



Instructional Programs
2017-2018 Self-Study
Three-Year Program Review Template

PARALEGAL STUDIES DEPARTMENT

BUSINESS AND CIS 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

Steve Dayton
 Loretta Calvert (for Goals and SAP)

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		Dept. Coord.	02/18/18
Printed name of Principal Author	Signature	Title	Date
Steven Dayton		Dept. Coord.	02/18/18
Printed name of Department Coordinator	Signature	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: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

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: Fullerton College will transform lives and inspire positive change in the world.

Core Values:

- *Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.*
- *Diversity – We embrace and value the diversity of our entire community.*
- *Equity – We commit to equity for all we serve.*
- *Excellence – We honor and build upon our tradition of excellence.*
- *Growth – We expect everyone to continue growing and learning.*
- *Inclusivity – We support the involvement of all in the decision-making process.*
- *Innovation – We support innovation in teaching and learning.*
- *Integrity – We act in accordance with personal integrity and high ethical standards.*
- *Partnership – We work together with our educational and community partners.*
- *Respect – We support an environment of mutual respect and trust that embraces the individuality of all.*
- *Responsibility – We accept our responsibility for the betterment of the world around us.*

College Goals:

- **Goal 1:** *Fullerton College will increase student success.*

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.

- **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.

- **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. On a broader level, Fullerton College’s Paralegal Studies program maintains connections with the paralegal faculty community nationally by its participation in the national American Association of Paralegal Educators (AAfPE). Both Program Director Steve Dayton and full-time faculty member Loretta Calvert have served on AAfPE’s Board of Directors and as President of the organization.

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.) *See Appendix A*

KPI	Findings
Enrollment 2013: 928 2014: 1,099 2015: 974 2016: 1,004 2017: 827	The enrollment statistics between 2013 – 2016 are consistent with the trends we have observed in prior years. When the economy is doing poorly, but the job market is high for paralegals, we see steady enrollments that vary slightly from year to year. When, however, the economy does well our enrollments drop by about 100 – 150 or more per semester. This trend has occurred consistently in the 25 years I have taught at Fullerton.

<p>Total FTES</p> <p>2013: 94.0 2014: 115.7 2015: 98.7 2016: 101.6 2017: 83.2</p>	<p>As stated above under enrollment findings, the only thing I can attribute fluctuation to is the economy. I do believe these statistics would be higher if the college advertised or permitted advertisements for various programs as other colleges permit.</p>
<p>Sections</p> <p>2013: 29 2014: 43 2015: 42 2016: 40 2017: 40</p>	<p>The anomaly shown in the number of sections between 2013 and the remaining years is directly tied to the edict and limitations on section offerings by the college's prior president and VPI.</p>
<p>FTEF</p> <p>2013: 5.9 2014: 8.4 2015: 8.5 2016: 7.9 2017: 7.5</p>	<p>Prior to 2014, Department Coordinator Steve Dayton was the only full-time faculty member of the paralegal studies program. In 2014, Loretta Calvert was hired.</p>
<p>Fill Rate</p> <p>2013: 95.1% 2014: 84.6% 2015: 78.6% 2016: 83.9% 2017: 66.0%</p>	<p>As stated above under enrollment findings, the only thing I can attribute fluctuation to is the economy. I do believe these statistics would be higher if the college advertised or permitted advertisements for various programs as other colleges permit.</p>
<p>WSCH/FTEF</p> <p>2013: 479.1 2014: 434.8 2015: 366.2 2016: 366.2 2017: 342.8</p>	<p>I apologize as I can't comment or providing findings for WSCH/FTEF as I have never fully understood what these statistics demonstrate or show. All I can attest to for the drop in numbers is the division hired a new faculty member for the paralegal studies department and the faculty member started full-time in 2015.</p>
<p>Retention</p> <p>2013: 82.3% 2014: 79.9% 2015: 81.1% 2016: 84.7% 2017: 80.5%</p>	<p>These figures are indicative of the past 25 years where retention has vacillated from a low of 78% to a high of 90%.</p>
<p>Success</p> <p>2013: 69.5% 2014: 65.8% 2015: 69.9% 2016: 74.5% 2017: 71.2%</p>	<p>The only thing I can conjecture as to the low success rate in the program is that many students take longer than two years to complete the program because of the difficulty of the coursework in the program as mandated by the ABA. Students who enroll in the program straight from high school are unprepared for the level of complexity of the program materials. Additionally, many</p>

