



**2019-2020**  
**Annual Program Review**

Paralegal

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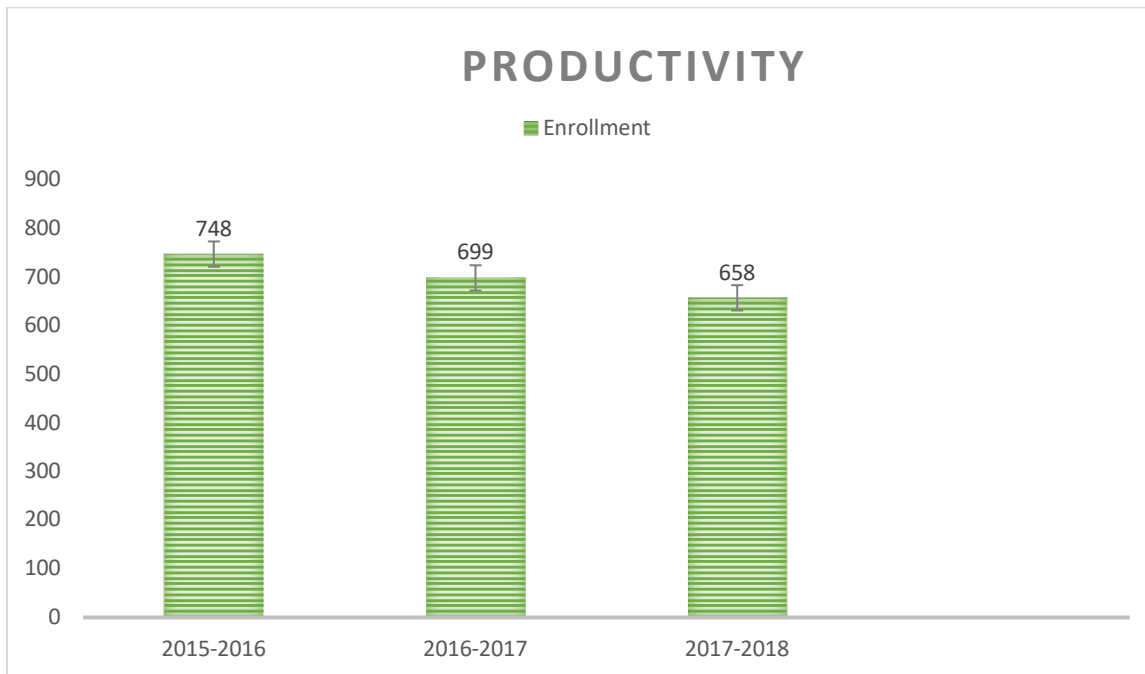
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# Section 1: Program Planning:

## Internal Analysis: Paralegal

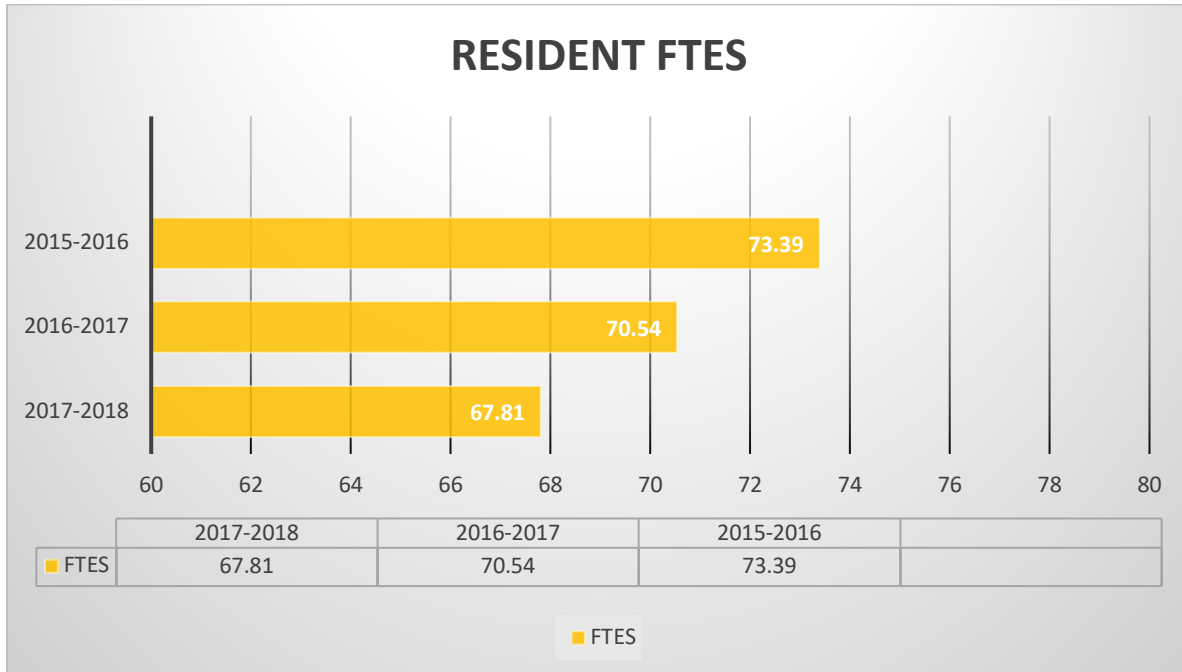
Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Paralegal Enrollment	748	699	658
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Paralegal Resident FTES	73.39	70.54	67.81
Sections	30	30	29
Fill Rate	68.0%	65.6%	64.4%
WSCH/FTEF 595 Efficiency	562	458	404
FTEF/30	1.1	1.8	2.0
Extended Learning Enrollment	98	103	60

The percentage change in the number of Paralegal **enrollments** in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16.



This enrollment trend can likely be attributed to economic conditions and the development of a paralegal program at Irvine Valley College. As the economy remains strong fewer students need training to transition careers. During times of economic instability enrollment generally increases to fill the needs of workers seeking employment in the legal field. In 2012 Irvine Valley College was approved by the regional consortium for a new paralegal program. Over the past five years that program has been working to obtain ABA approval which was recently granted in February 2019. It is likely that a percentage of students who are now attending Irvine Valley would have chosen to attend Coastline’s paralegal program.

