



2015
Annual Program Review
Paralegal

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Section 1: Program Planning:

Internal Analysis

Enrollment and FTES:

Enrollment and FTES have declined slightly from 2012-2013. This enrollment decline can be attributed to an improving economy and slightly fewer students seeking job loss re-training. The decrease in enrollment may also be attributed to the creation of a Paralegal program at Irvine Valley College. For the year 2013-2014 IVC had an FTES of 42. Some of those students would likely have chosen Coastline's paralegal program. Efforts are underway to increase marketing of the Paralegal program along the coastal region emphasizing Coastline's ABA approval, which Irvine Valley has not yet achieved based on available information as of the date of this report. Current numbers for the fall 2015 Introduction classes look stronger than 2014 which is indicative of this increased marketing and outreach.

Efficiency (FTEF/30 and fill rates):

The department has remained consistent with the number of FT and PT faculty. The number of course sections offered has also remained consistent. Two PT adjunct faculty members were hired to fill vacancies created in 2013-2014. Fill rates dropped slightly consistent with the enrollment for 2013-2014.

Student Demographics:

The paralegal program has traditionally been female dominated. This has remained constant over the past year at 73.6% of students. There has been a slight increase in male student enrollment with an increase of 1.4% for 2013-2014. The age of students enrolling in the program has remained consistent over the past year with 42% of students entering at age 25-34. In accordance with ABA recommendations the paralegal program continues to work to reach underserved populations and non-traditional students through orientations and community outreach. These efforts will be reviewed and evaluated at the bi-annual advisory committee meeting.

Success:

Paralegal Student Success has traditionally been strong. This trend continued over the past year with a success rate of 83.7%. This is believed to be the result of an increase in the number of orientations available for students to be informed about the program requirements and course sequencing. Combined with this is an effort to ensure students engage in one on one advising with the program director and counseling department.

Retention:

Student retention rates for 2013-2014 remain strong at 92.1%. As with Success, these strong numbers are attributable to structured pathways for Paralegal students combined with the emphasis on individual advising with the program coordinator and counseling department.

Persistence in Subject:

The majority of students in the Paralegal program enter with an AA degree or above. These students are seeking certificates of achievement and are not measured in the persistence rates which include degree and/or transfer-seeking first-time students (same as the SPAR cohort) who enroll in three consecutive primary terms anywhere in the system. As a result the persistence numbers of the Paralegal program

appear lower than would be expected given the Success and Retention rates. With this caveat, the overall persistence rates have remained constant for the past three years above 50%.

Awards (Degrees and Certificates):

There has been strong growth in Certificates and Associate Degrees awarded in the past two years 2012/2013 and 2013/2014. Last year there were fifty-five (55) Certificates and twenty-one (21) Associate Degrees awarded. These strong numbers are consistent with the Success and Retention rates for the program.

Market Assessment

Table 1.1 Market Data

Occupation	EMSI Current Openings	EMSI Projected Openings
Legal Support Workers, All Other (23-2099)	87	17
Paralegals and Legal Assistants (23-2011)	692	138
Title Examiners, Abstractors, and Searchers (23-2093)	96	19

Occupation	EMSI Entry Level Salary	EMSI Median Salary
Legal Support Workers, All Other (23-2099)	38,064	49,088
Paralegals and Legal Assistants (23-2011)	33,488	49,088
Title Examiners, Abstractors, and Searchers (23-2093)	34,320	60,736

California and Orange County in particular, as well as the immediate surrounding area, has a robust legal marketplace. According to the EDD there were approximately 30,000 people employed as Paralegals or Legal Assistants in 2012. Estimated growth through 2020 is anticipated to be at 17.1% which is substantially higher than the state average. Orange County in particular is expected to have approximately 20% of this state-wide growth.

In December 2014 the EDD published its *Comparison of Growing Occupations by Entry Level Education* for Orange County. Paralegals and Legal assistants were the third largest growing occupation with approximately 1,630 new and replacement job needs.

Coastline’s Paralegal Advisory Committee has closely watched the legal marketplace. Two members of the committee are directly involved in the hiring of Paralegals and Legal Assistants. They have indicated that there is an increased demand among law firms in the area for trained and certificated Paralegals. They have also indicated that graduation from an ABA approved program is often a determining factor for employers in the community.

The ABA has recommended conducting additional marketplace surveys to identify areas where the paralegal program can better serve the needs of the Orange County legal community. The Advisory Committee has discussed the use of focus groups to identify specific employer needs to better align Coastline’s curriculum with future employment opportunities. This includes the development of technology related courses to enhance the marketability of graduates.