of the students have never completed advanced math and English classes which are required by the ABA before a degree or certificate can be awarded to the student.
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2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Fullerton	Cerritos	Coastline	Mt. San Antonio	Santa Ana
Retention:	F11 78% F12 79% F13 82% F14 79% F15 85% F16 79%	F11 85% F12 84% F13 86% F14 82% F15 80% F16 87%	F11 87% F12 92% F13 94% F14 96% F15 91% F16 92%	F11 91% F12 90% F13 92% F14 90% F15 88% F16 93%	F11 83% F12 86% F13 92% F14 88% F15 84% F16 91%
Success:	F11 71% F12 67% F13 71% F14 67% F15 74% F16 71%	F11 75% F12 72% F13 71% F14 72% F15 63% F16 74%	F11 78% F12 81% F13 85% F14 84% F15 86% F16 83%	F11 76% F12 77% F13 74% F14 79% F15 73% F16 77%	F11 71% F12 75% F13 77% F14 75% F15 74% F16 81%
Degrees Awarded:	AN1112 19 AN1213 13 AN1314 22 AN1415 26 AN1516 17 AN1617 26	AN1112 17 AN1213 0 AN1314 0 AN1415 0 AN1516 0 AN1617 0	AN1112 16 AN1213 26 AN1314 22 AN1415 30 AN1516 23 AN1617 32	AN1112 39 AN1213 52 AN1314 56 AN1415 53 AN1516 52 AN1617 35	AN1112 28 AN1213 30 AN1314 30 AN1415 23 AN1516 25 AN1617 22
Certificates Awarded:	AN1112 19 AN1213 1 AN1314 14 AN1415 25 AN1516 26 AN1617 30	AN1112 36 AN1213 56 AN1314 51 AN1415 56 AN1516 36 AN1617 48	AN1112 39 AN1213 52 AN1314 46 AN1415 47 AN1516 39 AN1617 43	AN1112 N/A AN1213 N/A AN1314 N/A AN1415 N/A AN1516 N/A AN1617 N/A	AN1112 16 AN1213 18 AN1314 21 AN1415 21 AN1516 21 AN1617 26
Transfers:	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)).

Our program is comparable to our peer institutions albeit in some cases our numbers are lower than our peer institutions and in some cases our numbers are higher or more successful. One factor I believe contributes to lower numbers than some of our peer institutions is the result of the feeder programs from which our students transfer to Fullerton College. Additionally, while success rates seem to be comparable and consistent among the peer programs, which are all ABA approved programs, our retention rates are markedly lower than our peer institutions. The program director will explore this gap in more depth with the division dean, additional fulltime faculty, and the Paralegal Studies Advisory Committee at the committee's next meeting.

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	
Males	2013	80.6%	2013	66.1%
	2014	77.6%	2014	58.8%
	2015	82.6%	2015	70.8%
	2016	82.4%	2016	71.3%
	2017	79.7%	2017	68.0%
Females	2013	82.4%	2013	69.7%
	2014	80.4%	2014	67.4%
	2015	80.3%	2015	69.2%
	2016	85.5%	2016	75.7%
	2017	80.8%	2017	72.2%
Asian-American	2013	72.7%	2013	66.7%
	2014	78.7%	2014	64.5%
	2015	73.0%	2015	69.8%
	2016	91.2%	2016	87.7%
	2017	77.8%	2017	73.0%
African-American	2013	86.8%	2013	73.7%
	2014	76.9%	2014	61.5%
	2015	82.4%	2015	64.7%
	2016	86.4%	2016	77.3%
	2017	73.1%	2017	50.0%
Filipino	2013	87.0%	2013	69.6%
	2014	85.7%	2014	85.7%
	2015	82.4%	2015	82.4%
	2016	69.2%	2016	69.2%
	2017	87.5%	2017	87.5%
Hispanic	2013	79.3%	2013	64.1%
	2014	76.5%	2014	59.7%
	2015	81.1%	2015	65.1%
	2016	82.8%	2016	70.9%
	2017	80.5%	2017	69.9%
Native American	2013	100.0%	2013	0.0%
	2016	71.4%	2016	28.6%
Other Non-White	2013	76.9%	2013	38.5%
	2014	85.0%	2014	75.0%
	2015	85.7%	2015	74.3%
	2016	78.6%	2016	67.9%
	2017	91.3%	2017	82.6%

Pacific Islander	2013	25.0%	2013	0.0%
	2014	100.0%	2014	0.0%
	2015	0.0%	2015	0.0%
	2016	83.3%	2016	66.7%
White	2013	88.3%	2013	78.4%
	2014	85.6%	2014	76.1%
	2015	81.7%	2015	76.0%
	2016	88.5%	2016	80.5%
	2017	80.4%	2017	73.6%
Unknown	2013	89.5%	2013	89.5%
	2014	79.4%	2014	61.8%
	2015	91.7%	2015	83.3%
	2016	81.3%	2016	75.0%
	2017	86.7%	2017	73.3%
Range (Max-Min)	100% to 25%		89.5% to 28.6%	

2.4 Program Effectiveness

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

Funding through PAC has allowed the program to offer to the students training in legal application software that is required by employers, so we have seen more students obtain entry-level positions as well as internships that have resulted in the student being hired.

