COASTLINE
C O L L E G E

2020-21
Annual Program Review

Paralegal

Stephen Barnes, Program Coordinator

Dr. Shelly Blair, Dean CE

Table of Contents

Section 1: Program Planning

Internal Analysis and Program Effectiveness: Paralegal

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	725	748	699	658	672
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	75.47	73.71	71.27	68.09	66.17
Sections	28	30	30	29	30
Fill Rate	78.2%	68.0%	65.6%	64.4%	62.9%
WSCH/FTEF 595 Efficiency	487	440	410	415	399
FTEF/30	2.5	2.8	2.9	2.7	2.8
Extended Learning Enrollment	131	98	105	58	62

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%

The percentage change in the number of Paralegal **enrollments** in 2018-19 showed a slight increase from 2017-18 and a moderate decrease from 2014-15.
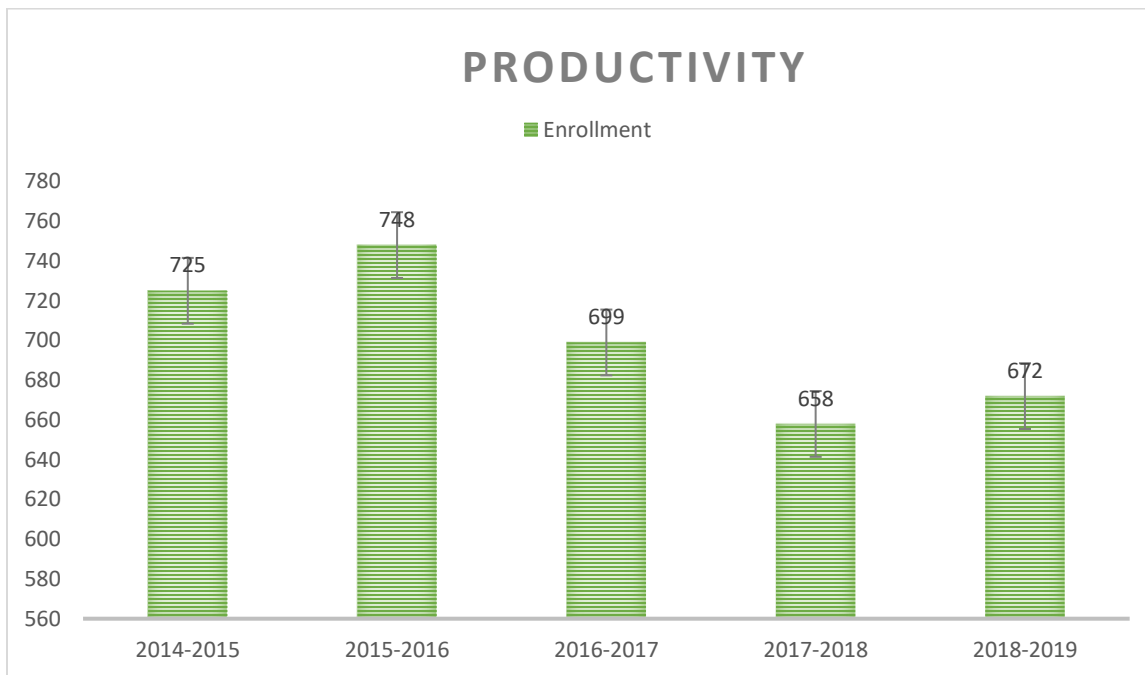
This enrollment trend can be likely attributed to economic conditions and the development of a paralegal program at Irvine Valley College. As the economy remained strong fewer students needed training to transition careers. During times of economic instability enrollment generally increases to fill the 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. As we enter more unstable economic times it is anticipated there may be an increased enrollment in paralegal courses.
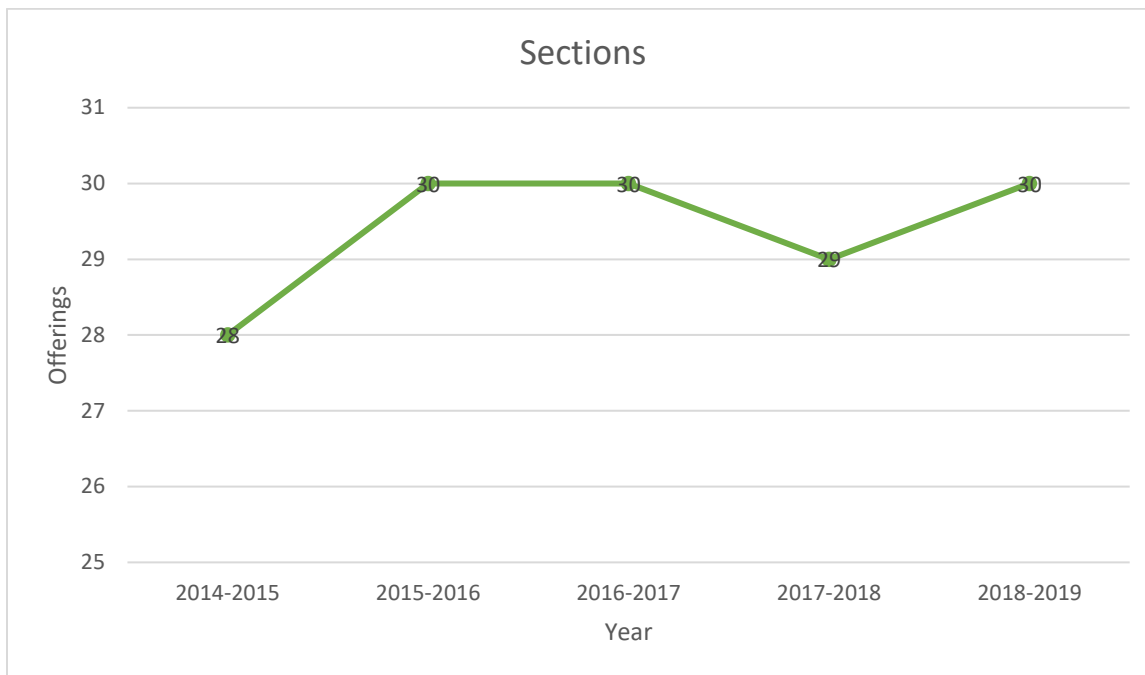
The percentage change in 2018-19 **resident FTES** in Paralegal credit courses showed a slight decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

RESIDENT FTES

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
FTES	66.17	67.81	70.54	73.39	75.47
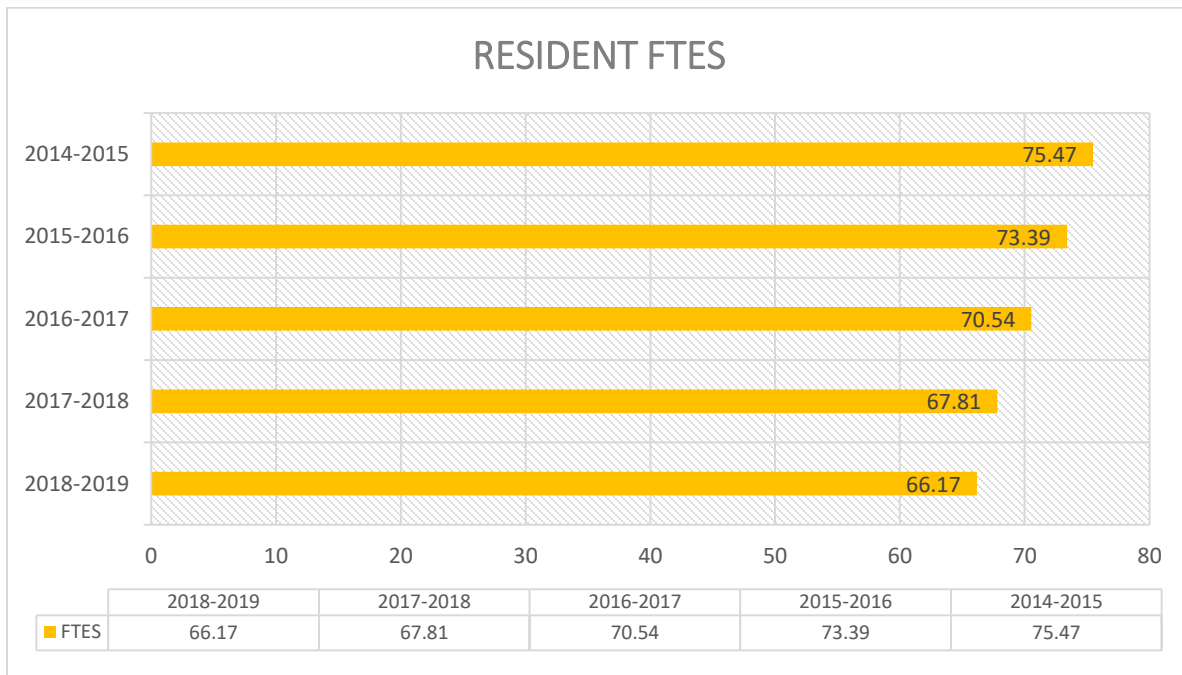
This FTES trend is attributable to decreasing enrollment as discussed above. As the economy remained strong fewer students needed training to transition careers. During times of economic instability enrollment generally increases to fill the needs of workers seeking employment in the legal field. In 2012 Irvine Valley College was approved by the regional consortium for a new paralegal program. Over the past six 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 paralegal program coordinator is working with marketing to increase awareness of the program in the local community. During orientation the program coordinator encourages students to take an additional class whenever possible to enhance the speed to graduation, thereby increasing the number of units each student is completing per semester which has a positive impact on the FTES considering the declining enrollment.

The percentage change in the number of **sections** in Paralegal courses in 2018-19 showed a slight increase from 2017-18 and a moderate increase from the number of sections in 2014-15.

