COASTLINE COLLEGE

2018-2019
Annual Program Review

Paralegal

Table of Contents

Section 1: Program Planning:

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Paralegal Enrollment	725	751	698
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Paralegal Resident FTES	75.37	73.13	70.49
Sections	28	30	31
Fill Rate	78.2%	68.0%	65.1%
WSCH/FTEF 595 Efficiency	487	438	410
FTEF/30	2.5	2.8	2.9
Extended Learning Enrollment	131	98	105

The percentage change in the number of Paralegal **enrollments** in 2016-17 showed a moderate decrease from 2015-16 and a slight decrease from 2014-15. Enrollment have decreased moderately with an 8% difference between 2015-2016 and 2016-2017. This is likely attributable to fewer students seeking re-training under the WIA and Veterans Assistance programs. There is also likely a slight impact caused by the creation of a paralegal program at Irvine Valley College. IVC's enrollment has grown to approximately 100 students since its inception in 2011. It is probable that these students would have chosen one of the three other programs in Orange County. As such, this has presumably impacted Coastline's program in the range of 10-15 students annually. Coastline's program is working to increase its outreach in the coastal area and throughout Orange County through direct mailing to local law firms making them aware of the certificate and degree availability for their employees.

The percentage change in 2016-17 **resident FTES** in Paralegal credit courses showed a slight decrease from 2015-2016 and a moderate decrease in comparison with resident FTES in 2014-15. The decrease in FTES from 2014-2015 correlates to the decrease in enrollment during the same period. This decline in FTES is likely attributable to fewer full-time students seeking re-training under the WIA and Veterans Assistance programs. There is also likely a slight impact caused by the creation of a paralegal program at Irvine Valley College. IVC's enrollment is approximately 100 students since its inception in 2011 academic year. Although some of these students are not the general demographic of Coastline Paralegal students (night time courses), it is probable that some of these students would have chosen one of the three other programs in Orange County. This has presumably impacted Coastline's program in the range of 10-15 students annually. Coastline's program is working to increase its outreach in the coastal area and throughout Orange County through direct mailing to local law firms making them aware of the certificate and degree availability for their employees. It is anticipated that as the economy remains strong these FTES will remain constant.

The percentage change in the number of **sections** in Paralegal courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase from the number of sections in 2014-15. The increase in sections is directly attributable to the addition of the Law c126 Legal Aspects of Healthcare class to the program at the request of the Extended Learning Division. In addition to being a non-legal specialty in the Paralegal program, this class is also part of the Learning 1st Bachelor degree program. This change has resulted in three additional sections per year (fall, spring, summer).

The percentage change in the **fill rate** in 2016-17 for Paralegal courses showed a slight decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15. Analysis of the course fill rates reflect two factors which appear to have affected this decrease. The number of enrollments over this same period showed a slight decrease. As discussed above, this is likely the result of improved economic conditions wherein the number of students seeking re-training has correspondingly decreased. And, the creation of a Paralegal program at Irvine Valley College has resulted in a slight reduction in enrollments. Another factor affecting the fill rate is the addition of the Law c126 Legal Aspects of Health Care in an online modality which has a capacity of forty-five (45) students rather than the traditional classroom maximum of forty (40) students. In spring 2017 Law c150 was taught as a non-legal specialty online format pursuant to curriculum changes in 2015. As a result, the number of students taking the face to face (traditional) elective courses decreased resulting in a lower fill rate for those sections. It is expected this number will stabilize as enrollments remain constant and the program evaluates the scheduling of online courses.

The percentage change in the **WSCH/FTEF** ratio in Paralegal courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15. The WSCH/FTEF decrease corresponds to the decrease in enrollments and fill rate. During the reporting period enrollments dropped slightly as did FTES and fill rates. The Paralegal program was consistent with the College in reduced efficiency over this time frame. In addition to reduced enrollments, it is believed this reduced efficiency is directly correlated to the offering of online courses for the first time in the Paralegal program. As students enroll in these online elective offerings there is a corresponding reduction in traditional course elective enrollments. The Paralegal Advisory Committee is reviewing this data to determine the best way to counteract this decreased enrollment in traditional course electives.