Table 1.2 Program Review Data for Paralegal

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	1,002	875	789
FTES:	98	89	77
FTEF30:	2.5	2.4	2.5
WSCH/FTEF:	644	603	495
Fill Rates:	95.6%	90.0%	78.8%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	67	65	69
F-to-S Persistence:	53%	52%	55%
DEGREES AND CERTIFICATES			
Certificates:	39	53	55
Associate Degrees:	16	28	21

STUDENT DEMOGRAPHICS			
GENDER			
Female:	77.9%	75.7%	73.6%
Male:	21.3%	22.3%	24.2%
Unknown:	.8%	1.9%	2.2%
AGE at TERM			
Less than 19	1.4%	1.7%	.8%
20 to 24	11.7%	13.5%	13.8%
25 to 29	28.8%	25.1%	25.8%
30 to 34	14.1%	20.6%	17.3%
35 to 39	11.9%	7.8%	13.1%
40 to 49	18.9%	16.7%	18.8%
50 and Older	13.3%	14.6%	10.5%
RACE/ETHNICITY			
African American:	2.7%	3.7%	5.1%
Asian/Pac Islander:	16.2%	15.7%	14.2%
Hispanic:	11.4%	11.4%	14.3%
Multiple Race:	14.7%	13.6%	8.0%
White:	48.0%	50.1%	53.6%
Unknown:	4.7%	5.5%	4.8%

Table 1.3 Program Review Data for Paralegal by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	1,002	875	789
- Success Rate	83.1%	81.7%	83.7%
- Retention Rate	92.0%	92.1%	92.1%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Telecourse Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Traditional Enrollment	1,002	875	789
- Success Rate	83.1%	81.7%	83.7%
- Retention Rate	92.0%	92.1%	92.1%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Program Student Learning Outcome(s)

Review of the paralegal Program SLO for the years 2012-2014 shows an increase in the number of students found to have fully achieved. This increase can be attributed faculty's increased understanding the SLO data collection process, consistent communication regarding the need to distribute SLO prior to the end of each term from SLO coordinator, and increased discussion regarding the utilization of SLO data.

Intervention Strategies:

1. Drop Students Not Participating- Instructors have been reminded of the need to drop students immediately upon their lack of participation in the course. Faculty are to constantly monitor their roster and student active participation. Lack of participation necessitates immediate intervention and discussion with the student.
2. The instructor should contact the student by email and/or phone if he or she notices a decrease in participation. Depending on the student's response instructors will drop students who fail to complete the requisite coursework or attend class. If a student begins to reconnect and participate after this communication from the instructor evaluation for tutoring assistance should be considered.
3. The program will evaluate the possibility of creating a mentoring program utilizing students who are near the end of their certificate coursework. Instructors will identify potential students to serve as mentors. The program coordinator will create a list of possible mentors and meet with them to discuss their roles. As soon as the instructor realizes that lack of participation or completion of work by a student is based on difficulty understanding the material (and not simply laziness or lack of drive), that student will be referred to the Program Coordinator for guidance. Available college services will be discussed along with possible mentoring. If mentoring is appropriate given the individual circumstances the mentor and mentee will be connected. The instructor and program Coordinator will continue to monitor the student's participation and progress.
4. Faculty will re-evaluate their SLO distribution model. Faculty will look at the nature of the assignment which is being used to measure the SLO and make sure it effectively measures the outcome. Faculty will require that these SLO specific assignments be completed by the student to complete the course. Students receiving an F (0) on the SLO assignment will be evaluated to determine if the F was the result of not completing the assignment or truly not meeting the outcome despite completion of the assignment. This data will be provide to the SLO coordinator as appropriate to determine a methodology for proper distribution and statistical evaluation.

Progress on Forward Strategy Initiative(s)

Table 1.4 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Increase marketing through law specific outlets	Partially Started	Need funding to advertise in the OC Lawyer magazine. Need funding to send info postcard to law firms-potential employers. I have met with Ross to discuss program specific marketing.	The cost and guidelines for this marketing effort have been researched. By marketing to existing law firms through the OC Lawyer we hope to attract non-traditional students who may be unaware of the program or whose employer may provide education financial assistance.
Increase diversity in the program through advertising in ethnic community newspapers	Partially Started	Need funding to complete this goal. Advertising copy will need to be developed in various languages. See above	Local community newspapers in languages such as Spanish, Vietnamese, Korean, Farsi, and others. We need funding to advertise in these community newspapers to make students aware of the Coastline Paralegal program.
Develop 2 alternative delivery classes for submission to ABA for approval	Modified-In-Progress	2 online courses passed through curriculum in Spring 2014. One class has been offered as a non-legal specialty course and is doing well.	One online class has been initiated as a non-legal specialty course. A second class for submission to the ABA for approval is in the review process.
Work with students/faculty to develop paralegal club	Modified-In Progress	Pursuant to ABA recommendations and discussion with students this club has been modified to be an Alumni club.	A graduate student representative has agreed to lead this effort. Discussion have begun regarding the development and implementation of this club.
Expand Career advising with OC One Stop	Modified-In Progress	Career counseling seminars begun with OC One Stop. Coastline career center is now doing these seminars with our program. Interview stream software purchased.	This initiative was modified as a result of the termination of the Coastline/OC One Stop partnership. The career advising partnership is now directly with the Coastline Career Center.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 14-15	N/A	N/A	1 Position	8 Positions	N/A	N/A
Current year 15-16	N/A)	N/A	1 Position	8 Positions	N/A	N/A
1 year 16-17	N/A	N/A	1 Position	9 Positions	N/A	N/A

Staffing is anticipated to remain the same through the 2015-2016 Academic year. There may be a need to add on Part Time adjunct to fill an anticipated vacancy for 1 course.