3

Sections

Course sections have remained steady for the past four 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.

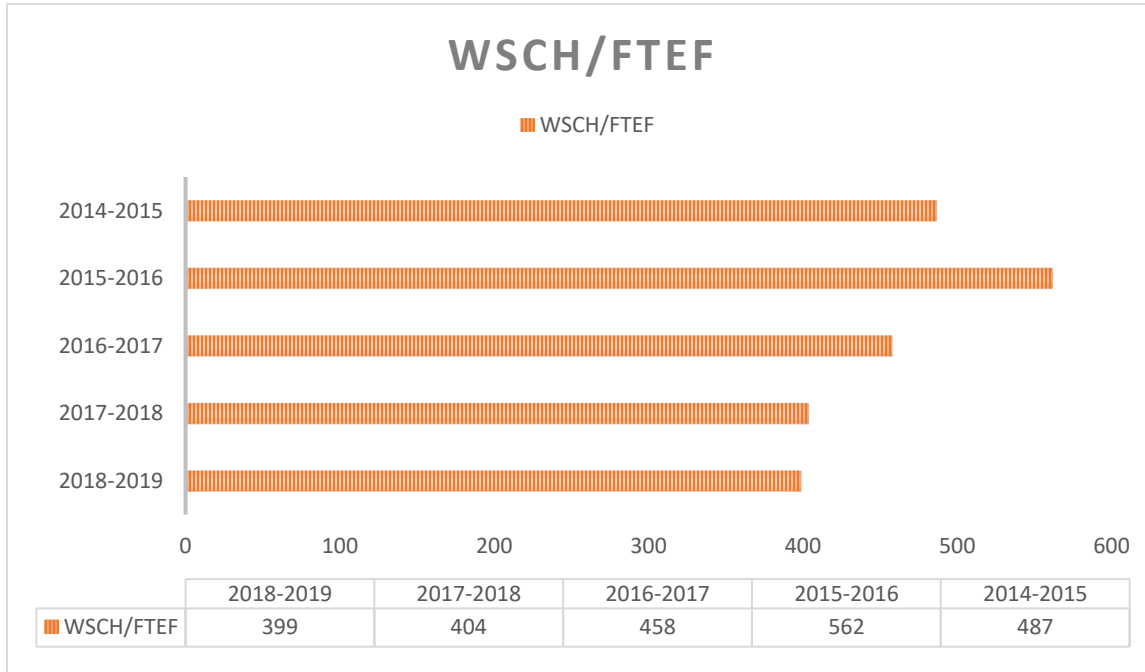The percentage change in the **fill rate** in 2018-19 for Paralegal courses showed a slight decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.
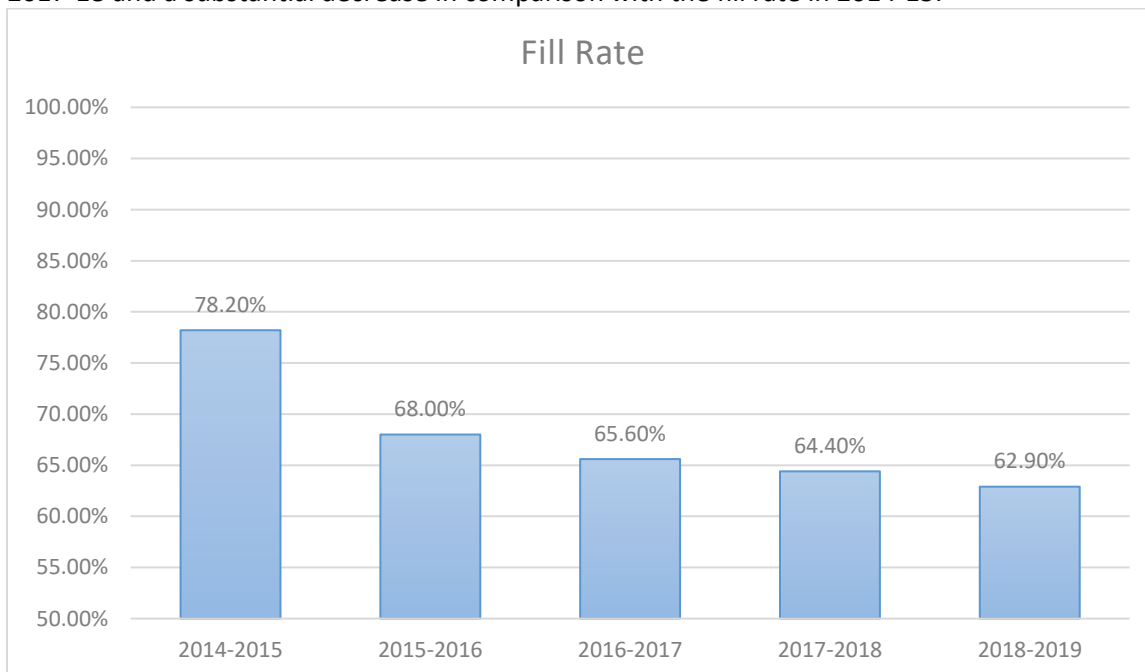
Fill Rate

The fill rate has remained consistent with enrollments and a slight decrease is 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. Other methods of delivery also being considered subject to the American Bar Association guidelines for face to face course work.

The percentage change in the **WSCH/FTEF** ratio in Paralegal courses in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15.

WSCH/FTEF

■ WSCH/FTEF

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
■ WSCH/FTEF	399	404	458	562	487

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 has also been reviewed to ensure efficiency. Other methods of delivery also being considered subject to the American Bar Association guidelines for face to face course work.

The percentage change in the **FTEF/30** ratio for Paralegal courses in 2018-19 showed a slight increase from 2017-18 and a moderate increase in comparison with the FTEF/30 ratio in 2014-15.
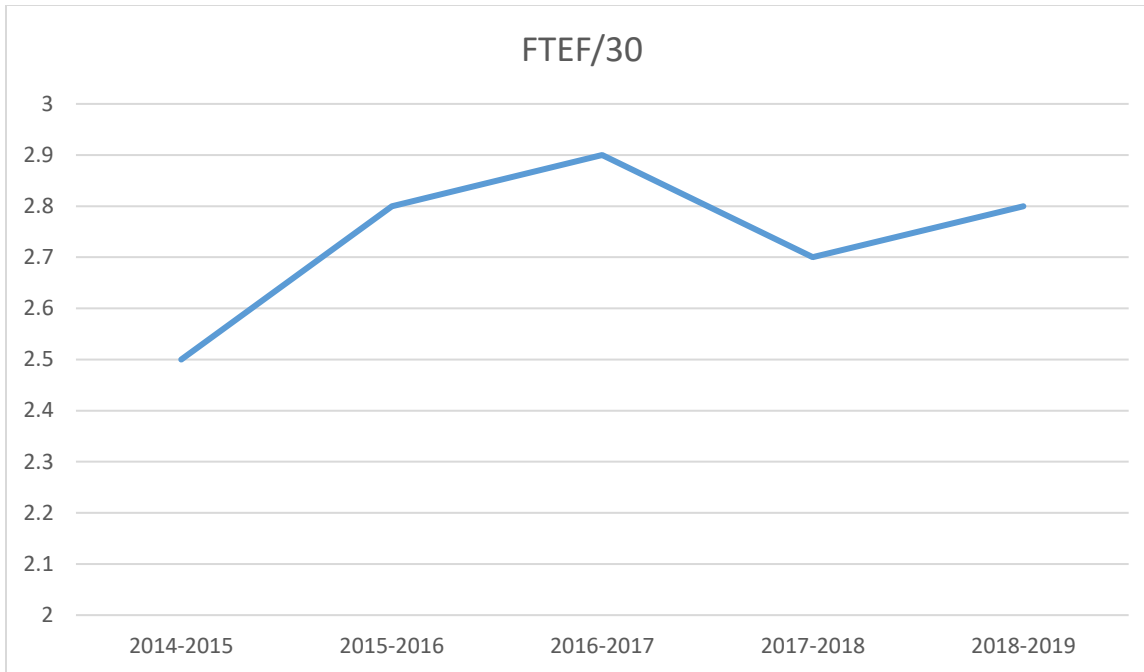
FTEF/30

Just as WSCH/FTEF has decreased, 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 moderate increase in the number of Paralegal **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.
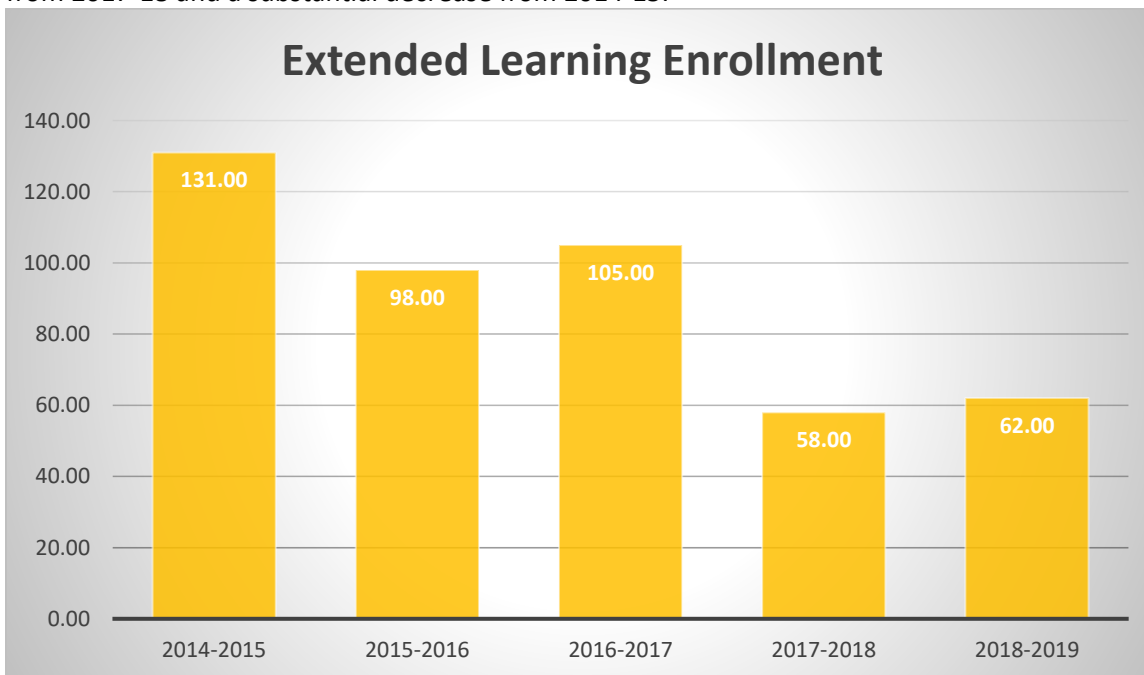
The Paralegal program only has one course which is part of the ELD, Learning First program. The Learning First program requested this course be offered every semester. As a result, the number of Paralegal

