



# FULLERTON COLLEGE

ELEVATING.  
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## *Instructional Programs*

### **2014-2015 Self-Study**

#### **Three-Year Program Review Template**

#### **PARALEGAL STUDIES DEPARTMENT**

#### **BUSINESS, C.I.S. AND ECONOMIC & WORKFORCE DEVELOPMENT DIVISION**

#### **Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

#### **Participants in the self-study**

Steven Dayton, Paralegal Studies' Department Coordinator

#### **Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Steven Dayton

Printed name of Principal Author

Signature

Dept. Coord.

Title

Date

Steven Dayton

Printed name of Department Coordinator

Signature

Dept. Coord.

Title

Date

Printed name of Dean

Signature

Title

Date

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: ***We prepare students to be successful learners***

The Paralegal Studies program is part of the college's vocational programs in that its focus is to prepare students for entry into a specific occupation that is governed in California by Section 6450 of California's Business and Professions Code. While the program does not require a Bachelor's degree for employment in the field, the code mandates that a student attain either an associate degree or certificate to qualify as a paralegal. Completion of a degree in an ABA-approved Paralegal Studies program requires the development and mastery at a high level of both fundamental and high-order critical thinking skills. These include the ability to produce grammatically correct and error-free, complex, technical legal briefs and research reports utilizing advanced research skills under a tightly scheduled and controlled timeframe, a well-grounded knowledge of general and specific areas of the law, and a development of technical skills in the use of applications and processes unique to the operation of law offices and courts of law.

The program is rigorous and students are held to the highest performance standards as mandated by the American Bar Association, including a minimum allowable number of absences over the duration of the certain phases of the program, due to the demanding content and rigor in these areas. Program completers have a better than 70% rate of immediate employment upon graduation in the service area, an extraordinarily high rate among occupational programs.

Vision: ***To create a community that promotes inquiry and intellectual curiosity, personal growth and a lifelong appreciation for the power of learning.***

The Paralegal Studies program provides students with an opportunity to obtain valuable workplace and critical thinking skills that both improves the potential of their future and develops higher-order thinking skills. Students completing the program are able to enter a viable career that opens other doors for them. The link with an appreciation for the power of learning is immediate and tangible. In fact, many program graduates continue their educational path and become both attorneys and educators. In any given semester, a graduate of the program who has continued his or her education and attained a Juris Doctor degree returns to serve as an adjunct faculty member of the program.

Core Values:

The Paralegal Studies program supports the college core values of diversity, educational empowerment, integrity, and inclusiveness through its ability to address the need for professionals in a segment of our service area and to meet student demand for education in their chosen career. As a vocational program it represents a commitment of the college to support the existence of a diverse and skilled workforce to support the economic base of the region.

College Goals:

**College Goal 1:** Fullerton College will improve student learning and achievement.

The Paralegal Studies program, as a condition of continuing ABA approval, annually conducts comprehensive student, alumni, and employer surveys to assess the effectiveness of the program in meeting the needs of the employers and the students. Program graduates continue to be surveyed annually for the duration of their career, per ABA requirements. In addition, the majority of local law firms are represented either by membership on the program advisory committee, which is required to meet twice annually, or as members of the adjunct faculty within the program. This close and continuing association helps to ensure that the Paralegal program is responsive to the needs of employers and its students and continues to strive toward further program improvement. In addition, the program is required to assess student learning objectives (SLOs) and report on both the results of surveys and assessments, with an evaluation of the results and plan for improvement. These standards and practices have been in place for more than ten years and are part of the standards by which the program is evaluated in its accreditation self-study report and site visit, and in its midterm reports.

**College Goal 2:** Fullerton College will reduce the achievement gap.

The Paralegal Studies program, to conform with ABA requirements, has long had a review and assessment process in place for its program. The department coordinator meets regularly with adjunct faculty to review survey responses from employers and students and plan appropriate action to ensure continuing improvement. As such the program is committed to evaluation, assessment and ongoing improvement.

**College Goal 3:** Fullerton College will strengthen connections with the community.

Fullerton College's Paralegal Studies program acts as the college's representative in the legal and judicial community in Fullerton and Orange County. The majority of representatives in the legal profession locally, who are also major figures in the community, either serve on the Advisory Committee or serve as expert adjunct faculty. In addition, Superior Court Judge Smith is an adjunct faculty member within the program and also serves on the advisory committee, creating linkages within the Superior Court in Fullerton. The Paralegal Studies program therefore assists the college in maintaining strong connections within its service community.