The percentage change in the **FTEF/30** ratio for Paralegal courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15. This FTEF/30 change corresponds to the decrease in enrollment and fill rate. This FTEF/30 ratio is expected to remain stable over the next three years, based on economic forecasts and the anticipated enrollment within the program

There was a moderate increase in the number of Paralegal **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15. The percentage change in the number of Paralegal **certificates** awarded in 2016-17 showed a substantial increase from 2015-16 and showed a slight decrease in comparison with the number of certificates awarded in 2014-15. Extended Learning enrollments has not been a typical measure for the Paralegal Program . There is only one LAW course which has been taught in the Extended Learning division during the reporting period. This decrease in enrollment is likely attributable to a decrease in Extended Learning enrollments separate from the paralegal program.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Paralegal Enrollment	725	751	698

Modality	2014-15	2015-16	2016-17
Traditional	100.0%	84.4%	85.0%
Online	0.0%	15.6%	15.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	77.7%	77.9%	80.5%
Male	19.3%	18.9%	16.2%
Unknown	3.0%	3.2%	3.3%

Ethnicity	2014-15	2015-16	2016-17
African American	3.9%	3.9%	4.2%
American Indian/AK Native	0.0%	0.5%	0.3%
Asian	12.3%	13.6%	18.8%
Hispanic	13.4%	11.9%	9.6%
Pacific Islander/HI Native	0.0%	1.1%	0.1%
White	51.6%	51.0%	48.0%
Multi-Ethnicity	18.2%	17.6%	18.8%
Other/Unknown	0.7%	0.5%	0.3%

Age Group	2014-15	2015-16	2016-17
19 or Less	1.1%	1.6%	4.4%
20 to 24	17.1%	15.7%	14.5%
25 to 29	20.0%	16.6%	23.1%
30 to 34	16.7%	19.7%	17.9%
35 to 39	11.7%	10.4%	10.9%
40 to 49	18.9%	18.9%	13.3%
50 and Older	14.5%	17.0%	15.9%

Paralegal courses made up 1.2% of all state-funded enrollment for 2016-17. The percentage difference in Paralegal course **enrollment** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. Enrollment in Paralegal during 2016-17 showed 85.0% of courses were taught **traditional (face-to-fac**e), 15.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality. The ABA has specific requirements regarding the utilization of distance education in paralegal courses. Over the past two years one online class, Legal Aspects of Health Care (Law c126), has been added as a non-legal specialty. Law c150 Corporate/Business Organizations was modified to allow online instruction in 2015. Any changes to the curriculum will need to be monitored to ensure compliance with ABA requirements and determine the impact, if any, these changes would have on the program face to face elective options.

In 2016-17, Paralegal enrollment consisted of 80.5% **female**, 16.2% **male**, and 3.3% students of **unknown** gender. In 2016-17, Paralegal enrollment consisted of 4.2% **African American** students, 0.3% **American Indian/AK Native** students, 18.8% **Asian** students, 9.6% **Hispanic** students, 0.1% **Pacific Islander/HI Native** students, 48.0% **White** students, 18.8% **multi-ethnic** students, and 0.3% students of **other** or **unknown**

ethnicity. The age breakdown for 2016-17 enrollments in Paralegal revealed 4.4% aged **19 or less**, 14.5% aged **20 to 24**, 23.1% aged **25 to 29**, 17.9% aged **30 to 34**, 10.9% aged **35 to 39**, 13.3% aged **40 to 49**, and 15.9% aged **50 and older**. There are a relatively low number (1%) of students less than 19 years old enrolled in the Paralegal program. Students less than 19 years old may not be as aware of the paralegal field as their older counterparts. Typically a paralegal student learns about the Paralegal profession through their employment in a law office. They then decide to invesitigate further and ulimately enroll in a Paralegal program. Since most students less than 19 years old are generally not working in the legal field yet, their knowledge and thus enrllment in the program is lower than other age groups.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Paralegal Degrees	31	23	32
College Awarded Certificates	748	644	602
Paralegal Certificates	46	39	44

The percentage change in the number of Paralegal **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a slight increase from the number of degrees awarded in 2014-15. The paralegal program has consistently been one of the top degree and certificate producers for the College. The Paralegal program is a destination for students seeking the certificate and/or degree. There are very few, if any, students who are simply taking courses to fulfill requirements at another institution.