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.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	725	748	699	658	672

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	100.0%	84.4%	85.0%	86.5%	83.3%
Online	0.0%	15.6%	15.0%	13.5%	16.7%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	77.7%	77.9%	80.4%	77.7%	80.8%
Male	19.3%	18.9%	16.3%	20.4%	16.5%
Unknown	3.0%	3.2%	3.3%	2.0%	2.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	3.9%	3.7%	4.1%	6.1%	3.7%
American Indian/AK Native	0.0%	0.5%	0.3%	0.5%	0.6%
Asian	12.3%	13.6%	18.9%	16.6%	12.9%
Hispanic	13.4%	11.9%	9.6%	15.3%	16.2%
Pacific Islander/HI Native	0.0%	1.1%	0.1%	0.0%	0.0%
White	51.6%	50.9%	47.9%	41.5%	49.0%
Multi-Ethnicity	18.2%	17.6%	18.7%	19.5%	17.0%
Other/Unknown	0.7%	0.5%	0.3%	0.6%	0.6%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	1.1%	1.6%	4.4%	2.1%	1.9%
20 to 24	17.1%	15.8%	14.4%	18.1%	18.7%
25 to 29	20.0%	16.7%	23.0%	22.2%	25.7%
30 to 34	16.7%	19.8%	17.9%	17.0%	13.4%
35 to 39	11.7%	10.3%	10.9%	10.2%	8.8%
40 to 49	18.9%	18.9%	13.4%	13.4%	15.5%
50 and Older	14.5%	17.0%	15.9%	17.0%	16.4%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Paralegal courses made up 1.1% of all state-funded enrollment for 2018-19. The percentage difference in Paralegal course **enrollment** in 2018-19 showed a slight increase from 2017-18 and a moderate decrease from 2014-15. Enrollment in Paralegal during 2018-19 showed 83.3% of courses were taught **traditional (face-to-fac**e), 16.7% 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.

Modality
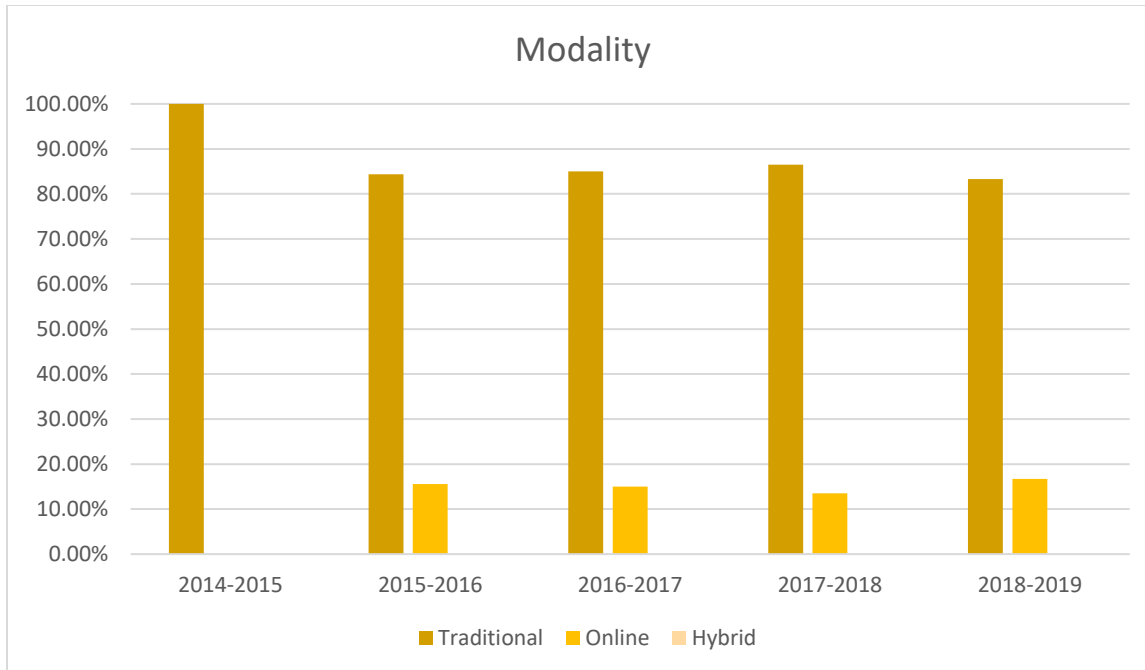
The paralegal program is limited in the number of online offereings based on face to face requirements of the American Bar Association. The development of online course offerings for course electives has been discussed with faculty and the advisory committee. The number of online electives available to students is likely to remain steady or increase slightly as the ABA loosens its restrictions on this modality of instruction. Scheduling has also been reviewed to ensure efficiency. Other methods of delivery also being considered subject to the American Bar Association guidelines for face to face course work.

In 2018-19, Paralegal enrollment consisted of 80.8% **female**, 16.5% **male**, and 2.7% students of **unknown** gender.
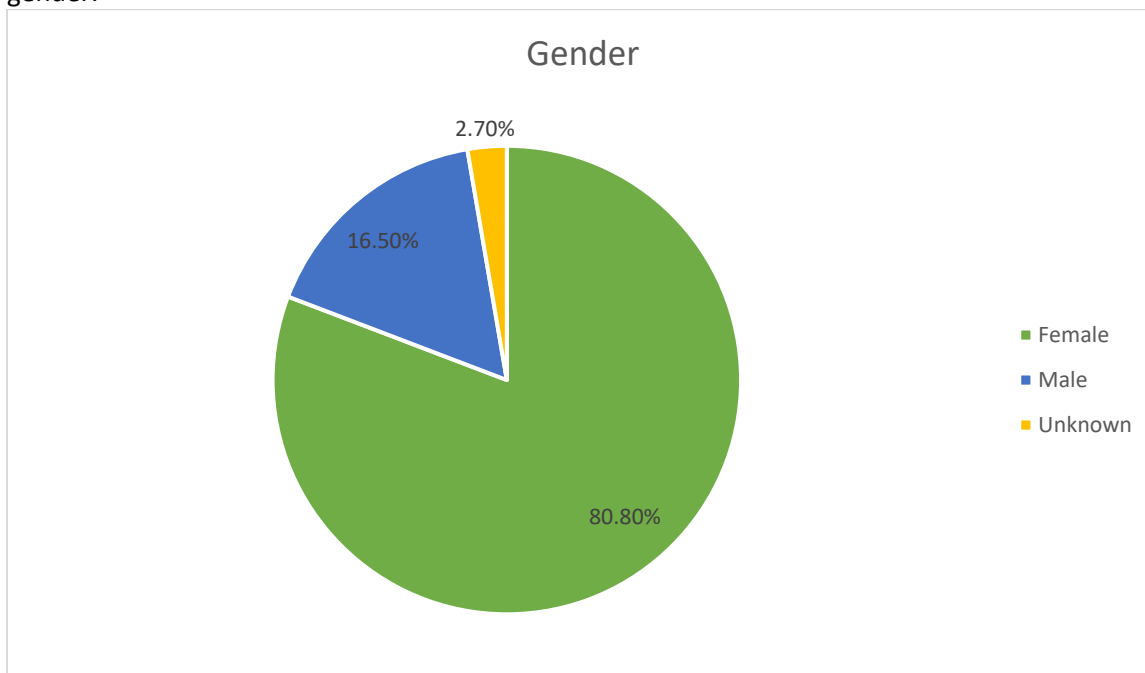
The gender of students in the program has remained consistent. The advisory committee and faculty have discussed the question of why the male population in the paralegal profession is substantially lower than females. Anecdotally, it appears that males may either not have knowledge of the area or believe it is closely related to a legal secretary, which is inaccurate, and therefore have a limited interest in pursuing this course of study. Marketing efforst to increase the number of male sudents in the program will be dicussed.