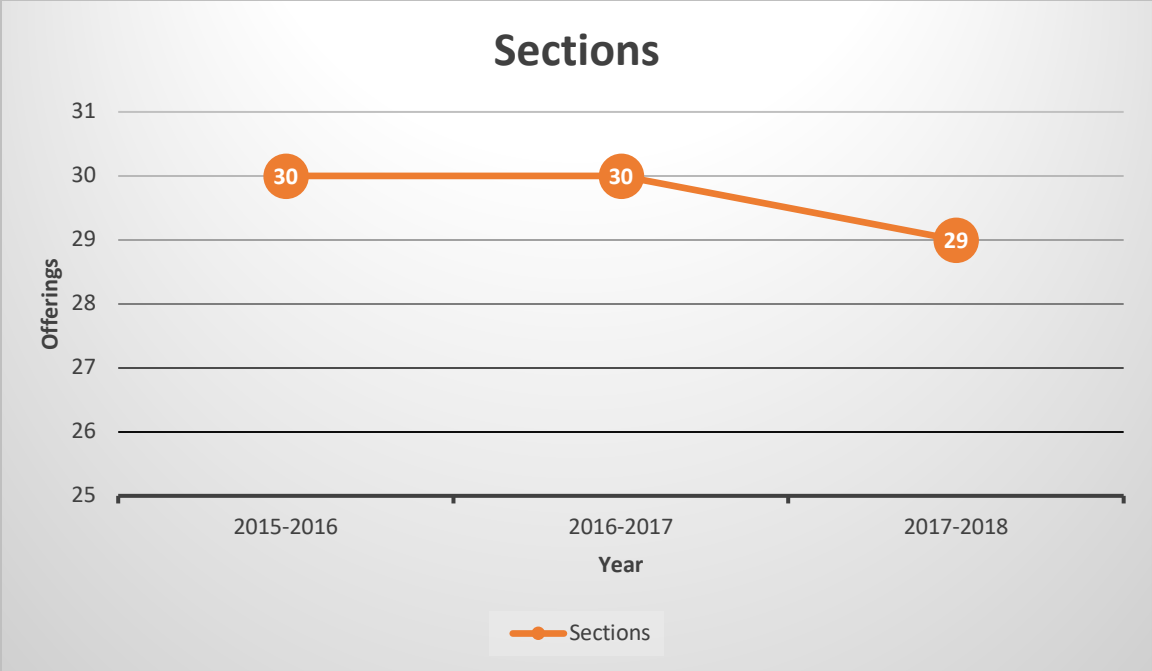
The percentage change in 2017-18 **resident FTES** in Paralegal credit courses showed a slight decrease from 2016-17 and a moderate decrease in comparison with resident FTES in 2015-16.



This FTES trend can likely be attributed to decreasing enrollment as discussed above. As the economy remains strong fewer students need training to transition careers. During times of economic instability enrollment generally increases to fill the needs of workers seeking employment in the legal field. In 2012 Irvine Valley College was approved by the regional consortium for a new paralegal program. Over the past five years that program has been working to obtain ABA approval which was recently granted in February 2019. It is likely that a percentage of students who are now attending Irvine Valley would have chosen to attend Coastline’s paralegal program.

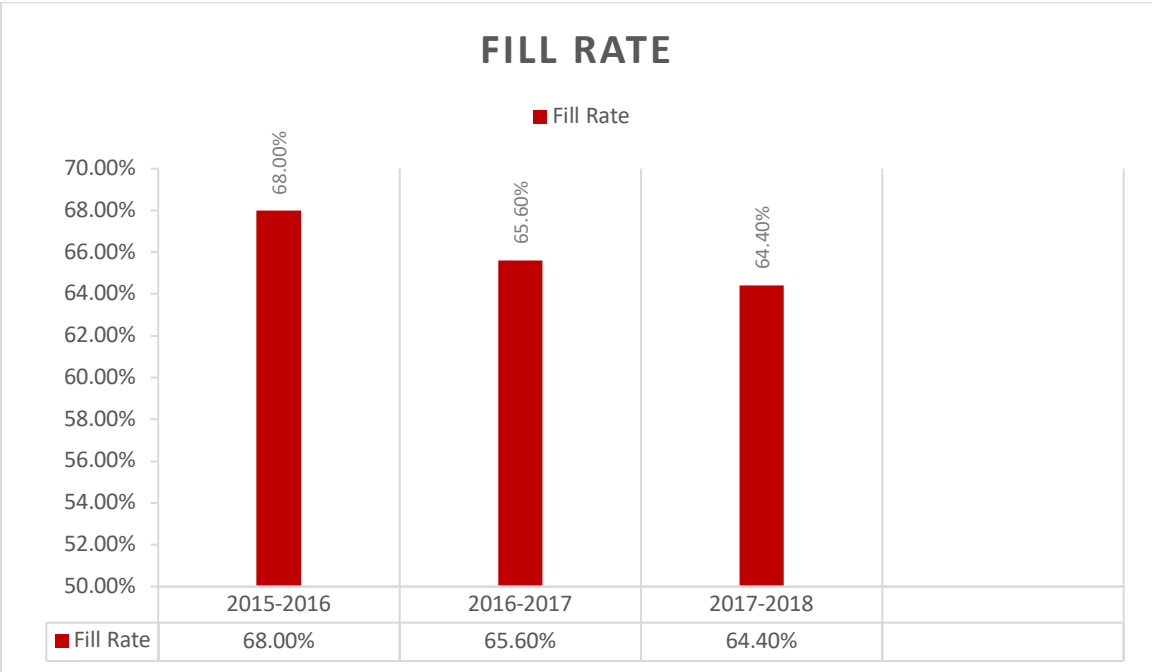
Although the enrollment trend showed a moderate decrease from 2016-2017 and substantial decrease from 2015-2016 the FTES shows only a slight and moderate decrease in FTES respectively. The paralegal program coordinator has tried to work with students to take an additional class whenever possible, thereby increasing the number of units each student is completing which has a positive impact on the FTES considering the declining enrollment.

The percentage change in the number of **sections** in Paralegal courses in 2017-18 showed a slight decrease from 2016-17 and a slight decrease from the number of sections in 2015-16.



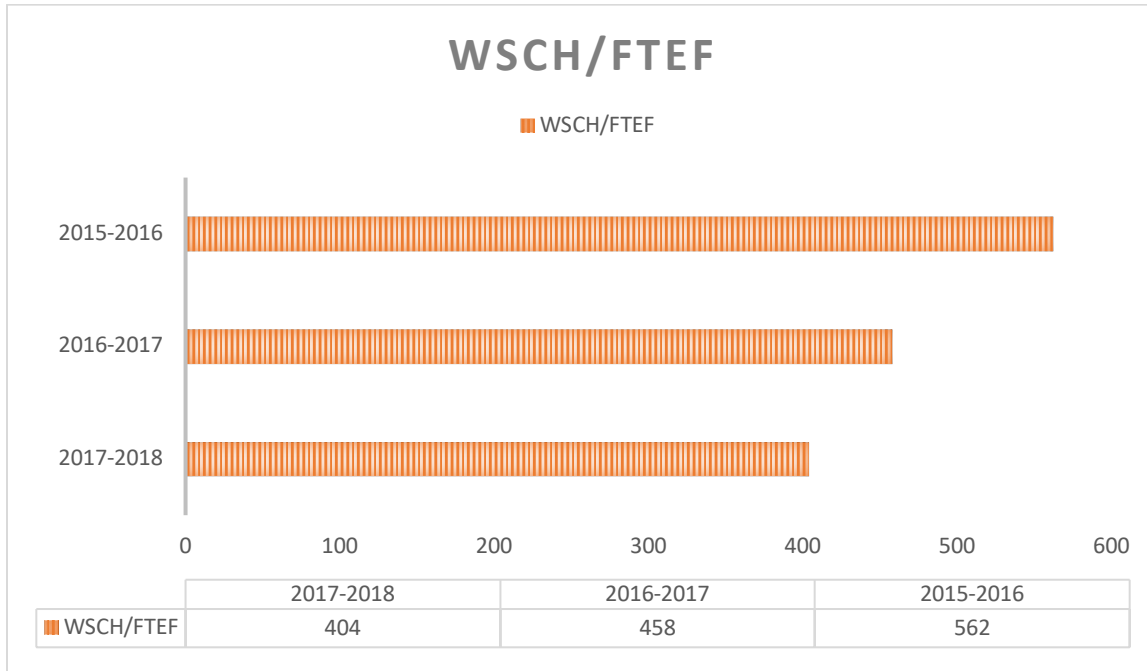
Course sections have remained steady for the past three years. The paralegal program has a specific sequencing with all required classes being offered each semester and electives being rotated and offered during summer only. This sequencing allows students to complete the certificate within one year which is very important for job promotion and salary increase.