Additionally, adding a second full-time faculty member to the department has permitted the department to be more involved and visible to the college at large. Calvert has served on the Student Success Committee and is currently a member of Faculty Senate. The department has been able to add three new classes to the curriculum so as to not lose students to peer programs that offered the classes prior to the program adding the classes to FCC curriculum.

Finally, the department has developed advance certificate options to offer to alumni, current students and working paralegals that focus and specialize on specific areas of law. These Specialty Certificates have been approved by the college's curriculum committee and will be presented to the board and the state for approval. This will increase enrollment, retention and success rates for the program.

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.

There have been no changes in any laws, regulations, trends, etc. to report here. The program has renewed its articulation agreements with University of LaVerne and National University. Additionally, the program director and faculty are examining a growing trend among paralegal programs to change the name of the program from Paralegal Studies to Legal Studies in the hope of attracting pre-law students in addition to students who chose to become a paralegal rather than go onto law school. Currently, the movement has not been embraced by two-year ABA-approved programs in California so a desire to pursue the process of a name change for the program is not imminent.

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

As stated in the prior report, the Limited Legal License Technician program implemented statutorily in state of Washington is still being closely 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. Throughout the United States, the number of citizens denied access to justice due to financial inability to afford legal services continues to grow. All states are seeking alternatives to attorneys to meet the needs of this growing minority. To recap from the prior report, 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. The first group of LLLT's have been licensed and are practicing. As expected, costs to the client are less than what would be paid to an attorney and citizens of the state are gravitating toward this new low-cost legal option. As Washington witnessed, for a paralegal to be an LLLT, a paralegal would have to complete additional, specialized training which has resulted in increased enrollment and a higher success/retention rate for all paralegal classes, thereby increasing institutional revenue through tuition. If this movement catches on in California, as many attorneys and judges expect, and a program similar to Washington's be adopted by the California State Bar, Fullerton College could become one of the training centers which could result in an increase in enrollment in the program.

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?

The respect of the legal community on the training we provide our students is well known. Students who are hired straight from the program are better trained and provide a better service to attorneys and other legal employers than graduates from our peer programs. With the increase in course offerings, an additional fulltime faculty member and ultimately the Specialty Certificates the program will be able to attract graduates from across Orange County as well as working paralegals who wish to hone their skills or learn a new legal specialty.

3.2. What are the weaknesses of your program?

While we have added additional classes to the curriculum we are limited in our legal specialty classes than our peers. Fullerton College's Paralegal program has limited offerings in comparison to some of its competing colleges and, while its data are consistent across the years with significant improvement in many of its KPIs, its ability to offer a full complement of its offerings has been limited in recent years due to instructional cuts in the division. The ability of the Paralegal program to respond to increased competition from other colleges is limited, as the program has exhausted its ability to increase efficiency further without affecting the success rates of students and the quality of instruction.

3.3 What opportunities exist for your program?

Development of a three-year course offering calendar will ensure student retention and completion. The Paralegal program has the opportunity to renew the adjunct pool for new course offerings that were

developed by the additional full-time paralegal instructor hire. The re-design of PLEG 116 and 216 offer us the opportunity to do workforce development and market classes to established paralegals and lawyers who want to become competent in technology at the reduced rate community college offers.

3.4 What challenges exist for your program?

The Paralegal program in filling adjunct positions needs to continue to strive for adjuncts who reflect the diverse student population. The Paralegal program needs to continue marketing and reaching out to the legal community to make them aware of continue education opportunities after completion. With budget issues looming the next year, there is a likelihood of the department returning to a department of one. There would be limited offerings based on the ability to find adjuncts in the future with only one full-time person who is also the department coordinator. Hopefully improved retention will demonstrate the need for the replacement of a full-time instructor so it is a two-person department.

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 Paralegal Studies' Certificate Course work, the student 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.	5/1/17	8/25/17	N/A at the current time as the program is currently in compliance with the statutory requirements of B & P Code, Section 6450 and our accrediting agency, the American Bar Association.	2 cycles
2.	Upon successful completion of the Paralegal Studies' Certificate Course work, the student will have received specific instruction and training in the skills necessary to be able to perform the tasks performed by a practicing	5/1/17	8/25/17	N/A at the current time as the program is currently in compliance with the statutory requirements	2 cycles

	paralegal in any legal environment in any state in the United States as well as any country in the world.			of B & P Code, Section 6450 and our accrediting agency, the American Bar Association.	
3.	Upon successful completion of the Paralegal Studies' Certificate Course work, the student will use computers and other technology for document production, law office management, trial preparation, and other tasks performed by paralegals.	5/1/17	6/1/17 and 8/25/17	8/25/17	1 Cycle as we had just implemented the new software program purchases from the funds awarded by PAC and spent and implemented the prior semester (Fall 2017)