In 2018-19, Paralegal enrollment consisted of 3.7% **African American** students, 0.6% **American Indian/AK Native** students, 12.9% **Asian** students, 16.2% *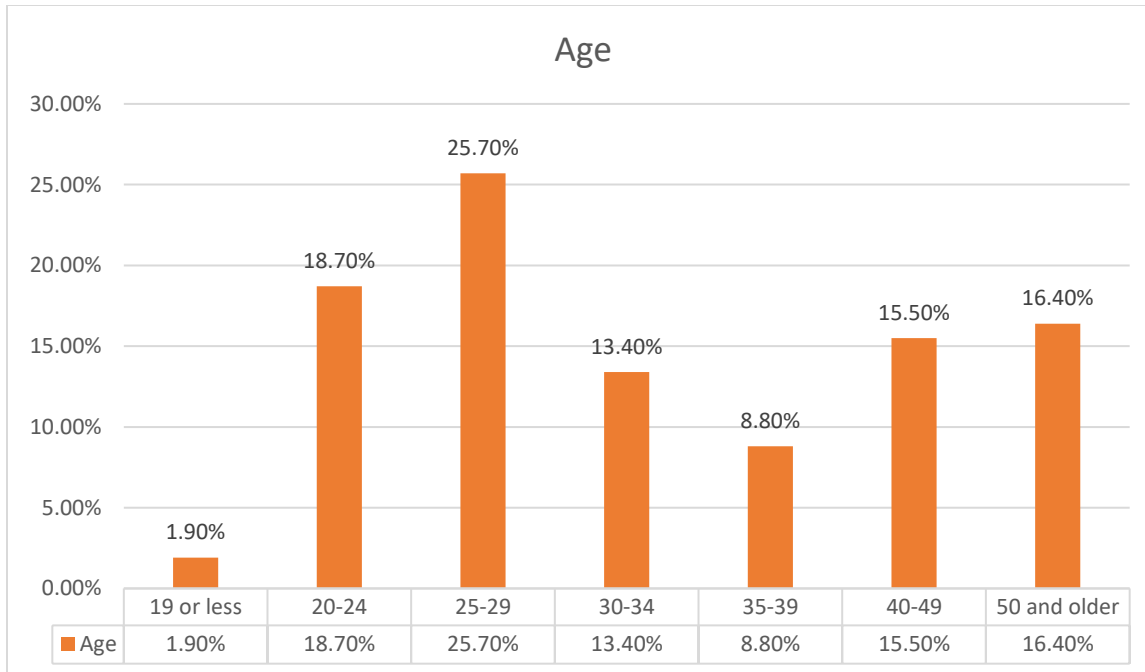*Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 49.0% **White** students, 17.0% **multi-ethnic** students, and 0.6% students of **other** or **unknown** ethnicity.

Ethnicity
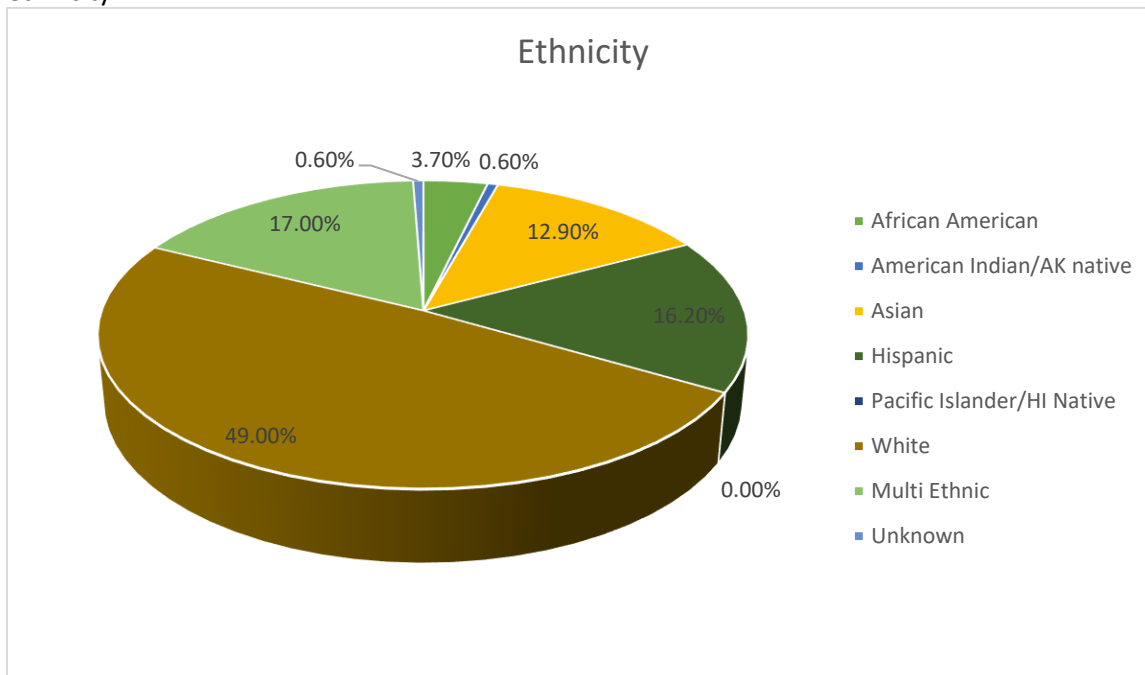
Ethnic diversity of paralegal students has remained consistent for the past five years. Previous efforts were undertaken to market the program to ethnic communities through course schedule distribution . Data is not detailed enough to determine whether there was an increase in participation from these communities directly related to this outreach effort. Increased outreach and exposure in the African American, Asian, Hispanic, and Pacific islander communities is needed. The Paralegal program actively seeks to recruit students of color to provide opportunity and increase diversity within the legal community. The program coordinator will work with faculty and the Advisory Committee to identify possible outreach for these communities.

The age breakdown for 2018-19 enrollments in Paralegal revealed 1.9% aged **19 or less**, 18.7% aged **20 to 24**, 25.7% aged **25 to 29**, 13.4% aged **30 to 34**, 8.8% aged **35 to 39**, 15.5% aged **40 to 49**, 16.4% aged **50 and older**, and 0.0% **unknown**.

Age

	19 or less	20-24	25-29	30-34	35-39	40-49	50 and older
■ Age	1.90%	18.70%	25.70%	13.40%	8.80%	15.50%	16.40%

Data concerning student age is reflective of the program requirements. To obtain a certificate in paralegal studies an AA degree or above is required. Most 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 returning the complete their degree and certificate concurrently. Over ¼ of students in the program are age 25-29. Anecdotally, this is believed to be based on the way students decide to pursue a paralegal certificate. Many students in the program are working in legal positions shortly after graduation from college. After a year or two in these positions they realize that the law is a viable career. They seek to advance within the office in which they are working and determine that attainment of a paralegal certificate is a way to achieve that goal. Or, they may have graduated from college but not found a career. They talk with family, friends, and/or colleagues who suggest paralegal as a career path worth pursuing.

Success and Retention: Paralegal

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	82.8%	82.7%	81.2%	83.1%	85.2%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	82.8%	84.9%	83.6%	85.8%	87.3%
Online	-	70.9%	67.6%	66.3%	74.8%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	84.0%	84.5%	82.0%	81.8%	86.3%
Male	79.3%	74.5%	77.9%	86.6%	78.4%
Unknown	76.2%	87.5%	78.3%	100.0%	94.4%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	60.7%	61.5%	65.5%	72.5%	76.0%
American Indian/AK Native	-	100.0%	100.0%	100.0%	50.0%
Asian	84.3%	81.4%	80.9%	77.1%	83.9%
Hispanic	83.3%	75.3%	77.6%	83.2%	80.7%
Pacific Islander/HI Native	-	100.0%	100.0%	-	-
White	84.2%	85.8%	87.4%	86.4%	89.9%
Multi-Ethnicity	81.8%	81.8%	70.2%	85.2%	79.8%
Other/Unknown	100.0%	100.0%	100.0%	50.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	62.5%	75.0%	90.3%	64.3%	76.9%
20 to 24	74.8%	81.0%	81.0%	79.8%	76.4%
25 to 29	85.5%	82.4%	75.2%	83.6%	87.3%
30 to 34	85.1%	79.7%	80.8%	85.7%	83.3%
35 to 39	78.6%	77.9%	85.5%	80.6%	86.4%
40 to 49	86.1%	87.2%	83.9%	80.7%	86.4%
50 and Older	86.7%	86.6%	82.9%	89.3%	92.7%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Paralegal courses in 2018-19 showed a slight increase from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Paralegal 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) 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.

When comparing the percentage point difference between instructional modalities to the overall Paralegal success rate for 2018-19, the success rate was a slight increase for **traditional (face-to-face)** Paralegal courses, a substantial decrease for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

Success by Modality
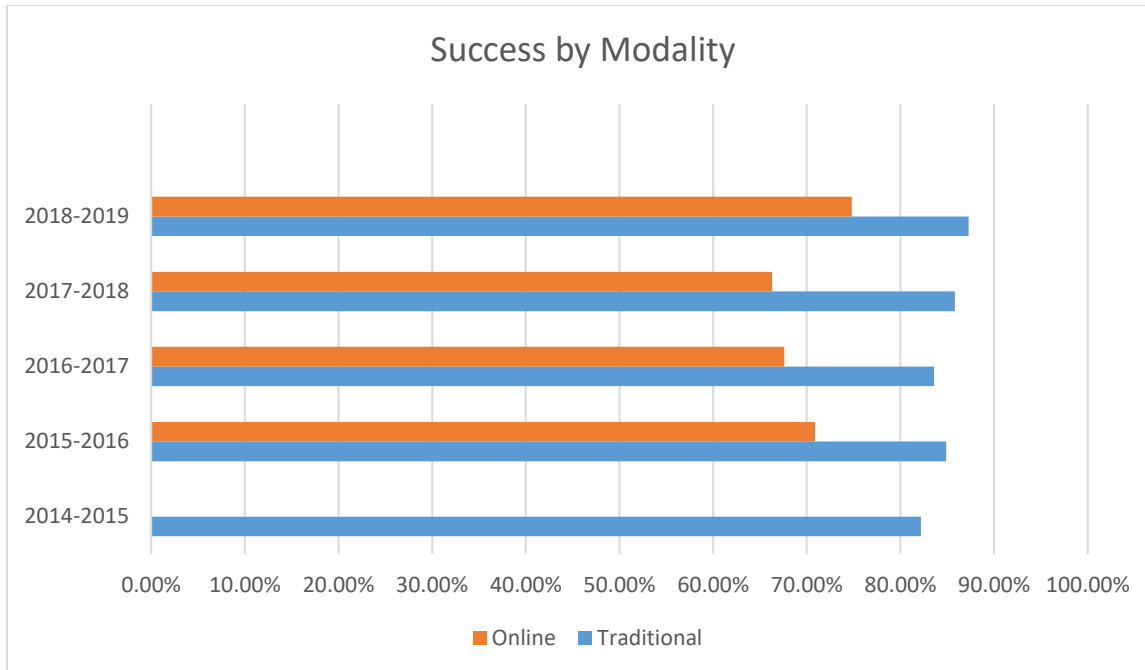
The Paralegal program has consistently maintained success rates over 80%. This is likely attributable to the nature of the students enrolled in the program. Most students have already completed a degree and /or have some college experience. For those that are first time college students the majority are slightly older and often making a career transition. This combined with a strong support network among students and faculty leads to higher success rates.

