



2016-17  
Annual Program Review  
Paralegal

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# Section 1: Program Planning:

## Internal Analysis

### Enrollment and FTES:

The number of enrollments in Paralegal courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Paralegal credit courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in with in comparison with FTES in 2012-2013.

### Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Paralegal courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **minimal to no difference** in comparison with the number of sections in 2012-2013.

The fill rate in Paralegal courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Paralegal courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Paralegal courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Course Success Rate:

The course success rate in Paralegal courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially higher (> 10.0%)** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Paralegal courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **slightly higher (1.0% to 4.9%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Paralegal in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a slight increase (1.0% to 4.9%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Paralegal in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **a substantial decrease (> -10.0%)** in comparison with the number of certificates awarded in 2012-2013.

**Modality:**

The program is complete face-to-face, therefore the performance data is similar to the data above.

**Demographics:**

The program is primarily made up of female students and 60% of student are over the age of 30. Compared with the college population there was a discrepancy identified in the Hispanic population.

## Implications of Change

The shift in the economy has impacted enrollment, we currently are planning to

Table 1.1 Program Review Data for Paralegal

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>856</b>	<b>794</b>	<b>722</b>
FTEs	88.8	77.0	75.1
FTEF30	2.4	2.5	2.5
WSCH/FTEF	598	503	485
Sections	28.0	29.0	28.0
Fill Rate	90.0%	78.8%	78.2%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	28	21	29
Certificates	53	55	45
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>836</b>	<b>782</b>	<b>722</b>
<b>GENDER</b>			
Female	75.5%	73.5%	77.7%
Male	22.5%	24.3%	19.4%
Unknown	2.0%	2.2%	2.9%
<b>AGE at TERM</b>			
Less than 19	1.7%	0.8%	1.1%
20 to 24	13.8%	13.9%	17.0%
25 to 29	25.4%	26.0%	19.8%
30 to 34	20.2%	17.0%	16.9%
35 to 39	7.7%	12.9%	11.5%
40 to 49	16.5%	18.9%	19.1%
50 and Older	14.8%	10.5%	14.5%
<b>RACE/ETHNICITY</b>			
African American	3.7%	5.2%	4.7%
American Indian	3.7%	2.6%	1.7%
Asian	18.9%	17.4%	15.9%
Hispanic/Latino	11.7%	12.9%	13.2%
Pacific Islander	1.4%	0.8%	1.5%
White	56.2%	57.3%	61.5%
Unknown	4.3%	3.8%	1.5%
<b>INSTRUCTIONAL MODALITY</b>			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced	2.2%	0.9%	0.8%
Telecourse			
Traditional	97.8%	99.1%	99.2%

Table 1.2 Program Review Data for Paralegal by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>836</b>	<b>782</b>	<b>722</b>
-Overall Success Rate	84.7%	84.1%	82.8%
-Overall Retention Rate	92.3%	92.5%	90.7%
<b>INSTRUCTIONAL MODALITY</b>			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced	18	7	6
Telecourse			
Traditional	818	775	716
<b><u>Success Rate</u></b>			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced	55.6%	42.9%	33.3%
Telecourse			
Traditional	85.3%	84.5%	83.2%
<b><u>Retention Rate</u></b>			
Cable			
Correspondence			
Hybrid			
Online			
Self-Paced	88.9%	85.7%	100.0%
Telecourse			
Traditional	92.4%	92.5%	90.6%

Table 1.3 Program Review Data for Paralegal by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>836</b>	<b>782</b>	<b>722</b>
-Overall Success Rate	84.7%	84.1%	82.8%
-Overall Retention Rate	92.3%	92.5%	90.7%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	631	575	561
Male	188	190	140
Unknown	17	17	21
<b><u>Success Rate</u></b>			
- Female	86.2%	87.3%	84.0%
- Male	78.7%	73.7%	79.3%
- Unknown	94.1%	94.1%	76.2%
<b><u>Retention Rate</u></b>			
- Female	93.2%	94.6%	90.9%
- Male	89.4%	85.8%	90.7%
- Unknown	94.1%	94.1%	85.7%

