fuller, Ron Klein, Margaret Lovig, Pamela Mayhew, James Moreno, Rose Moreno, Susan Raja, Cheryl Stewart, Joe Yadrick

Members absent: Lori Jenkins, Bryce Letterman, Renee Riopelle, Stephanie Sterling

The meeting started at 5:10 p.m.

Welcome and introductions of new members Rose Mary Bordwell, Bordwell & Associates, a legal placement firm, and Susan Raja, a family law mediator and graduate. Dr. Douglas Benoit was introduced as the new Dean of Career & Technical Programs and it was announced that the Paralegal Studies Program has been returned to the Career & Technical Programs due to the pending retirement of Dr. Ed Decker that will be effective December 31, 2005. Each member introduced themselves and others as they arrived.

The Minutes of the meeting of May 5, 2005 were read and approved as corrected.

The committee discussed the changes in technical skills required for entry level and higher level job placement opportunities. Rose Mary Bordwell emphasized that there are definite changes in the requirements for calendaring software and employers are looking for qualified candidates that can demonstrate their ability, work quickly, and with confidence. In addition, there are increased specific requests for the advanced Microsoft Styles feature. She mention that often applicants refer to their skill level as “little” when asked about a specific computer application. Graduates and students need to be informed of their skill capabilities and present this information to the prospective employer in order to secure a position.

It is recommended that instructors in the program give homework assignments that incorporate the various computer programs available and allow the students to demonstrate their skill and built confidence in skills that would be used in employment situations. The Bordwell & Associates website: www.wedolegal.com has information on job requirements and other relevant information for students to review. Brian Day also suggested that we contact various electronic resources and find out if we can access free demos for students to have. Power Point was also mentioned as it seems more employers use this program for presentations and training.

The committee was informed of the recent Business Computing Advisory Committee meeting that disclosed the need for colleges to be offering instruction in Quick Books as it is in high demand from employers. Brian Day pointed out that Quick Books may not be the best for paralegal students because of the ability to “force” an entry and he recommended that Peachtree is a more competent accounting program if we decided to recommend one to students. At the present time Coastline is not offering instruction in either accounting program.

The development of online classes as a means to enhance computer skills was also discussed. The LAW 122 CALR class where Westlaw is used encourages students to send in their work electronically demonstrating the ability to cut and paste answers into assignments and send them in proper format as an attachment. This class is required and offers an opportunity for us to measure the student’s computer proficiency that is also a requirement for graduation.

Marty Burbank pointed out that steps should be taken to improve the response time to job postings. He has had personal experience with delayed response to his job posting. We discussed the procedure and agreed that steps would be taken to make sure that job postings that come in during the semester would be communicated to students and instructors as soon as possible. Job postings that come in during breaks in instruction will be sent on to paralegal instructors and the One Stop Center by email.

Update on the first Mediation class that is in progress: Due to the start of the new Dispute Resolution Certificate the mediation course was permitted to go forward with 16 students. Preparations are in process to tape the student mediation presentations. Rose Mary Bordwell recommended that we secure from the EEOC in Washington a copy of the free video on Mediation. It encourages people to mediate disputes. Also the new Sexual Harassment Training required of all managers would fit into the mediation skill training model for persons in management positions. There was a discussion as to whether this training was required also for all teachers. It was the opinion of the committee that it probably is and we should investigate this further.

The committee was asked to (1) to report on the computer sofrware applications used in their place of employment and (2) to think of ideas for target markets for the Dispute Resolution Program. This information was to be sent in by email at any time before the next meeting. The committee members were advised that in spring we would be looking at the Employer Survey and Student Survey in preparation for Program Review next year.

The next meeting was scheduled for Thursday, April 20, 2006, at 5:00 p.m. at College Center.

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

April 20, 2006

MINUTES of the ADVISORY COMMITTEE
PARALEGAL STUDIES PROGRAM
COASTLINE COMMUNITY COLLEGE
April 20, 2006

Members present: Doug Benoit, Rose Mary Bordwell, Debbie Brown, Marty Burbank, Brian Day, David Fuller, Lori Jenkins, Ron Klein, Bryce Letterman, Margaret Lovig, Rose Moreno, Jim Moreno, Susan Raja, Rene Riopelle, Cheryl Stewart

Absent: Tillie Boitel, Terri Duong, Pam Mayhew, Stephanie Sterling

The meeting started at 5:15 p.m.

Welcome of members and introductions were made. The Minutes of the November 17, 2005 meeting were read and approved. Special recognition was given to President Currie in honor of her selection by the American Association for Women in community College for the 2006 Mildred Bulpitt Woman of the Year Award. Congratulations to Rose Moreno for her contribution of HICAP and the programs offered by the Council of Aging. Special notice of the Paralegal Program in the Coastline and the SLO Newsletter.

The program review surveys for Employer, Student and Faculty were distributed. Responses to the request for computer use reports were provided by Lori Jenkins, Pam Mayhew and Debbie Brown. It is clear that the skill level and knowledge level of computer software programs is increasing and we need to find ways to address this in our courses as it applies to legal environments. The Computer Applications class will be scheduled for both fall and spring next year.

Examples of office requirements: MS XP Professional; Word; Excel; Visio (flow charts); PowerPoint; Outlook (email and email management); eCopy Desktop (scanning) Adobe Acrobat (transmitting scanned documents); WordPerfect Lawyer; as well as various forms of specialized software for case management and litigation support.

The meeting concentrated on revisions to the Employer Survey to be used in Program Review. The changes recommended are:

Use the word attorney in place of lawyer
Add reference to California Business & Professions Code Section 6450 - 6456.
As for identification of the number of persons employed in administrative positions
Use the word criteria in place of requirements
Simplify the educational requirement list.
Ask if a background check is conducted..
Do not specify a year for Microsoft Office software
Ask about practice management software
Change intranet to “network research”
Separate Hot Docs from Legal Solutions
Add Quick Books/Peachtree to the list
Add job boards and networking to the recruiting list.
Add work-based learning/internship to recruiting list
Add trial support

Change the grading of Coastline graduates from letter grades to outstanding.....
Add a place if the respondent wishes to serve on the Advisory Committee for the program
Change the salary categories: below $2800/$2800-3200/$3300-4000/$4000 and above
Refer to a paralegal "coordinator" not a supervisor.
Remove the "don't know" choices
Benefits:
- add levels of advancement opportunities
- tuition reimbursmenet
- toll road reimbursement
- Change 401k/defined benefit plan (and remove profit sharing plan)

Add a place at the end where the person responding can learn more about the program at the college. Either a statement or a link to the Paralegal and Dispute Resolution program, or other programs at Coastline.

Adjustments made to the Student Survey were:

Add a formal counseling session to the orientation section
Remove references to up date a law library
Add ability to demonstrate good interpersonal skills
Add skill in using a computer for word processing
Add skill in using a computer for practice management software

When forwarded to the Instructional Researcher, request that the surveys also include the most recent changes being made in connection with developing student learning outcomes and assessment, an ongoing process in program review at Coastline.

Members were encouraged to send in additional comments on the surveys at any time. Copies were available for review and follow-up.

The meeting was adjourned at 7:30 p.m.

Handouts: Coastliner Focus on Coastline Paralegal Program;
Employer and Student Program Review Surveys

November 16, 2006

MINUTES of the ADVISORY COMMITTEE
PARALEGAL STUDIES PROGRAM
COASTLINE COMMUNITY COLLEGE
November 16, 2006

D R A F T

Members present: Doug Benoit, Rose Mary Bordwell, Debbie Brown, Tillie Boitel, Tona Cornelius, Bill Darke, Brian Day, John De La Cruz, David Fuller, Lori Jenkins, Leanne Hendricks, Ron Klein, Bryce Letterman, Margaret Lovig, Rose Moreno, Susan Raja, Rene Riopelle, Cheryl Stewart

Absent: Marty Burbank, Terri Duong, Pam Mayhew, Jim Moreno, Stephanie Sterling

The meeting started at 5:00 p.m.

Welcome of members and introductions were made. The Minutes of the April 20, 2006 meeting were read and approved.. Congratulations to member Jim Moreno who was recently elected to serve on the Board of Trustees for the Coast Community College district. He was unable to attend this meeting, which would have been his last meeting. We will miss him as a member but are very excited to have him as a trustee. Stepping right up to the plate to replace Jim as a new representative of the public is Bill Darke. Bill is retired from GE Company after 30 years and is volunteering with HICAP, the Council on Aging, and is a member of the Annual Seal Beach Charity 5K/10K Run/Walk. His experience includes domestic and international assignments in Operations, Sales & Marketing and Project management as both an individual contributor and leave of over 100 employees. His educational background has been in Business Administration and Financial Management for Non-Profit Organization. He is a southern California native.

Welcome also to two new student members: Leanne Hendricks and John de La Cruz. Leanne and John are both currently enrolled students and are close to graduation. We look forward to their participation on this committee and input from a students' perspective.

Graduate Survey Summary:
A review of the Graduate Survey Summaries of those surveys that had been returned as of November 15. It was noted that many of the statistics remained similar to two years ago. There are still employers who do not require an ABA Approved Certificate and a degree is optional. It was recommended that we continue to encourage paralegal association student membership, as most graduates are not members. It was noted that salaries had increased but benefits remained about the same. Computer skills were required for everyone and the various types of software has increased. Several ideas were expressed for new or additional courses. Trends included more computer experience, good research and writing skills, getting job experience before graduation, and continuing education. These was a discussion of the use of "job" vs. "profession." It is suggested that we use terms indicating a professional career rather than referencing a job. This Summary will be updated when more responses are received an we will revisit it at a future meeting.

A suggestion for a future Graduate Survey: add a question of how many paralegals are in the firm. With the new computer program that the college and district are putting in place, future graduate surveys will probably be sent out electronically.

Program Statistics prepared for Program Review:

A review of the program statistics for the past 7 ½ years was made. Showing consistent enrollment and good attrition rates. The program has done a good job of managing classes for student success. The paralegal department ranks 20 at the college in department credit FTES as of spring 2006. This ranking does not include credit for any general education courses taken by paralegal AA Degree students. The Program Review Surveys of Faculty, Students and Employers will be available in the spring. Copies will be forwarded before the meeting for review.

Review of course revision for Intellectual Property, LAW 158:
An extensive discussion of the revision of the Intellectual Property course from 8 weeks to 16 weeks met with favorable approval by all members. Rose Mary Bordwell pointed out the increasing number of IP firms locating in Orange County and the anticipated growth expected. This change is recent. Tona Cornelius had taken the first 8 week course offered in IP and she agreed that it needed to be a full semester. Attorney Brian Day agreed that this area of the law is increasing. A short discussion on looking at creating a specialty in Intellectual Property. This will be a conversation for a future meeting. At the current time the program has no specific legal specialty options.

It was agreed that a flyer be developed to advertise the culture and diversity class for the spring. It cancelled in the fall with low enrollment. Also take a look at other Dispute Resolution Programs in Orange County to evaluate their structure.

Members were encouraged to send in additional comments on topics discussed at any time. The spring meeting will be scheduled in coordination with the Program Review Report, but middle April or early May was discussed. The ABA Application for Reapproval is due January 15, 2007.

The meeting was adjourned at 7:00 p.m.

Handouts: Paralegal Studies 7 ½ year summary of enrollments and FTES
Graduate Survey Summary as of November 15, 2006
Draft of proposed LAW 158 revised course outline.
The Role of Paralegals in Patent Law by Lynette Noblitt, The Paralegal Educator, 2006

EXPENDITURES AND BUDGETS

REFERENCE ADDITIONAL COMMENTS BELOW

A.YEAR	B.SALARIES	C.PROFESSIONAL DEVELOPMENT	D. MEMBERSHIP	INSTRUCTION EQUIPMENT & SUPPLIES	LIBRARY MATERIALS & RESOURCES	E.TECH-NICAL AND SUPPORT SERVICES	F. ASSESS-MENT	ADVISORY/ FACULTY MEETING	G. OTHER	TOTAL
6/04 - 5/05	162,149.	1,250.	AAfPE 375.	see below	Westlaw 2,382.	see below	see below	89.	N/A	166,245.
6/05 - 5/06	165,050.	1,425.	AAfPE 375.		Westlaw 2,804.		same	82.		169,736.
6/06 - 5/07	164,602.	500.	AAfPE 375.	4,500.	Westlaw 3,226.		same	78.		173,281.
6/07 - 5/08 projected	166,000.	1,500.	AAfPE 375.		Westlaw 3,226.		same	100.		171,201.

A. May be academic or calendar, indicate beginning and ending dates using month and year.
B. Include total of all administrative, staff, and faculty salaries directly related to the program.
C. Monies allocated for internal faculty/staff development and for local, regional, or national paralegal/related conferences. Funds are available through PDI Institute, VATEA, Academic Senate Conference funds, Office of Instruction, Staff Development, and Grants. Applications are presented to the Dean of Instruction and the funds are then arranged from one or more of those sources. In addition, separate funds are available to part-time faculty through the part-time faculty union for attending professional development activities.
D. Dues for memberships in associations related to the paralegal profession. The membership in AAfPE has been exempted from budget cuts due to its unique relationship with paralegal education and ABA approved.
E. For example, backup or people or service contracts. This department serves the whole college. No separate budget exists for Paralegal Studies.
F. Any assessment activities as defined in G 301E and F. (1) Program Review budget covers the cost of program surveys, faculty surveys, employer surveys and program review every three years. (2) Institutional Research Department handles demographics, all college graduate survey reports and enrollment updates. (3) Department of Instruction handles the costs of inclass course surveys for each paralegal class, graduate surveys and follow-up. There are no specific program budgets for these services.
G. Enter amount and what it covers.
Additional Notes:
Instruction Equipment and Supplies: three new computers were purchased from VATEA funds for Paralegal classroom #5 at Costa Mesa Center in fall 2006.
Library Materials & Resources: The above amount is for Westlaw access. It is partially supported by a Student Advisory Council Grant and the rest comes from material fees for CALR classes. Additional library materials as needed would fall under the Library budget. The program uses Whittier Law School Law Library, which is a public law library, for its official legal research site.
Advisory/Faculty Meeting: This amount is only for Advisory Committee meetings, which are held twice each year in the President's Conference Room, and light refreshments are served. Faculty discipline meetings are required twice a year at the college and are set up and funded by the college.

COASTLINE COMMUNITY COLLEGE

Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning

Course ID/Title LAW 122, Computer Assisted Legal Research
(Pre-requisite or concurrent enrollment in LAW 120 Legal Research)
Instructor(s) Margaret Lovig

I	II	III	IV
Course or Program Robust Student Learning Outcomes	**Assessment Method** Include assessment method, & who, what, when, how	**Assessment Results Report** Include main findings, date, and report author(s)	**Use of Results** How will instructors modify instruction and/or assessment if appropriate? Include date of discussion
Using electronic resources, students will be able to:	How: using WestLaw, the Internet or other available electronics resources:		Spring 2006 class August 2006 faculty meeting discussion
1. find and update primary authority to support application of the law to a fact situation or legal issue.	1. E-mail questions 2. submit progress of work for review and comment 3. weekly face-to-face sessions	80% of students were successful in finding primary authority, updating to support validity,	Review the importance of primary authority and the steps to reach the appropriate outcome.
2. locate and assess factual information for investigation in a client's case.	4. incomplete or inaccurate results receive feedback and opportunity to resubmit.	85% of students were able to locate factual information and 75% were able to assess the validity of the information.	Link students to the Librarian to enhance their ability to validate factual resources.
3. integrate the resources into a research memorandum or report.	5. network with others students in the class or work in small groups	85% were able to prepare an above average formal memorandum or report.	Provide the students with two or three models of an acceptable formal memorandum or report.