The percentage change in the **fill rate** in 2017-18 for Paralegal courses showed a slight decrease from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.



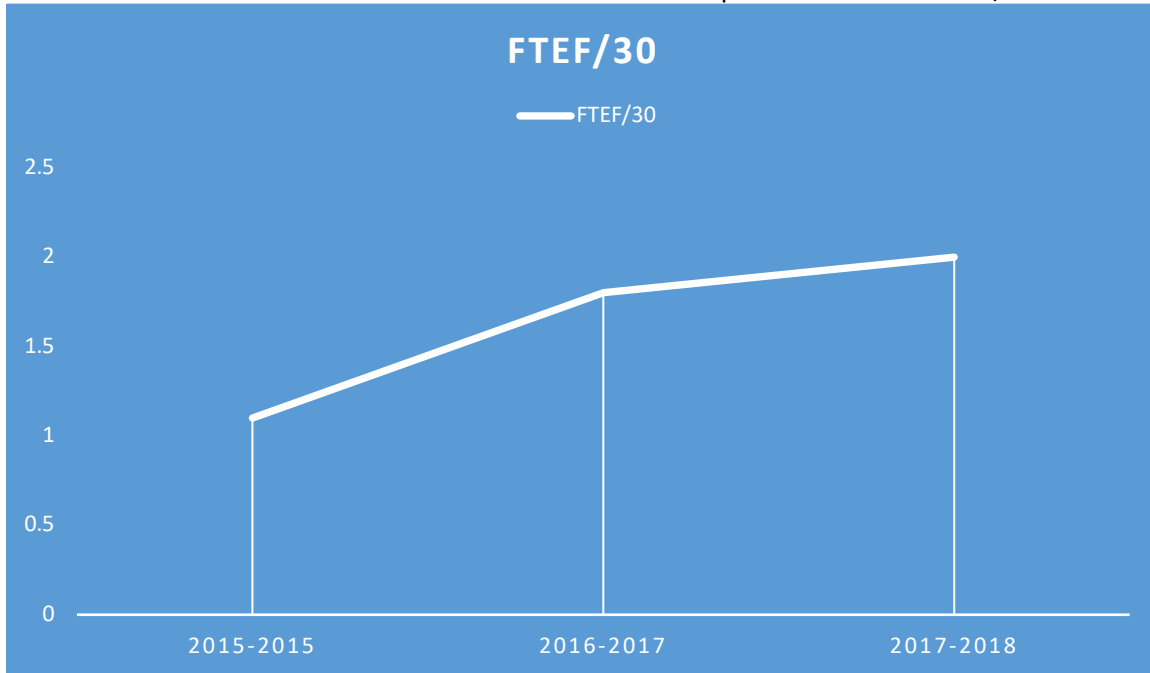
The fill rate has remained consistent with slight decrease likely attributed to a decrease in enrollment. The fill rate is being reviewed along with evaluation of the scheduling to ensure courses are available at the appropriate days and times.

The percentage change in the **WSCH/FTEF** ratio in Paralegal courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.



It is believed the WSCH/FTEF decrease is directly correlated to the decrease in enrollment. The program coordinator is evaluating other factors such as sections, fill rate, etc. which may be contributing factors. Scheduling is also being reviewed to ensure efficiency.

The percentage change in the **FTEF/30** ratio for Paralegal courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.



Just as the WSCH/FTEF has decreased the corresponding FTEF/30 has increased. This is attributed to decreased enrollment for the reporting period. As discussed above the program coordinator is evaluating Sections, fill rate, and scheduling to determine what changes if any can be made to increase overall efficiency of the program.

There was a substantial decrease in the number of Paralegal **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

The Paralegal program only has one course which is part of the Learning First program. The Learning First program has requested this course be offered every semester. The number of Paralegal students taking the course is decreasing as the course is offered every semester. This was done as the result of a scheduling request of Learning First and will be evaluated along with the ELD director for efficiency.

<b>Comparison of Enrollment Trends</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Paralegal Enrollment	748	699	658

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	84.4%	85.0%	86.5%
Online	15.6%	15.0%	13.5%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	77.9%	80.4%	77.7%
Male	18.9%	16.3%	20.4%
Unknown	3.2%	3.3%	2.0%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	3.7%	4.1%	6.1%
American Indian/AK Native	0.5%	0.3%	0.5%
Asian	13.6%	18.9%	16.6%
Hispanic	11.9%	9.6%	15.3%
Pacific Islander/HI Native	1.1%	0.1%	0.0%
White	50.9%	47.9%	41.5%
Multi-Ethnicity	17.6%	18.7%	19.5%
Other/Unknown	0.5%	0.3%	0.6%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	1.6%	4.4%	2.1%
20 to 24	15.8%	14.4%	18.1%
25 to 29	16.7%	23.0%	22.2%
30 to 34	19.8%	17.9%	17.0%
35 to 39	10.3%	10.9%	10.2%
40 to 49	18.9%	13.4%	13.4%
50 and Older	17.0%	15.9%	17.0%

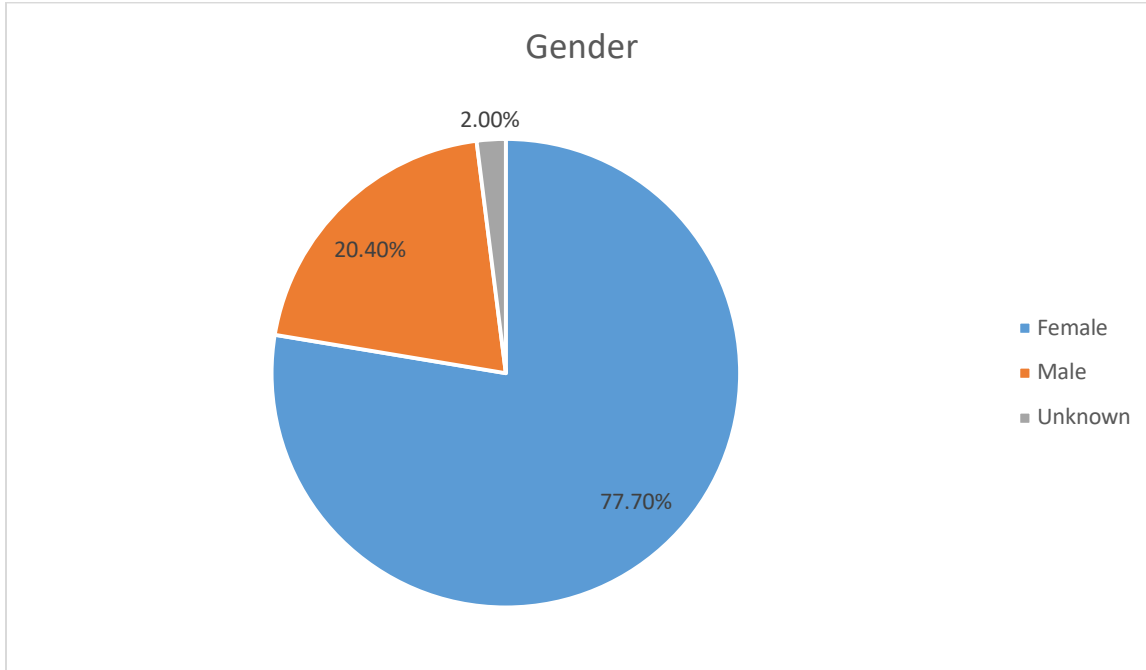
Paralegal courses made up 1.1% of all state-funded enrollment for 2017-18. The percentage difference in Paralegal course **enrollment** in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Paralegal during 2017-18 showed 86.5% of courses were taught **traditional (face-to-face)**, 13.5% 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 Paralegal program has increased its online offerings as the ABA has begun to reevaluate its guidelines. However, there are still limitations on online courses which must be adhered to according to the ABA rules. As allowed an appropriate for the program based on the Advisory Committee recommendations the number of online course offerings will be evaluated for potential increase.