Table 1.4 Program Review Data for Paralegal by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>836</b>	<b>782</b>	<b>722</b>
-Overall Success Rate	84.7%	84.1%	82.8%
-Overall Retention Rate	92.3%	92.5%	90.7%

<b>AGE at TERM</b>			
Less than 19	14	6	8
20 to 24	115	109	123
25 to 29	212	203	143
30 to 34	169	133	122
35 to 39	64	101	83
40 to 49	138	148	138
50 and Older	124	82	105

<b>Success Rate</b>			
Less than 19	57.1%	33.3%	62.5%
20 to 24	73.9%	78.9%	74.8%
25 to 29	84.4%	84.7%	86.0%
30 to 34	89.3%	80.5%	84.4%
35 to 39	81.3%	88.1%	78.3%
40 to 49	87.0%	89.9%	86.2%
50 and Older	91.1%	84.1%	86.7%

<b>Retention Rate</b>			
Less than 19	85.7%	66.7%	100.0%
20 to 24	86.1%	90.8%	87.8%
25 to 29	93.9%	91.6%	88.8%
30 to 34	94.1%	90.2%	95.9%
35 to 39	89.1%	96.0%	89.2%
40 to 49	93.5%	94.6%	91.3%
50 and Older	94.4%	93.9%	90.5%



Table 1.5 Program Review Data for Paralegal by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>836</b>	<b>782</b>	<b>722</b>
-Overall Success Rate	84.7%	84.1%	82.8%
-Overall Retention Rate	92.3%	92.5%	90.7%
<b>RACE/ETHNICITY</b>			
African American	31	41	34
American Indian	31	20	12
Asian	158	136	115
Hispanic/Latino	98	101	95
Pacific Islander	12	6	11
White	470	448	444
Unknown	36	30	11
<b>Success Rate</b>	<b>31</b>	<b>41</b>	<b>34</b>
African American	67.7%	80.5%	58.8%
American Indian	77.4%	90.0%	75.0%
Asian	82.9%	79.4%	88.7%
Hispanic/Latino	78.6%	79.2%	83.2%
Pacific Islander	58.3%	100.0%	90.9%
White	88.3%	86.2%	83.1%
Unknown	91.7%	90.0%	81.8%
<b>Retention Rate</b>			
African American	87.1%	90.2%	82.4%
American Indian	93.5%	90.0%	83.3%
Asian	87.3%	90.4%	93.9%
Hispanic/Latino	93.9%	89.1%	90.5%
Pacific Islander	91.7%	100.0%	100.0%
White	93.6%	93.8%	90.8%
Unknown	97.2%	96.7%	81.8%

## Market Assessment

Table 1.6 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

BLS statistics reflect slightly higher numbers than indicate on the chart above. The growth rate for Legal Assistants and Paralegals is projected at 8%, slightly higher than the national average.

<http://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm>

California continues to maintain the highest employment level of Paralegals with over 29,000 jobs and an employment level of 1.88 per thousand. <http://www.bls.gov/oes/current/oes232011.htm#st>  
The Los Angeles area location quotient data reflects an average to above average concentration of jobs.

## Program Student Learning Outcome(s)

Table 1.7 Market Data

PSLO	LAW-C100	LAW-C105	LAW-C118	LAW-C127	LAW-C128
Analyze and communicate conclusions both orally and in writing.	91.8%	86.1%	66.7%		
Apply legal concepts to the clients' problems.	91.8%	83.3%	66.7%	87.9%	92.9%
Apply legal ethics in the paralegal field.	91.8%	86.1%	66.7%	87.9%	92.9%

PSLO data reflects that students in the Paralegal program are achieving their SLO at a higher than average rate for the college. The data also reflects that the failure to drop a student, or the student's failure to satisfactorily complete the course, has a substantially negative impact on the overall SLO data percentages.

The majority of the classes in the Paralegal program have a great than 90% satisfactory SLO completion. I believe this is indicative of the success of a structured pathway model and its impact on overall student achievement.