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Paralegal Employers 2006

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General Info, Skills, Courses: Count and Percent Paralegal Employer 2006

		Count	Percent
How many attorneys does your firm employ?	Respondents:	19	
1-5		4	21.05 %
6-10		2	10.53 %
11-20		3	15.79 %
21-40		5	26.32 %
41-60		2	10.53 %
More than 60		3	15.79 %
	Total Responses	**19**	**100 %**
Table 1 Number of Paralegals - Number of paralegals employed at your firm	Respondents:	19	
1-2		6	31.58 %
3-4		7	36.84 %
5-6		3	15.79 %
9-10		2	10.53 %
More than 10		1	5.26 %
	Total Responses	**19**	**100 %**
Table 1 Number of Paralegals - Number of paralegals at your firm attending or graduated from Coastline College	Respondents:	19	
0		14	73.68 %
1-2		5	26.32 %
	Total Responses	**19**	**100 %**
Table 1 Number of Paralegals - Number of paralegals at your firm attending or graduated from a paralegal program other than Coastline's	Respondents:	19	
0		3	15.79 %
1-2		5	26.32 %
3-4		6	31.58 %
5-6		2	10.53 %
7-8		1	5.26 %
9-10		1	5.26 %
More than 10		1	5.26 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent Paralegal Employer 2006

		Count	Percent
Table 1 Number of Paralegals - Number of paralegals at your firm trained in-house	Respondents:	19	
0		14	73.68 %
1-2		4	21.05 %
5-6		1	5.26 %
	Total Responses	**19**	**100 %**
Table 1 Number of Paralegals - Number of persons employed in administrative positions	Respondents:	19	
0		3	15.79 %
1-2		7	36.84 %
3-4		2	10.53 %
5-6		3	15.79 %
9-10		1	5.26 %
More than 10		3	15.79 %
	Total Responses	**19**	**100 %**
Table 2 Hiring Requirements: Education - ABA-approved paralegal program	Respondents:	19	
Required		11	57.89 %
Desirable		7	36.84 %
Not Required		1	5.26 %
	Total Responses	**19**	**100 %**
Table 2 Hiring Requirements: Education - Any paralegal certificate	Respondents:	9	
Required		3	33.33 %
Desirable		5	55.56 %
Not Required		1	11.11 %
	Total Responses	**9**	**100 %**
Table 2 Hiring Requirements: Education - A.A./A.S. Degree	Respondents:	12	
Required		3	25.00 %
Desirable		6	50.00 %
Not Required		3	25.00 %
	Total Responses	**12**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 2 Hiring Requirements: Education - B.A./B.S. Degree or higher	Respondents:	18	
Required		8	44.44 %
Desirable		7	38.89 %
Not Required		3	16.67 %
	Total Responses	**18**	**100 %**
Table 2 Hiring Requirements: Education - Law-related work experience	Respondents:	17	
Required		9	52.94 %
Desirable		6	35.29 %
Not Required		2	11.76 %
	Total Responses	**17**	**100 %**
Table 2 Hiring Requirements: Education - Background check	Respondents:	16	
Required		9	56.25 %
Desirable		3	18.75 %
Not Required		4	25.00 %
	Total Responses	**16**	**100 %**
Table 3 Entry-Level Requirements:: Writing and Personal Skills - Writing skills in any legal area	Respondents:	19	
Required		12	63.16 %
Desirable		5	26.32 %
Not Required		2	10.53 %
	Total Responses	**19**	**100 %**
Table 3 Entry-Level Requirements:: Writing and Personal Skills - Writing skills in a specific legal area	Respondents:	17	
Required		2	11.76 %
Desirable		11	64.71 %
Not Required		4	23.53 %
	Total Responses	**17**	**100 %**
Table 3 Entry-Level Requirements:: Writing and Personal Skills - Interpersonal skills	Respondents:	19	
Required		19	100.00 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 3 Entry-Level Requirements:: Writing and Personal Skills - Work ethic	Respondents:	19	
Required		19	100.00 %
	Total Responses	**19**	**100 %**
Table 3 Entry-Level Requirements:: Writing and Personal Skills - Adaptability	Respondents:	19	
Required		19	100.00 %
	Total Responses	**19**	**100 %**
Table 3 Entry-Level Requirements:: Writing and Personal Skills - Analytical/problem-solving skills	Respondents:	19	
Required		18	94.74 %
Desirable		1	5.26 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Microsoft Word	Respondents:	19	
Required		16	84.21 %
Desirable		3	15.79 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Excel (spreadsheet)	Respondents:	19	
Required		5	26.32 %
Desirable		13	68.42 %
Not Required		1	5.26 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Access (database)	Respondents:	19	
Desirable		6	31.58 %
Not Required		13	68.42 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - PowerPoint (presentations)	Respondents:	19	
Desirable		11	57.89 %
Not Required		8	42.11 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 4 Entry-Level Computer Skills - Microsoft Office	Respondents:	19	
Required		8	42.11 %
Desirable		6	31.58 %
Not Required		5	26.32 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - WordPerfect	Respondents:	19	
Required		1	5.26 %
Desirable		3	15.79 %
Not Required		15	78.95 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Time and Billing Software	Respondents:	19	
Required		1	5.26 %
Desirable		15	78.95 %
Not Required		3	15.79 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Practice Management Software	Respondents:	19	
Required		1	5.26 %
Desirable		8	42.11 %
Not Required		10	52.63 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Calendaring Software	Respondents:	19	
Required		2	10.53 %
Desirable		11	57.89 %
Not Required		6	31.58 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Internet Research	Respondents:	19	
Required		13	68.42 %
Desirable		6	31.58 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Network Research	Respondents:	18	
Required		4	22.22 %
Desirable		12	66.67 %
Not Required		2	11.11 %
	Total Responses	**18**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 4 Entry-Level Computer Skills - Westlaw/Lexis	Respondents:	19	
Required		5	26.32 %
Desirable		13	68.42 %
Not Required		1	5.26 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Legal Research	Respondents:	19	
Required		9	47.37 %
Desirable		9	47.37 %
Not Required		1	5.26 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Litigation Support	Respondents:	19	
Required		4	21.05 %
Desirable		11	57.89 %
Not Required		4	21.05 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Hot Docs Legal Solutions	Respondents:	19	
Required		1	5.26 %
Desirable		10	52.63 %
Not Required		8	42.11 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Voice Recognition Software	Respondents:	19	
Desirable		2	10.53 %
Not Required		17	89.47 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - Microsoft Outlook	Respondents:	19	
Required		12	63.16 %
Desirable		5	26.32 %
Not Required		2	10.53 %
	Total Responses	**19**	**100 %**
Table 4 Entry-Level Computer Skills - E-mail	Respondents:	19	
Required		13	68.42 %
Desirable		6	31.58 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 4 Entry-Level Computer Skills - QuickBooks/Peachtree	Respondents:	19	
Required		1	5.26 %
Desirable		1	5.26 %
Not Required		17	89.47 %
	Total Responses	**19**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Employment agencies	Respondents:	19	
Almost Always		5	26.32 %
Frequently		3	15.79 %
Infrequently		3	15.79 %
Almost Never		8	42.11 %
	Total Responses	**19**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Job boards/Web employment sites	Respondents:	19	
Almost Always		8	42.11 %
Frequently		6	31.58 %
Infrequently		2	10.53 %
Almost Never		3	15.79 %
	Total Responses	**19**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Print advertisements	Respondents:	18	
Almost Always		2	11.11 %
Frequently		3	16.67 %
Infrequently		3	16.67 %
Almost Never		10	55.56 %
	Total Responses	**18**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Posting at all local paralegal programs	Respondents:	19	
Almost Always		1	5.26 %
Frequently		7	36.84 %
Infrequently		4	21.05 %
Almost Never		7	36.84 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Posting at Coastline College	Respondents:	19	
Almost Always		1	5.26 %
Frequently		3	15.79 %
Infrequently		6	31.58 %
Almost Never		8	42.11 %
Don't know		1	5.26 %
	Total Responses	**19**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Networking/Orange County Paralegal Association	Respondents:	18	
Almost Always		3	16.67 %
Frequently		3	16.67 %
Infrequently		7	38.89 %
Almost Never		5	27.78 %
	Total Responses	**18**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Job listing on firm's Web site	Respondents:	19	
Almost Always		6	31.58 %
Frequently		4	21.05 %
Infrequently		2	10.53 %
Almost Never		7	36.84 %
	Total Responses	**19**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - In-house referral program	Respondents:	19	
Almost Always		8	42.11 %
Frequently		6	31.58 %
Infrequently		2	10.53 %
Almost Never		3	15.79 %
	Total Responses	**19**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - One-Stop Center	Respondents:	19	
Infrequently		1	5.26 %
Almost Never		10	52.63 %
Don't know		8	42.11 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent Paralegal Employer 2006

		Count	Percent
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Work-Based Learning Internships	Respondents:	18	
Infrequently		1	5.56 %
Almost Never		14	77.78 %
Don't know		3	16.67 %
	Total Responses	**18**	**100 %**
Table 5 Methods Used by Respondentto Recruit Paralegal Employees - Other	Respondents:	11	
Frequently		1	9.09 %
Almost Never		5	45.45 %
Don't know		5	45.45 %
	Total Responses	**11**	**100 %**
Table 6 Tasks Performed by Paralegals at Respondent's Firm - Client interviews/contact	Respondents:	19	
Frequently		5	26.32 %
Occasionally		9	47.37 %
Infrequently		5	26.32 %
	Total Responses	**19**	**100 %**
Table 6 Tasks Performed by Paralegals at Respondent's Firm - Writing/drafting documents	Respondents:	19	
Frequently		12	63.16 %
Occasionally		4	21.05 %
Infrequently		3	15.79 %
	Total Responses	**19**	**100 %**
Table 6 Tasks Performed by Paralegals at Respondent's Firm - Administrative/secretarial work	Respondents:	19	
Frequently		7	36.84 %
Occasionally		7	36.84 %
Infrequently		5	26.32 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 6 Tasks Performed by Paralegals at Respondent's Firm - Transactional work		Respondents:	19
Frequently		10	52.63 %
Occasionally		5	26.32 %
Infrequently		3	15.79 %
Don't know		1	5.26 %
	Total Responses	**19**	**100 %**
Table 6 Tasks Performed by Paralegals at Respondent's Firm - Legal and electronic research		Respondents:	19
Frequently		15	78.95 %
Occasionally		4	21.05 %
	Total Responses	**19**	**100 %**
Table 6 Tasks Performed by Paralegals at Respondent's Firm - Discovery drafting and analysis		Respondents:	19
Frequently		8	42.11 %
Occasionally		6	31.58 %
Infrequently		4	21.05 %
Don't know		1	5.26 %
	Total Responses	**19**	**100 %**
Table 6 Tasks Performed by Paralegals at Respondent's Firm - Trial support		Respondents:	19
Frequently		13	68.42 %
Occasionally		2	10.53 %
Infrequently		4	21.05 %
	Total Responses	**19**	**100 %**
What job titles do you assign to paralegals employed by your organization? (Mark all that apply.)		Respondents:	19
Paralegal		19	100.00 %
Legal Assistant		4	21.05 %
Attorney Assistant		1	5.26 %
Other		1	5.26 %
	Total Responses	**25**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
What is the monthly starting salary for entry-level paralegals (one year or less experience)?	Respondents:	16	
Below $2,800		2	12.50 %
$2,800-3,200		5	31.25 %
$3,300-4,000		8	50.00 %
$4,100 or above		1	6.25 %
	Total Responses	**16**	**100 %**
Do you have a paralegal coordinator or manager?	Respondents:	19	
Yes		6	31.58 %
No		13	68.42 %
	Total Responses	**19**	**100 %**
Do you have office support staff for the paralegals at your firm?	Respondents:	19	
Yes		10	52.63 %
No		9	47.37 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
What types of benefits, compensation, or assistance does your firm provide? (Mark all that apply.)		Respondents:	19
Bonus		17	89.47 %
Exempt status		1	5.26 %
Paid overtime		17	89.47 %
Compensatory time		2	10.53 %
Choice between paid overtime or comp time		1	5.26 %
Annual performance evaluation and salary review		19	100.00 %
Paralegal retreat (periodically, annually, or as needed)		3	15.79 %
Medical coverage		18	94.74 %
Dental coverage		16	84.21 %
Vision care		15	78.95 %
Free parking		17	89.47 %
Paid sick leave		16	84.21 %
Paid vacation		18	94.74 %
401k/Defined Benefit Plan		16	84.21 %
Continuing education		17	89.47 %
Levels of advancement opportunities (i.e., paralegal, senior paralegal, paralegal coordinator)		8	42.11 %
Tuition reimbursement		10	52.63 %
Toll road reimbursement		1	5.26 %
Other		1	5.26 %
	Total Responses	**213**	**100 %**
Table 7 Importance of Courses - Introduction to Paralegal Studies		Respondents:	19
Very Important		12	63.16 %
Somewhat Important		5	26.32 %
Not Important		2	10.53 %
	Total Responses	**19**	**100 %**
Table 7 Importance of Courses - Legal Procedures		Respondents:	19
Very Important		17	89.47 %
Somewhat Important		2	10.53 %
	Total Responses	**19**	**100 %**
Table 7 Importance of Courses - Legal Writing and Analysis		Respondents:	19
Very Important		17	89.47 %
Somewhat Important		2	10.53 %
	Total Responses	**19**	**100 %**

General Info, Skills, Courses: Count and Percent
Paralegal Employer 2006

		Count	Percent
Table 7 Importance of Courses - Legal Research	Respondents:	19	
Very Important		17	89.47 %
Somewhat Important		2	10.53 %
	Total Responses	**19**	**100 %**
Table 7 Importance of Courses - Civil Litigation	Respondents:	18	
Very Important		15	83.33 %
Somewhat Important		1	5.56 %
Not Important		2	11.11 %
	Total Responses	**18**	**100 %**
Table 7 Importance of Courses - Corporate/Business Organization	Respondents:	19	
Very Important		13	68.42 %
Somewhat Important		5	26.32 %
Not Important		1	5.26 %
	Total Responses	**19**	**100 %**
Table 7 Importance of Courses - Ethics	Respondents:	19	
Very Important		17	89.47 %
Somewhat Important		2	10.53 %
	Total Responses	**19**	**100 %**
Table 7 Importance of Courses - Computer-Assisted Legal Research	Respondents:	19	
Very Important		16	84.21 %
Somewhat Important		3	15.79 %
	Total Responses	**19**	**100 %**
Table 7 Importance of Courses - Interviewing and Investigation	Respondents:	19	
Very Important		6	31.58 %
Somewhat Important		10	52.63 %
Not Important		3	15.79 %
	Total Responses	**19**	**100 %**
Table 7 Importance of Courses - Other	Respondents:	6	
Very Important		2	33.33 %
Somewhat Important		2	33.33 %
Not Important		1	16.67 %
Don't know or n/a		1	16.67 %
	Total Responses	**6**	**100 %**

Other Important Courses
Paralegal Employer 2006

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.