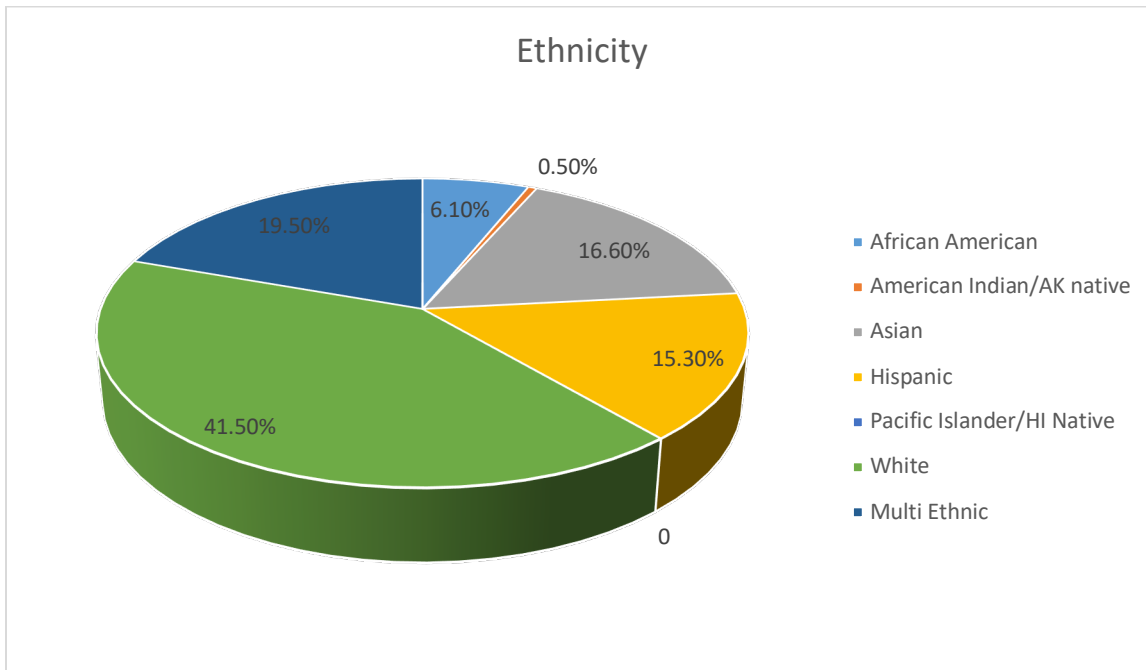
In 2017-18, Paralegal enrollment consisted of 77.7% **female**, 20.4% **male**, and 2.0% students of **unknown** gender. In 2017-18, Paralegal enrollment consisted of 6.1% **African American** students, 0.5% **American Indian/AK Native** students, 16.6% **Asian** students, 15.3% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 41.5% **White** students, 19.5% **multi-ethnic** students, and 0.6% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Paralegal revealed 2.1% aged **19 or less**, 18.1%



aged **20 to 24**, 22.2% aged **25 to 29**, 17.0% aged **30 to 34**, 10.2% aged **35 to 39**, 13.4% aged **40 to 49**, and 17.0% aged **50 and older**.

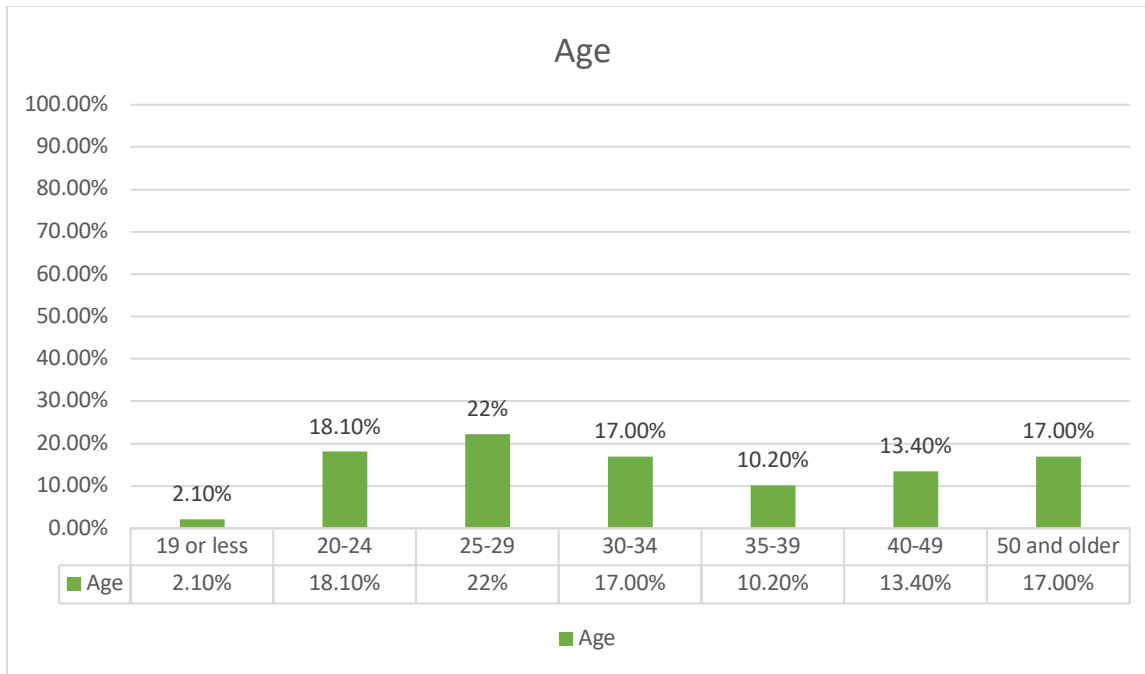


The gender of students in the program has remained consistent. Surveys will be undertaken to determine why the male population in the paralegal profession is substantially lower than females. Anecdotally, it appears that males may either not have knowledge of the area or believe it is closely related to a legal secretary, which is inaccurate, and therefore have a limited interest in pursuing this course of study.



The ethnic breakdown of the Paralegal Program has remained consistent. Previously through the Vice President of Student Services efforts were undertaken to market the program to ethnic communities. The

data is not detailed enough to determine whether there was an ncrease in participation from these communities directly related to this outreach effort. A detailed review of this data is necessary. Increased outreach and exposure in the African American, Asian, Hispanic, and Pacific islander communities is needed. The program coordinator will work with the Advisory Committee to identify possible outreach for these communities.