The state Chancellor's data reflects that Coastline's Paralegal program is one of the top degree/certificate producers of all Paralegal programs. With the new funding formula utilizing degrees and certificates conferred as one measure, the Paralegal Program is a strong contributor to these numbers for Coastline.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Paralegal Success Rate	82.8%	82.7%	81.2%

Modality	2014-15	2015-16	2016-17
Traditional	82.8%	84.9%	83.6%
Online	-	70.9%	67.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	84.0%	84.5%	82.0%
Male	79.3%	74.5%	77.9%
Unknown	76.2%	87.5%	78.3%

Ethnicity	2014-15	2015-16	2016-17
African American	60.7%	61.5%	65.5%
American Indian/AK Native	-	100.0%	100.0%
Asian	84.3%	81.4%	80.9%
Hispanic	83.3%	75.3%	77.6%
Pacific Islander/HI Native	-	100.0%	100.0%
White	84.2%	85.8%	87.4%
Multi-Ethnicity	81.8%	81.8%	70.2%
Other/Unknown	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	62.5%	75.0%	90.3%
20 to 24	74.8%	81.0%	81.0%
25 to 29	85.5%	82.4%	75.2%
30 to 34	85.1%	79.7%	80.8%
35 to 39	78.6%	77.9%	85.5%
40 to 49	86.1%	87.2%	83.9%
50 and Older	86.7%	86.6%	82.9%

The percentage difference in the **course success rate** in Paralegal courses in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Paralegal 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Paralegal **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Paralegal success rate for 2016-17, the success rate was slightly higher for **traditional (face-to-face)** Paralegal courses, substantially lower for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Paralegal success rate for 2016-17, the success rate was minimally different for **female** students in Paralegal courses, slightly lower for **male** students, and slightly lower for students of **unknown** gender. Looking at the average success rates by gender for 2014-2017 there was not a disproportionate impact in Law course success rates for *female students*; however, there is possibly slight disproportional impact in Law course success rates for *male students;* this analysis is subject to students whose gender is identified as unknown during this period. This slight disproportional impact may also be directly attributable to the substantially lower number of males (24%) in the Paralegal program compared to females (76%).   If one male student is not successful in the program this will reduce the success rate by a greater percentage than one female not succeeding in the program.

When comparing the percentage point difference between ethnicity groups to the overall Paralegal success rate for 2016-17, the success rate was substantially lower for **African American** students in Paralegal courses, substantially higher for **American Indian/AK Native** students, minimally different for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity. The success data indicates a disproportionate impact in Law course success rates for *African American* students over the reporting period. Success rates for *African American* students have fluctuated from a low of 60.7 to a high of 65.5%. Although the data shows an upward trend, a review of specific course success rates need to be evaluated to determine possible causes for this disproportionate impact. This equity gap further needs to be evaluated for specific strategies to improve outcomes. This will include discussion among faculty, the Paralegal Advisory Committee, EOPS, and Student Success.

In the 2015-2016 and 2016-2017 academic years there was a moderate decrease (less than 10%) in the success rates of *Hispanic* students. This decrease in success rates has resulted in a disproportionate impact

on this population of students. The data needs to be further evaluated as to specific courses where success rates were impacted. Strategies for intervention need to be evaluated and discussed with the pertinent groups including faculty, the Advisory Committee, EOPS, and Student Success.

When comparing the percentage point difference between age groups to the overall Paralegal success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Paralegal courses, minimally different for students aged **20 to 24**, moderately lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly higher for students aged **50 and older**. As discussed above in relation to the success rates for male students, there are a relatively low number (1%) of students less than 19 years old enrolled in the Paralegal program. If one student less than 19 years old does not succeed this will reduce the overall success rate by a substantially higher percentage than other age groups. In addition, students under 19 years old may not yet have the college level course experience to be successful in a program with a rigorous upper level curriculum.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Paralegal Retention Rate	90.7%	89.4%	90.7%