Office procedures

Extremely important that they have high-level computer skills & programs knowledge (Word, Excel, Powerpoint, Access, Outlook)

Basic Estate Planning, Wills and Trusts, Probate, Estate Tax

IP; Federal Litigation; Advanced Corporate (Securities/SEC); Tax Law; RE Law; ADR

1-Law Office procedures
2-Trial/ADR prep
3-Managing the Calendar

Satisfaction with CCC and Students: Count/Percent
Paralegal Employer 2006

		Count	Percent
Table 8 Level of Satisfaction with - Paralegal employees who graduated from Coastline College's Paralegal Program	Respondents:	19	
Very Satisfied		6	31.58 %
Satisfied		1	5.26 %
Don't know or n/a		12	63.16 %
	Total Responses	**19**	**100 %**
Table 8 Level of Satisfaction with - Employees currently attending Coastline College's Paralegal Program	Respondents:	19	
Don't know or n/a		19	100.00 %
	Total Responses	**19**	**100 %**
Table 8 Level of Satisfaction with - Overall job preparedness of Coastline College Paralegal Studies Program graduates	Respondents:	19	
Very Satisfied		4	21.05 %
Satisfied		3	15.79 %
Don't know or n/a		12	63.16 %
	Total Responses	**19**	**100 %**
Table 8 Level of Satisfaction with - Response to paralegal job postings at Coastline College	Respondents:	18	
Very Satisfied		1	5.56 %
Satisfied		2	11.11 %
Very Dissatisfied		1	5.56 %
Don't know or n/a		14	77.78 %
	Total Responses	**18**	**100 %**

Interest and Performance Rating: Count and Percent Paralegal Employer 2006

		Count	Percent
Table 9 Respondent's Interest in - Having a paralegal internship at your firm	Respondents:	19	
Yes		4	21.05 %
No		8	42.11 %
Don't know or n/a		7	36.84 %
	Total Responses	**19**	**100 %**
Table 9 Respondent's Interest in - Receiving resumes from Coastline College Paralegal Studies graduates	Respondents:	19	
Yes		12	63.16 %
No		2	10.53 %
Don't know or n/a		5	26.32 %
	Total Responses	**19**	**100 %**
Table 9 Respondent's Interest in - Receiving a copy of the results of this survey	Respondents:	19	
Yes		10	52.63 %
No		8	42.11 %
Don't know or n/a		1	5.26 %
	Total Responses	**19**	**100 %**
Table 9 Respondent's Interest in - Serving on the Paralegal Advisory Committee	Respondents:	19	
Yes		3	15.79 %
No		15	78.95 %
Don't know or n/a		1	5.26 %
	Total Responses	**19**	**100 %**
In terms of preparation and job performance, what overall rating would you give to graduates of Coastline College's Paralegal Studies Program who are working at your firm?	Respondents:	11	
Outstanding		3	27.27 %
Above Average		3	27.27 %
N/A		5	45.45 %
	Total Responses	**11**	**100 %**

Suggestions
Paralegal Employer 2006

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

Job placement assistance for experienced program graduates. Our firm does not hire entry level paralegals. We are always looking for new sources to find experienced paralegals.

My biggest misconception was that becoming a paralegal would mean a higher level of work - current employer only utilizes the paralegal position as a secretarial/administrative assistant position, and I've heard that from many paralegals - his Executive Assistant does 1/2 the work I do, at a much lower level of responsibility, has no degree or experience, but make more money - I think many employers out there don't take paralegals seriouslyenddata

With baby boomers getting older the Estate Planning and Probate field is going to be growing dramatically in the next 20 years. We should be offering a stong background in the areas of Wills, Trusts, Esate Tax, and Probate. Currently there is one Estat Planning Class but an advanced class and/or more frequent offering of the basic class should be available. An advanced class would spend more time on Estate Tax and the advanced planning methods used to avoid the Estate Tax. This is even more important in light of the recent mid-term elections as now it is clear that the Estate Tax is here to stay for several more years.

Training in document/data base management software and other technical litigation support is essential.enddata

how about sponsor an Employer Day?enddata

Real World

Name and Address of Respondent
Paralegal Employer 2006

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

Christine Baldassarre
Office Manager
cbaldassarre@vctlaw.comenddata

Steve Holub
Office Administrator
Sholub@gordonrees.comenddata

Kenx So-Cuerdo
Office Administrator
so-cuerdok@howrey.comenddata

Diane Crandall from Nossaman, Guthner, Knox & Elliott, LLP
Note: I rec'd my paralegal certificate from Coastline Community College. However, I moved into management after realizing that I enjoyed Margaret's office management class the most! enddata

Donna Williams
Office Administrator
Rutan & Tucker, LLP
dwilliams@rutan.comenddata

Marty Burbank,
The Law Offices of Marty Burbank, PC
PO Box 766
Fullerton, CA 92836enddata

Debra Brown, Manager
dbrown@lflm.comenddata

Wm. F. Cunningham, Jr.
wfc@wilkslaw.comenddata

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General Satisfaction: Count and Percent
Paralegal Faculty 2006

		Count	Percent
At which location(s) are you currently teaching within this program? (Mark all that apply.)	Respondents:	14	
Coastline College Center		3	21.43 %
Coastline Costa Mesa Center		12	85.71 %
Costa Mesa Senior Center		2	14.29 %
	Total Responses	**17**	**100 %**
How long have you been teaching for Coastline's Paralegal Studies Program?	Respondents:	14	
Less than one year		3	21.43 %
1-5 years		5	35.71 %
6-10 years		4	28.57 %
11-15 years		1	7.14 %
More than 20 years		1	7.14 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Relevancy of courses to employment or academic needs of students	Respondents:	14	
Very Satisfied		12	85.71 %
Satisfied		2	14.29 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Scheduling of classes (time of day, length of class sessions, days of week)	Respondents:	14	
Very Satisfied		10	71.43 %
Satisfied		4	28.57 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Scheduling of classes in program sequence	Respondents:	14	
Very Satisfied		10	71.43 %
Satisfied		2	14.29 %
Dissatisfied		1	7.14 %
Don't Know or n/a		1	7.14 %
	Total Responses	**14**	**100 %**

General Satisfaction: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 1 Level of Satisfaction: - Quality of VCRs and other audio-visual equipment		Respondents:	13
Very Satisfied		7	53.85 %
Satisfied		3	23.08 %
Dissatisfied		1	7.69 %
Don't Know or n/a		2	15.38 %
	Total Responses	**13**	**100 %**
Table 1 Level of Satisfaction: - Quality of white boards in classroom		Respondents:	14
Very Satisfied		9	64.29 %
Satisfied		3	21.43 %
Dissatisfied		1	7.14 %
Very Dissatisfied		1	7.14 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Quality of TV monitors in classroom		Respondents:	14
Very Satisfied		8	57.14 %
Satisfied		2	14.29 %
Dissatisfied		1	7.14 %
Very Dissatisfied		1	7.14 %
Don't Know or n/a		2	14.29 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Availability of instructional equipment		Respondents:	14
Very Satisfied		9	64.29 %
Satisfied		4	28.57 %
Very Dissatisfied		1	7.14 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Quality of computers for faculty use		Respondents:	14
Very Satisfied		6	42.86 %
Satisfied		4	28.57 %
Very Dissatisfied		2	14.29 %
Don't Know or n/a		2	14.29 %
	Total Responses	**14**	**100 %**

General Satisfaction: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 1 Level of Satisfaction: - Availability of computers for faculty use	Respondents:	14	
Very Satisfied		6	42.86 %
Satisfied		4	28.57 %
Very Dissatisfied		2	14.29 %
Don't Know or n/a		2	14.29 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Extent to which the program uses technology to enhance teaching and learning	Respondents:	14	
Very Satisfied		8	57.14 %
Satisfied		2	14.29 %
Dissatisfied		2	14.29 %
Very Dissatisfied		1	7.14 %
Don't Know or n/a		1	7.14 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Extent of staff support for the program and classes	Respondents:	13	
Very Satisfied		8	61.54 %
Satisfied		5	38.46 %
	Total Responses	**13**	**100 %**
Table 1 Level of Satisfaction: - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents:	14	
Very Satisfied		10	71.43 %
Satisfied		3	21.43 %
Don't Know or n/a		1	7.14 %
	Total Responses	**14**	**100 %**
Table 1 Level of Satisfaction: - Extent to which faculty and staff meet the needs of non-traditional students	Respondents:	14	
Very Satisfied		10	71.43 %
Satisfied		3	21.43 %
Don't Know or n/a		1	7.14 %
	Total Responses	**14**	**100 %**

General Satisfaction: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 1 Level of Satisfaction: - Opportunities for you to participate in curriculum review and program development	Respondents:	13	
Very Satisfied		10	76.92 %
Satisfied		3	23.08 %
	Total Responses	**13**	**100 %**
Table 1 Level of Satisfaction: - Overall program quality	Respondents:	14	
Very Satisfied		11	78.57 %
Satisfied		3	21.43 %
	Total Responses	**14**	**100 %**

General Satisfaction: Comments
Paralegal Faculty 2006

Question: If you indicated "Dissatisfied" or "Very Dissatisfied" to any of the above items, please describe your concerns.

The equipment is of poor quality.

The room was often dirty and very cold. When I arrived, I knew I would need to clean up before students arrived. There were no white boards, computer or working television and VCR equipment. We would need to bring the technology to class. One person in particular was very helpful and able to problem solve to get the needed video equipment for an upcoming assignment.

Scheduling and Delivery Mode: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 2 Scheduling or Delivery Mode Preferences: - Classes that meet once a week	Respondents:	12	
Strongly Prefer		10	83.33 %
Prefer		2	16.67 %
	Total Responses	**12**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences: - Classes that meet twice a week	Respondents:	12	
Strongly Prefer		1	8.33 %
Prefer		3	25.00 %
Dislike		7	58.33 %
Strongly Dislike		1	8.33 %
	Total Responses	**12**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences: - Classes on weekends	Respondents:	12	
Prefer		2	16.67 %
Dislike		5	41.67 %
Strongly Dislike		5	41.67 %
	Total Responses	**12**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences: - Classes during four-week Winter Intersession	Respondents:	11	
Prefer		5	45.45 %
Dislike		5	45.45 %
Strongly Dislike		1	9.09 %
	Total Responses	**11**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences: - WAW/Internet classes	Respondents:	11	
Prefer		3	27.27 %
Dislike		6	54.55 %
Strongly Dislike		2	18.18 %
	Total Responses	**11**	**100 %**

Scheduling and Delivery Mode: Count and Percent Paralegal Faculty 2006

		Count	Percent
Table 2 Scheduling or Delivery Mode Preferences: - Hybrid classes combining Internet and classroom instruction	Respondents:	12	
Strongly Prefer		2	16.67 %
Prefer		7	58.33 %
Dislike		1	8.33 %
Strongly Dislike		2	16.67 %
	Total Responses	**12**	**100 %**

Delivery Mode: Comments
Paralegal Faculty 2006

Question: If the Paralegal Studies Program were to offer online courses, what courses would you recommend for that method of delivery?

Not sure that a pure online class would work. But, more along the lines of procedural classes, if any.

Research, writing, procedure, law office computing (those courses where classroom inter-action/point-of-view/opinion is less important than focus on rudiments.

civil procedure

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

Procedural classes where some of the learning can be enhanced with actual hands on application

Same as above, plus: contracts, torts, BK, probate

Family Law

Family law

civil procedure

SLOs: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 3 Skills/Qualities: - Knowledge of laws, legal codes, court procedures, and precedents	Respondents:	14	
Very important		7	50.00 %
Important		7	50.00 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Knowledge of administrative and clerical procedures including office procedures, file and record management, and word processing	Respondents:	14	
Very important		10	71.43 %
Important		4	28.57 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to gather data such as statutes, decisions, codes, and documents	Respondents:	14	
Very important		11	78.57 %
Important		3	21.43 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to investigate facts and law of cases	Respondents:	14	
Very important		9	64.29 %
Important		5	35.71 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Skill in using a computer to conduct legal research	Respondents:	14	
Very important		11	78.57 %
Important		3	21.43 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to prepare legal documents, including briefs, leadings, appeals, wills, and contracts	Respondents:	14	
Very important		7	50.00 %
Important		4	28.57 %
Less important		3	21.43 %
	Total Responses	**14**	**100 %**

SLOs: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 3 Skills/Qualities: - Ability to direct and coordinate law office activity	Respondents:	14	
Very important		3	21.43 %
Important		8	57.14 %
Less important		3	21.43 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to demonstrate good interpersonal skills	Respondents:	14	
Very important		9	64.29 %
Important		5	35.71 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to think critically and solve complex problems	Respondents:	14	
Very important		8	57.14 %
Important		4	28.57 %
Less important		2	14.29 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to communicate verbally	Respondents:	14	
Very important		10	71.43 %
Important		4	28.57 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to communicate in writing	Respondents:	14	
Very important		9	64.29 %
Important		4	28.57 %
Less important		1	7.14 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to present arguments and evidence to support an appeal	Respondents:	14	
Very important		1	7.14 %
Important		7	50.00 %
Less important		6	42.86 %
	Total Responses	**14**	**100 %**

SLOs: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 3 Skills/Qualities: - Awareness of ethical issues and rules	Respondents:	14	
Very important		9	64.29 %
Important		4	28.57 %
Less important		1	7.14 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Ability to work independently	Respondents:	13	
Very important		11	84.62 %
Important		2	15.38 %
	Total Responses	**13**	**100 %**
Table 3 Skills/Qualities: - Skill in using a computer for word processing	Respondents:	14	
Very important		11	78.57 %
Important		3	21.43 %
	Total Responses	**14**	**100 %**
Table 3 Skills/Qualities: - Skill in using a computer for practice management software	Respondents:	14	
Very important		7	50.00 %
Important		6	42.86 %
Less important		1	7.14 %
	Total Responses	**14**	**100 %**

Others SLOs
Paralegal Faculty 2006

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

Awareness of how the paralegal can "leverage" the time of the attorney, in order to make the attorney more productive

Assessment Methods: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 4 Methods Used for Assesing SLOs: - Participation	Respondents:	14	
Frequently		12	85.71 %
Sometimes		2	14.29 %
	Total Responses	**14**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Objective tests (multiple choice, true/false, short answer, etc.)	Respondents:	14	
Frequently		13	92.86 %
Sometimes		1	7.14 %
	Total Responses	**14**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Essay tests	Respondents:	14	
Frequently		3	21.43 %
Sometimes		8	57.14 %
Rarely		3	21.43 %
	Total Responses	**14**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Case studies	Respondents:	14	
Frequently		2	14.29 %
Sometimes		7	50.00 %
Rarely		4	28.57 %
Not at all		1	7.14 %
	Total Responses	**14**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Individual projects	Respondents:	14	
Frequently		9	64.29 %
Sometimes		5	35.71 %
	Total Responses	**14**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Group projects	Respondents:	14	
Frequently		6	42.86 %
Sometimes		4	28.57 %
Rarely		4	28.57 %
	Total Responses	**14**	**100 %**

Assessment Methods: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 4 Methods Used for Assesing SLOs: - Student self-report of application of knowledge/skill to daily life	Respondents:	14	
Frequently		2	14.29 %
Sometimes		7	50.00 %
Rarely		3	21.43 %
Not at all		2	14.29 %
	Total Responses	**14**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Pre-post testing of abilities	Respondents:	14	
Frequently		1	7.14 %
Sometimes		9	64.29 %
Rarely		3	21.43 %
Not at all		1	7.14 %
	Total Responses	**14**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Peer review	Respondents:	13	
Sometimes		6	46.15 %
Rarely		3	23.08 %
Not at all		4	30.77 %
	Total Responses	**13**	**100 %**
Table 4 Methods Used for Assesing SLOs: - Portfolios	Respondents:	13	
Frequently		4	30.77 %
Sometimes		2	15.38 %
Rarely		4	30.77 %
Not at all		3	23.08 %
	Total Responses	**13**	**100 %**