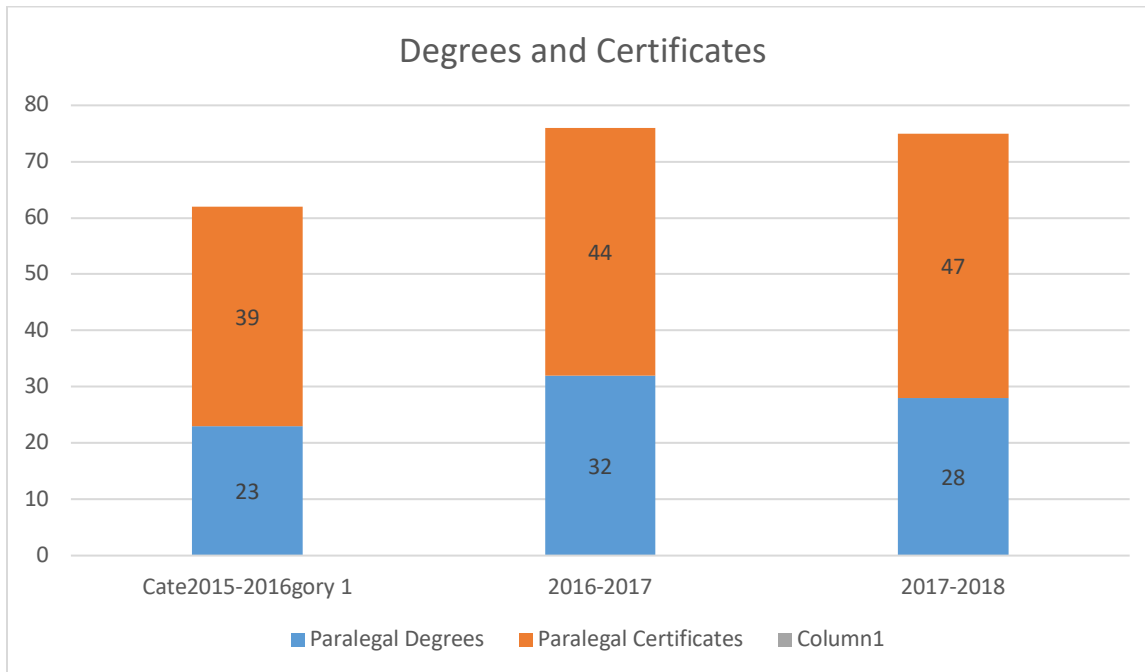


The data concerning student age is reflective of the program requirements. To obtain a certificate in paralegal studies an AA degree or above is required. The majority of students entering the program have attained a Bachelor’s degree. Very few students if any come right of high school to enroll in the paralegal program. Those that do not have an AA degree have likely been working for several years before retruning the complete their degree and certificate concurrently.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Paralegal Degrees	23	32	28
College Awarded Certificates	600	602	628
Paralegal Certificates	39	44	47

The percentage change in the number of Paralegal **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial increase from the number of degrees awarded in 2015-16.

The percentage change in the number of Paralegal **certificates** awarded in 2017-18 showed a moderate increase from 2016-17 and showed a substantial increase in comparison with the number of certificates awarded in 2015-16.



The Coastline paralegal program has consistently been in the top three colleges in California, when compared to other paralegal programs, for awarding paralegal degrees and certificates. This figure has been just over 10% of the college degrees and certificates for each of the past three years. The overall combination of degrees and certificates has remained consistent with 77 in 2016-2017 and 75 in 2017-2018.

## Success and Retention

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Paralegal Success Rate	82.7%	81.2%	83.0%

Modality	2015-16	2016-17	2017-18
Traditional	84.9%	83.6%	85.6%

Online	70.9%	67.6%	66.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

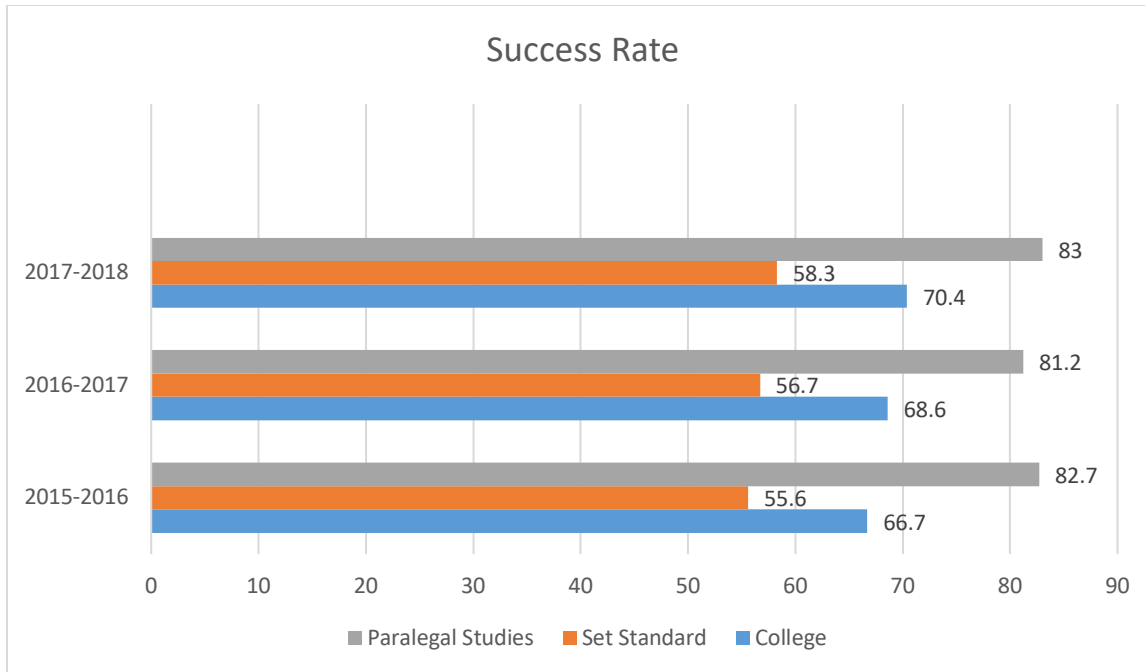
Gender	2015-16	2016-17	2017-18
Female	84.5%	82.0%	81.6%
Male	74.5%	77.9%	86.6%
Unknown	87.5%	78.3%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	61.5%	65.5%	72.5%
American Indian/AK Native	100.0%	100.0%	100.0%
Asian	81.4%	80.9%	77.1%
Hispanic	75.3%	77.6%	83.2%
Pacific Islander/HI Native	100.0%	100.0%	-
White	85.8%	87.4%	86.1%
Multi-Ethnicity	81.8%	70.2%	85.2%
Other/Unknown	100.0%	100.0%	50.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	75.0%	90.3%	64.3%
20 to 24	81.0%	81.0%	79.8%
25 to 29	82.4%	75.2%	83.6%
30 to 34	79.7%	80.8%	85.7%
35 to 39	77.9%	85.5%	80.6%
40 to 49	87.2%	83.9%	80.7%
50 and Older	86.6%	82.9%	88.4%

The percentage difference in the **course success rate** in Paralegal courses in 2017-18 showed a minimal difference from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Paralegal 2017-18 course success rate to the College's overall success average\* (70.4%) and the institution-set standard\* (58.3%) for credit course success, the Paralegal **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