When comparing the percentage point difference between genders to the overall Paralegal success rate for 2018-19, the success rate was a slight increase for **female** students in Paralegal courses, a moderate decrease for **male** students, and a moderate increase for students of **unknown** gender.

Success by Gender
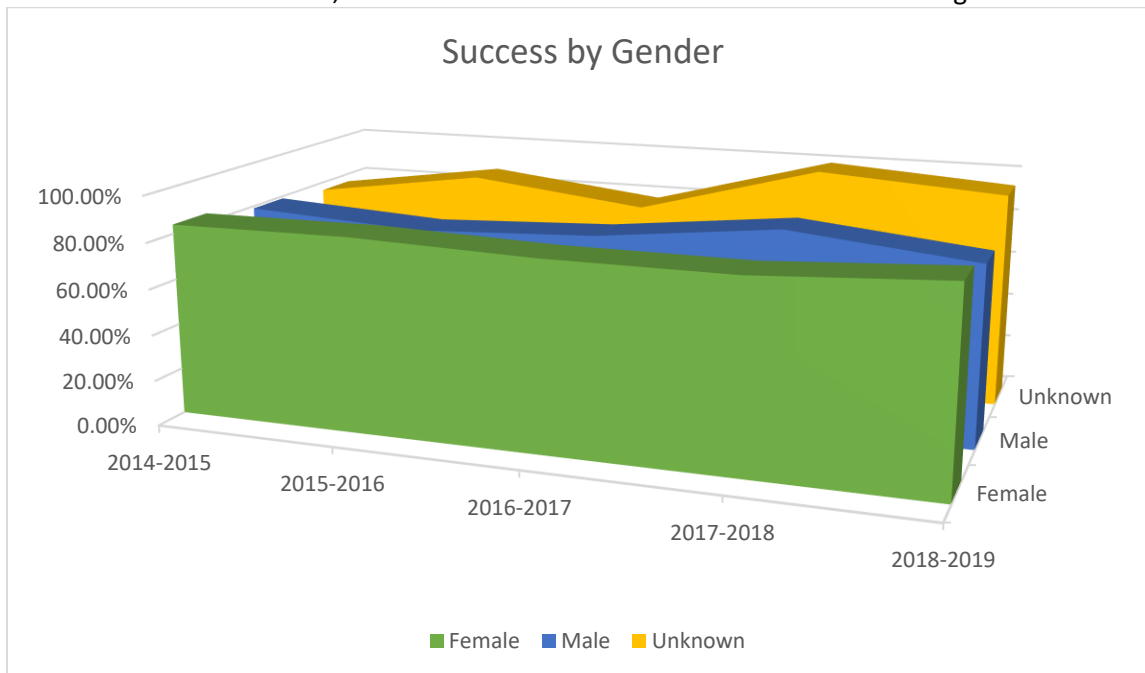
Female success rates in paralegal courses has remained consistently over 80% with a low of 81.8% in 2017-2018 and high of 86.3% in 2018-2019. Male success rates are slightly lower averaging just under 80% with a low of 74.5% in 2015-2016 and high of 86.6% in 2017-2018. Those whose genders are unknown or not identified had varied success rates between 76.2% as a low in 2014-2015 and 100% in 2017-2018 as a high. It is difficult to identify the reason female success rates are higher than their male counterparts. This could be due to a variety of factors including prior college education, experience on the job, motivation, or other reasons.

When comparing the percentage point difference between ethnicity groups to the overall Paralegal success rate for 2018-19, the success rate was a moderate decrease for **African American** students in Paralegal courses, a substantial decrease for **American Indian/AK Native** students, a slight decrease for **Asian** students, a slight decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial increase for students of **other** or **unknown** ethnicity.
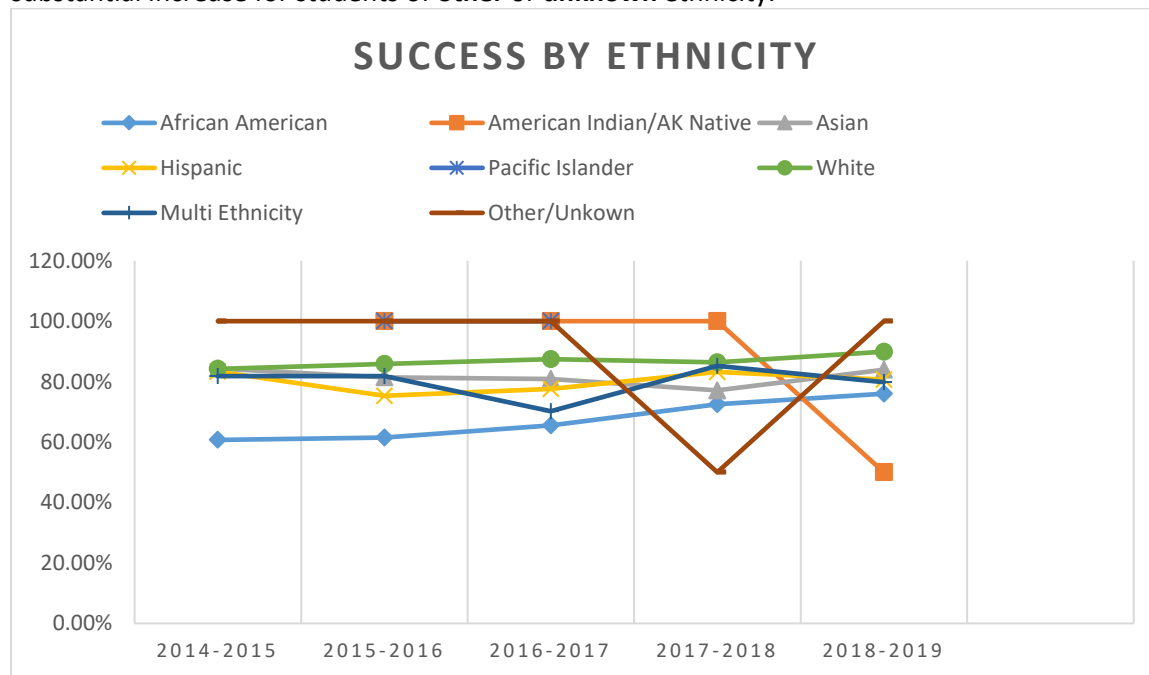
Success rates for African Americans has steadily increased from a low of 60.7% in 2014-2015 to a high of 76% in 2018-2019. Efforts within the college and department to be culturally conscious along with additional support services provided by the college are the likely factors effecting this increase. American Indian/Ak native success rates dropped in 2018-2019 from 100% to 50%. This substantial decrease is likely due to the low number of students from this ethnic group enrolled in the program. With low enrollment, if relatively few students are not successful this will skew the success rate for the entire population. Asian success rates have remained above 80% for most years except for 2017-2018 when there was a decrease in success to 77.1%. The cause of this decline is unknown and could be attributed to several factors. Without further analysis it is difficult to pinpoint one specific cause. Hispanic success rates have fluctuated from a high of 83.3% in 2014-2015 to a low of 75.3% in 2015-2016. The trend for the Hispanic population is over 80% the past two years which is likely reflective of college wide and department efforts to culturally aware and the increase in the availability of support services throughout the college. Success rates for White students has remained consistent the past five years with a slight increase in 2018-2019 with a cohort high of 89.9%. Those students who identify as multi-ethnic have a relatively steady success rate apart from 2016-2017 where there was a decrease from 81.8% in 2015-2016 to 70.2%. The following year

Success rates jumped to a five year high of 85.2%. The reason for these changes is unknown. The program coordinator will continue to monitor the data to determine if there are any cognizable trends which require action.