Other Assessment Methods
Paralegal Faculty 2006

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

demonstrations of electronic skills in communication of information

reports by students on work feedback

video taping of skills learned

Academic Preparedness: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 5 Student Academic Preparedness: - Prerequisite knowledge in discipline	Respondents:	14	
Very well prepared		7	50.00 %
Somewhat prepared		6	42.86 %
Not prepared		1	7.14 %
	Total Responses	**14**	**100 %**
Table 5 Student Academic Preparedness: - English proficiency (spoken)	Respondents:	14	
Very well prepared		8	57.14 %
Somewhat prepared		6	42.86 %
	Total Responses	**14**	**100 %**
Table 5 Student Academic Preparedness: - English proficiency (written)	Respondents:	14	
Very well prepared		6	42.86 %
Somewhat prepared		7	50.00 %
Not prepared		1	7.14 %
	Total Responses	**14**	**100 %**
Table 5 Student Academic Preparedness: - English proficiency (comprehension)	Respondents:	14	
Very well prepared		8	57.14 %
Somewhat prepared		6	42.86 %
	Total Responses	**14**	**100 %**
Table 5 Student Academic Preparedness: - Reading level	Respondents:	14	
Very well prepared		9	64.29 %
Somewhat prepared		5	35.71 %
	Total Responses	**14**	**100 %**
Table 5 Student Academic Preparedness: - Math/computational abilities	Respondents:	14	
Very well prepared		2	14.29 %
Somewhat prepared		11	78.57 %
Not prepared		1	7.14 %
	Total Responses	**14**	**100 %**

Academic Preparedness: Count and Percent
Paralegal Faculty 2006

		Count	Percent
Table 5 Student Academic Preparedness: - Critical thinking skills		Respondents:	13
Very well prepared		5	38.46 %
Somewhat prepared		8	61.54 %
	Total Responses	**13**	**100 %**
Table 5 Student Academic Preparedness: - Study skills		Respondents:	14
Very well prepared		6	42.86 %
Somewhat prepared		8	57.14 %
	Total Responses	**14**	**100 %**

Job Market: Count and Percent
Paralegal Faculty 2006

		Count	Percent
How would you rate the current local job market for graduates of Coastline's Paralegal Studies Program?	Respondents:	14	
Strong		8	57.14 %
Moderate		5	35.71 %
Don't know		1	7.14 %
	Total Responses	**14**	**100 %**
What do you anticipate that the job market in this field will be three years from now?	Respondents:	14	
Strong		9	64.29 %
Moderate		4	28.57 %
Don't know		1	7.14 %
	Total Responses	**14**	**100 %**

Professional Development and SLOs: Count/Percent
Paralegal Faculty 2006

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents:	14
CCC General Faculty Meeting	11	78.57 %
Discipline-related meetings	10	71.43 %
CCC Summer Technology Institute	2	14.29 %
Other technology-related workshops	1	7.14 %
Student learning outcomes workshops/training	6	42.86 %
Other workshops	3	21.43 %
Membership in professional associations	13	92.86 %
Professional conferences	10	71.43 %
Graduate classes/program	1	7.14 %
Other classes	4	28.57 %
Professional training	6	42.86 %
Discipline-related reading	8	57.14 %
Technology-related reading	7	50.00 %
Other	2	14.29 %
Total Responses	**84**	**100 %**
What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)	Respondents:	11
I am working with other faculty in my discipline to identify expected SLOs.	9	81.82 %
I have identified expected SLOs.	10	90.91 %
I have updated my course outline(s) to include expected SLOs.	9	81.82 %
I have developed a plan for assessing SLOs.	7	63.64 %
I have assessed students based on expected SLOs.	7	63.64 %
I use results from SLO assessments to modify my instruction.	1	9.09 %
Total Responses	**43**	**100 %**

Courses and General Comments
Paralegal Faculty 2006

Question: Are there any required or elective courses that you believe should be modified or deleted? (Please specify. For a list of courses, please click the "Help" link.)

No

No. The mix looks good as is.

Family Law should be a semester lenght course.

Family Law should be a semester length course

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

None at this point

I don't know the litany for the Law Office Management class, but a paralegal should be able to help the attorney 'multiply' him/her self (time leverage), and the student should see that the objective of "making the boss more successful, more available, more client-oriented" will result in higher compensation, better client satisfaction, and a feeling that this is a great profession...

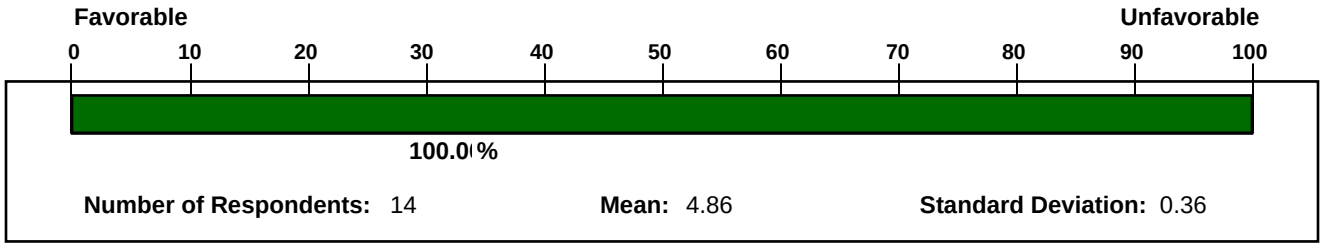
Question: Do you have any other comments or recommendations?

Great programenddata

Favorable/Unfavorable Report
Paralegal Faculty 2006

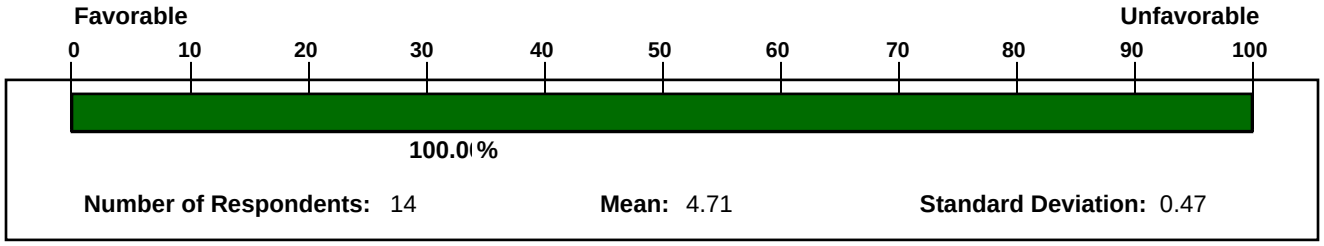
Favorable | Neutral | Unfavorable

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



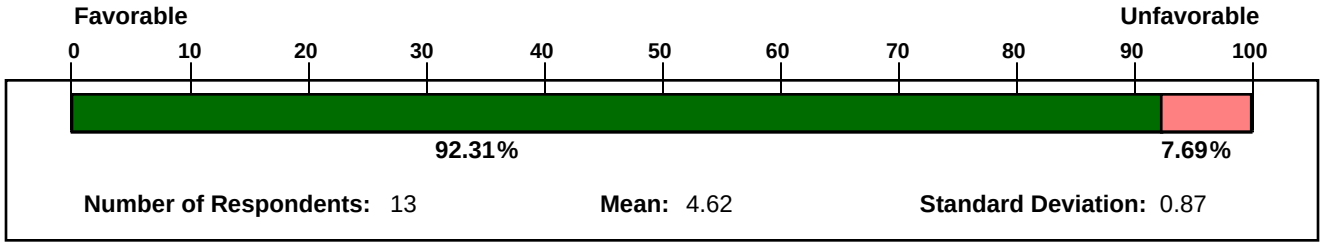
Number of Respondents: 14 **Mean:** 4.86 **Standard Deviation:** 0.36

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



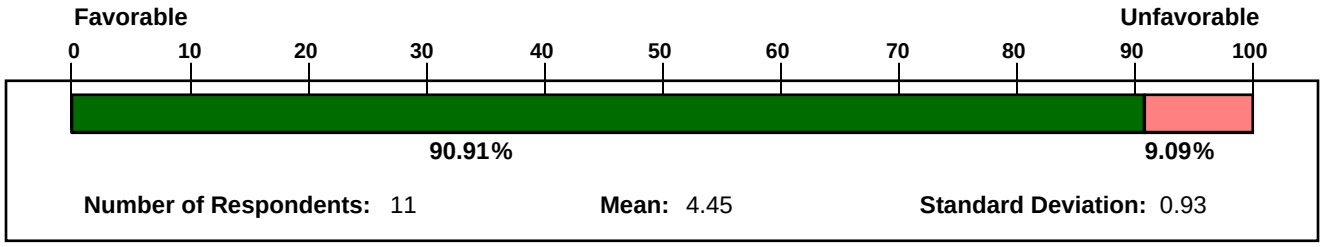
Number of Respondents: 14 **Mean:** 4.71 **Standard Deviation:** 0.47

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



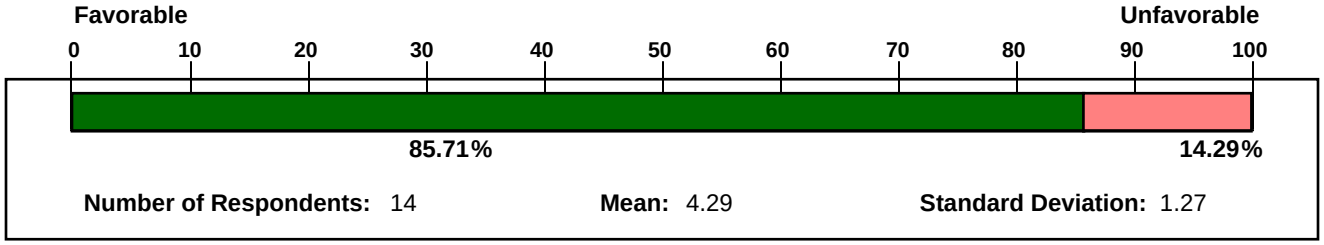
Number of Respondents: 13 **Mean:** 4.62 **Standard Deviation:** 0.87

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



Number of Respondents: 11 **Mean:** 4.45 **Standard Deviation:** 0.93

Table 1 Level of Satisfaction: - Quality of white boards in classroom

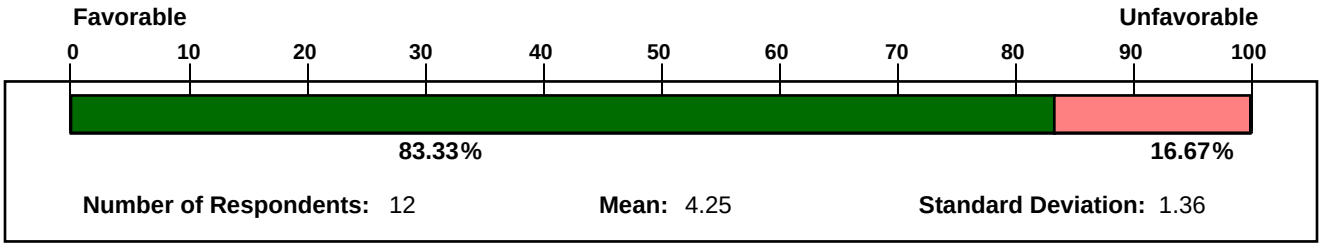


Number of Respondents: 14 **Mean:** 4.29 **Standard Deviation:** 1.27

Favorable/Unfavorable Report
Paralegal Faculty 2006

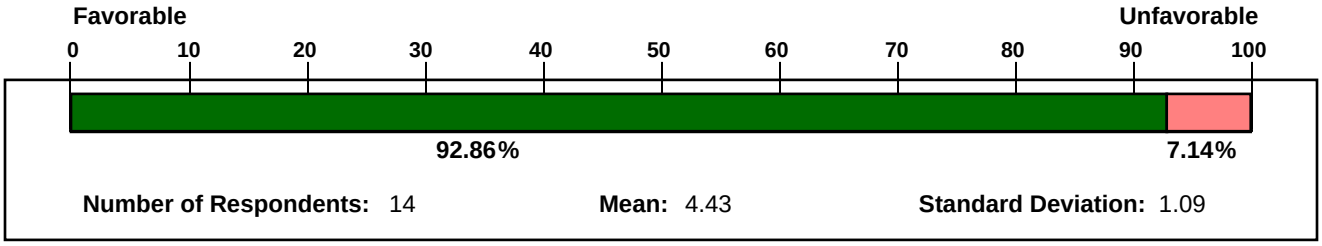
Favorable | Neutral | Unfavorable

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



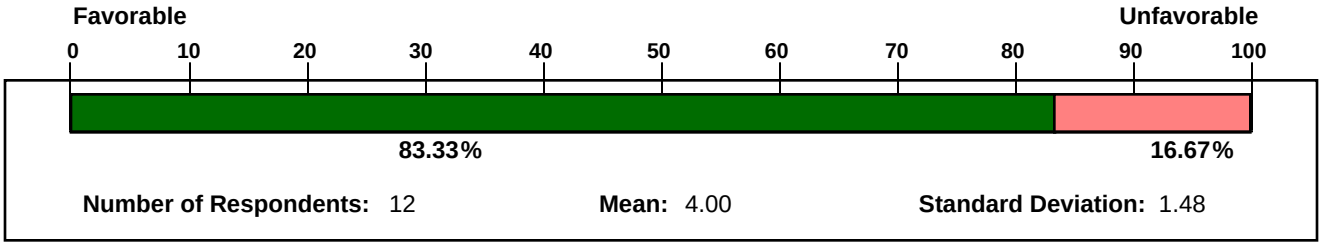
Number of Respondents: 12 **Mean:** 4.25 **Standard Deviation:** 1.36

Table 1 Level of Satisfaction: - Availability of instructional equipment



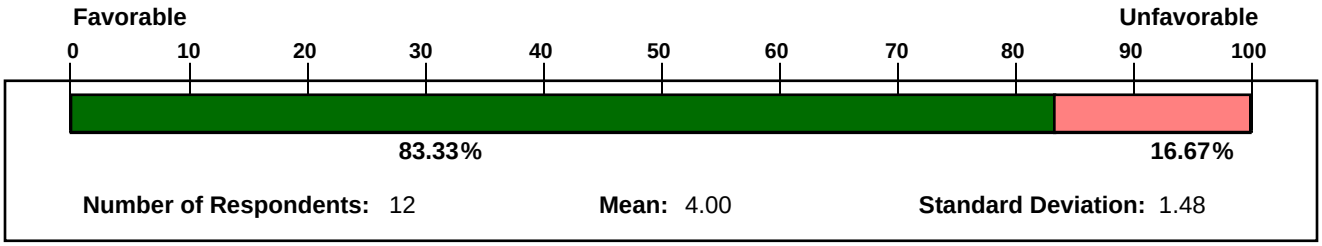
Number of Respondents: 14 **Mean:** 4.43 **Standard Deviation:** 1.09

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



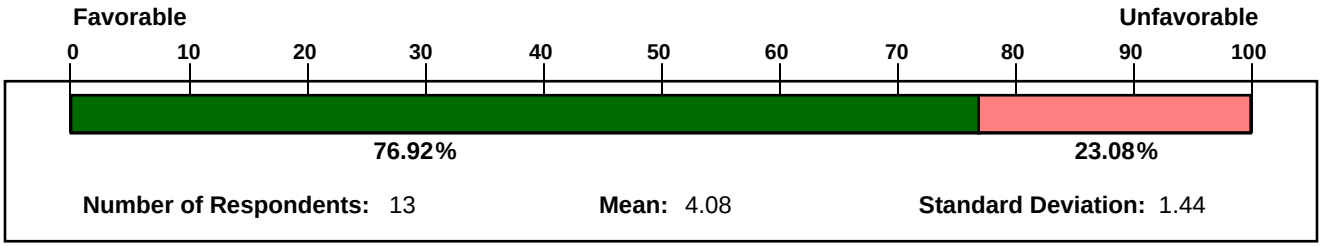
Number of Respondents: 12 **Mean:** 4.00 **Standard Deviation:** 1.48