Modality	2014-15	2015-16	2016-17
Traditional	90.7%	90.6%	91.0%
Online	-	82.9%	88.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	90.9%	89.7%	91.4%
Male	90.7%	87.2%	89.4%
Unknown	85.7%	95.8%	78.3%

Ethnicity	2014-15	2015-16	2016-17
African American	85.7%	84.6%	100.0%
American Indian/AK Native	-	100.0%	100.0%
Asian	91.0%	87.3%	88.5%
Hispanic	90.6%	80.9%	92.5%
Pacific Islander/HI Native	-	100.0%	100.0%
White	90.1%	90.0%	92.8%
Multi-Ethnicity	93.2%	94.7%	84.0%
Other/Unknown	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	100.0%	100.0%	93.5%
20 to 24	87.8%	85.3%	90.0%
25 to 29	88.3%	90.4%	90.1%
30 to 34	96.7%	91.2%	92.8%
35 to 39	89.3%	83.1%	89.5%
40 to 49	91.2%	90.8%	93.5%
50 and Older	90.5%	91.3%	87.4%

The percentage difference in the **retention rate** in Paralegal courses in 2016-17 showed a slight increase from 2015-16 and minimal difference from 2014-15. When comparing the percentage point difference in the Paralegal 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Paralegal **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Paralegal retention rate for 2016-17, the retention rate was minimally different for **traditional (face-to-face)** Paralegal courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Paralegal retention rate for 2016-17, the retention rate was minimally different for **female** students in Paralegal courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Paralegal retention rate for 2016-17, the retention rate was moderately higher for **African American** students in Paralegal courses, moderately higher for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly higher for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and moderately higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Paralegal retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Paralegal courses, minimally different for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region ⓘ	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
Requires an Associate Degree				
Paralegals and Legal Assistants (232011)	3,632	3,318	313	⬆
Requires a Postsecondary Non-Degree Award				
Court Reporters (232091)	288	292	-5	⬇
On-The-Job Training, No College Required				
Legal Secretaries (436012)	3,547	3,390	156	⬆
Legal Support Workers, All Other (232099)	321	312	9	⬆
Title Examiners, Abstractors, and Searchers (232093)	905	894	11	⬆

Projected Regional Job Openings ⓘ	Projected 5 Year Openings (2015-2020)	Projected Average Annual Openings (2015-2020)
Requires an Associate Degree		
Paralegals and Legal Assistants (232011)	756	151
Requires a Postsecondary Non-Degree Award		
Court Reporters (232091)	30	6
On-The-Job Training, No College Required		
Legal Secretaries (436012)	280	56
Legal Support Workers, All Other (232099)	50	10
Title Examiners, Abstractors, and Searchers (232093)	111	22

Median Regional Annual Salary ⓘ	Entry Level Salary	Median Salary
Requires an Associate Degree		
Paralegals and Legal Assistants (232011)	$26,562	$49,254
Requires a Postsecondary Non-Degree Award		
Court Reporters (232091)	$47,986	$55,806
On-The-Job Training, No College Required		
Legal Secretaries (436012)	$25,917	$46,217
Legal Support Workers, All Other (232099)	$41,912	$58,406
Title Examiners, Abstractors, and Searchers (232093)	$40,477	$56,492

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Paralegals are a distinct group from both legal secretaries and legal support staff. Paralegals generally perform substantive legal work under the direction of an attorney. Legal secretaries and support staff are generally tasked with performing clerical and/or ministerial duties as assigned. A Paralegal generally is placed in the hierarchy between a secretary and the attorney. To utilize the title "Paralegal" or "Legal

Assistant" specific education is required pursuant to California Business and Professions Code Section 6450. No such education or training is required for legal secretary or support staff positions.

In addition to working in tradition law firms, Paralegals are employed in government agencies, corporate settings, nonprofit organizations, and as freelance independent contractors working directly with attorneys and not the public.

The Coastline Paralegal Program Advisory Committee meets twice a year. As part of these meetings the Advisory Committee discusses market trends and job market analysis. Over the past three years the employment opportunities for Paralegals in Orange County and surrounding metropolitan areas has increased. Pursuant to ABA requirements the Advisory Committee includes Paralegals from various legal industry groups. These Advisory Committee members bring a knowledge of the market for their specific area. The Advisory Committee regularly discusses employability of graduates and the need for changes to the program curriculum as appropriate.