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Compliance with California Statutory Requirements contained in the California Business and Professions Code, Section 6450, et seq. and the stringent requirements of faculty, student, and institution if American Bar Association accreditation is to be maintained.</p> <p>Please note this intended outcome is applicable to all Program SLOs and SLOAs as without compliance with California State Law and ABA approval, the program would be unable to attract students given there are five other ABA approved programs within an hour's driving time from Fullerton.</p>	Lecture and testing materials in each paralegal studies class as well as a critical review of student assignments and student work product to ensure the requirements of the code and ABA are being met by fulltime and part-time faculty.	As all classes offered in the program must comply with the requirements of the American Bar Association if we are to remain accredited by the organization, all data is examined in line with the stringent requirements set by the ABA which include practical assignments that reflect a working knowledge of the law and are representative of work a paralegal would perform under	The ABA mandates ongoing assessment of core competencies of classes, assignment review and validation that tasks and skills mandated by the ABA are being met, and that qualified adjunct faculty understand the code and ABA requirements and are in compliance with those requirements are we are asked to not bring the adjunct

		the supervision of a licensed attorney.	faculty member back.
2. See Comments Above			

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

All program level Student Learning Outcomes have ongoing assessment. The coursework for each class is reviewed each semester as are the syllabi for all full and part-time faculty to ensure the course content is consistent with meeting the learning outcome.

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

By assessing the program level SLOs, the program is not only competitive with peer institutions in the surrounding area, but it has allowed the program director to maintain compliance with out accrediting agency, the ABA. The past two reports owed to the ABA, our 7-year Reapproval Application as well as our Interim Report were both approved without incident or a request by our agency to make improvements or corrections, ergo, no compliance issues that placed our accreditation status in jeopardy.

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

The program director realized that our courses, which are the foundation of the program, could be used to encourage former students and working paralegals to attend classes in the program and if taking certain courses in a certain order the student or paralegal would be allowed to attain a specialty certificate and hone skills required of a paralegal practicing in a particular area of law or legal specialty. Additionally, by maintaining compliance with code and accrediting agency requirements, we have created an environment where any paralegal graduate who would like to attain a BA in Legal Studies at University of LaVerne can transfer his or her undergraduate coursework credit from the FCC program to ULV and only be required to take one undergraduate class as all other classes from our program will transfer in to their program.

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

There are two big challenges we face in making out SLOAs more effective. First, students enrolling in the program often lack basic educational skills: poor writing and communication skills, an inability to engage in critical thinking and problem solving, and overwhelming sense of entitlement, to wit in their mind minimal effort should equal maximum reward (an A). Second, as the job market improves and employers are willing to take and train recent graduates the graduates try to get in and out of the program as quickly as possible and only complete the requirements for the degree and certificate rather than enhance their knowledge by taking additional courses that prepare the graduate for a variety of different positions in the legal field. It is our hope that by awarding specialty certificates students will take additional classes while employed thereby improving the marketability of the graduate while increasing enrollments in low-attended classes as well as our retention and success rates.

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 additional marketing materials that communicate the Paralegal Studies Program and its curricula to potential students, including the preparation of 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.

Goal 2: Acquire Application Software that is used by legal professionals practicing law in California and throughout the United States.

Goal 3: Hiring of an additional full-time faculty member.

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

Goals 2 and 3 have been met; Goal 1 is developing slowly, but progress has been occurring as we now have a currently website for the program and the division. We do have a very active Facebook page for program announcements. Time and manpower limitations have made the other items unattainable at this time.

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

We received funding and have purchased \$50,000.00 worth of application software and we have a new time faculty member.

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

The application software was purchased for our PLEG 216 – Computers in the Law Office II class. Since we have purchased and installed the software, PLEG 216 is the first class to fill when registration begins, and we have either added up to 20 students per class or added additional sections of the class per semester that have also closed within a couple of the days of the new section being announced to the students.

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?

By allowing the program to purchase the needed application software, we are no longer losing students to Santa Ana College, Cerritos College or Coastline Community College – all programs that offered training in the application software a few years before Fullerton College could offer the students training in the software.

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

N/A – Funds were allocated.

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.