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



Number of Respondents: 12 **Mean:** 4.00 **Standard Deviation:** 1.48

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

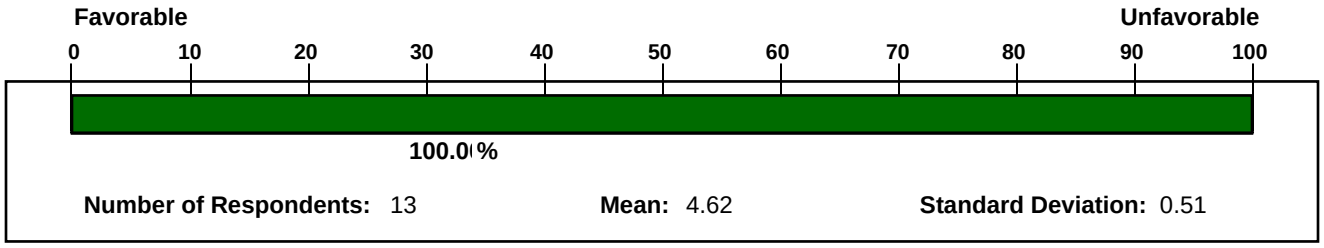


Number of Respondents: 13 **Mean:** 4.08 **Standard Deviation:** 1.44

Favorable/Unfavorable Report
Paralegal Faculty 2006

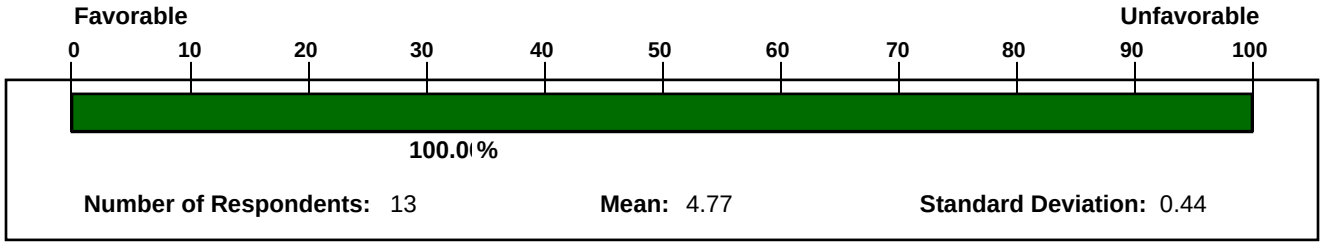
Favorable | Neutral | Unfavorable

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



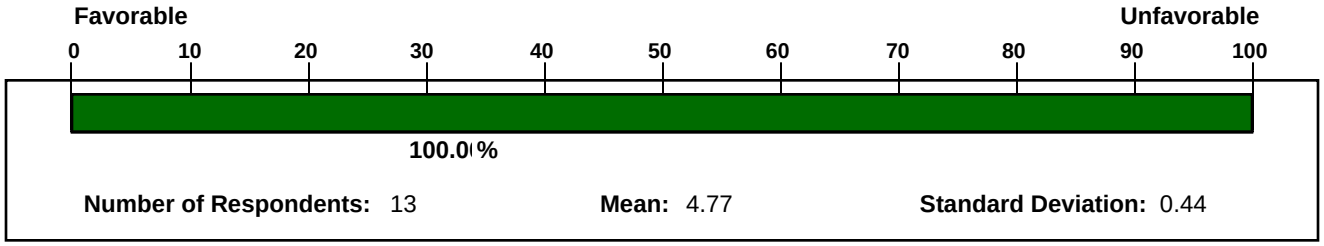
Number of Respondents: 13 **Mean:** 4.62 **Standard Deviation:** 0.51

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



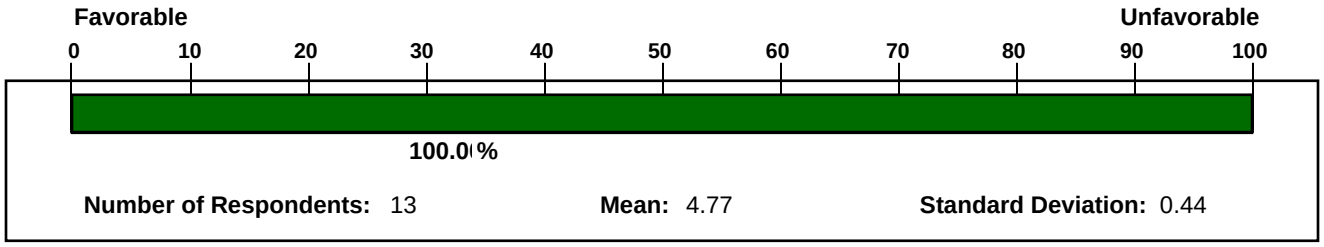
Number of Respondents: 13 **Mean:** 4.77 **Standard Deviation:** 0.44

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



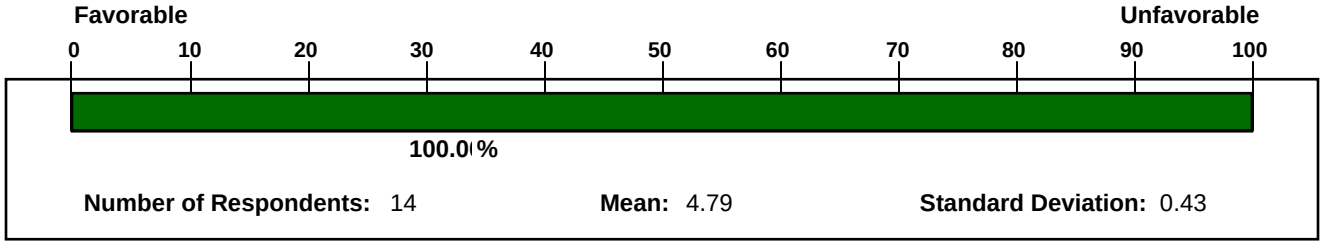
Number of Respondents: 13 **Mean:** 4.77 **Standard Deviation:** 0.44

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



Number of Respondents: 13 **Mean:** 4.77 **Standard Deviation:** 0.44

Table 1 Level of Satisfaction: - Overall program quality



Number of Respondents: 14 **Mean:** 4.79 **Standard Deviation:** 0.43

Graduate Survey Summary 2004-2006

COASTLINE COMMUNITY COLLEGE
Paralegal Studies Program

Summary of Graduate Survey 2004-2006

This survey was mailed to the graduates and 69% have responded to date. Follow-up with the remaining graduates is in process.

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	65%	35%	
Paralegal Certificate	65%	35%	
Bachelor Degree	65%	35%	
Bachelor Degree + ABA certificate	60%	40%	
CLA or PACE certification			100%
Computer skills	98%	2%	
Writing skills	98%	2%	
Research Skills	95%	5%	
Work experience: 1-2 years	50%	45%	5%
Work experience: 3+ years	5%	65%	30%

Section 2 - How the current employment position was obtained:

Job announcement at Coastline:	10%		
Newspaper, Internet, Resumes	10%		
Employment agency	40%		
Personal Contact, networking, relative, previous business contact			40%

How long did it take to find this position after you started?
1-3 weeks; 1 month (right place at right time); 2 to 3 months; 5 to 8 months;
Several already had positions that moved to paralegal when I got my certificate;
I went in for one position but was hired for another;
Hired while I was enrolled in program promoted at graduation;
Employed as legal secretary before paralegal classes;
I volunteered before I was placed in a position;
part-time job hoping to gain experience for full-time.
I was employed while taking the classes.

Section 3 - Job duties performed:

	Frequently	Occasionally	Infrequently	Not Applicable
Research	45%	55%		
Doc.Prep.	95%	5%		
Investigation	45%	25%	20%	10%
Interviewing	30%	25%	25%	20%
Trial Prep.	45%	15%	15%	25%
Admin.Duties	90%	4%	4%	2%
MS/Word	100%			
WordPerfect	25%			75%
Excel	80%	10%	10%	
Access	40%		30%	30%
West/Lexis	25%	45%	20%	10%
Time&Billing	70%			30%

Calendaring	55%	15%	15%	15%
Internet Rsch	95%	5%		
CD-ROM	20%	10%	40%	30%
Lit.Support	30%	30%	20%	20%
Doc.Control	65%	10%	10%	15%

Section 4 - Employer provides:	Yes	No	N/A
Retreat	30%	70%	
Job advancement	75%	25%	
Paralegal Supervisor	60%	40%	
Continuing Ed. in house	80%	20%	
Private office	40%	60%	
Share office	20%	80%	
Secretary support	40%	60%	
Word processing support	50%	50%	
Paid professional dues	60%	40%	
Paid continuing education	70%	30%	

Generally satisfied with your job? Yes 85% No 15%
Indicate aspects of your job with which you are

Satisfied - enjoy my job very much; I love it - work with clients, attorneys and court staff; great meeting new people and continual learning; friendly comfortable work environment and paper work great; good benefits; attorneys help me in advancing in my career; I get beneficial advice and help from our CLA, Senior Legal Assistant; working with attorneys from entire USA. Merit and bonus based on contribution to the company. Satisfied with intellectual stimulation.

Dissatisfied/Change - private office; billing requirements; secretarial help; workload too much; less administrative work; part-time work not enough to get needed experience; sometimes seems like I am still a legal secretary; would like less paper work; would like to be more involved with trail cases; would like to work out in the field more; dissatisfied with work load.

Section 5 - Have you attained NALA or NFPA Certification Yes/one CLA No/98%
Are you a member of: NALA - none NFPA - none
OCPA Yes (35%) CAPA - none
Other: NNA; LAPA

Section 6 - Evaluate services at Coastline Community College:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Administration	45%	55%			
Student Services	45%	55%			
Security	45%	55%			
Coastal One-Stop	40%	50%	2%		8%
Virtual Library	40%	55%			5%
Job Referrals/class	15%	80%	2%		3%
Counseling	45%	40%			15%

Comments: Job announcements in class were okay but the salaries were too low.

Evaluate paralegal instructors:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Knowledge	85%	15%			
Well organized	75%	25%			
grading criteria fair	82%	15%	3%		
encouraged part.	90%	10%			

responsive to stds	85%	15%	
Fair assignments	75%	25%	
Fair exams	80%	20%	
Appropriate texts	75%	25%	
Texts utilized prop.	80%	20%	
Instructors available	82%	15%	3%

Comments: I only had one instructor who was incompetent;
my teachers were excellent; fantastic learning experience;
learning from paralegals is very helpful for gaining real world perspective; all were helpful, knowledgeable and available to answer my questions; some instructors let student take the class off-track and it made the subject matter confusing. Need to replace criminal litigation instructor.
Excellent staff and program director always available.
I loved this program, legal analysis and briefing was my favorite.
My instructors were intelligent and shared their wisdom.

Evaluate paralegal studies curriculum:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A N/A	
Introduction class	77%	20%				3%
Legal Procedure 1	75%	25%				
Legal Procedure 2	75%	25%				
Civil Litigation 1	85%	15%				
Analysis & Briefing	83%	7%	3%	7%		
Legal Research	87%	10%		3%		
Legal Clinic/Ethics	90%	7%		3%		
Elective Choice:						
Family Law	75%	22%	3%			
Civil Lit. 2	75%	25%				
Criminal Law	75%	25%				
Corp/Business	80%	20%				
Torts & Cont.	85%	15%				
Computer Ap.	80%	17%	3%			
Trial & Evid.	60%	30%	10%			
Law Off. Mg.	40%	60%				
Estate Plan	70%	30%				

What classes not offered for paralegal studies would you recommend be added?
CLA Review/preparation course; electronic discovery and federal court overview
Communication course; intellectual property; income tax law; real estate law
Personal injury/lemon law; proofreading and grammar; environmental law
Basic computer skills - word, excel, PowerPoint and keyboarding;
More intensive document preparation in civil cases; education law;
Summarizing depositions and interrogatories; real estate; juvenile law;
Association and classes for exam study preparation for paralegal certification.

Section 7 - benefits provided by your employer:

medical insurance	80%	dependent medical	50%
dental insurance	80%	pension/profit sharing	60%
sick leave	80%	paid vacation (2+)	80%
vision	70%	parking 50%	
life insurance	80%		

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

Current Salary	**Bonus**	**Increase**	**How Long**?
$36 - 75,000	3% to $2,000	vary	2,6,7, 9,12 months

Many responses did not provide any salary information.

Exempt most did not mark Overtime: 3-8 hours per week

Practice areas: Contracts; Civil, IP; criminal; toxic torts; lemon law; construction defect; general corporate counsel/compliance; corporate governance; family law; civil litigation; real estate. medical/PI; real estate; product liability; administrative

Billing rates: $75 to $140 per hour - most left blank

Billable hour requirement: 1500 - 1600 annual hours; 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.
Five are looking for paralegal positions while working at other jobs.
Five are not working as paralegals but are using their paralegal education on the job.
One has future plans for law school.
One staying at present employment as paralegal salaries are too low.
One left the paralegal field just recently to change careers
Interviewing for paralegal positions but have not been hired yet.
Lack self-confidence in researching career options.
I just left a paralegal position when my son was born to stay home.
Attending CSU Long Beach working on bachelor degrees
Entry level positions are difficult without legal experience; competition.
I am looking for a broadcasting job for which paralegal training would be highly useful.
I am not looking at this time, perhaps in the future.

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

Diversity in areas of law; e-notary and liability; experience depending on knowledge; ethical issues that arise; technology and continuing education; being looked down on as just a legal secretary; electronic filing and discovery; need for multiple skills and education to compete; bachelor degree; use of computer skills, power point presentations, writing and knowledge; experience; testing and regulation; educating attorneys on utilization of paralegals; experience; many getting education after they have the job. South Orange County does not have enough job openings for paralegals. Updating court procedures. Electronic age of receiving and transmitting information, also ethical behavior. What makes a valuable paralegal is effectively using your time to obtain results - time management software and research skills. Ethics and maintaining non-exempt status. Change in work responsibilities - expected to perform more complex duties.

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

CLA preparation; very good thus far, nothing to add; now that you are a paralegal is it what you had hoped for? Were your expectations met? Salary prior to graduation?
Obstacles two paralegals on the job with BA degrees and unwilling to share job knowledge; be more intensive with assignment; mentor-ships for new paralegals; good as is; student motivation at school and on the job; I am so lucky to have gone thru the Coastline program; excellent program. Hold an annual workshop and invite attorney guest speaker on new trends in the legal profession. Certification and exam preparation.