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	Since budget restrictions have eased up and more sections can be offered enrollments have steadily risen. Since the prior report, enrollments for the academic year of 2012-2013 were 764 students. That number increased to 1,096 for the academic year of 2013-2014. As more sections are offered not only is the program continuing to

	attract new students, but alumni are returning to take additional course work. The current enrollment level is the highest level the program has experienced in the past five years. Continued growth is anticipated as new courses are being developed.
Total FTES	FTES has increased from 91 in academic year 2010-2011 to 116 in academic year 2013-2014.
Sections	In academic year 2010-2011, the program experienced the lowest level of course offerings in the history of the program and ran the risk of jeopardizing its approval status from the American Bar Association. In that academic year course offerings was an abysmal 27. Due to the increase in funding, the program is close to reaching an acceptable level of course offerings. In academic year 2013-2014, 43 sections were offered.
FTEF	FTEF utilized by the program appear to have increased from 5.0 in 2010-2011 to 8.0 in 2013-2014, but this is not a correct figure as one full-time faculty member from the C.I.S. Department began teaching two sections in paralegal studies, but teachers her primary load in the C.I.S. Department. As a result, the FTEF reflects two full-time faculty to 8 to 10 adjuncts, though only two sections as stated above are taught by the non-paralegal full-time faculty member. Additionally, that full-time faculty member retired the end of the 2013-2014 academic year. Presently, there is only one full-time faculty member teaching in the Paralegal Studies program.
Fill Rate	Fill rate reached a high of 109% in 2010-2011 due to a drop in the number of sections offered, but has declined to a rate of 84% at census date in 2013-2014. While typically the paralegal studies program has an average fill-rate of 90% or greater in 2013-2014 the program offered classes in the afternoon, Friday nights and on Sunday mornings. Rather than cancel those classes with low enrollments, the then dean allowed them to meet which impacted the overall fill rate for the academic year.
WSCH/FTEF	WSCH/FTEF levels in 2006-07 were at 326. As a result of reductions in sections, with an increased headcount carried in remaining sections, WSCH/FTEF had increased to 548 in 2010-11. As of 2013-2014 with an increase in the number of sections offered, WSCH/FTEF increased to 656.
Retention	Course retention has remained fairly consistent over the last three years, with a percentage of roughly 81% in 2010-11 to 80.8% in 2013-2014.
Success	Program success rates dropped slightly from 71% in 2010-11 to 70% in 2013-2014.

## 2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Fullerton	Cerritos	Coastline	Mt. San Antonio	Santa Ana
<b>Retention:</b>	F11 77% F12 79% F13 81%	F11 85% F12 83% F13 86%	F11 87% F12 92% F13 94%	F11 91% F12 90% F13 92%	F11 83% F12 86% F13 92%
<b>Success:</b>	F11 70% F12 67% F13 70%	F11 73% F12 72% F13 71%	F11 78% F12 81% F13 85%	F11 76% F12 77% F13 74%	F11 71% F12 75% F13 77%
<b>Degrees Awarded:</b>	AN1112 19 AN1213 13 AN1314 22	AN1112 17 AN1213 0 AN1314 0	AN1112 16 AN1213 26 AN1314 22	AN1112 39 AN1213 52 AN1314 56	AN1112 28 AN1213 30 AN1314 30
<b>Certificates Awarded:</b>	AN1112 19 AN1213 1 AN1314 14	AN1112 36 AN1213 56 AN1314 51	AN1112 39 AN1213 52 AN1314 46	AN1112 N/A AN1213 N/A AN1314 N/A	AN1112 16 AN1213 18 AN1314 21
<b>Transfers:</b>	N/A	N/A	N/A	N/A	N/A

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

**Analysis:** Fullerton College's Paralegal Studies program compares favorably with its peers, although its students have a lower retention and success rate than those comparable programs. This may be reflective on a few factors including the intensity of the FCC curriculum and the comparable institutions emphasis on degrees rather than certificates. FC's spread between retention and success rate, however, is lower than any of the ABA-approved schools. Further examination of this difference is warranted and will be undertaken by the Paralegal Studies' Program Director.