It should be noted that the content for the Strategic Action Plans was provided by Faculty Member Loretta Calvert and not the Department Coordinator Steve Dayton. The reason for this caveat is Steve Dayton is retiring at the end of the Spring 2018 semester and he felt it was important that the faculty member who would succeed him as Department Coordinator communicate her goals and request for resources as she will be shaping the direction and growth of the program as of June 1, 2018.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	The Paralegal Studies will consider the addition of one certificate or specialty degree in its offerings.	
List College goal/objective the plan meets:	College Goal #: 3 Objective #: 1, 3 & 4	
Describe the SAP: (Include persons responsible and timeframe.)	Explore feasibility of new program through additional analysis of offerings at other colleges and market conditions. Discuss possibility with advisory committee and community members. Loretta Calvert; 1-2 years.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Based on the results of the feasibility study, with study of labor market conditions and earning potential, a positive assessment would result in the development of curriculum and approval of a new program.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Feasibility studies can be conducted without the need for additional resources. Actual implementation of program changes, including the addition of a full-time faculty member, will need additional resources.	
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	Cost of a full-time dedicated Paralegal Studies Technician; At least the equivalent salary	The College or the District

	of an Admin. II	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	Salary range is unknown at the time of the drafting of this report	

STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Based on the results of feasibility study for goal 1, and with the approval of the American Bar Association, consider the addition of a faculty member to the Paralegal Studies department. Additionally, a look at diversity in the adjunct pool.	
List College goal/objective the plan meets:	College Goal #:1 Objective #: 1-3, 5	
Describe the SAP: (Include persons responsible and timeframe.)	After program re-approval is achieved, and based on the outcome of the site visit, evaluate growth opportunities and program structure for possibilities of expansion. Loretta Calvert, Post-Spring 2019	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Submission of proposal for additional faculty member, if feasibility study indicates its desirability.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Feasibility studies can be conducted without the need for additional resources. Actual implementation of program changes, including the addition of a full-time faculty member, will need additional resources.	
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	\$60,000.00 - \$88,000.00	The District
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	Up to \$88,000.00	

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Increase retention and graduation rates
List College goal/objective the plan meets:	College Goal #: 1&2 Objective #: 1-3, 4, and 6 for Goal 1; 1-4 for Goal 2
Describe the SAP: (Include persons responsible and timeframe.)	Improve tutoring availability for students and peer-to-peer group work for increased comprehension of difficult concepts and technical skills. Loretta Calvert, Fall 2018 onward.
What <i>Measurable Outcome</i> is anticipated for this SAP?	A five to ten percent increase per annum in both retention and success rates.
What specific aspects of this SAP can be accomplished without additional financial resources?	The peer-to-peer group work can be accomplished with out funding resources, but the tutor aspect requires a commitment of funding to be able to increase the number of paralegal tutors and increase the available hours of tutoring.

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	Unknown	Unknown
Facilities		

Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

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.)

Information below is supplied by the successor Department Coordinator Loretta Calvert and not the current Department Coordinator Steve Dayton who is retiring at the end of the Spring 2018 Semester.

Goal 1: Increased retention and graduation rates for paralegal students.

Measurable Outcome: Based on the results of the feasibility study, with study of labor market conditions and earning potential, a positive assessment would result in the marketing offerings to an expanded base of potential students including paralegals, law school bound students, and people already working in the legal field.

Plan: Explore feasibility of new program through additional analysis of offerings at other colleges and market conditions. Discuss possibility with advisory committee and community members.

Goal 2: Replacement of full-time faculty position in year 2020 and more diverse adjunct pool.

Measurable Outcome: Submission of proposal for additional faculty member, if feasibility study indicates its desirability. Work with the district HR for a new adjunct pool.

Plan: After program re-approval is achieved, and based on the outcome of the site visit, evaluate growth opportunities and program structure for possibilities of expansion.

Goal 3: Additional FTE through connections in workforce development who need technology training.

Measurable Outcome:

Plan: Creation of three year program offering calendar in Fall 2018 that runs to Fall 2021. Marketing to students including life-long learners in work force development.

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 Fullerton College Paralegal Studies has existed since 1987 and continues to grow and expand with every year. The direction of the industry is in flux as attorneys raise their rates and the public lacks the funding necessary for quality legal services. Hence, many states, including California, are exploring ways in which paralegals can fulfill the need of the disenfranchised who are precluded from availing themselves of available legal services. Should the California State Bar expand the role of the paralegal in the providing of legal services to the public, yet require additional training and experience for students and practicing paralegals, the Fullerton College Paralegal Studies program has the tools and the faculty to meet this challenge, but only if the college supports the program with increase revenue for additional faculty, technology demanded of the profession and the funding necessary to reach out to alumni and practicing paralegals to make them aware that Fullerton

College has a program, because as of now, the program exists based on reputation and word of mouth advertising.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

We have no publication for the program. The prior three-fold brochure contained inaccurate information and during the last ABA Reapproval Site Visit we were told if we did not remove the availability of the brochures we would have a compliance issue.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Fullerton College Business and CIS Division – Paralegal Program			http://buscis.fullcoll.edu/paralegal.html
Paralegal Studies Brochure		No	

Routing & Response Page

Originator → IMS → Appropriate President's Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS) RESPONSE

Printed name of IMS _____

Title _____

Date _____

Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.