When comparing the percentage point difference between age groups to the overall Paralegal success rate for 2018-19, the success rate was a moderate decrease for students aged **19 or less** in Paralegal courses, a moderate decrease for students aged **20 to 24**, a slight increase for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a moderate increase for students aged **50 and older**, and no comparative data for students of unknown age.
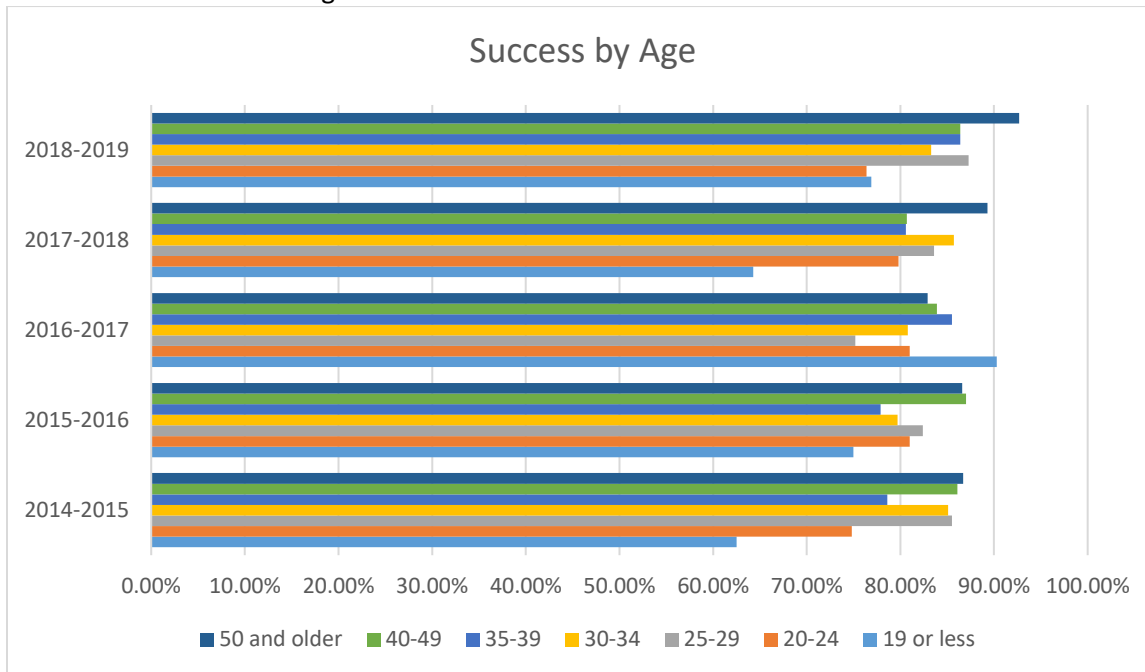
Success by Age

Success by age has remained relatively consistent for the past five years. Students in the 19 and under cohort had the lowest success rates for the reporting years 2014-2019. Anecdotally it is believed this is the unction of less college preparation or work experience related to the law. Interestingly, the highest success rates are for those students in the 50 and older age group. This is believed to be attributable to substantial experience working in a legal setting and/or college. There are no other significant trends I success rates related to age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	90.7%	89.4%	90.7%	92.6%	92.4%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	90.7%	90.6%	91.0%	93.0%	93.2%
Online	-	82.9%	88.6%	89.9%	88.3%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	90.9%	89.7%	91.4%	92.4%	93.0%
Male	90.7%	87.2%	89.4%	92.5%	88.3%
Unknown	85.7%	95.8%	78.3%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	85.7%	84.6%	100.0%	90.0%	88.0%
American Indian/AK Native	-	100.0%	100.0%	100.0%	75.0%
Asian	91.0%	87.3%	88.5%	85.3%	90.8%
Hispanic	90.6%	80.9%	92.5%	93.1%	96.3%
Pacific Islander/HI Native	-	100.0%	100.0%	-	-
White	90.1%	90.0%	92.8%	93.0%	93.0%
Multi-Ethnicity	93.2%	94.7%	84.0%	97.7%	89.5%
Other/Unknown	100.0%	100.0%	100.0%	100.0%	100.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	100.0%	100.0%	93.5%	85.7%	92.3%
20 to 24	87.8%	85.3%	90.0%	92.4%	89.4%
25 to 29	88.3%	90.4%	90.1%	92.5%	94.2%
30 to 34	96.7%	91.2%	92.8%	92.0%	92.2%
35 to 39	89.3%	83.1%	89.5%	92.5%	91.5%
40 to 49	91.2%	90.8%	93.5%	92.0%	92.2%
50 and Older	90.5%	91.3%	87.4%	94.6%	93.6%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Paralegal courses in 2018-19 showed a minimal difference from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Paralegal 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Paralegal **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Paralegal retention rate for 2018-19, the retention rate was a minimal difference for **traditional (face-to-face)** Paralegal courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

Retention Rates by Modality
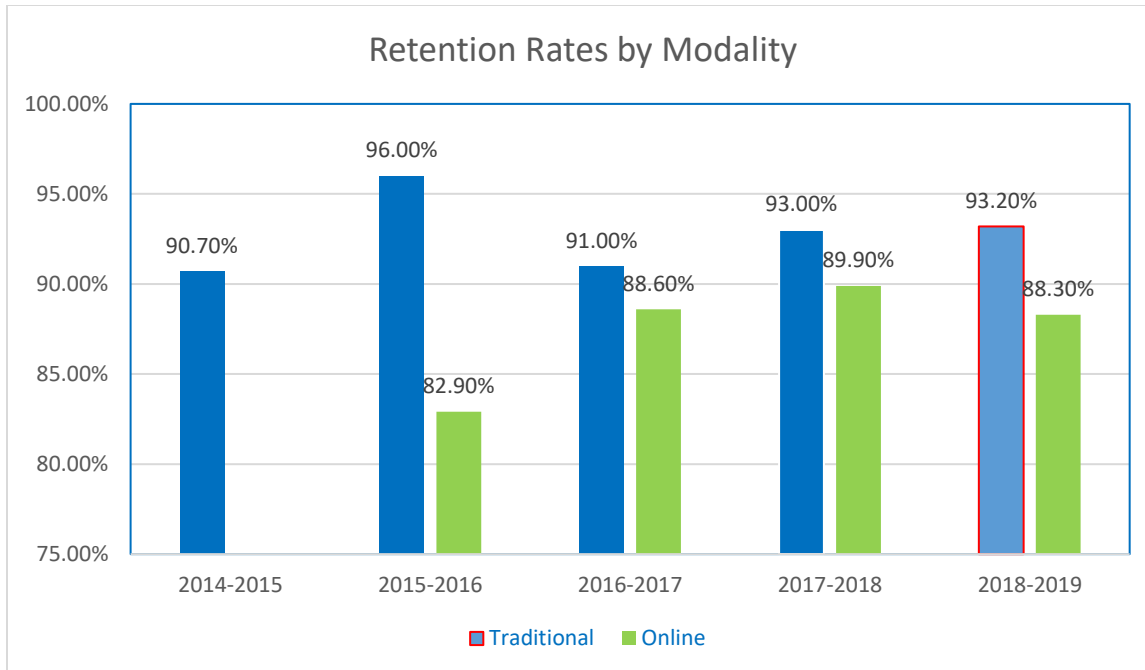
The figures concerning retention have consistently been above the college average. This is likely atributed to the extensive orientation, counseling and advising that paralegal students receive. In addition, many paralegal students come in college ready, having achieved a bachelor or associate degree.

When comparing the percentage point difference between genders to the overall Paralegal retention rate for 2018-19, the retention rate was a minimal difference for **female** students in Paralegal courses, a slight decrease for **male** students, and a moderate increase for students of **unknown** gender.

Retention by Gender
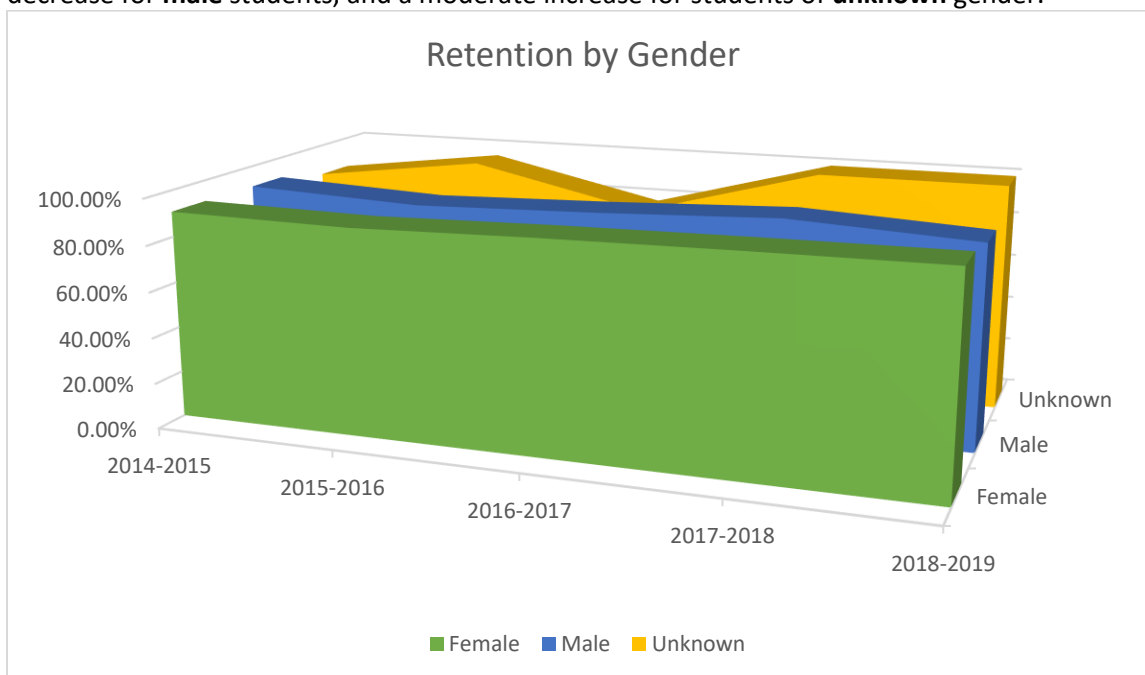
Retention rates by gender for the paralegal program do not reflect any significant variations. The retention rates by gender are consistently above the college state funded retention rate and college set standard.