## 2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
<b>Males</b>	AN0910 74%, AN 1011 77%, AN1112 74%, AN 1213 81%, AN1314 77%	AN0910 57%, AN 1011 62%, AN1112 63%, AN 1213 66%, AN1314 59%
<b>Females</b>	AN0910 84%, AN 1011 83%, AN1112 78%, AN 1213 82%, AN1314 80%	AN0910 69%, AN 1011 74%, AN1112 71%, AN 1213 70%, AN1314 67%
<b>Asian-American</b>	AN0910 81%, AN 1011 87%, AN1112 71%, AN 1213 74%, AN1314 78%	AN0910 78%, AN 1011 78%, AN1112 64%, AN 1213 61%, AN1314 63%
<b>African-American</b>	AN0910 64%, AN 1011 80%, AN1112 80%, AN 1213 86%, AN1314 82%	AN0910 52%, AN 1011 68%, AN1112 72%, AN 1213 70%, AN1314 67%
<b>Filipino</b>	AN0910 81%, AN 1011 81%,	AN0910 81%, AN 1011 81%,

	AN1112 88%, AN 1213 92%, AN1314 82%	AN1112 81%, AN 1213 71%, AN1314 82%
<b>Hispanic</b>	AN0910 82%, AN 1011 80%, AN1112 73%, AN 1213 78%, AN1314 76%	AN0910 62%, AN 1011 66%, AN1112 61%, AN 1213 64%, AN1314 59%
<b>Native American</b>	AN0910 71%, AN 1011 N/A, AN1112 N/A, AN 1213 100%, AN1314 100%	AN0910 57%, AN 1011 N/A, AN1112 N/A, AN 1213 50%, AN1314 100%
<b>Other Non-White</b>	AN0910 96%, AN 1011 100%, AN1112 100%, AN 1213 100%, AN1314 N/A	AN0910 92%, AN 1011 75%, AN1112 100%, AN 1213 100%, AN1314 N/A
<b>Pacific Islander</b>	AN0910 100%, AN 1011 75%, AN1112 33%, AN 1213 33%, AN1314 100%	AN0910 100%, AN 1011 75%, AN1112 33%, AN 1213 0%, AN1314 0%
<b>White</b>	AN0910 84%, AN 1011 81%, AN1112 83%, AN 1213 88%, AN1314 85%	AN0910 71%, AN 1011 74%, AN1112 78%, AN 1213 79%, AN1314 75%
<b>Unknown</b>	AN0910 77%, AN 1011 86%, AN1112 95%, AN 1213 93%, AN1314 79%	AN0910 58%, AN 1011 75%, AN1112 89%, AN 1213 73%, AN1314 71%
<b>Range (Max-Min)</b>	100 to 71 %	100 to 52%

Retention and success rate data indicate that Hispanic and African-American students have about a 6% greater spread between their retention rate and success rate than do other student populations within the program. Interestingly, there also appears some gender disparity in retention and success rates, with female students having a 7% higher spread between the two measures than male students. This may be reflective of different gender representation among specific ethnic groups of students within the program.

## 2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

In 2011, our reapproval agency, the American Bar Association, instituted a pilot program for a select number of paralegal programs; Fullerton College was one of the selected institutions to administer a new requirement before FCC could issue a degree or a certificate to students who successfully completed all requisite coursework. The new requirement mandated that students pass a typing testing with a minimum “word-per-minute” count of 45. The ABA erroneously believed the passage of this test would indicate to an employer a student’s technology proficiency. The results for FCC and its students were abysmal. Our students tried to pass the test, but consistently failed. This resulted in few degrees or certificates being awarded. Some students gave up and while they had completed their coursework still have yet to receive a degree or certificate merely because they could not get their typing score to an acceptable level. Fullerton College and many other institutions complained to the ABA that the typing test in no way represented a graduate’s knowledge of the technology or software a graduate would use in a legal environment. Finally, in January of 2014, the ABA suspended the typing test requirement. Since that time the number of degrees and certificates awarded by the program have steadily increased.

**2.5** Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

The CA Labor Market Division projections for labor demand from 2008-2018 in the field of Paralegal Studies indicates continued demand for paralegal professionals and legal assistants. In addition the “Paralegals and Legal Assistants” classification is on the list of the Fastest Growing Occupations in the Orange County Metropolitan Statistical Area, at an estimated growth percentage of 27.1% in job openings over the years between 2008 and 2018. This strongly indicates there will be continued growth in demand for the Paralegal program offerings, with an opportunity for growth in existing offerings as well as expansion into other certificate areas.