The Advisory Committee has suggested continued use of focus groups as discussed above to ensure relevancy of the curriculum. A focus group was held in August 2016 and the results of that focus group have been shared with the Advisory Committee, faculty, and students. The focus group results validated that the program is teaching the appropriate skills for students to be successful when they enter the work force. The results also highlighted the need for "soft skill" training to ensure students are aware of how their ability to work well with others in an office might impact their employability.

The Committee has also recommended evaluation of online course impact on current face to face classes. This evaluation will help determine if the online courses are creating a lower fill rate and efficiency for the face to face electives.

The Advisory Committee has suggested continued cooperation with local organizations that allow students to gain volunteer and paid experience in the legal industry. These organizations include the Legal Aid Society of Orange County, Orange County District Attorney's Office, Veteran's Legal Institute, and Public Law Center.

The Advisory Committee supports the continued Certified Paralegal exam preparation. The Committee has suggested this possibly be added as a 1-unit summer course or possibly non-credit course.

The Advisory Committee suggests that marketing to local legal industry employers will help not only increase the awareness of the program in the Coastal Orange County area but also provide these employers a place where they can advertise potential job openings for current students or graduates.

The Advisory committee indicates a stronger than average outlook for paralegal positions in the local area. Anecdotal data shows the number of job opportunities increasing based on job postings submitted to the program by local employers. This trend is likely to continue as the economy remains strong. There are fewer opportunities for entry level attorneys which is likely the result of more firms utilizing the services of paralegals which can reduce costs but not affect productivity.

Student (SLOs) and Program Student Learning Outcome (PSLOs)

Table 2016-2017 Paralegal Program Student Learning Outcomes (PSLOs)

Paralegal PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Analyze and communicate conclusions both orally and in writing.	11	45.5%	45.5%	9.1%	0.0%
Apply legal concepts to the clients' problems.	11	45.5%	54.6%	0.0%	0.0%
Apply legal ethics in the paralegal field.	11	72.7%	27.3%	0.0%	0.0%

The 2016-2017 post-graduate survey found that the majority of graduates of the Paralegal Program were able and confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence to apply legal ethics in the paralegal field was highest. In contrast, graduates indicated having a lower ability and confidence in analyzing and communicating conclusions both orally and in writing.
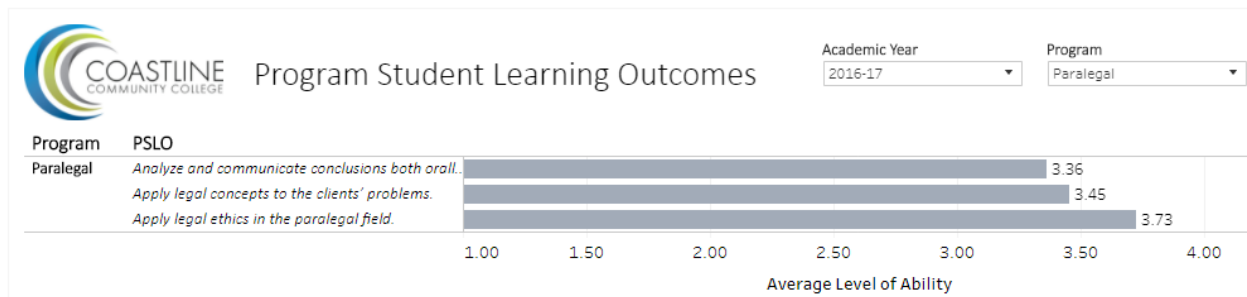
Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Date Reviewed	Status
NA		
NA		
NA		

There were no new course adoptions over the past year. The current Paralegal Studies AA degree and Certificate of Achievement have not changed and remained the same over the past year. There were no degrees or certificates discontinued in the past year.