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General Satisfaction: Count and Percent
Paralegal Students 2006

		Count	Percent
Did you attend a program orientation or a counseling session?		Respondents:	112
Yes		60	53.57 %
No		52	46.43 %
	Total Responses	**112**	**100 %**
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.)		Respondents:	112
Coastline College Center		24	21.43 %
Coastline Costa Mesa Center		101	90.18 %
Coastline Garden Grove Center		4	3.57 %
Coastline Le-Jao Center		6	5.36 %
Weekend College		3	2.68 %
Online course		7	6.25 %
Telecourse		6	5.36 %
CD-ROM course		1	0.89 %
Other		3	2.68 %
	Total Responses	**155**	**100 %**
Table 1 Level of Satisfaction - Appropriate level of instruction in required courses		Respondents:	112
Very Satisfied		65	58.04 %
Satisfied		43	38.39 %
Very Dissatisfied		1	0.89 %
Don't Know or n/a		3	2.68 %
	Total Responses	**112**	**100 %**
Table 1 Level of Satisfaction - Appropriate level of instruction in elective courses		Respondents:	112
Very Satisfied		50	44.64 %
Satisfied		42	37.50 %
Dissatisfied		1	0.89 %
Very Dissatisfied		1	0.89 %
Don't Know or n/a		18	16.07 %
	Total Responses	**112**	**100 %**

General Satisfaction: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 1 Level of Satisfaction - Variety of classes		Respondents:	112
Very Satisfied		40	35.71 %
Satisfied		63	56.25 %
Dissatisfied		6	5.36 %
Don't Know or n/a		3	2.68 %
	Total Responses	**112**	**100 %**
Table 1 Level of Satisfaction - Scheduling of classes (time of day, length of class sessions, days of weeks)		Respondents:	112
Very Satisfied		56	50.00 %
Satisfied		47	41.96 %
Dissatisfied		8	7.14 %
Very Dissatisfied		1	0.89 %
	Total Responses	**112**	**100 %**
Table 1 Level of Satisfaction - Scheduling sequence of classes within the program		Respondents:	112
Very Satisfied		48	42.86 %
Satisfied		60	53.57 %
Dissatisfied		1	0.89 %
Don't Know or n/a		3	2.68 %
	Total Responses	**112**	**100 %**
Table 1 Level of Satisfaction - Relevancy of classes to your employment needs		Respondents:	112
Very Satisfied		52	46.43 %
Satisfied		41	36.61 %
Dissatisfied		2	1.79 %
Very Dissatisfied		3	2.68 %
Don't Know or n/a		14	12.50 %
	Total Responses	**112**	**100 %**
Table 1 Level of Satisfaction - Adequacy of instructional facilities		Respondents:	112
Very Satisfied		46	41.07 %
Satisfied		57	50.89 %
Dissatisfied		6	5.36 %
Very Dissatisfied		2	1.79 %
Don't Know or n/a		1	0.89 %
	Total Responses	**112**	**100 %**

General Satisfaction: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 1 Level of Satisfaction - Adequacy of academic standards in classes	Respondents:	112	
Very Satisfied		57	50.89 %
Satisfied		50	44.64 %
Dissatisfied		4	3.57 %
Very Dissatisfied		1	0.89 %
	Total Responses	**112**	**100 %**
Table 1 Level of Satisfaction - Availability of appropriate textbooks	Respondents:	110	
Very Satisfied		54	49.09 %
Satisfied		48	43.64 %
Dissatisfied		6	5.45 %
Very Dissatisfied		1	0.91 %
Don't Know or n/a		1	0.91 %
	Total Responses	**110**	**100 %**
Table 1 Level of Satisfaction - Staff support for program in terms of effective response to materials/facilities issues	Respondents:	111	
Very Satisfied		67	60.36 %
Satisfied		41	36.94 %
Dissatisfied		1	0.90 %
Don't Know or n/a		2	1.80 %
	Total Responses	**111**	**100 %**
Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents:	112	
Very Satisfied		53	47.32 %
Satisfied		34	30.36 %
Don't Know or n/a		25	22.32 %
	Total Responses	**112**	**100 %**
Table 1 Level of Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students	Respondents:	111	
Very Satisfied		45	40.54 %
Satisfied		34	30.63 %
Dissatisfied		2	1.80 %
Don't Know or n/a		30	27.03 %
	Total Responses	**111**	**100 %**

General Satisfaction: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 1 Level of Satisfaction - Overall quality of the program		Respondents:	111
Very Satisfied		71	63.96 %
Satisfied		37	33.33 %
Dissatisfied		2	1.80 %
Very Dissatisfied		1	0.90 %
	Total Responses	**111**	**100 %**
Table 1 Level of Satisfaction - Your own success in the program		Respondents:	112
Very Satisfied		68	60.71 %
Satisfied		41	36.61 %
Dissatisfied		1	0.89 %
Very Dissatisfied		1	0.89 %
Don't Know or n/a		1	0.89 %
	Total Responses	**112**	**100 %**

General Satisfaction: Comments
Paralegal Students 2006

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

Availability of the textbooks are fine but the manufacters of the books needs to utilize the computer disk prior to student using the disc and they dont do what they are suppose to do.

N/A

Facility is a little outdated.

The back door to room # 2 doesn't open.

Many classes are only available in the evening which limits me from taking as many classes as I could if some were offered during the day as well.

rooms definately need to be updated.

I believe that the Paralegal program is a popular and profitable program for the college and should be likewise rewarded with the best of facilities. The summer classes are hell hot and the quality of the air is undescribeable!
Also the seating is rediculously crowded and a fire hazard to say the very least. The design of this here structure was intended for children, and here we are full grown adults crowded in a room which was never intended to seat up to 30 adults, in fact the max. occupancy for children may have not even been as many as 30. At whatever cost, the school should make an effort to better place this busy and outstanding program!

Working as a paralegal for the past two years, I have realized that my "on the job experience" is more invaluable than that gained from sitting in a classroom. The relevancy of some of the stories told by certain instructors is more of a nuisance and waste of time, than one that would be useful to the learning enviroment.. There really isn't a set amount of "banana daiquiries" that entices me any more to sit through endless tedium, not learning anythin useful at all.

I would be able to complete the program more quickly if classes were offered during the daytime. I understand that most of the people in the program work full time but it would be nice if at least a few classes were offered during the day. Those of us with small children could attend while our own kids are in school. Also, quite a few of the students in the paralegal classes are full time students and might be able to take advantage of daytime classes.

The math class I need to take was cancelled because very few people signed up for the class. I still need to take the class.

I wish there were more elective classes available during the fall and spring semesters as

General Satisfaction: Comments
Paralegal Students 2006

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

well as the possibility of required courses being offered during the summer.

there is not enough varity of elective classes each semester and each semester is seems less and less

not enough instructiontime

Some of the classes did not have sufficient desks for all the students. I took 2 classes taught by Barnes (Legal Research and Legal Analysis & Briefing) which were very popular. As a result, if you did not arrive at least 1/2 hour prior to class start time, you got a chair, but no desk. It was difficult to juggle your textbook and notebook on your lap. Perhaps a larger classroom should be used for the more popular classes.

My only concerns have to do with classes opffered and the times that they are offered. I realize budget, space, faculty availibility, and much more is involved. However, I am used to having much more options to choose from including multiple times, days, locations, and instructors of a class. It is not affecting my ability to graduate at this time, but it may be worth expanding on.

I am dissatisfied with the variety of classes, especially the electives. There should be a wider variety of classes offered, such as environmental law.

Scheduling, Services, SLOs: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 2 Scheduling or Delivery Mode Preferences - Once a week	Respondents:	105	
Strongly Prefer		78	74.29 %
Prefer		12	11.43 %
Dislike		13	12.38 %
Strongly Dislike		2	1.90 %
	Total Responses	**105**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - Twice a week	Respondents:	92	
Strongly Prefer		22	23.91 %
Prefer		23	25.00 %
Dislike		36	39.13 %
Strongly Dislike		11	11.96 %
	Total Responses	**92**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - Mornings	Respondents:	93	
Strongly Prefer		6	6.45 %
Prefer		13	13.98 %
Dislike		35	37.63 %
Strongly Dislike		39	41.94 %
	Total Responses	**93**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - Afternoons	Respondents:	91	
Strongly Prefer		11	12.09 %
Prefer		11	12.09 %
Dislike		32	35.16 %
Strongly Dislike		37	40.66 %
	Total Responses	**91**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - Evenings	Respondents:	111	
Strongly Prefer		93	83.78 %
Prefer		16	14.41 %
Dislike		2	1.80 %
	Total Responses	**111**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - Weekends	Respondents:	100	
Strongly Prefer		29	29.00 %
Prefer		25	25.00 %
Dislike		28	28.00 %
Strongly Dislike		18	18.00 %
	Total Responses	**100**	**100 %**

Scheduling, Services, SLOs: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 2 Scheduling or Delivery Mode Preferences - Four-week Intersession	Respondents:	99	
Strongly Prefer		31	31.31 %
Prefer		32	32.32 %
Dislike		29	29.29 %
Strongly Dislike		7	7.07 %
	Total Responses	**99**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - Telecourse	Respondents:	98	
Strongly Prefer		23	23.47 %
Prefer		24	24.49 %
Dislike		35	35.71 %
Strongly Dislike		16	16.33 %
	Total Responses	**98**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - WWW/Internet class	Respondents:	102	
Strongly Prefer		30	29.41 %
Prefer		33	32.35 %
Dislike		25	24.51 %
Strongly Dislike		14	13.73 %
	Total Responses	**102**	**100 %**
Table 2 Scheduling or Delivery Mode Preferences - Course combining Internet and classroom instruction	Respondents:	101	
Strongly Prefer		37	36.63 %
Prefer		33	32.67 %
Dislike		18	17.82 %
Strongly Dislike		13	12.87 %
	Total Responses	**101**	**100 %**

Scheduling, Services, SLOs: Count and Percent
Paralegal Students 2006

		Count	Percent
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.)	Respondents:	92	
Westlaw research		44	47.83 %
Internet access		58	63.04 %
Word processing		40	43.48 %
Legal books		44	47.83 %
Paralegal newsletters and magazines		18	19.57 %
Study time		42	45.65 %
Networking with other students		53	57.61 %
Other		4	4.35 %
	Total Responses	**303**	**100 %**
Table 3 Interest in Support Services - Career Counseling	Respondents:	110	
Very Interested		55	50.00 %
Somewhat Interested		37	33.64 %
Not so Interested		9	8.18 %
No Interest		9	8.18 %
	Total Responses	**110**	**100 %**
Table 3 Interest in Support Services - Academic Counseling	Respondents:	108	
Very Interested		52	48.15 %
Somewhat Interested		32	29.63 %
Not so Interested		15	13.89 %
No Interest		9	8.33 %
	Total Responses	**108**	**100 %**
Table 3 Interest in Support Services - Tutorial Services	Respondents:	106	
Very Interested		22	20.75 %
Somewhat Interested		42	39.62 %
Not so Interested		29	27.36 %
No Interest		13	12.26 %
	Total Responses	**106**	**100 %**
Table 3 Interest in Support Services - Study Skills Training	Respondents:	107	
Very Interested		26	24.30 %
Somewhat Interested		44	41.12 %
Not so Interested		22	20.56 %
No Interest		15	14.02 %
	Total Responses	**107**	**100 %**

Scheduling, Services, SLOs: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 3 Interest in Support Services - Vocational ESL Classes	Respondents:	102	
Very Interested		8	7.84 %
Somewhat Interested		15	14.71 %
Not so Interested		26	25.49 %
No Interest		53	51.96 %
	Total Responses	**102**	**100 %**
Table 3 Interest in Support Services - Coastal County Regional One-Stop Employment Services	Respondents:	106	
Very Interested		28	26.42 %
Somewhat Interested		35	33.02 %
Not so Interested		25	23.58 %
No Interest		18	16.98 %
	Total Responses	**106**	**100 %**
Table 3 Interest in Support Services - Legal Clinic	Respondents:	109	
Very Interested		52	47.71 %
Somewhat Interested		38	34.86 %
Not so Interested		12	11.01 %
No Interest		7	6.42 %
	Total Responses	**109**	**100 %**
Table 3 Interest in Support Services - Dispute Resolution Services (Mediation)	Respondents:	109	
Very Interested		36	33.03 %
Somewhat Interested		33	30.28 %
Not so Interested		28	25.69 %
No Interest		12	11.01 %
	Total Responses	**109**	**100 %**
Table 3 Interest in Support Services - Other	Respondents:	55	
Very Interested		10	18.18 %
Somewhat Interested		8	14.55 %
Not so Interested		8	14.55 %
No Interest		29	52.73 %
	Total Responses	**55**	**100 %**

Scheduling, Services, SLOs: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 4 Skills/Qualities - Knowledge of laws, legal codes, court procedures, and precedents	Respondents:	111	
Very important		87	78.38 %
Important		21	18.92 %
Less important		3	2.70 %
	Total Responses	**111**	**100 %**
Table 4 Skills/Qualities - Knowledge of administrative and clerical procedures including office procedures, file and record management, and word processing	Respondents:	111	
Very important		84	75.68 %
Important		25	22.52 %
Less important		2	1.80 %
	Total Responses	**111**	**100 %**
Table 4 Skills/Qualities - Ability to gather data such as statutes, decisions, codes, and documents	Respondents:	112	
Very important		97	86.61 %
Important		15	13.39 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Ability to investigate facts and law of cases	Respondents:	112	
Very important		92	82.14 %
Important		20	17.86 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Skill in using a computer to conduct legal research	Respondents:	110	
Very important		92	83.64 %
Important		16	14.55 %
Less important		2	1.82 %
	Total Responses	**110**	**100 %**
Table 4 Skills/Qualities - Ability to prepare legal documents, including briefs, pleadings, appeals, wills, and contracts	Respondents:	112	
Very important		93	83.04 %
Important		19	16.96 %
	Total Responses	**112**	**100 %**

Scheduling, Services, SLOs: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 4 Skills/Qualities - Ability to direct and coordinate law office activity	Respondents:	112	
Very important		62	55.36 %
Important		40	35.71 %
Less important		10	8.93 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Ability to demonstrate good interpersonal skills	Respondents:	112	
Very important		77	68.75 %
Important		33	29.46 %
Less important		2	1.79 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Ability to think critically and solve complex problems	Respondents:	112	
Very important		86	76.79 %
Important		25	22.32 %
Less important		1	0.89 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Ability to communicate verbally	Respondents:	112	
Very important		94	83.93 %
Important		16	14.29 %
Less important		1	0.89 %
Not important		1	0.89 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Ability to communicate in writing	Respondents:	110	
Very important		90	81.82 %
Important		19	17.27 %
Less important		1	0.91 %
	Total Responses	**110**	**100 %**
Table 4 Skills/Qualities - Ability to present arguments and evidence to support an appeal	Respondents:	112	
Very important		76	67.86 %
Important		25	22.32 %
Less important		11	9.82 %
	Total Responses	**112**	**100 %**

Scheduling, Services, SLOs: Count and Percent
Paralegal Students 2006

		Count	Percent
Table 4 Skills/Qualities - Awareness of ethical issues and rules	Respondents:	112	
Very important		87	77.68 %
Important		24	21.43 %
Less important		1	0.89 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Ability to work independently	Respondents:	112	
Very important		86	76.79 %
Important		24	21.43 %
Less important		2	1.79 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Skill in using a computer for word processing	Respondents:	112	
Very important		84	75.00 %
Important		24	21.43 %
Less important		4	3.57 %
	Total Responses	**112**	**100 %**
Table 4 Skills/Qualities - Skill in using a computer for practice management software	Respondents:	112	
Very important		75	66.96 %
Important		27	24.11 %
Less important		10	8.93 %
	Total Responses	**112**	**100 %**

Other SLOs
Paralegal Students 2006

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

ability to multi-task & assign priority.
tact, confidentiality

Ability to work with others.
Networking skills.

none

Ability to work on a team.

Showing confidence to the client.

Time management and critical thinking skills. Being able to breakdown information and see the "bigger picture" is necessary within everyday activity in an office setting. Neither of which was gained from taking these courses.

ONLY SMART PEOPLE CAN ACTUALLY PROVIDE HIGH QUALITY SERVICES.
THERE IS NO ROOM FOR AFFIRMATIVE ACTION IN THIS PROFESSION

Being able to listen effectively.

For student that do not work in or have any knowledge of the legal field nor work in a law firm should strongly ask the instructor for conference calls to keep up with the course class assignments or volunteer with a student in the class that is willing to work in a study group. This has helped me a lot.

time management -- how to prioritize tasks

willingness to learn and patience !!! Lots of patience and hard work !