Additionally, a new grassroots movement is occurring in the state of Washington that is closely being monitored by the California Bar Association that may have a major influence on not only the current students in the paralegal program, but also could result in an influx of alumni returning to the campus to qualify as an expert in the paralegal field. This movement is referred to as the Limited License Legal Technician program. Throughout the United States, the number of citizens denied access to justice due to financial inability to afford legal services is growing at an alarming rate. All states are seeking alternatives to attorneys to meet the needs of this growing minority. Washington State after a 10-year study determined that certain areas of law, e.g. Family Law, could benefit by allowing paralegals to engage in limited representation of clients in and out of court. Costs to the client would be decreased while protection would be increased by requiring paralegals to complete additional, specialized training and mandate the purchasing by the paralegals of malpractice insurance. If this movement were to catch on in California and a program similar to Washington’s be adopted by the California State Bar, Fullerton College could become one of the training centers which would result in an increase in enrollment in the program.

**2.6** Provide any other data that is relevant to your self-study.

Fullerton College’s Paralegal Studies Program is one of only 30 schools in California and 230 in the United States that is approved by the American Bar Association. Graduation from an ABA-approved program is one of the requirements under California’s Business & Professions Code, Section 6450 for a person to claim the job title of “Paralegal.” Of the 30 schools, 13 are four-year institutions or private schools. See Appendix B – List of ABA-approved programs in California.

### **3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

Based on your analysis in 2.1 through 2.6, answer the following questions:

**3.1** What are the strengths of your program?

With the removal of the typing test requirement, success and retention are on the increase. Further, the job market for our graduates is improving as more and more job announcements are provided to

the department coordinator. Additionally, as funding has improved, an additional full-time faculty position has opened. This opening when filled will provide educational consistency to the students.

### **3.2. What are the weaknesses of your program?**

Currently, there is one full-time faculty member who is also the department coordinator. The tasks of running the program, including hiring adjunct faculty, scheduling classes, budgeting, curriculum development, job placement and a plethora of other necessary activities is too much for one person even with a 50% classified support staff. This burden should be somewhat alleviated in Fall 2015 when an additional full-time faculty member is hired.

Additionally, available funding is a problem. The Paralegal Studies Department is one of five departments within the Business Division. It is the third largest department based on enrollments, but funding is inadequate to provide the students with the knowledge they need to compete with graduates from similarly situated and peer institutions. Whereas many of our peer institutions provide the students training in software applications unique to the legal environment, FCC was only able to provide its students with training and experience on these software programs during the year that the program received VTEA funding. After the year of acquisition of the software as updates were announced, the programs purchased by the department expired and became virtually useless for training the students.

### **3.3 What opportunities exist for your program?**

Labor market data indicates that the demand for the program and its graduates will not only remain strong over the next five years, but will be one of the fastest growing occupational areas. This means that the opportunity for growth and program improvement exists. In addition, the program currently compares favorably with its peers in terms of enrollment, retention and success rates. Further, the program director has been in discussion with local paralegal associations in an attempt to offer Continuing Legal Education for existing paralegals. If brought to fruition, this will not only create awareness of the program, but could increase revenue for the college and the program.

### **3.4 What challenges exist for your program?**

Obviously, the program needs to increase retention and success among a student base that is growing ever apathetic. But this challenge is not insurmountable; it only requires the time and resources to reevaluate the needs of both the students and the job market. A growing number of colleges in the service area are seeking ABA approval for their Paralegal programs, while other colleges add degrees and certificates to their offerings. The Paralegal program at Fullerton College needs to market itself more effectively within the service area, while simultaneously reviewing its offerings for growth potential.

## **4.0 Student Learning Outcomes (SLO) Assessment**

### **4.1 List your program level SLOs and complete the expandable table below.**



	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of the courses in the paralegal studies program, students will be qualified under the California Business and Professions Code, Section 6450, as a “paralegal” within the meaning of the statute and be able to perform substantial legal work under the direction and supervision of a member of State Bar of California;.	Sp 13 Sp 14	F13 F14	S13 S14	2
2.	Upon successful completion of the courses in the paralegal studies program, students will understand the organization and function of the United States’ Judicial, Executive and Legislative branches of government;	Sp 13 Sp 14	F13 F14	S13 S14	2
3.	Upon successful completion of the courses in the paralegal studies program, students will use computers and other technology for document production, law office management, trial preparation, and other tasks performed by paralegals.	Sp 13 Sp 14	F13 F14	S13 S14	2