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:

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

Appropriate President's Staff Member Acknowledging Receipt

Printed Name _____

Signature _____

Title _____

Date _____

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

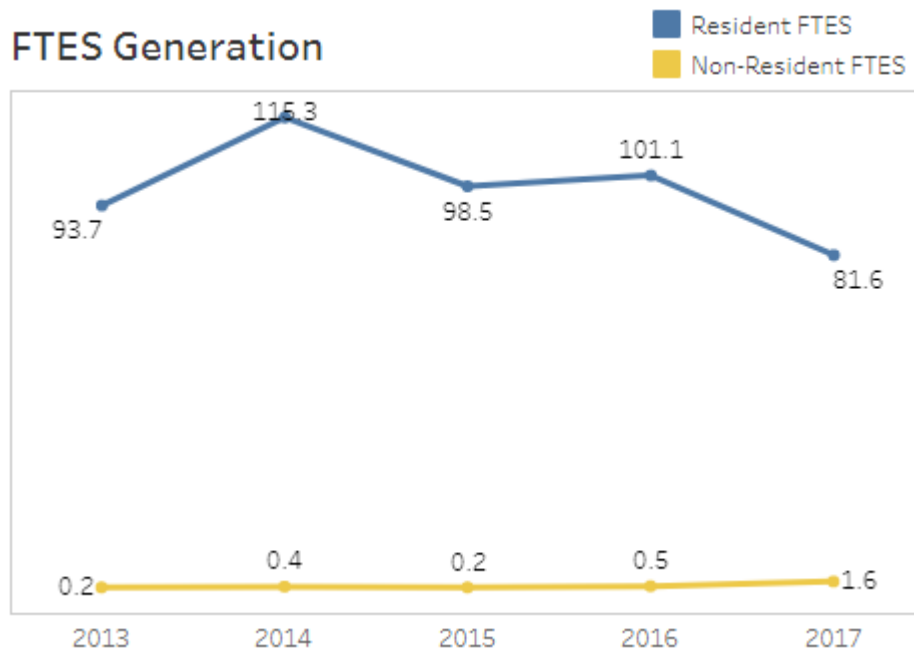
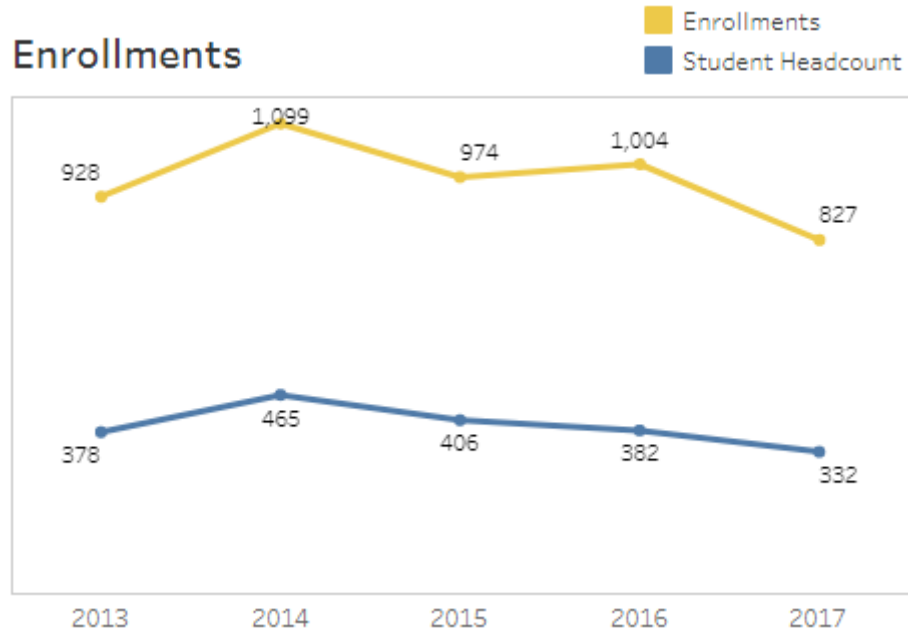
We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