When comparing the percentage point difference between ethnicity groups to the overall Paralegal retention rate for 2018-19, the retention rate was a slight decrease for **African American** students in Paralegal courses, a substantial decrease for **American Indian/AK Native** students, a slight decrease for **Asian** students, a slight increase for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a minimal difference for **White** students, a slight decrease for **multi-ethnic** students, and a moderate increase for students of **other** or **unknown** ethnicity.

Retention by Ethnicity

Legend: African American, American Indian/AK Native, Asian, Hispanic, Pacific Islander, White, Multi Ethnicity, Other/Unkown
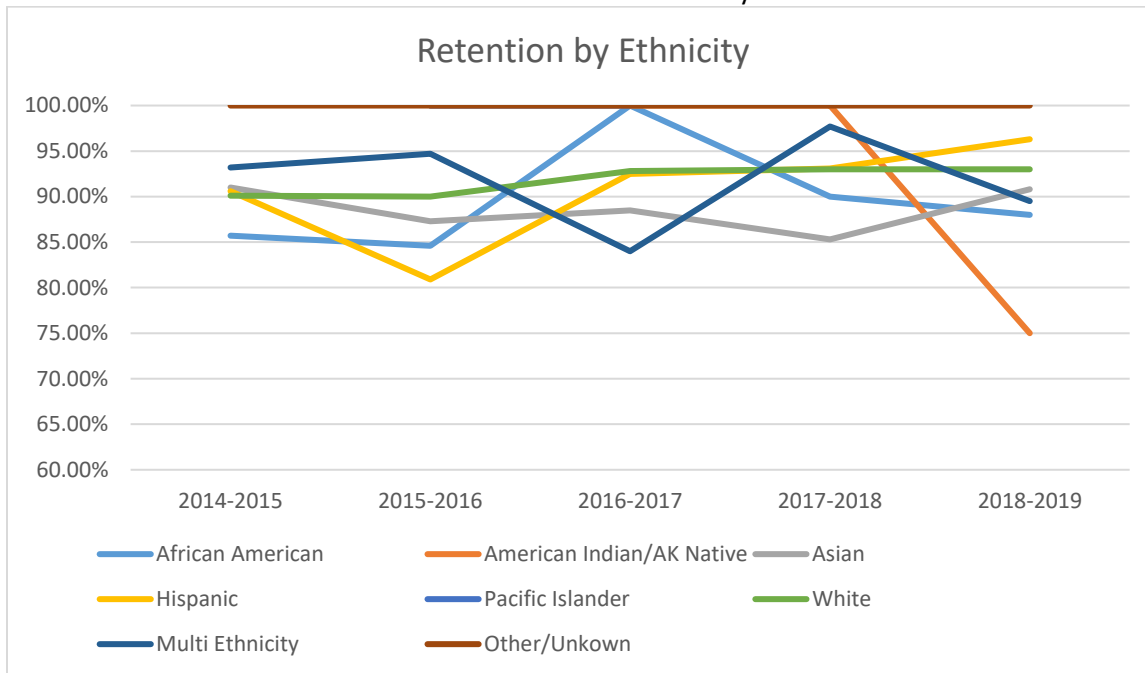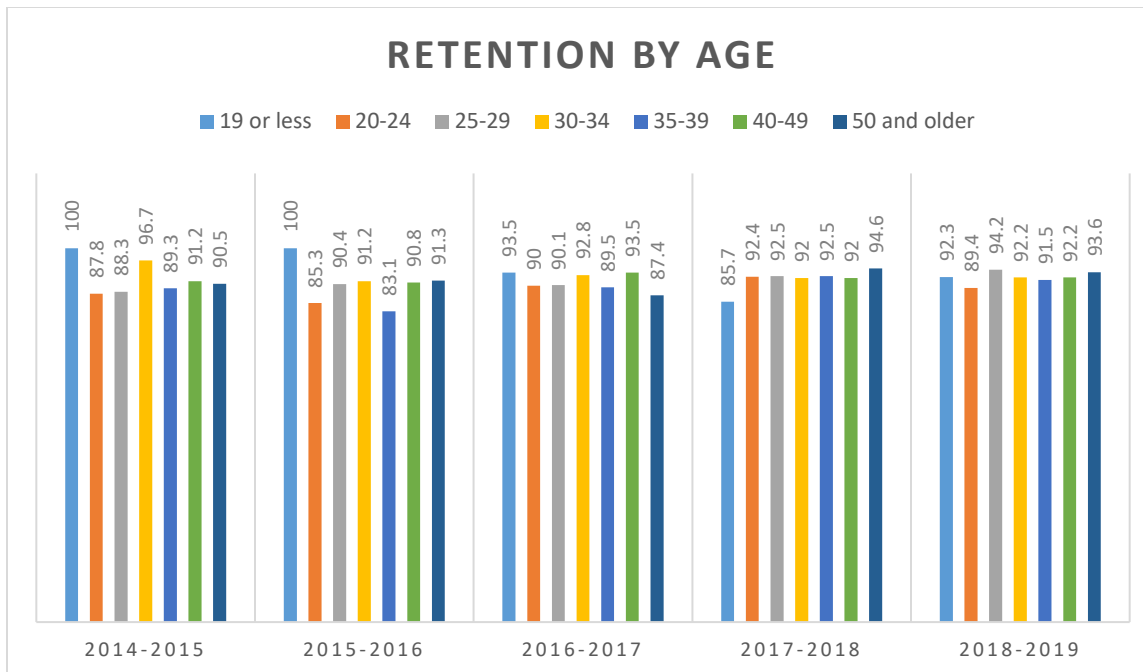
In reviewing retention rate trends for African American students there was a substantial increase in retention for the year 2016-2017 and the following year this increase leveled off and remained consistent for 2018-2019. This data is interesting when compared with the success data for African American students during this same time. In 2016-2017 African American students had a 100% retention but success rates were at 65.5%. The data points appear to be inconsistent and further analysis is needed. The program coordinator will work with the institutional effectiveness department to evaluate this variation. The only other significant change was a drop from 100% retention for American Indian/AK native in 2017-2018 to 75% retention in 2018-2019. As observed above, this is likely due to the limited number of students in this ethnic group when compared to the overall population. As such, a smaller number of students can have a more dramatic effect on retention rates.

When comparing the percentage point difference between age groups to the overall Paralegal retention rate for 2018-19, the retention rate was a minimal difference for students aged **19 or less** in Paralegal courses, a slight decrease for students aged **20 to 24**, a slight increase for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

RETENTION BY AGE

Legend: 19 or less | 20-24 | 25-29 | 30-34 | 35-39 | 40-49 | 50 and older

	19 or less	20-24	25-29	30-34	35-39	40-49	50 and older
2014-2015	100	87.8	88.3	96.7	89.3	91.2	90.5
2015-2016	100	85.3	90.4	91.2	83.1	90.8	91.3
2016-2017	93.5	90	90.1	92.8	89.5	93.5	87.4
2017-2018	85.7	92.4	92.5	92	92.5	92	94.6
2018-2019	92.3	89.4	94.2	92.2	91.5	92.2	93.6

Retention 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 100% in 2014-2015 to 85.7% in 2017-2018. This is likely attributed to the smaller number of students in this age group. If one student is not retained this will have a much greater effect on the overall retention rate. There do not appear to be any other significant differences in the retention rates for all students, regardless of age.

Equity

Enrollment trends reflect that African American students are less likely to enroll in the paralegal program as compared to White, Asian, and Hispanic ethnic groups. This data needs to be compared to the overall college demographic data to determine if there is a disproportionate access impact on African American students. Review of the data indicates that African American students are disproportionately impacted in terms of success. This trend is moving upward over the past few years from a low of 60.7% in 2014-2015 to 76% in 2018-2019. Faculty have been encouraged to attend professional development related to how their teaching methods can impact students from different ethnicities differently. Although there have been yearly fluctuations in enrollment for Asian and Hispanic students, to better understand whether there is a disproportionate impact to these ethnic groups a review of the college data is needed for comparative analysis. The success rates for both Asian and Hispanic ethnic groups have been relatively stable with Asian students dropping below 80% in 2017-2018 and Hispanic students falling below the 80% threshold in 2015-2016 and 2016-2017. The program coordinator is watching these trends along with the advisory committee to determine if remedial action is needed.

Achievement

The data indicates that African American students are disproportionately impacted in terms of success. This trend is moving upward over the past few years from a low of 60.7% in 2014-2015 to 76% in 2018-2019. This upward trend reflects college wide and program efforts to improve cultural awareness and equity mindedness. The program coordinator, faculty, and advisory committee will address this achievement gap for African American students through continued training and discussion. There are no other significant achievement gaps identified for other ethnic, gender, or age groups in data for the current year.

Program Efficiency

Program FTES trends are likely be attributed to decreasing enrollment in the overall community college system in general. As the economy remained strong fewer students needed training to transition careers. During times of economic instability enrollment generally increases to fill the needs of workers seeking employment in the legal field.

The paralegal program coordinator is working to increase awareness of the program in the local community. During orientation the program coordinator encourages students to take an additional class whenever possible to enhance the speed to graduation, thereby increasing the number of units each student is completing per semester which has a positive impact on the FTES considering the declining enrollment.

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 efficiency was reviewed this past semester and found to be effective given the enrollment and needs of students in the program.

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

SLO Assessment and Plan

Course	SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
All	All	Exam, Project, Written assignments	Paralegal faculty, Advisory Committee	Faculty have discussed making SLO assessment more consistent to increase the efficacy of the assessment results

Faculty have discussed SLO assessment at faculty meetings to create more consistency across courses. By creating a consistent method of assessment, the results will be more useful in determining if changes need to be made to the course curriculum. Faculty were receptive to this suggestion and have worked to include SLO assessment in the methods described above in their course.