**4.2 Assessment:** Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Evaluate the available primary and secondary legal resources applicable to a client’s legal action and select those sources that help substantiate the client’s position.	Successful completion of legal research assignments that demonstrate critical thinking and proper application of legal principles to factual situations	Students in legal research, legal writing and various upper division legal specialty classes effectively and properly engaged in appropriate legal analyze for their educational level	Provides direction and insight into the creation of assignments that appropriately reflect the level of expertise a student will have to master to be marketable as a paralegal
2. Compose, create and edit word processing documents unique to the legal environment for use as business letters, trial briefs, pleadings as well as generate templates for use in the legal office	Evaluation of a student’s ability to follow instructions, research and obtain sample documents and legal resources for effectively generating standard legal documents, and comprehend procedural requirements imposed	Legal Research and Civil Litigation classes impose on students constraints similar to those a graduate employed as a paralegal will be obligated to perform when working for an attorney. In an evaluation of the assignments distributed by Fullerton College’s	Provides direction and insight into the creation of assignments that appropriately reflect the level of expertise a student will have to master to be marketable as a paralegal

	by courts that are necessary for the generation of documents acceptable by a supervising attorney and a court of law	Paralegal Studies instructors compared to assignments assigned by its peer institutions, FCC far exceeds and surpasses the peer schools. Numerous attorneys and judges have commented how prepared our students are for working in the legal field.	
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**4.3** What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

100%; Progress is maintained, but onerous as there is only on full-time faculty member who also has responsibilities of overseeing all administrative duties associated with running a program of this size.

**4.4** How has assessment of program level SLOs led to improvements in student learning and achievement?

Assessment is still in its infancy so improvements are still in development. Trial and error presently is the manner employed when adapting or modifying curriculum changes designed to improve student learning and achievement.

**4.5** How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

It would conjecture to surmise at this point in the SLOA assessment process. Too many other factors play a role in the awarding of degrees and certificates as previously stated especially considering the negative impact created by the ABA’s mandate of a student’s successful completion of a typing test before a degree or certificate can be awarded. Now that the imposition has been lifted, a more accurate determination of the number of degrees and certificates awarded can be assessed which will also be a more realistic determination of the success of the program and the students. In other words, it is too soon to draw conclusions in this regard.

**4.6** What challenges remain to make your program level SLOAs more effective?

The current process does not consider the possibility the existing programs already have mandated assessment and evaluation procedures, which are not necessarily identical to the college process. The college process has added yet another layer of assessment and evaluation instruments and processes to these programs which are already overburdened by the necessity of maintaining documentation on a myriad of evaluations and assessments.

**5.0 Evaluation of Progress Toward Previous Goals/SAP’s** (Future program review templates for this section will identify “previous goals” as “previous *strategic action plans*”-- SAP’s.)

**5.1** List the goals from your last self-study/program review.

**Goal 1:** Develop a full complement of marketing materials for the Paralegal Studies program, including program brochures, updated website, and video interviews with employers, faculty, and students to imbed into the CTE programs website. This goal addresses college goals number 1-3.

**Goal 2:** The Paralegal Studies is currently finishing preparation for the submission of its self-study (March 15, 2012) and the site visit from the American Bar Association next year (2013). The program's goal is to gain re-approval from the ABA during this period.

**5.2** Describe the level of success and/or progress achieved in the goals listed above.

**Goal 1:** As of the date of this report, only a program brochure has been completed.

**Goal 2:** While a site visit by the American Bar Association representatives was anticipated for 2013, the organization's backlog on the review of submitted materials by all ABA approved programs shifted the visit to spring of 2014. At the conclusion of the visit, Fullerton College's Paralegal Studies Program became only the third program out of 230 programs nationally to receive approval without any changes or modifications.

**5.3** How did you measure the level of success and/or progress achieved in the goals listed above?

Progress and success of these short term goals was easy to measure as marketing materials are visual and quantifiable. As to Short Term Goal 2, success is reflected in the program receiving reapproval by the American Bar Association for another seven years.

**5.4** Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Without reapproval by the ABA, our program would no longer be competitive with our peer institutions in the California Community College system offering a degree and certificate in Paralegal Studies.