## Progress on Forward Strategy Initiative(s)

Table 1.8 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Increase marketing through law specific outlets	In-Progress	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. In spring 2016, a prioritized request was moved forward to PIEAC for approval, which is pending the fall 2016 budget revise.	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	In-Progress	Need funding to complete this goal. Advertising copy will need to be developed in various languages. In spring 2016, a prioritized request was moved forward to PIEAC for approval, which is pending the fall 2016 budget revise.	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	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. The courses were offered in summer 2015, fall 2015, and spring 2016.
Work with students/faculty to develop paralegal club	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	Completed and on-going	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. There were seminars for resume writing and job search were held in fall 2015 and spring 2016.
Send out direct mail post cards to law firms and legal employers in the coastal	In-progress	In spring 2016, a prioritized request was moved forward to PIEAC for approval, which	Pending approval

and central Orange County Area.		is pending the fall 2016 budget revise.	
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## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	N/A	N/A	1 Position	8 Positions	N/A	N/A
Current year 2016-2017	N/A	N/A	1 Position	10 Positions	N/A	N/A
1 year 2017-2018	N/A	N/A	1 Position	9 Positions	N/A	N/A
2 years 2018-2019	N/A	N/A	1 Position	9 Positions	N/A	N/A
3 years 2020-2021	N/A	N/A	1 Position	9 Positions	N/A	N/A

The program staffing will remain consistent for the upcoming year. Two adjuncts were hired to take courses for Program Director Stephen Barnes so he can effectively utilize his time during his Academic Senate president tenure. It is likely that one of the additional faculty will remain on staff after the end of Stephen's term as Academic Senate President. This will allow Stephen to reduce overload for the upcoming year as requested by the Vice President.

### Professional Development

The Paralegal faculty continually engages in Professional Development as part of their professional licensing requirements. The Program Coordinator also is actively involved in professional development activities. The coordinator attends the American Association for Paralegal Educators (AAfPE) regional and national conferences each year. These conferences assist in making sure the curriculum is meeting the stringent standards of the American Bar Association (ABA).

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Stephen Barnes	AAfPE Regional	
Stephen Barnes	AAfPE National	
Stephen Barnes	Coastline Summer Institute	
Stephen Barnes	26 hours of MCLE	
Bryce Letterman	Coastline Summer Institute	
Bryce Letterman	26 hours of MCLE	
Robert Crawfis	Criminal Defense Bar Conference	
Robert Crawfis	26 Hours MCLE	
David Fuller	26 Hours of MCLE	
David Fuller	Italian Lawyers Bar Conference	

## 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
- Tabs 3
- Summation
- 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. Additionally, there is an ongoing need for Trial Director Software to prepare students for litigation, trial, and other work-related functions. This may be explored through Perkins IV funding.

The Paralegal reading room is in need of a high capacity color printer/copier and supplies for student use on assignment and projects for their portfolios.



## Section 5: New Initiatives

**Initiative:** Expand program awareness and growth throughout the regional communities to help expand and sustain the program (Int. 1, 2, 6).

**Describe how the initiative supports the college mission:**

Provide educational opportunity and access to current and future students, specifically in underserved populations.

**What college goal does the initiative align with?** Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

**What College planning document(s) does the initiative align with?** Select all that apply

- Educational Master Plan
- Facilities
- Staffing
- Technology

**What evidence supports this initiative?** Select all that apply

- 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.**

ABA approval team suggests that the program diversifies its offerings through the region to expand minority representation throughout the program. The internal data trends indicate there is not a representation of the local service area.

**Recommended resource(s) needed for initiative achievement:**

Establish an ongoing budget of \$2,000 regarding outreach materials and marketing funds.

**What is the anticipated outcome of completing the initiative?**

Increased enrollment specifically in the underserved populations.

**Provide a timeline and timeframe from initiative inception to completion.**

Present priority to the Instructional Wing in fall 2016 and prioritized in spring 2017 and funded and started in summer 2017.

## Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Expand program awareness and growth throughout the regional communities to help expand and sustain the program	Ethnic Paper Advertising (\$1,500); Direct Law Firm Marketing (\$2,500)	2,500	One-time	No	Internal Research; External Research	Student Success, Completion, and Achievement; Access and Student Support; Fiscal Stewardship, Scalability, and Sustainability	2017-18