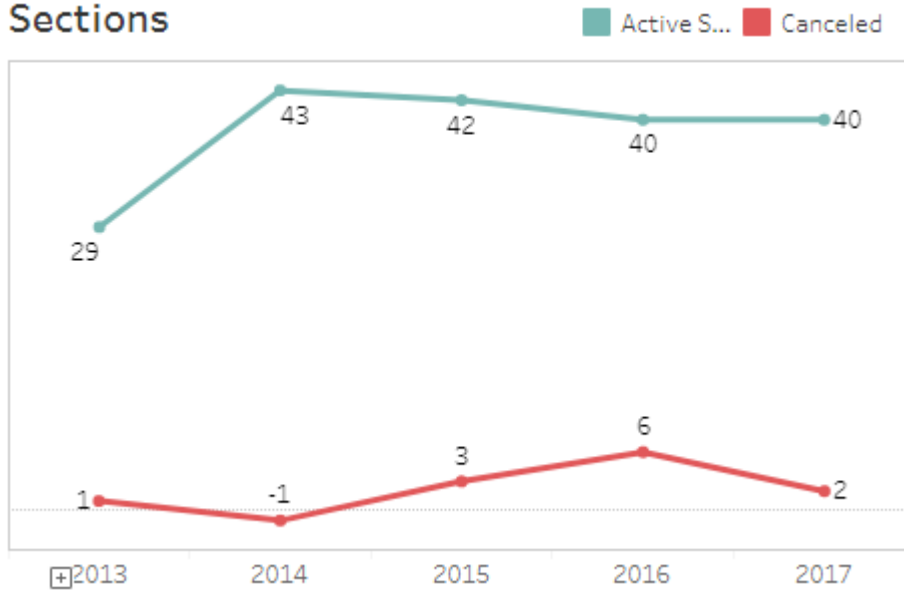
We accept our responsibility for the betterment of the world around us.