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
The creation of 2 or 3 multi-use spaces in the student lounge area to be utilized by students for studying. This multi- use space will also be utilized by the Paralegal program Legal Clinic on a weekly basis during the Thursday evening class time.	Completed	The room has been built and is in the final stages of completion	The Legal Clinic practicum (Law C390) can now be held at Newport Beach along with the other paralegal program classes. This is a required class for graduation and was traditionally held at the FV College center

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Explore the new fields of study and short-term certificates.	In Progress	The program coordinator is researching potential opportunities in new fields of study and short-term certificates
Identify the demand of the program at different locations.	Planning	A survey of students will be conducted to determine the demand for paralegal program at different locations.
Engage faculty to integrate course materials in Canvas.	In Progress	The program coordinator is working with faculty to encourage and provide training for them to utilize Canvas
Expand local partnerships and clinic sponsorships to raise money for scholarships.	Planning	The advisory committee is discussing ways to increase scholarship opportunities through local partnerships with the legal community

Program Planning and Communication Strategies

The Paralegal program faculty attend in person meetings three times per year. The program holds an annual faculty meeting during the summer. During this meeting faculty are provided student survey results, and evaluation summary is discussed, curriculum is reviewed as needed, schedules are discussed, technology needs are reviewed, closing the SLO loop is discussed, marketing strategies are evaluated, and facility needs are analyzed.

Faculty who are teaching during the semester also attend the discipline meetings scheduled in conjunction with the All College Meeting. During these discipline break outs the All College Meeting topic is summarized, available SLO data is reviewed and discussed, paralegal specific articles on teaching are provided and discussed, and any faculty needs or concerns are presented.

Throughout the course of the semester the program will send emails with informational updates, respond to inquiries from faculty, and speak with faculty on the phone as needed.

Implications of Change

The Paralegal program performance trends have remained steady the past three years. As the economy strengthened between 2012 and 2017 there were fewer people out of work or looking to make a career transition. There were also fewer individuals seeking retraining through WIA and Veterans assistance programs.

The program will continue its annual faculty meeting to maintain programmatic excellence. The program will continue its review of online course offerings as appropriate. The program will encourage PT faculty to attend teaching pedagogy conferences on a regular basis to increase student success, retention, and persistence. The program will continue its SLO evaluation and work to have all faculty trained on the use of the SLO tool in Canvas.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean of CTE		Program Coordinator (1)	PT Faculty (10)		NA
Current year 2018-19	Dean of CE		Program Coordinator (1)	PT Faculty (10)		NA
1 year 2019-20	Dean of CE		Program Coordinator (1)	PT Faculty (10)		NA
2 years 2020-21	Dean of CE		Program Coordinator (1)	PT Faculty (10)		NA
3 years 2021-22	Dean of CE		Program Coordinator (1)	PT Faculty (10)		Na

Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Stephen Barnes	AAFPE Regional Conference	Instructional technique and pedagogical methods for Paralegal programs
Stephen Barnes	AAFPE National Conference	
Stephen Barnes	Continuing Legal Education	Required by State Bar to stay current
All PT faculty except Margaret Lovig	Continuing Legal Education	Required by State Bar to stay current
Margaret Lovig	All College Workshops	Instructional and pedagogical methods

Section 3: Facilities Planning

Facility Assessment

The program coordinator currently has a shared office at the Newport Center. This office is sufficient to comply with ABA guidelines regarding office space for the program.

A major component of the Paralegal Program is the Legal Clinic practicum. This required course provides students the practical experience in interviewing and working with potential clients. This clinic also provides a substantial service to the college community.

The build out of three small offices at Newport Beach in the student lounge is currently sufficient for the Legal Clinic practicum class. As of the writing of this report the offices are in the final stage and near completion. It is anticipated this space will be utilized by students during the day for study sessions and then for the clinic on the nights the Practicum class meets. The utilization of the space will be monitored to evaluate its use and functionality.

Section 4: Technology Planning

Technology Assessment

The Paralegal Program had 2 computers and a printer located in the Legal Clinic when it was transferred to the Public Safety Department. These items were purchased with VTEA funds. They are currently being utilized by the Public Safety Officers. The program will need 2 computers and a printer for use in the Legal Clinic upon completion of the Newport Beach Center space.

The Paralegal Program has utilized Perkins Funding as well as negotiation directly with vendors to obtain the following software:
- Abacus Law
- The Form Tool
- Concordance
- Dissomaster
- Interview Stream

The license for Abacus Law has expired and requires renewal. The cost of the renewal cannot be paid from Perkins funds based on limitations placed on such acquisitions. The cost of the renewal is included in the Wing Planning prioritization funding requests.