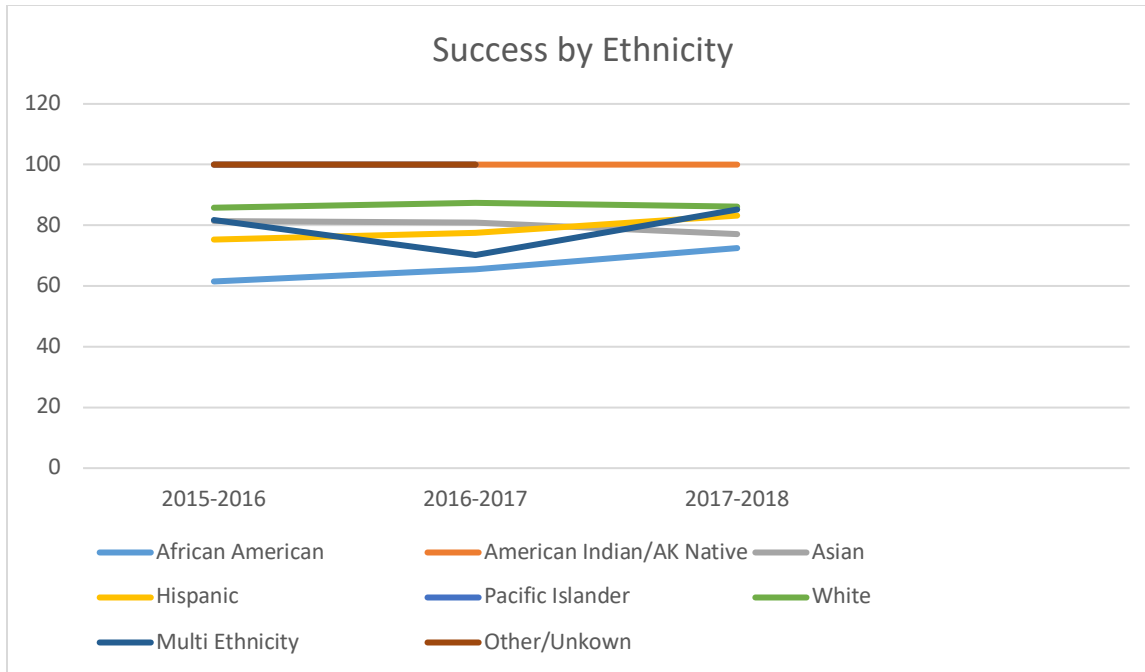
The figures concerning success and retention have consistently been above the college average. This is likely attributed to the extensive orientation, counseling and advising that Paralegal students receive. In addition, many paralegal students come in college ready, having achieved a Bachelor degree.



When comparing the percentage point difference between instructional modalities to the overall Paralegal success rate for 2017-18, 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.

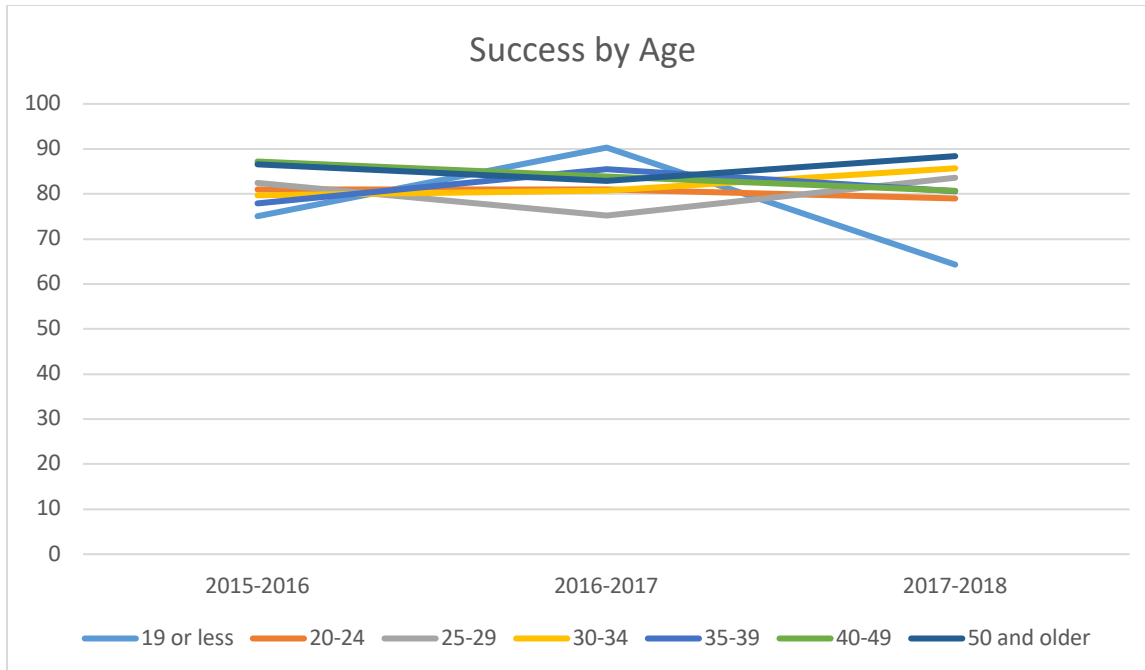
When comparing the percentage point difference between genders to the overall Paralegal success rate for 2017-18, the success rate was slightly lower for **female** students in Paralegal courses, slightly higher for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Paralegal success rate for 2017-18, the success rate was substantially lower for **African American** students in Paralegal courses, substantially higher for **American Indian/AK Native** students, moderately lower for **Asian** students, minimally different for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, minimally different for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.



In reviewing the success rates trends for African American students there has been a substantial increase in success from 2015-2016 and 2016-2017. Data will need to be evaluated to determine the trend's effect. Conscious efforts have been made to discuss issues related diversity, equity, and inclusion with faculty. Faculty have been encouraged to attend professional development related to how their teaching methods can impact students from different ethnicities differently.

When comparing the percentage point difference between age groups to the overall Paralegal success rate for 2017-18, the success rate was substantially lower for students aged **19 or less** in Paralegal courses, slightly lower 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 lower for students aged **40 to 49**, and moderately higher for students aged **50 and older**.



Success by age has remained constant for most age groups. The 19 and under age group which reflects only about 2% of students in the Paralegal program had the most fluctuation from 75% to 90.3% and down to 64.3% in 2017-2018. This is likely attributed to the smaller number of students in this age group. If one student does not succeed this will have a much greater affect on the overall success rate.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Paralegal Retention Rate	89.4%	90.7%	92.6%

Modality	2015-16	2016-17	2017-18
Traditional	90.6%	91.0%	93.0%
Online	82.9%	88.6%	89.9%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