**5.5** In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

The funds allocated to Goal 2 allowed us to cover the costs and expenses for bringing the Site Team to the campus as required for reapproval.

**5.6** If funds were not allocated in the last review cycle, how did it impact your program?

Funds were limited for marketing materials resulting in the program only being able to produce a small, brochure with limited information on the program.

**6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]**

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>	
Describe Strategic Action Plan: (formerly called short-term goal)	Develop additional marketing materials that communicate the Paralegal Studies Program and its curricula to potential students, including the preparation of a bilingual website, a video on employment in the field and, if time and resources permit, a YouTube channel on the program and the paralegal field.
List College goal/objective the plan meets:	College Goal #: 1,2 and 3 Objective #: 3 (G1), 1-4 (G2), 2-3,5 (G3)
Describe the SAP: (Include persons responsible and timeframe.)	<p>The majority of students in the paralegal program are bilingual, yet our marketing materials are in English and targeted primarily to a market of displaced workers. Yet, 40 -55% of all job announcements received by the program director are seeking an applicant who is fluent in a language other than English. How can the department coordinator place graduates in available positions, when the marketing efforts are not directed to the student who can meet the employer's needs? Thus, to be competitive as an institution and a program, marketing efforts have to be targeted toward the Hispanic and Asian speaking communities. Additionally, the program and the college have to avail itself on the marketing benefit inherent in the use of social media. The Paralegal Studies department advises the Fullerton College Paralegal Association which communicates among the members primarily through Facebook, LinkedIn and Twitter, yet the program does no marketing using these tools or media.</p> <p>Responsible persons would include the division dean, the department coordinator and the college's Information Office</p> <p>Timeframe would be as soon as possible and on-going.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Enrollment, Retention, Successful completion resulting in a higher number of degrees and certificates awarded in any given academic year.
What specific aspects of this SAP can be accomplished without additional financial resources?	Undetermined at this time though establishing a LinkedIn, Twitter or Facebook account incurs no expense to the college; it is the time commitment of the developer and the costs associated therein.
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	?	?
Facilities	?	
Equipment	?	
Supplies	?	
Computer Hardware	?	
Computer Software	?	
Training	?	
Other	?	
<b>Total Requested Amount</b>	Unknown at this time	Grants and ?

<b>STRATEGIC ACTION PLAN # 2</b>	
Describe Strategic Action Plan: (formerly called short-term goal)	Acquire Application Software that is used by legal professionals practicing law in California and throughout the United States.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3, 5
Describe the SAP: (Include persons responsible and timeframe.)	<p>Software that is used by courts, attorneys, paralegals and other law office personnel includes Word Perfect, the Microsoft Office Suite, and an array of application software unique to the legal environment. Every job posting received by the department coordinator requests that applicants possess functional knowledge of one or more of these application programs. Two years ago the department was able to purchase and hence train the students in the use of these software programs when granted a VTEA grant. After the year of acquisition, the software was outdated as the program had no funds for the updates and as a result current students are lectured on the functions and capabilities of the software but lack hands-on training on the actual programs. This results in a decrease in the marketability of our students unless the student receives training during an internship or employment in a law office.</p> <p>Responsible persons would include the college's ACT for installation of software and the program director for the determination on what software would best prepare the student for employment.</p> <p>Timeframe would be as soon as possible and on-going.</p>

What <i>Measurable Outcome</i> is anticipated for this SAP?	Students would be able to adequately compete for job openings in the legal field.
What specific aspects of this SAP can be accomplished without additional financial resources?	None.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	Approx. \$45,000	Grants and Instructional Equipment funds
Training		
Other		
<b>Total Requested Amount</b>	Approximately \$45,000.00 annually	

### STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Hiring of an additional full-time faculty member
List College goal/objective the plan meets:	College Goal #: 1 and 2 Objective #: All objectives listed under College Goals 1 and 2 , excluding G1, Obj. 4
Describe the SAP: (Include persons responsible and timeframe.)	Currently, the department coordinator is also the only full-time faculty member. While the program always had two full-time faculty members, when the recession hit and budget cuts were the norm, one of the two faculty members passed away. Lack of funding prohibited

	<p>the hiring of another full-time replacement faculty member and all administrative and contractual teaching responsibilities fell on the remaining faculty member.</p> <p>Recently, the college approved the hiring of a replacement faculty member. The new faculty member should be employed by Fall 2015.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Shared responsibility and consistency in teaching.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel	Unknown at this time	District funding of Salaries
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	Unknown at this time	