Interest in the legal field.

knowlege of typing

common sense should be a requirement

Demographics: Count and Percent
Paralegal Students 2006

		Count	Percent
Age		Respondents:	112
18-30		38	33.93 %
31-45		49	43.75 %
46-60		23	20.54 %
61 or older		2	1.79 %
	Total Responses	**112**	**100 %**
Gender		Respondents:	112
Male		20	17.86 %
Female		92	82.14 %
	Total Responses	**112**	**100 %**
Ethnicity		Respondents:	112
American Indian/Native Alaskan		1	0.89 %
White		67	59.82 %
Black		3	2.68 %
Hispanic		14	12.50 %
Vietnamese		8	7.14 %
Other Asian		7	6.25 %
Decline to State		8	7.14 %
Other		4	3.57 %
	Total Responses	**112**	**100 %**
Primary Language		Respondents:	108
English		100	92.59 %
Spanish		5	4.63 %
Vietnamese		1	0.93 %
Other		2	1.85 %
	Total Responses	**108**	**100 %**
Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)		Respondents:	42
No, enrolled only at Coastline		35	83.33 %
Golden West College		2	4.76 %
Irvine Valley College		1	2.38 %
Orange Coast College		1	2.38 %
Other community college		1	2.38 %
A four-year college or university		2	4.76 %
	Total Responses	**42**	**100 %**

Listing of "other" Responses by Question
Paralegal Students 2006

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.)

occ
Co-Op Work Experience
Costa Mesa Senior Ctr

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.)

Homework using installed legal solfwares
none
ProLaw program access
none

Question: Ethnicity

Human
native
mixed race
hispanic/white

Question: Primary Language

Mandarin and Tagalog
Hungarian

Other Courses and Comments
Paralegal Students 2006

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

more conflict resolution & mediation. more computer support.

I am interested in Environmental law, but I haven't seen it in the catalogue yet.

Perhaps a course devoted solely to Lexis or Weslaw reserach (although I think practice and reserach on your own is the best way to probably learn it.)enddata

I want to take Civil Litigation II before I graduate in one year. I think Intellectual Property needs to be offered again but NOT with Michelle Mc Climen - she was not suited to teaching. I also want to take Corporate Law as well.

NO

Real Estate Law
Medical Malpractice
Federal Law Classesenddata

No, but I would like them to offer some of the course electives more frequently. enddata

Business Litigation
Timeslips

Unknown

N/A

Contract lawenddata

unknown- I am just beginning.enddata

no at this time

No.

Yes, more options with the law classes.enddata

more writing courses.

more varried electives in different fields and ceratinly a better family law elective.

more optoions for intercessionsenddata

Workers' Compensation elective

NO

Other Courses and Comments
Paralegal Students 2006

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

Immigration Law

Intellectual property - full course.

noenddata

More classes that relate to civil litigation, legal writing, legal research.

Criminal law classenddata

legal secretary classes added to the paralegal program.enddata

Technical trade in electronicsenddata

I would like if the college offers more kind of elective classes and classes on the weekends.enddata

Immigrationenddata

more contract lawenddata

Family Law Classenddata

Environmental law
Ethics for paralegals
Mediation and arbitration

Other Courses and Comments
Paralegal Students 2006

Question: Do you have any other comments or recommendations?

i absolutely LOVE this campus (the property itself). please don't ever change it. and the relaxed atmosphere of most of the instructors is great. enddata

Teachers are excellent in all aspects. Very much appreciate their law office background and experience.enddata

I think it would be benificial to the paralegal students to have a hand-on experience/knowledge of how a legal office works/runs if he/she actually went to a law office and observe how the office runs.
The program should request the student to intern at a law office for a day to get this type of experience.

This assignment should be included in the Legal Clinic class. enddata

No, I think the program is really good.enddata

Overall, I think that the Paralegal Program is wonderful and I am very happy that I am in the program. I think it was a great career move for me and this type of work suits me well. Debra Brown, Margaret Lovig and Bryce Letterman are great professors and the classes they taught were very instructional. Bryce Letterman taught me how to organize myself for a class, take notes and compile a notebook from his Civil Litigation course and it has helped me in all my other classes.enddata

Noenddata

I love the personal relationship that we as students are able to have. I know this definitely has to do with the size of the classes. Having the ability to personally know my instructors always has enriched my learning experience. enddata

It would be nice to break a 3 hour class into a twice a week two hour or 1.5 hour class, by the time it's 8:30 everyone is pretty tired and it's more difficult to absorb information. Perhaps a 6-8pm class once a week OR a 1.5 hour class twice a week.enddata

Offer Interlectual Property course in Spring or Fall.enddata

N/Aenddata

I am enjoying the classes that I am taking at Coastline. The staff that teaches here really are quite good at what they do and make it fun to learn a new career.enddata

Debra is fabulos!!!!!!!enddata

No.enddata

Other Courses and Comments
Paralegal Students 2006

Question: Do you have any other comments or recommendations?

PLease fix the back door in room # 2enddata

Evaluate an instructors ability to teach prior to having them actually teach a class.enddata

great staff of instructors. Very personalable and knowledgable in their area. enddata

Overall the program is terrific! The teachers are very interested in their students and are knowledgable in the subject matter. I recently found a part time job in a firm and I have already applied a lot of what I learned in class.enddata

Firms use a wide variety of software, less focus on software would be appropriate. More focus on using Westlaw & Lexis would be helpful.enddata

IMPROVE CLASROOMS AT COSTA MESA LOCATIONenddata

noneenddata

There should be more work with hands on experience drafting discovery and pleadings.enddata

If attorneys instruct the class filled with paralegals already working as paralegals, they must remember that all students are not paralegals and teach the class as if we are all starting out togetherenddata

The program and instructors are excellent!enddata

I love the paralegal program at Coastline. I have recommended it to my friends.enddata

Course Catalog should like the time expected for students to attend legal clinic for Law 390 class. It was not listed when the clinic was held, and it was difficult to earn the hours required for clinic. Would have been better informed if the time for clinic in addition to the class time was printed there (5-7pm each week).enddata

I feel the classes should be more in depth, but I understand that the class needs to meet the needs of the majority of students. enddata

I've enjoyed my stay here. I wish I could take more classes but my health is such that I'm at the end of my lifespan so thank you and good night.enddata

The program should be more balanced and fairer to the person not currently working in the legal field. Instruction is geared more for the person already in the legal field. Work experience credit is available to those already in the legal field, but not to the others who are not.

Other Courses and Comments
Paralegal Students 2006

Question: Do you have any other comments or recommendations?

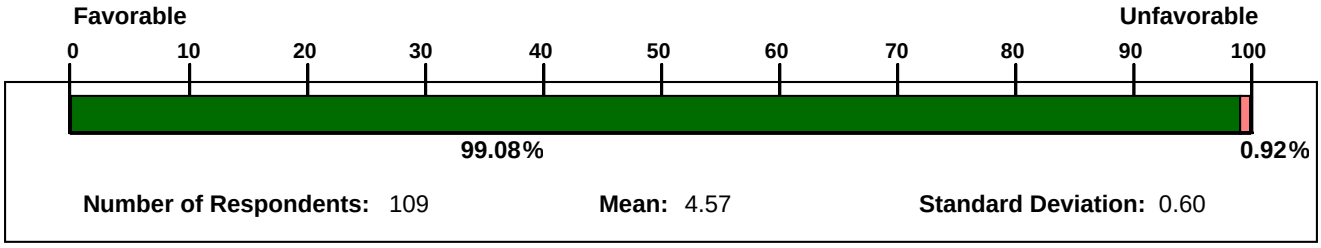
Legal briefing (Law 118) should not be required as paralegals do not use this skill very often, if at all. Or, it should be offered as an elective, or as an overview course coupled with Law 120.enddata

Online Classes for Paralegal ..enddata

Favorable/Unfavorable Report
Paralegal Students 2006

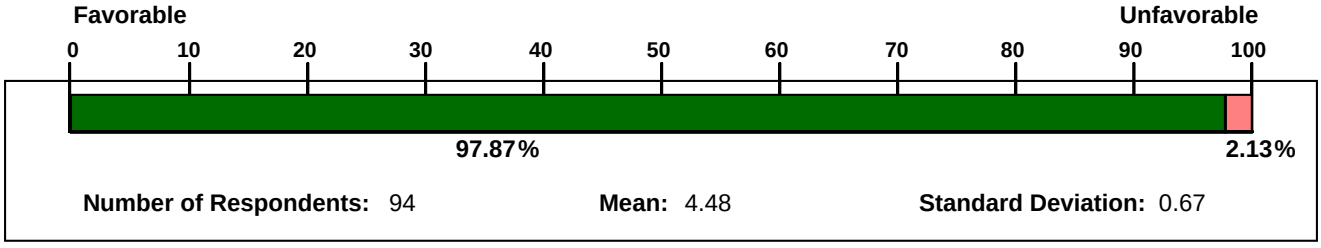
Favorable | Neutral | Unfavorable

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



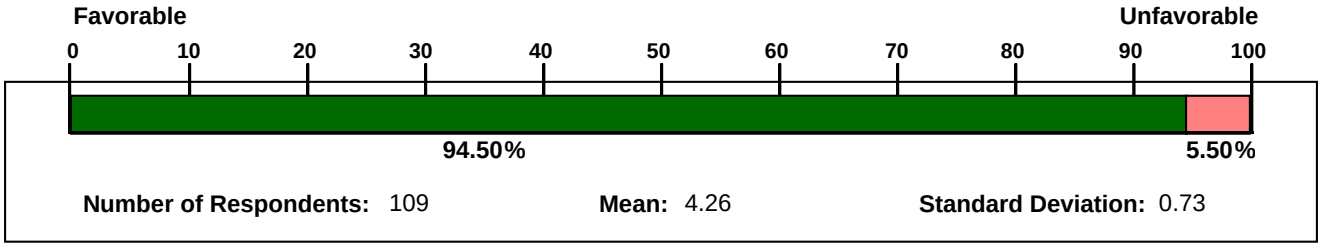
Number of Respondents: 109 **Mean:** 4.57 **Standard Deviation:** 0.60

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



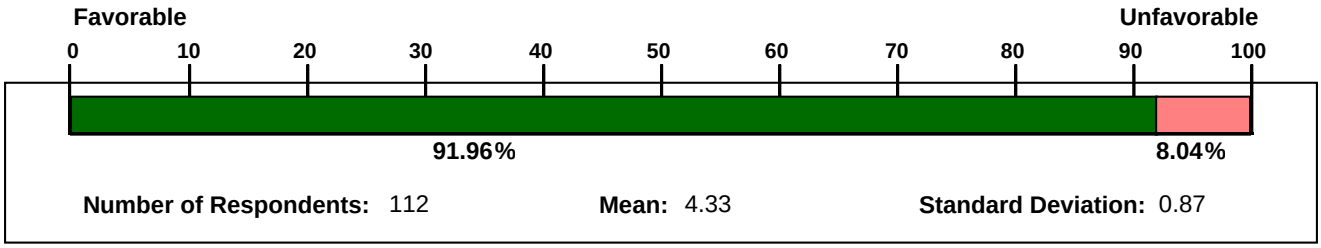
Number of Respondents: 94 **Mean:** 4.48 **Standard Deviation:** 0.67

Table 1 Level of Satisfaction - Variety of classes



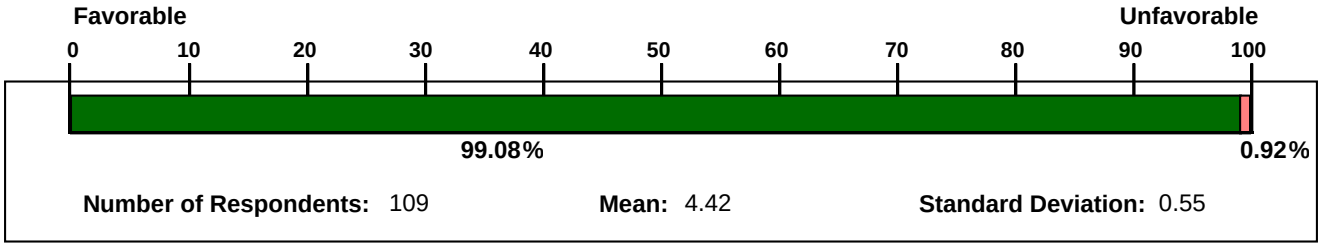
Number of Respondents: 109 **Mean:** 4.26 **Standard Deviation:** 0.73

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



Number of Respondents: 112 **Mean:** 4.33 **Standard Deviation:** 0.87

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

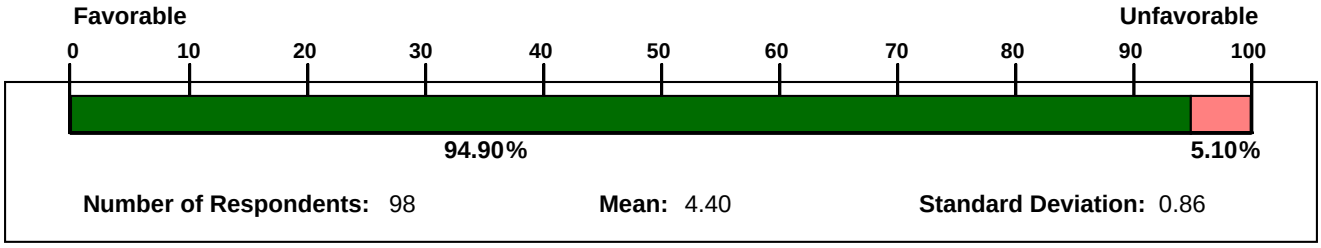


Number of Respondents: 109 **Mean:** 4.42 **Standard Deviation:** 0.55

Favorable/Unfavorable Report
Paralegal Students 2006

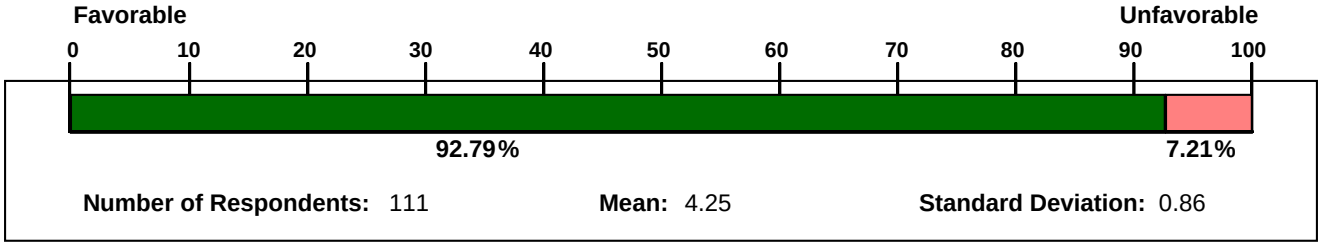
Favorable | Neutral | Unfavorable

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



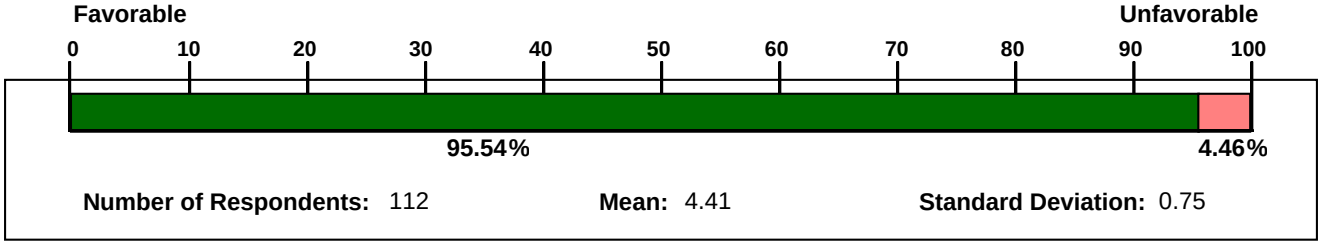
Number of Respondents: 98 **Mean:** 4.40 **Standard Deviation:** 0.86