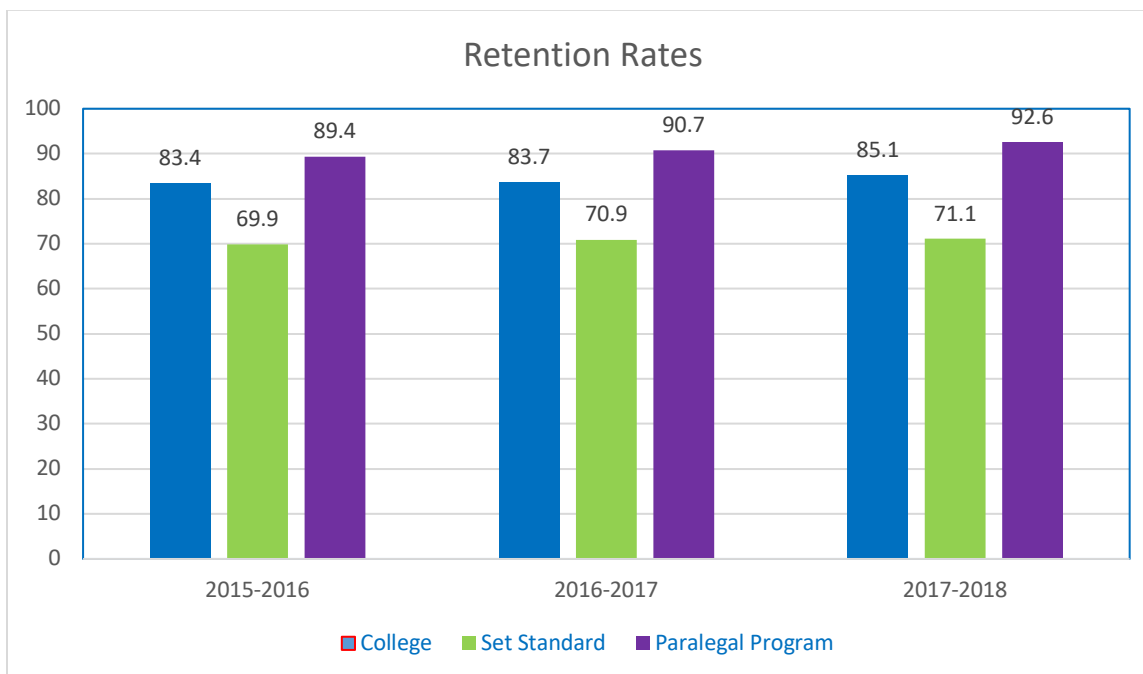
Gender	2015-16	2016-17	2017-18
Female	89.7%	91.4%	92.4%
Male	87.2%	89.4%	92.5%
Unknown	95.8%	78.3%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	84.6%	100.0%	90.0%
American Indian/AK Native	100.0%	100.0%	100.0%
Asian	87.3%	88.5%	85.3%
Hispanic	80.9%	92.5%	93.1%
Pacific Islander/HI Native	100.0%	100.0%	-
White	90.0%	92.8%	93.0%

Multi-Ethnicity	94.7%	84.0%	97.7%
Other/Unknown	100.0%	100.0%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	93.5%	85.7%
20 to 24	85.3%	90.0%	92.4%
25 to 29	90.4%	90.1%	92.5%
30 to 34	91.2%	92.8%	92.0%
35 to 39	83.1%	89.5%	92.5%
40 to 49	90.8%	93.5%	92.0%
50 and Older	91.3%	87.4%	94.6%

The percentage difference in the **retention rate** in Paralegal courses in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Paralegal 2017-18 retention rate to the College’s overall retention average\* (85.1%) and the institution-set standard\* (71.1%) for credit course success, the Paralegal **retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.



The Paralegal program retention rates have historically hovered at the 90% mark. This trend continues for the reporting period 2015-2018. Paralegal retention rates have increased slightly over this time frame from 89.4 to 92.6. It is believed the high retention rates are the result of intentional orientation programs, faculty advising, and pathway course sequencing to assist students in staying on track.



When comparing the percentage point difference between instructional modalities to the overall Paralegal retention rate for 2017-18, 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 2017-18, the retention rate was minimally different for **female** students in Paralegal courses, minimally different for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Paralegal retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Paralegal courses, moderately higher for **American Indian/AK Native** students, moderately lower for **Asian** students, minimally different for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, minimally different for **White** students, moderately higher 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 2017-18, the retention rate was moderately lower 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**, minimally different for students aged **30 to 34**, minimally different for students aged **35 to 39**, minimally different for students aged **40 to 49**, and slightly higher 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

<b>Total People Employed in the Region</b> ⓘ				
	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
<b>Requires an Associate Degree</b>				
Paralegals and Legal Assistants (232011)	3,632	3,318	313	↑
<b>Requires a Postsecondary Non-Degree Award</b>				
Court Reporters (232091)	288	292	-5	↓
<b>On-The-Job Training, No College Required</b>				
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	↑
<b>Projected Regional Job Openings</b> ⓘ				
	Projected 5 Year Openings (2015-2020)		Projected Average Annual Openings (2015-2020)	
<b>Requires an Associate Degree</b>				
Paralegals and Legal Assistants (232011)	756		151	
<b>Requires a Postsecondary Non-Degree Award</b>				
Court Reporters (232091)	30		6	
<b>On-The-Job Training, No College Required</b>				
Legal Secretaries (436012)	280		56	
Legal Support Workers, All Other (232099)	50		10	
Title Examiners, Abstractors, and Searchers (232093)	111		22	
<b>Median Regional Annual Salary</b> ⓘ				
	Entry Level Salary		Median Salary	
<b>Requires an Associate Degree</b>				
Paralegals and Legal Assistants (232011)	\$26,562		\$49,254	
<b>Requires a Postsecondary Non-Degree Award</b>				
Court Reporters (232091)	\$47,986		\$55,806	
<b>On-The-Job Training, No College Required</b>				
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.				

The advisory board discusses market data at its bi-annual meetings. The advisory members have seen an increase in the number of available positions over the past eighteen months. The program director has also witnessed an increase in the number of positions available for students and graduates during this time frame as evidenced by the job posting data.

The above data does not consider positions that although not titled “paralegal” are being filled by paralegal graduates such as regulatory compliance, in house corporate positions, and human resources among others. There is a wide variety of opportunities for paralegal graduates not related to working in a law firm environment.

Table Post Grad Data

Paralegal	2013-14	2014-15	2015-16
Employed after Leaving Coastline	54%	57%	56%
Earned a Livable Wage	62%	59%	67%
Number of Students that Transferred	52	52	39

I am surprised by the above data. This does not appear to mirror internal analysis. Most students are employed when they enter the program. The remainder of graduates are finding jobs in their chosen field generally within one year.

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

The Paralegal program SLO are reviewed at every paralegal faculty meeting. The method of assessment is discussed, the cloud reporting is reviewed, suggestions for updates and or changes to course SLO are evaluated. This occurs at least once each semester and often in the summer. This past year these discussions occurred in April 2019 and twice in August 2019. There were no suggested changes to the SLO. Faculty agreed that the increased emphasis on dropping students who do not attend and new reporting method have provided a more realistic evaluation of student performance.

Table X SLO Assessment and Plan

SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
All	Exam, Project, Written assignments	Paralegal faculty, Advisory Committee	Work to make the assessment more consistent across the program.

Table X PSLO Results

PSLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
Analyze and communicate conclusions both orally and in writing.	Exam, Project, Written assignments	Paralegal faculty, Advisory Committee	See suggestions below
Apply legal concepts to the clients’ problems.	Exam, Project, Written assignments	Paralegal faculty, Advisory Committee	See suggestions below
Apply legal ethics in the paralegal field	Exam, Project, Written assignments	Paralegal faculty, Advisory Committee	See suggestions below

### 2017-2018 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.	7	85.7%	14.3%	0.0%	0.0%

Apply legal concepts to the clients' problems.	7	85.7%	14.3%	0.0%	0.0%
Apply legal ethics in the paralegal field.	7	100.0%	0.0%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2017-2018 post-graduate survey for the Paralegal Program to produce meaningful data. The program SLO have been evaluated by a survey after graduation. The response rate to this survey has been low. Suggestions have been that students can complete the program SLO survey in their last course of the program thereby eliminating the need for the survey. Another suggestion was having the survey come from the paralegal program coordinator directly rather than the research department as students may be more inclined to respond. And, faculty can inform students to expect the survey or an email regarding the survey can be sent to students to make them aware of its importance.