## 7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

The Paralegal Studies program will consider the addition of one or more certificates or specialty degrees in its offerings. The trend among legal programs is to offer a generic transfer degree identified as a degree or certificate in “legal studies” that is representative of the title of the many bachelor’s programs in the legal field. This new degree/certificate would not only allow a student to prepare for a terminal degree as a paralegal and be qualified to seek employment as such, but would also allow students to transfer on to a four-year institution or continue his or her education with the end result of enrollment in law school. Fullerton

College's Paralegal Studies' program has articulation agreements with the University of La Verne, National University, and the California University of Pennsylvania – all of which offer a Bachelor of Arts degree in Legal Studies. While both currently accept some units as transfer units from our program, a "legal studies" degree would satisfy all first and second year course requirements for their programs, thereby allowing graduates from the paralegal program similar transfer status as our students who transfer to the UC and CSU system schools with an associate degree. Financial impact would be minimal. Feasibility studies can be conducted without the need for additional resources. Actual implementation of program changes may require additional resources.

Other Long Term Plans will be developed after the additional faculty member is hired in the fall of 2015.

## **8.0 Self-Study Summary**

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Paralegal Studies program continues to be robust and to show improvement in all its KPIs. It compares well with its other ABA-approved partner programs in other colleges. Strong opportunity exists for the program to expand while continuing to meet the growing demands of the legal community and student populace while maintaining instructional excellence. At one point the program had a very strong day program which could be revitalized now that funding has improved. Additionally, there are numerous cross-curricula opportunities, some of which are already implemented. The support of the college in the program and its opportunities is appreciated.



Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page

*I concur with the findings contained in this Program Review.*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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**APPENDIX A  
TO  
PARALEGAL  
STUDIES  
DEPARTMENT  
PROGRAM  
REVIEW  
REPORT  
  