Table 1 Level of Satisfaction - Adequacy of instructional facilities



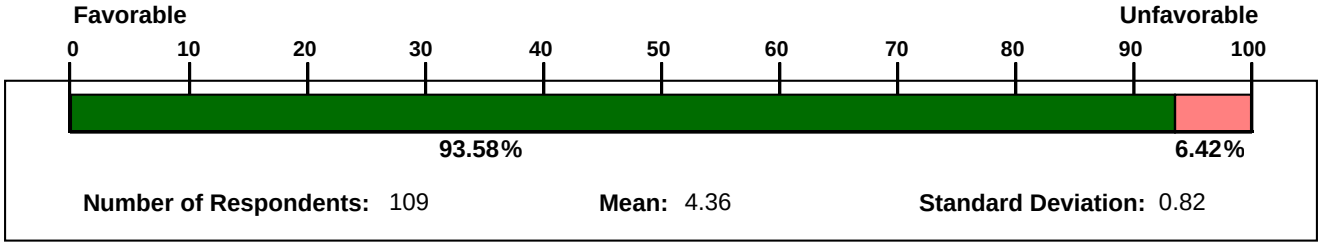
Number of Respondents: 111 **Mean:** 4.25 **Standard Deviation:** 0.86

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



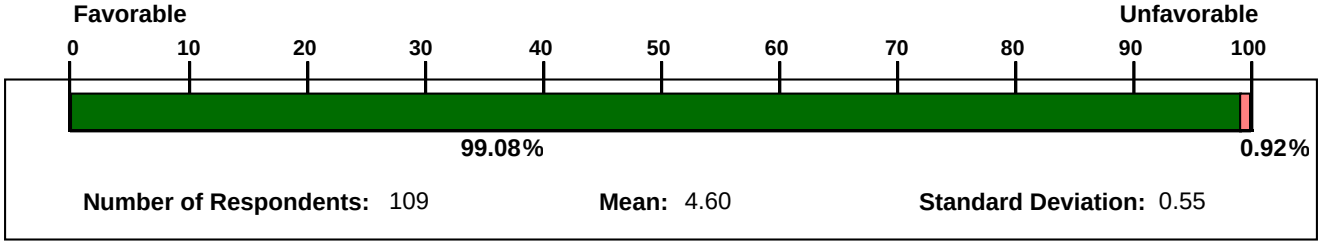
Number of Respondents: 112 **Mean:** 4.41 **Standard Deviation:** 0.75

Table 1 Level of Satisfaction - Availability of appropriate textbooks



Number of Respondents: 109 **Mean:** 4.36 **Standard Deviation:** 0.82

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

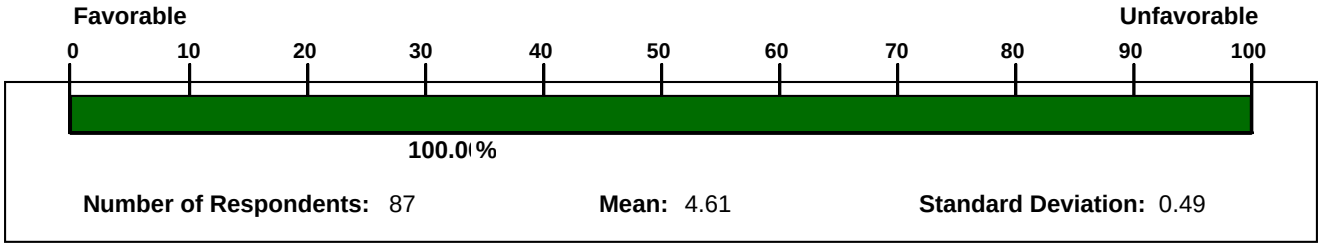


Number of Respondents: 109 **Mean:** 4.60 **Standard Deviation:** 0.55

Favorable/Unfavorable Report
Paralegal Students 2006

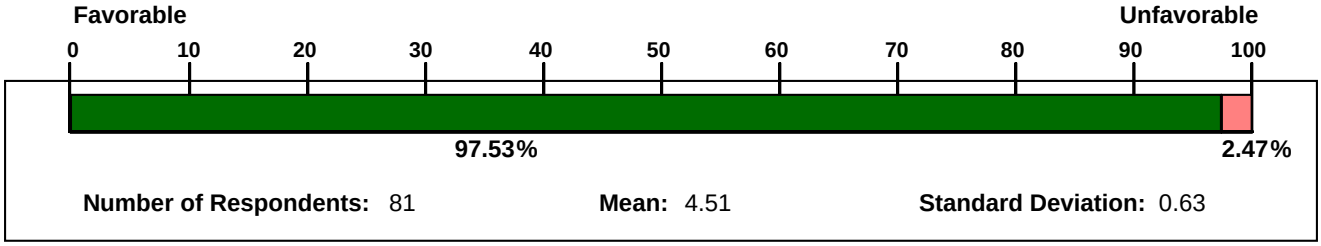
Favorable | Neutral | Unfavorable

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



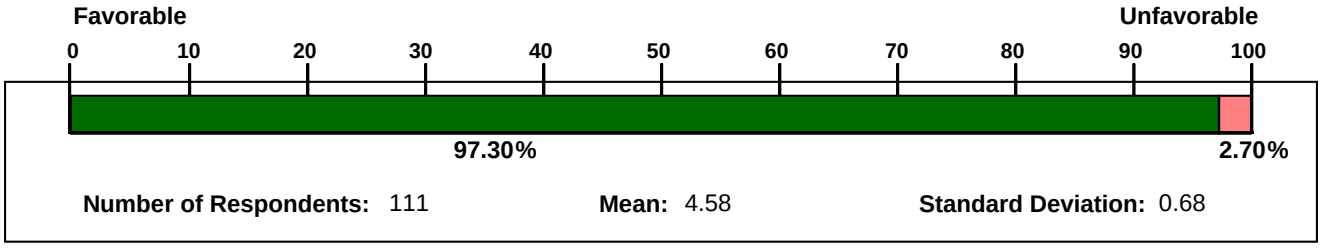
Number of Respondents: 87 **Mean:** 4.61 **Standard Deviation:** 0.49

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



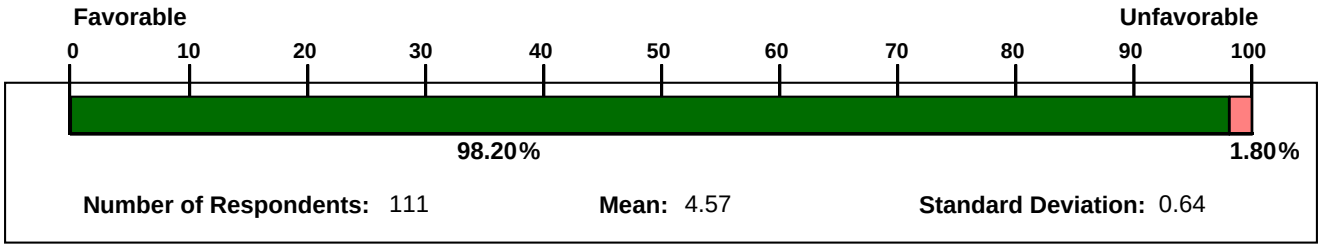
Number of Respondents: 81 **Mean:** 4.51 **Standard Deviation:** 0.63

Table 1 Level of Satisfaction - Overall quality of the program



Number of Respondents: 111 **Mean:** 4.58 **Standard Deviation:** 0.68

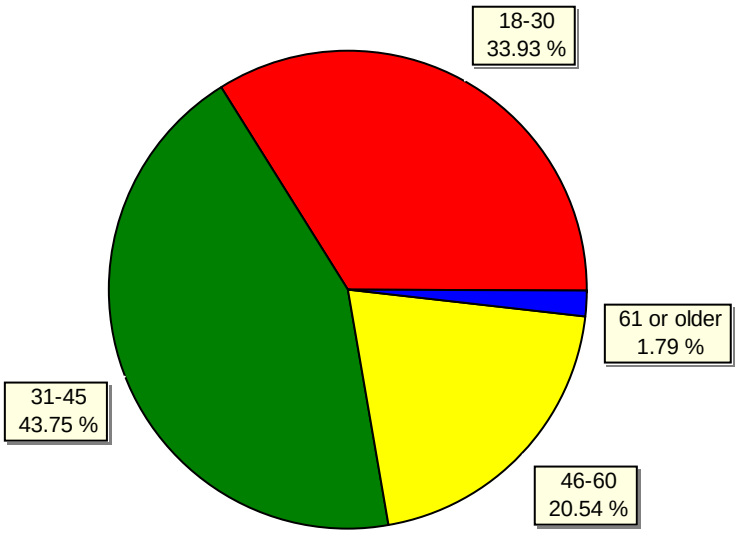
Table 1 Level of Satisfaction - Your own success in the program



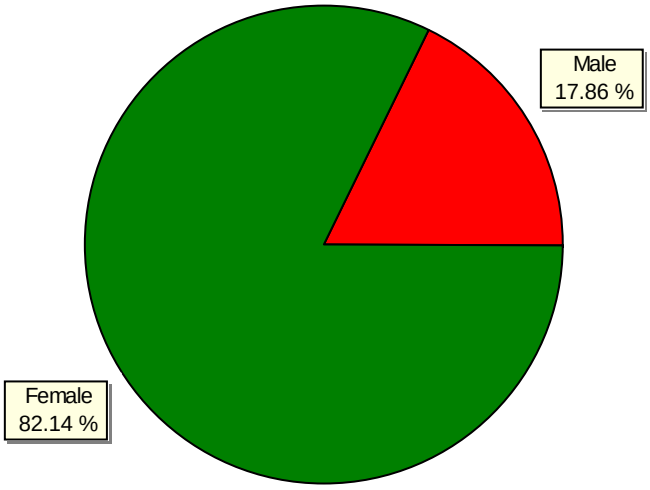
Number of Respondents: 111 **Mean:** 4.57 **Standard Deviation:** 0.64

Demographics: Pie Charts
Paralegal Students 2006

Age

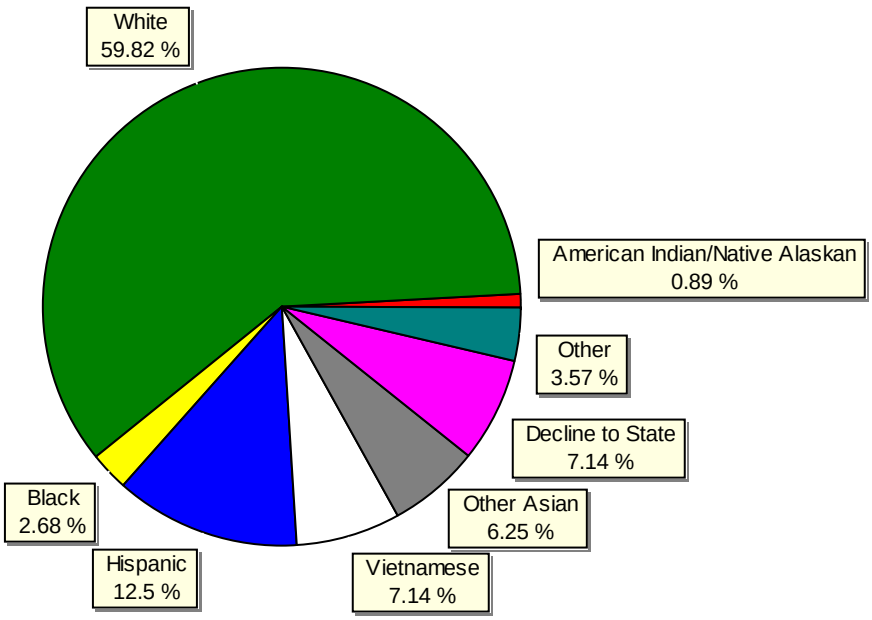


Gender

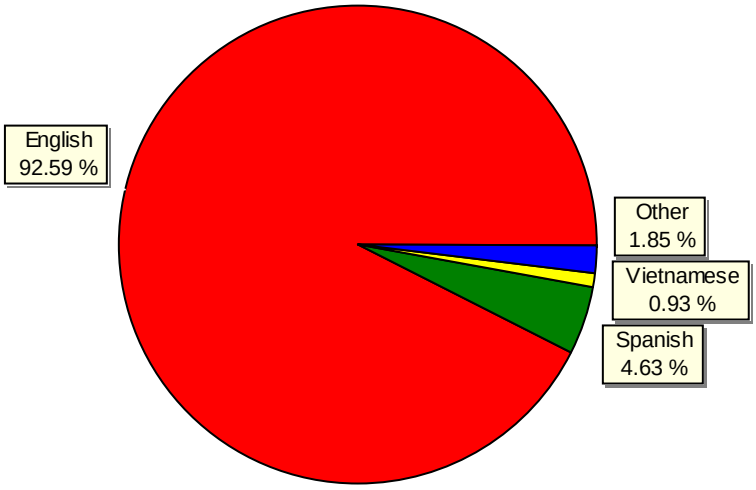


Demographics: Pie Charts
Paralegal Students 2006

Ethnicity



Primary Language



Program Review 2006-07
Validation Report

Paralegal Studies

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

   X Yes ____ No

   If no, note which topics were either omitted or not addressed clearly or substantially enough:

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:

   A. Increased competition from other public colleges offering American Bar Association (ABA)-approved programs
   B. The growing importance and influence of technology on the paralegal field which will necessitate ongoing professional development for faculty
   C. Job market for paralegals that is expected to remain strong
   D. Growing number of younger students that the program is attracting
   E. Continued strength of the program along with opportunities for growth (e.g., intellectual property)

3. Does the data substantiate the conclusions and recommendations made?

   X Yes ____ No

   If no, note the areas and manner in which data does not match conclusions or recommendations?

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

   A. Pursue a permanent general fund budget line item for basic costs (e.g., ABA membership, computer resources, etc.) so that the program does not need to depend on Student Advisory Council (SAC) funding each year.
   B. Pursue seed money for marketing items such as website development, a brochure, and one or more Coastline Minutes through enrollment growth and SAC funds.
   C. Improve coordination and marketing by making a presentation to the One-Stop Center case managers about the Paralegal Studies Program.
   D. Investigate pro bono, internship, and/or work-study opportunities for students.

5. List program accomplishments and aspects for which the program should be commended.

   A. The program is to be commended for developing and maintaining such a strong, active professional advisory committee, for working with so many partners to enhance the student experience, and maintaining American Bar Association (ABA) accreditation.
   B. The individual care and attention that students receive from the moment they enroll and the teamwork displayed by faculty members are two reasons so many students successfully complete the program each year.
   C. The consistent and outstanding evaluations from both students and employers indicate that Coastline's program and its faculty are performing an important public service by preparing students for paralegal service.
   D. The Paralegal Studies Program provides an exemplary model for program development, maintenance, growth, and management.

E. Department Chair Margaret Lovig is to be commended for her outstanding leadership of the Paralegal Studies Program; her ongoing commitment to the program, its faculty, and its students; and for the very comprehensive ABA and Program Review reports she completes every three years. Margaret is a treasure!

Prepared by the Program Review Steering Committee, May 2007