In many of the paralegal courses there are Court legal forms that are utilized as part of the instruction. There is a company that has compiled these forms into a fillable database. These forms would be extremely useful for students in the Paralegal program. This is something they would be likely to use in a law office setting. There is currently pricing available for a subscription. That information will follow as soon as it is available.

Section 5: New Initiatives

Initiative 1: Software license renewal.

Describe how the initiative supports the college mission:
This initiative supports the college mission through student success and achievement. The initiative supports attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

What college goal does the initiative support?   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 Educational Master Plan objective does the initiative support? Select all that apply
▇ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
▌Strengthen post-Coastline outcomes (e.g., transfer, job placement).
▌Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

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.
The Law Office computing course teaches practical skills for Legal programs utilized in the law office. Abacus is a database case management system used by many law firms. Focus groups indicate that the ability to use this software in an office setting is extremely valuable for employability.

Recommended resource(s) needed for initiative achievement:
Negotiate the cost of the renewal based on an educational license.

What is the anticipated outcome of completing the initiative?
Students will have access to Abacus as part of the Law Office computing practicum class. They will also be able to gain valuable practical skills in a software program widely used in law firms.

Provide a timeline and timeframe from initiative inception to completion.
I would like to have the license renewed no later than spring 2019.

Initiative 2: 2 networked computers and a wireless printer.

Describe how the initiative supports the college mission:
This initiative supports the college mission through student success and achievement. The initiative supports attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

What college goal does the initiative support?   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 Educational Master Plan objective does the initiative support? Select all that apply
■ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
■ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
■ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

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.
The Legal Clinic practicum is a major component of the Paralegal program. This is a required course.
The computers and printer are needed for students to effectively participate in the practicum including creating forms and conducting legal research.

Recommended resource(s) needed for initiative achievement:
The computers would need to be set up on the network and wireless printer installed.

What is the anticipated outcome of completing the initiative?
Students will have access to Westlaw for legal research as part of the practicum class. They will also be able to complete and print any necessary forms required for the Legal Clinic.

Provide a timeline and timeframe from initiative inception to completion.
I would like to have these acquired and installed no later than spring 2019.

Initiative 3: Forms Database Subscription-Law Yaw.

Describe how the initiative supports the college mission:
This initiative supports the college mission through student success and achievement. The initiative supports attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

What college goal does the initiative support? 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 Educational Master Plan objective does the initiative support? Select all that apply
■ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
■ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
■ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

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.
In many of the paralegal courses practical skills are taught utilizing Court legal forms. Law Yaw is a database forms system used by many law firms. Focus groups indicate that the ability to use these forms in an office setting is extremely valuable for employability.

Recommended resource(s) needed for initiative achievement:
Negotiate the cost of the forms database subscription.

What is the anticipated outcome of completing the initiative?
Students will have access to Law Yaw as part of the Paralegal curriculum. They will also be able to gain valuable practical skills in a database widely used in law firms.

Provide a timeline and timeframe from initiative inception to completion.
I would like to have the license renewed no later than spring 2019.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Install two networked Computers and wireless printer	Technology department to connect to network and install	2,500	One-Time	No	Internal research, External Research SLO	Student Success Completion Achievement	2019-20	1
Continue with the Abacus Law sustem	Technology department to install updated renewal license	1,250	Ongoing	No	Internal research, External Research SLO	Student Success Completion Achievement	2019-20	2
Implement Law Yaw Forms	Purchase subscription for Law Yaw form database	TBD	Ongoing	No	Internal research, External Research SLO	Student Success Completion Achievement	2019-20	3

Prioritization Glossary

Initiative: Provide a short description of the plan
Resource(s):   Describe the resource(s) needed to support the completion of the
initiative
Est. Cost: Estimated financial cost of the resource(s)
Funding Type: Specify if the resource request is one-time or ongoing
Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)
Evidence: Specify what data type(s) supported the initiative (Internal research,
external research, or learning outcomes)
College Goal: Specify what College goal the initiative aligns with
To be completed by: Specify year of anticipated completion
Priority: Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.