Professional Development

Stephen Barnes:

- ALA ACES Conference January 2014
- ASCCC Regional Curriculum Institute March 2014
- AAfPE Regional Conference April 2014
- OCPA Education Seminar September 2014
- AAfPE National Conference November 2014
- ASCCC fall Plenary November 2014
- All College Workshop April 2015
- AAfPE Regional April 2015
- ASCCC spring Plenary June 2015
- Summer Institute July 2015

Part-time Faculty attended/participated in the following:

- Discipline faculty meetings
- CCC general faculty-All College Meetings
- Seaport workshops
- SLO workshops
- Continuing Legal Education workshops
- Legal Technology workshops
- Discipline-related reading

Section 3: Facilities Planning

Facility Assessment

The paralegal reading room at the Newport Beach center is an integral part of the program. Students utilize this room for learning legal research, technology related skills, completion of homework and project assignments, student networking and mentoring.

The program currently utilizes an area at the Fountain Valley College Center for its legal clinic. This clinic area is a necessary and integral part of the Legal Clinic course which is required for graduation. There has been discussion about making space available at the Newport Beach Center for additional Legal Clinic needs. Understanding the limitations of space available at Newport Beach the current facilities will suffice until a further facilities evaluation can be completed.

Section 4: Technology Planning

Technology Assessment

The Paralegal program has a computer proficiency requirement for graduation. The program currently has a technology in the law office course. This class is a survey and review of various software technologies utilized in law office environments. This software includes:

- Abacus Law
- The Form Tool
- Adobe Pro XI
- Microsoft Word
- Excel

The program also has a license for Interview Stream and Poll Everywhere applications and is in the process of reviewing Oadditional software for purchase through Perkins funding:

- Tabs 3
- Trial Director
- Summation
- Concordance
- Dissomaster

With the need for training in EDiscovery increasing the Paralegal program will review the viability of an EDiscovery course with related software and technology.

Section 5: New Initiatives

Initiative: Send out direct mail post cards to law firms and legal employers in the coastal and central Orange County Area.

Describe how the initiative supports the college mission:

The college mission includes the successful completion of degrees and certificates. The Paralegal program has consistently had a high percentage of successful non-traditional students. Reaching more of these non-traditional students will strengthen the college completion and success rates.

What college goal does the initiative align with?

- Student Success
- Access, Persistence and Retention
- Innovation
- Partnerships
- Culture of planning, evidence and inquiry
- Growth and efficiency

What College planning document(s) does the initiative align with?

- Educational Master Plan
- Staffing
- Facilities
- Technology

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Both internal and external research suggests that a large percentage of students enrolling in the paralegal program are non-traditional. Many are currently employed in a law office or other legal capacity. Survey of these students suggests that for the majority continuing their education at Coastline will improve their overall marketability in the legal industry and provide for higher wages. Students also indicate they learned about the program through co-workers or program graduates. By utilizing a direct marketing campaign to law firms who are employing non-traditional students the college can reach those who would benefit most from the completion of the AA degree and/or certificate. This direct marketing will also serve a secondary purpose of making legal employers aware of the Coastline paralegal program and its graduates for future employment needs.

Recommended resource(s) needed for initiative achievement:

The Marketing Department is needed to help develop a postcard to utilize as part of this direct marketing campaign. Funding for purchase of the mailing list and sending the postcard direct mail will also be needed.

What is the anticipated outcome of completing the initiative?

The Paralegal program will strengthen its enrollment of non-traditional students. These non-traditional students have a higher than average rate of completion. This will improve the college’s overall student success and equity rates.

Provide a timeline and timeframe from initiative inception to completion.

The Paralegal program coordinator will work with the Marketing Department to create a direct mail postcard. This can be accomplished by the end of fall 2015. The program will then purchase a mailing list from the Orange County Bar Association for law firms and legal employers in the identified zip codes. Mailing would occur at the end of fall 2015. This time line can be adjusted to allow for the mailing to occur in 2 phases as budgetary necessities may dictate.

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Local Ethnic Newspaper Advertising	Marketing Department	1,500	On-going		Internal/External Research	Growth/Efficiency Student Success/Equity	Spring 2016	1
Local Newspaper/Online Advertising	Marketing Department	1,600	Ongoing- 4 times per year \$400 per instance		Internal/External Research	Growth/Efficiency	Spring 2016	2
Law Firm Direct Marketing	Marketing Department	2,500	One-time per year		Internal/External Research	Growth/Efficiency Student Success/Equity	Spring 2016	3
Focus Group	Marketing Department	500	One-time		Internal/External Research	Growth/Efficiency Student Success/Equity	Spring 2016	4