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	None currently
Apply legal concepts to the clients' problems.	Exam, Project, Written assignments	Paralegal faculty, Advisory Committee	None currently
Apply legal ethics in the paralegal field	Exam, Project, Written assignments	Paralegal faculty, Advisory Committee	None currently

After discussion concerning the PSLO there were no suggestions for change. Faculty felt the PSLO adequately covered the expected outcomes for the program.

Aggregate Paralegal Program Student Learning Outcomes (PSLOs), 2015-2016 through 2018-2019
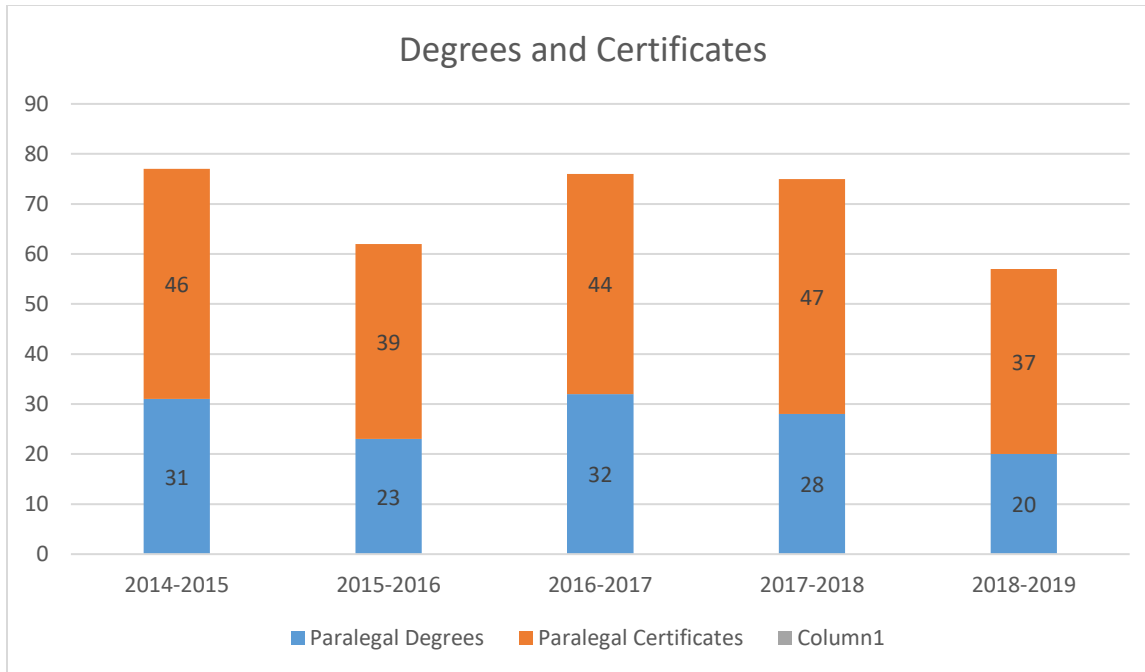
Paralegal PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Analyze and communicate conclusions both orally and in writing.	35	71.5%	25.7%	2.9%	0.0%
Apply legal concepts to the clients' problems.	35	71.5%	28.6%	0.0%	0.0%
Apply legal ethics in the paralegal field.	35	91.4%	8.6%	0.0%	0.0%

The aggregate post-graduation survey results show that the majority of graduates of the Paralegal Program were able and confident or somewhat confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence in applying legal ethics in the paralegal field was highest.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	31	23	32	28	20
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	46	39	44	47	37

The percentage change in the number of Paralegal degrees awarded in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of degrees awarded in 2014-15. The percentage change in the number of Paralegal certificates awarded in 2018-19 showed a substantial decrease from 2017-18 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Degrees and Certificates

Year	Paralegal Degrees	Paralegal Certificates
2014-2015	31	46
2015-2016	23	39
2016-2017	32	44
2017-2018	28	47
2018-2019	20	37

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 was just over 10% of the college degrees and certificates for the past three years. However, with the college increase in certificates and degrees issued, along with a reduction in the number of certificates and degrees for the paralegal program, this percentage dropped to just over 8%.

There is a direct correlation between enrollment and the number of certificates and degrees awarded. As enrollment has declined over the past few years the number of students obtaining certificates and degrees has correspondingly decreased. This same trend exists across all paralegal programs in the state. As the economy is strong there is less demand for re-training or career transition opportunities. Recent trends reflect economic instability. It is anticipated should this instability continue; the program coordinator is cautiously optimistic enrollments will slowly start to increase. While this will not have a direct impact on certificates and degrees for the upcoming year, in future years this anticipated enrollment increase will result I an increase in certificates and degrees in future years.

 Post-Graduation Outcomes

Post Grad Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18
9+ CTE Units	38%	44%	42%	40%	38%
Earned a Livable Wage	68%	59%	51%	59%	Not Available
Median Annual Earnings	$37,738	$44,248	$40,504	$44,196	Not Available
Number of Students that Transferred	11	-	-	-	Not Available

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. The percentage of students earning a living wage is substantially higher than this data reflects.

Curriculum Review

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 modifications to the curriculum since the most recent review period. Curriculum is currently being reviewed as part of the ABA re-approval process. Any changes to the curriculum will occur over the next two years and prior to the comprehensive review in 2022.

External Analysis: Market Assessment

Employment of paralegals and legal assistants is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations.

As law firms try to increase the efficiency of legal services and reduce their costs, they are expected to hire more paralegals and legal assistants. In these cases, paralegals and legal assistants can take on a "hybrid" role within the firm, performing not only traditional paralegal duties but also some of the tasks previously assigned to legal secretaries or other legal support workers.

Law firms also are attempting to reduce billing costs as clients push for less expensive legal services. Due to their lower billing rates to clients, paralegals can be a less costly alternative to lawyers, performing a wide variety of tasks once done by entry-level lawyers. This should cause an increase in demand for paralegals and legal assistants.

Although law firms will continue to be the largest employers of paralegals, many large corporations are increasing their in-house legal departments to cut costs. For many companies, the high cost of outside counsel makes it more economical to have an in-house legal department. This will lead to an increase in the demand for legal workers in a variety of settings, such as finance and insurance firms, consulting firms, and healthcare providers.

Job Prospects

Due to the rise of electronic discovery, formally trained paralegals with strong computer and database management skills should have the best job prospects.

The median annual wage for paralegals and legal assistants was $51,740 in May 2019. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $32,160, and the highest 10 percent earned more than $82,500.

In May 2019, the median annual wages for paralegals and legal assistants in the top industries in which they worked were as follows:

Federal government	$67,080
Finance and insurance	64,190
Local government, excluding education and hospitals	51,030
Legal services	49,630
State government, excluding education and hospitals	46,820

Most paralegals and legal assistants work full time. Some may work more than 40 hours per week to meet deadlines.

Source: https://www.bls.gov/

Demand for Paralegals will continue to grow as employers try to reduce costs by hiring Paralegals to perform tasks formerly carried out by lawyers. Paralegals are an option to increase availability and efficiency of legal services. Contributing to the expanded use of Paralegals is the increasing demand for legal services by a growing population.

Projections of Employment

In California, the number of Paralegals and Legal Assistants* is expected to grow much faster than average growth rate for all occupations. Jobs for Paralegals and Legal Assistants* are expected to increase by 18.0 percent, or 5,400 jobs between 2016 and 2026.

Estimated Employment and Projected Growth Paralegals and Legal Assistants*					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2016-2026)	30,000	35,400	5,400	18.0	37,900

The median wage in 2020 for Paralegals and Legal Assistants* in California is $59,356 annually, or $28.54 hourly. The median is the point at which half of the workers earn more and half earn less.

Annual Wages for 2020	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	$43,790	$59,356	$78,601

Source: https://www.labormarketinfo.edd.ca.gov/

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 twelve months up to the start of the pandemic. Data is not available for the months since March when the pandemic began. The program coordinator had 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.

Progress on Initiative(s)

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.
Legal Community Marketing Materials	Partially in Progress	A Facebook campaign was initiated by the program coordinator. Direct mail has been discussed but with funding restrictions has not occurred	With greater local community awareness enrollment will hopefully increase. Through direct mail advertising employers may encourage employees to further their education by obtaining a certificate or degree

Response to Program and Department Review 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 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

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

The paralegal program faculty has remained constant over the past many years. Efforts to diversify staffing will occur should a new adjunct position become available. There have been several discussions with both faculty and the advisory committee on ways to attract faculty of color should such a position arise. These include advertising through the local bar association such as the OCBA Diversity and Inclusion committee, word of mouth advertising through faculty and the advisory committee, and advertising in community papers and organizations that serve diverse populations.

Professional Development

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, 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: Ongoing/New Initiatives

Initiative:
Facebook and Instagram Marketing Campaign

Describe how the initiative supports the college mission:
The Facebook and Instagram marketing materials will serve three purposes. The marketing can target 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. And the marketing will directly attract students in the community who may be looking to obtain a paralegal certificate or transition careers.

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
x 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.
x Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
x Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
x 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
x Internal Research (Student achievement, program performance)
x 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 2020. Mailing January 2021.

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
x 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
x 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.
x 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
x Internal Research (Student achievement, program performance)
x 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 2021 with installation prior to the Spring 2021 semester

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Facebook and Instagram Legal Community Marketing	Marketing	$3,000	One Time	No	Internal, External	Partnerships and Community Engagement	Spring 2021	1
Law Yaw Software	IT	$5,000/TBD	One Time	No	Internal, External	Student Success, Completion, and Achievement	Spring 2021	2

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

Complete 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.