## Curriculum Review

Table Curriculum Review

Course	Title	Term Reviewed	Status
LAW C100	Introduction to Paralegal Studies	Spring 2018	Current
LAW C105	Civil Litigation 1	Spring 2018	Current
LAW C110	Civil Litigation 2	Spring 2018	Current
LAW C115	Criminal Litigation	Spring 2018	Current
LAW C118	Legal Analysis and Briefing	Spring2018	Current
LAW C120	Legal Research	Spring 2018	Current
LAW C121	Legal Research/CALR	Spring 2018	Current
LAW C122	Computer Assisted Legal Research	Spring 2018	Current
LAW C126	Legal Aspects of Health Care Administration	Spring 2018	Current
LAW C127	Legal Procedure 1	Spring 2018	Current
LAW C128	Legal Procedure 2	Spring2018	Current
LAW C130	Law Office Management	Spring 2018	Current
LAW C135	Family Law	Spring 2018	Current
LAW C142	Probate Administration/Estate Planning	Spring 2018	Current
LAW C148	Elder Law	Spring 2018	Current
LAW C150	Corporate/Business Organizations	Spring 2018	Current
LAW C152	Conflict Analysis And Resolution	Spring2018	Current
LAW C155	Bankruptcy Law and Procedures	Spring 2018	Current
LAW C158	Intellectual Property	Spring 2018	Current
LAW C160	Civil Trials and Evidence	Spring 2018	Current
LAW C161	Tort Law	Spring 2018	Current
LAW C164	Contract Law	Spring 2018	Current
LAW C170	Computer Applications for the Paralegal	Spring2018	Current
LAW C281	Work Based Learning	Spring 2018	Current
LAW C282	Work Based Learning	Spring 2018	Current
LAW C283	Work Based Learning	Spring 2018	Current
LAW C284	Work Based Learning	Spring 2018	Current
LAW C390	Legal Clinic Practicum/Ethics	Spring 2018	Current

There have been no course reviews or new adoptions over the past year. The Paralegal advisory committee and faculty have discussed the addition of potential electives in Immigration, Worker's

Compensation, and employment law. These discussions are ongoing pending review of market data and viability of these additional courses.

## Progress on Initiative(s)

Table X Progress on Forward Strategies

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
Install two networked Computers and wireless printer	Completed/Modified	A laptop was provided which is in a locked cabinet for use during the Legal Clinic sessions. A printer is available for use in one of the rooms.	The Legal Clinic attorney and paralegals have immediate access to legal research databases, court websites, and forms.
Continue with the Abacus Law system	Terminated	The software license for Abacus was not renewed due to constraints from the Perkins funding. The old software program is used for teaching as needed.	Students are not able to access the most current Abacus program. However, they are getting training on this software through a new partnership with the National Society for Legal Technology
Implement Law Yaw Forms	Still in progress	The instructor leading this initiative has take a leave of absence. Some progress was made in the discussion phase. Funding needed to support this initiative	When the Law Yaw forms are readily available for all students it will increase their knowledge of use of the forms and productivity not only in the paralegal program but help them be more efficient in their job.

## Response to Program/Department Committee Recommendation(s)

Table X 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 met three times over the past year. At each faculty meeting there was a discussion about program planning, curriculum development course and program SLO assessment, and KPI data. The suggestions if any of faculty are then discussed with the Paralegal Program advisory committee which meets twice per year. This advisory committee also review the data related to the program and makes suggestions for change in curriculum, SLO, and overall program planning.

### Coastline Pathways

The paralegal program coordinator has been actively involved Coastline pathways over the past year including serving on the advising design team, as well as attending several pathways events and design workshops. The paralegal program has been looked to as a model for cohort-based course mapping/sequencing.

### Implications of Change

The paralegal program has remained a constant in success, retention, degree, and certificate awards. There has been a slight change in the ABA view of online courses allowing the program to offer a couple of electives online which will help with the efficiency and FTES for the program. As changes occur and more leeway is granted to offer alternative methods of delivery the paralegal program will continue to increase these offerings.

## Section 2: Human Capital Planning

### Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1	1	8	0	0
Current year	1	1	8	0	0
1 year	1	1	8	0	0
2 years	1	1	8	0	0
3 years	1	1	8	0	0

### Professional Development

Table X Professional Development

Name (Title)	Professional Development	Outcome
Stephen Barnes	Attend AAFPE Regional and National conference, Coastline all college days, 4CSD conference	Increased understanding of paralegal core competencies, ABA approval process, teaching and learning best practices
Alicia Nicosia	Attend AAFPE regional conference, Coastline All College/Flex days	Increased understanding of core competencies, ABA approval process, teaching and learning best practices
All faculty who are lawyers	State mandated MCLE	Increased knowledge of the substantive areas of the legal profession, including ethics.
Margaret Lovig	Coastline All College/Flex days	Various professional development

## **Section 3: Facilities Planning**

### **Facility Assessment**

The program facilities have included classrooms at the Newport Beach Center, the Margaret Lovig Reading room, and the Legal Clinic. There are no changes needed or envisioned to the facilities at this time.

## **Section 4: Technology Planning**

### **Technology Assessment**

The program utilizes a variety of technology including software specific to the legal profession such as Westlaw, Dissomaster, Abacus law, and Concordance. The program currently also has an academic license for the use of CLIO which is a law Office case management and billing cloud-based program. The program has recently partnered with the National Society for Legal technology to provide instructional materials for the Law Office Computing class. The program would like to purchase a subscription to Law Yaw to make this platform available to all classes in the program.



## Section 5: New Initiatives

### **Initiative:**

Legal Community Marketing Materials

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

The Law Office marketing materials will serve three purposes. The materials will make local law firms and corporations who employ paralegals and legal professionals aware of our program so they can have their employees enroll in the program to obtain the Paralegal certificate. The marketing will engage the Law Firms and corporations as community partners to make internships and/or work based learning opportunities available to students. The materials will also help build relationships with local business who may be inclined to offer scholarships to Coastline students

### **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).

### **How does this initiative play a part in Coastline Pathways?**

This initiative will provide engagement with community partners who are potential employers of Coastline students. Students will be given potential opportunities for work-based learning and/or internships.

### **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.**

Data reflects that students who have been employed in the legal field prior to graduation are more prepared for additional job opportunities upon completion of the certificate program.

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

Marketing for development of the marketing materials, print shop to print and mail the materials, funding to pay the cost for the development and mailing.

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

Increased community partnerships, increased program enrollment, additional internship/work-based learning opportunities, potential student scholarship funding.

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

Development of the marketing Materials by the end of December 2019. Mailing January 2020.

**Initiative:**

Law Yaw Software

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

The software will provide students the opportunity to gain practical skills necessary for completion of their certificate.

**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).

**How does this initiative play a part in Coastline Pathways?**

Students will be better prepared for opportunities in their chosen career upon completion of the Paralegal Certificate

**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.**

Data reflects that students who exit the program with practical skills are more marketable when entering the workforce.

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

Funding for purchase of the software and IT for installation and maintenance of the software

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

.Increased practical skills for improved employability

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

Purchase the software in January 2020 with installation prior to the Spring 2020 semester

## Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Continue to build awareness and grow enrollment through outreach	Legal Community Marketing Materials	\$5,000	One Time	No	Internal, External	Partnerships and Community Engagement	2020-21	1
Support relevant instruction with applied activities in Paralegal courses.	Law Yaw Software	TBD	One Time	No	Internal, External	Student Success, Completion, and Achievement	2020-21	1

### 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 service 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