NOVEMBER  
2014**



# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

## Paralegal Studies

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	
<b>Course Information</b>																					
Courses Offered	1	9	11	16	2	10	10	17	1	10	10	16		12	12	18	3	14	15	23	
Sections Offered	1	13	15	29	2	13	12	27	1	12	12	25		14	15	29	3	18	20	43	
<b>Student Information</b>																					
Majors		205	204	269		224	222	1		165	203	236		236	262	323		244	257	277	
New Majors		41	27	68		42	32	74		24	25	49		54	36	90		57	33	90	
Enrollments	35	421	470	926	60	427	446	933	49	313	288	650		332	432	764	80	494	522	1,096	
FTES	3	43	47	93	3	43	44	91	0	43	24	67		43	51	94	8	57	51	116	
WSCH	90	1,277	1,418	2,785	93	1,298	1,328	2,718	464	1,401	1,562	3,427		1,508	2,129	3,638	629	2,573	2,037	5,238	
<b>Program Resources</b>																					
FTE Faculty	0.2	2.6	3.0	5.7	0.2	2.4	2.3	5.0	0.2	2.3	2.3	4.8		2.7	3.0	5.7	0.7	3.4	3.9	8.0	
<b>Program Efficiency</b>																					
Ave Section Size	35.0	32.4	31.3	31.9	30.0	32.8	37.2	34.6	49.0	26.1	24.0	26.0		23.7	28.8	26.3	26.7	27.4	26.1	25.5	
Fill Rate (Census)	100%	103%	96%	99%	86%	108%	114%	109%	151%	105%	99%	104%		97%	94%	95%	76%	88%	81%	84%	
WSCH per FTEF	450	497	477	485	463	531	573	548	2,319	604	673	708		555	717	639	968	753	520	656	
<b>Program Outcomes</b>																					
Degrees Awarded				8				14				19				13					22
Certificates Awarded				10				18				24				1					8
Transfers				13																	
<b>Course Retention Rates</b>																					
Overall	83%	83%	80%	81%	82%	81%	82%	81%	92%	77%	77%	78%		79%	85%	82%	75%	81%	79%	80%	
Females	85%	86%	82%	84%	82%	80%	85%	83%	92%	77%	79%	78%		79%	85%	82%	72%	82%	80%	80%	
Males	75%	76%	72%	74%	73%	80%	74%	77%	92%	76%	69%	74%		77%	84%	81%	82%	77%	77%	77%	
African American	100%	61%	64%	64%		90%	70%	80%	100%	86%	74%	80%		85%	88%	86%	83%	79%	83%	82%	
Asian American	83%	85%	77%	81%	100%	91%	81%	87%	100%	61%	79%	71%		74%	74%	74%	38%	85%	78%	78%	
Filipino		100%	73%	81%	50%	78%	90%	81%	100%	100%	76%	88%		83%	100%	92%	50%	89%	82%	82%	
Hispanic/Latino	82%	82%	82%	82%	90%	78%	80%	80%	86%	74%	70%	73%		74%	82%	78%	69%	79%	74%	76%	
Native American		100%	0%	71%											100%	100%			100%	100%	
Other Non-White	50%	100%	100%	96%		100%	100%	100%		100%	100%	100%		100%	100%	100%					
Pacific Islander		100%	100%	100%		75%	75%	75%		100%	0%	33%		33%		33%		100%	100%	100%	
White	88%	87%	82%	84%	75%	80%	84%	81%	96%	79%	84%	83%		86%	90%	88%	96%	82%	87%	85%	
Unknown	80%	83%	72%	77%	83%	78%	100%	86%	100%	91%	100%	95%		83%	100%	93%		80%	78%	79%	
<b>Course Success Rates</b>																					
Overall	77%	65%	67%	67%	77%	69%	73%	71%	85%	70%	68%	70%		67%	71%	69%	60%	70%	63%	66%	
Females	81%	69%	68%	69%	76%	71%	77%	74%	84%	70%	71%	71%		67%	72%	70%	64%	72%	63%	67%	
Males	63%	52%	62%	57%	73%	62%	61%	62%	85%	68%	53%	63%		64%	68%	66%	50%	63%	57%	59%	
African American	67%	50%	52%	52%		71%	65%	68%	100%	76%	65%	72%		77%	67%	70%	17%	71%	71%	67%	
Asian American	83%	82%	75%	78%	100%	78%	77%	78%	100%	58%	68%	64%		61%	62%	61%	38%	67%	63%	63%	
Filipino		100%	73%	81%	50%	78%	90%	81%	100%	100%	65%	81%		67%	75%	71%	50%	89%	82%	82%	
Hispanic/Latino	82%	58%	64%	62%	85%	63%	68%	66%	77%	63%	57%	61%		61%	66%	64%	51%	67%	53%	59%	
Native American		80%	0%	57%											50%	50%			100%	100%	
Other Non-White	50%	93%	100%	92%		100%	50%	75%		100%	100%	100%		100%	100%	100%					
Pacific Islander		100%	100%	100%		75%	75%	75%		100%	0%	33%		0%		0%		0%	0%	0%	
White	88%	69%	71%	71%	71%	70%	77%	74%	87%	75%	80%	78%		76%	82%	79%	92%	75%	73%	75%	
Unknown	60%	62%	56%	58%	67%	72%	83%	75%	100%	82%	100%	89%		67%	78%	73%		80%	67%	71%	

**APPENDIX B**  
**TO**  
**PARALEGAL**  
**STUDIES**  
**DEPARTMENT**  
**PROGRAM**  
**REVIEW**  
**REPORT**

**NOVEMBER**  
**2014**

# APPENDIX B

## California Schools with ABA-Approved Paralegal Programs

### California ABA Approved Paralegal Education Programs

American River College, Sacramento, CA  
California State University East Bay, Hayward, CA  
California State University, Los Angeles  
Cerritos Community College, Norwalk  
Coastline Community College, Fountain Valley  
College of the Canyons, Santa Clarita  
Cuyamaca College, El Cajon  
DeAnza College, Cupertino  
El Camino College, Torrance  
Fremont College, Cerritos  
Fullerton College, Fullerton  
John F. Kennedy University, Pleasant Hill  
Los Angeles City College, Los Angeles  
Miramar College, San Diego  
Mount San Antonio College, Walnut  
MTI College, Sacramento  
National University, Los Angeles and Woodland Hills  
Pasadena City College, Pasadena  
San Francisco State University - College of Extended Learning, San Francisco  
Santa Ana College, Santa Ana  
University of California, Irvine  
University of California, Los Angeles  
University of California, Riverside  
University of California, San Diego  
University of California, Santa Barbara  
University of La Verne, La Verne  
University of San Diego, San Diego  
West Los Angeles College, Culver City  
West Valley College, Saratoga