APPENDIX A
TO
PARALEGAL
STUDIES
DEPARTMENT
PROGRAM
REVIEW
REPORT
NOVEMBER
2017

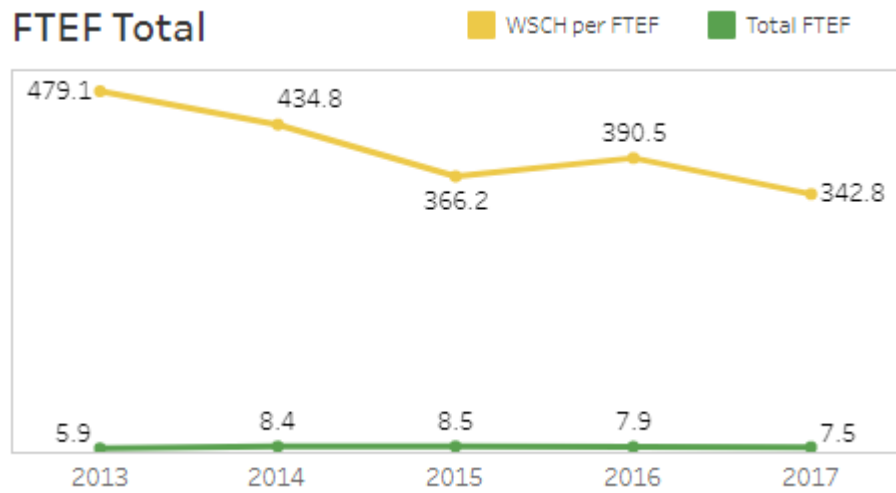
2.1 Key Performance Indicators



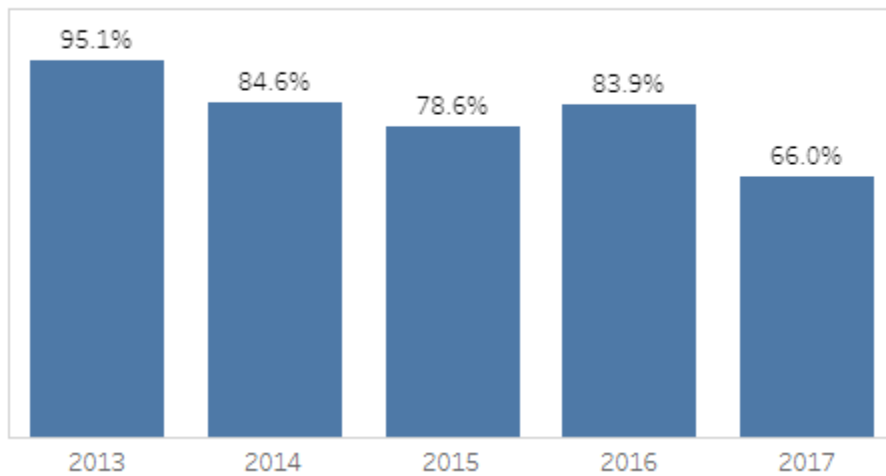
Sections



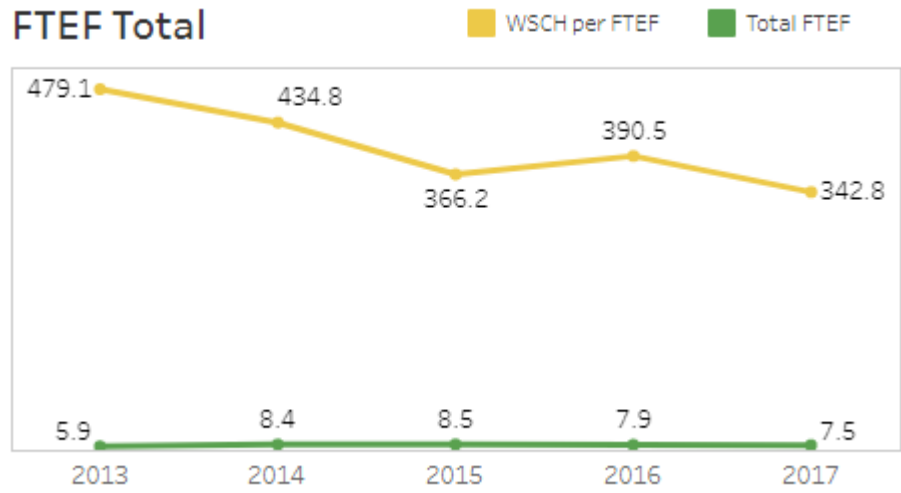
FTEF Total



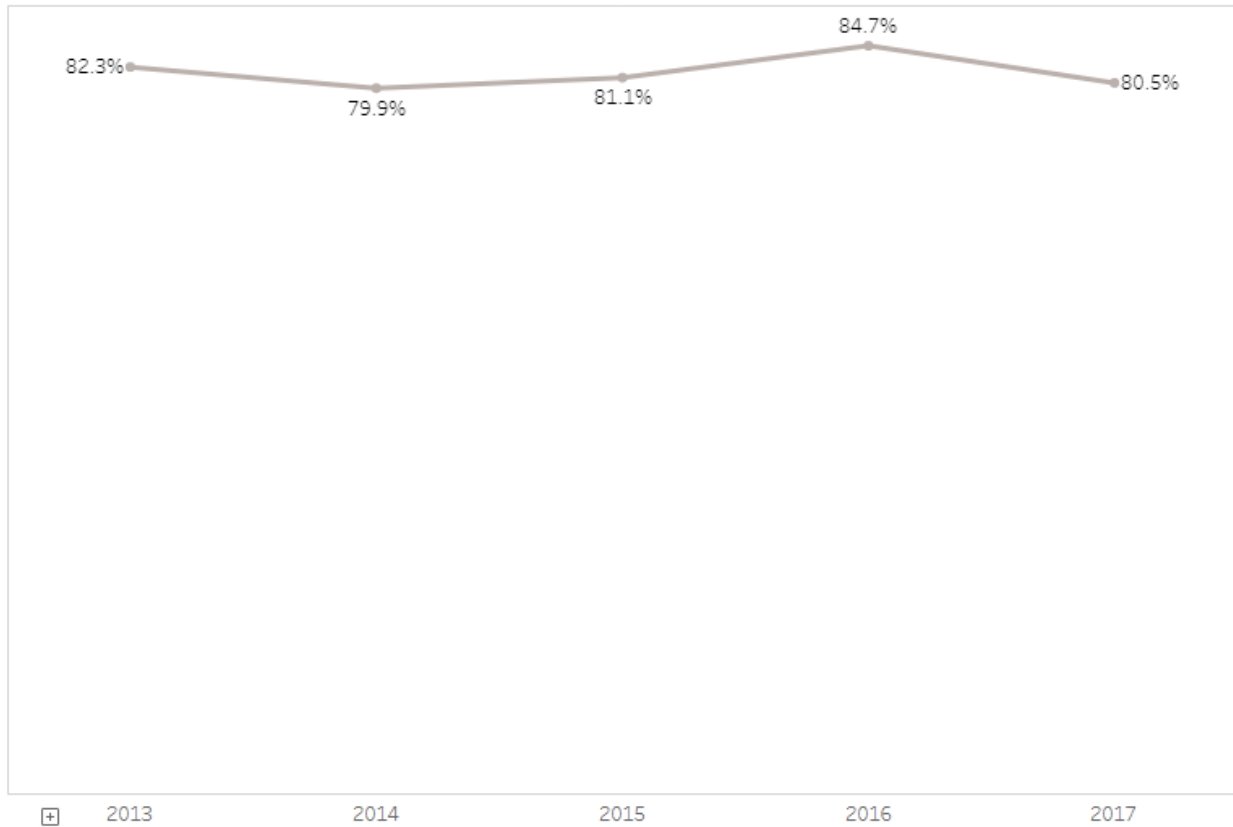
Census Fill Rate



FTEF Total



Retention Enrollment Details



Success Enrollment Details

