

KAPI'OLANI COMMUNITY COLLEGE

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

**Paralegal Program, 2016-2019**

Strategic Plan: Mission, Vision, Values, and Commitments 2015-2021

**Mission Statement:** Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

**Vision Statement:** Kapi'olani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.

**Values Statement:** Kapi'olani Community College enacts the following values:

Kapi'olani Community College enacts the following values:

Kūpono: Practicing honesty and integrity with clarity in all relationships.

Kuleana: Sharing a common responsibility to support the future of our students, college,

Kūloa'a: Ensuring that the needs of our students are met with support and service.

Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

**Kapi'olani Commitments – Outcome 1: Graduation**

- Continue development of STAR, student registration interface, and guided pathways to completion and transfer.
- Increase availability of information on mobile devices.
- Improve data system for planning and management and with DOE.
- Develop predictive analytics for student success.
- Participate in UHCC innovation fund to achieve strategic outcomes (\$1.25 million/year) related to Strategic Plan-Reducing Time to Degree Initiatives and Hawai'i Strategy Institutes.

**Kapi'olani Commitments – Outcome 2: Innovation**

- Develop sector visualization to display top employment sectors with salaries and degree attainment.

- Develop a tracking system to fully understand employer needs, apprenticeship, internship, clinical, and graduate placements, graduate earnings and advancement, and needs for further education and training.
- Build better workforce development system through credit and continuing education programs.
- Develop Native Hawaiians for leadership roles at the College and in the community.
- Advance the use and understanding of the Hawaiian language and culture.
- Develop community partnerships locally and globally that advance the college's indigenous serving goals.
- Develop baselines and benchmarks for 'āina-based and for place-based learning, undergraduate research, and teacher preparation.
- Improve enrollment management systems.
- Eliminate cost as a barrier to education.
- Continue to increase Pell grant participation.
- Increase private fund raising for needs based aid.
- Implement Open Educational Resources (OER) to replace most textbooks.

### **Kapi'olani Commitments – Outcome 3: Enrollment Growth**

- Improve enrollment management systems.
- Eliminate cost as a barrier to education.
- Continue to increase Pell grant participation.
- Increase private fund raising for needs based aid.
- Increase external grants from \$5 million baseline in 2015.
- Implement Open Educational Resources (OER) to replace most textbooks.

### **Kapi'olani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments**

- Impart a Hawaiian sense of place on campuses through landscaping, signage and gathering spaces to enable social and cultural sustainability of campus communities.
- Improve financial management systems.
- Reduce deferred maintenance backlog.
- Implement campus technology plan and develop a system of planned equipment replacement.
- Serve as role models and consultants to the community on sustainability.
- Participate in Modern Facilities Task Force to: 1) define optimal design and learning elements for 21st century, 3rd decade educational infrastructure; 2) establish goals for state-of-the art, digitally enabled, labs, classrooms, offices, and centers to support community engagement and partnerships across the state.

**Program Mission Statement:** The Paralegal Program’s mission is to provide paralegal education to students interested in careers as paralegals or for positions where communication, analytical, and organizational skills as well as knowledge of law and legal procedures are necessary.

The program provides the foundation for students to think critically, and act ethically in the workplace and in the community. The program also prepares students to continue educational pursuits and encourages lifelong learning and community service.

## **Part I. Executive Summary of CPR and Response to previous ARPD recommendations**

### Executive summary:

The Paralegal Program is the only paralegal program in the UH system and in the State of Hawai‘i. It is approved by the American Bar Association (ABA). Its status in the 2015 ARPD in the areas of demand, efficiency, and effectiveness gives it an overall cautionary rating. As paralegals work in many fields other than law firms, the demand statistic, which looks only at law firm hiring, is artificially low. The efficiency rate is at cautionary due in large part to the extremely high ratio of “majors to full-time equivalent Board of Regents (FTE BOR) appointed faculty,” due to the removal of one of the program’s two FTE BOR positions. In other respects, the efficiency rating is healthy as the program has worked to trim its course offerings and advertise its courses to improve fill rates. The lower persistence rate is not unexpected for this population as some students are taking the course as a prelaw major, some are practicing paralegals taking individual courses to improve specific skills, and many are working full time and thus cannot take a full load, or need to stop out for work or family reasons. Given the range of reasons that students seek out the program, it is effective in meeting the goals of the program both in granting a degree and in providing legal education. The program needs restoration of the second FTE BOR faculty members to move from cautionary to health in the efficiency area, which would enable the program to engage in and carry out long-term goal setting.

### Response to prior CPR and ARPD plans:

1. *Second cycle of Program SLOs to continue (SLOs are on a continuous three-year cycle)*

The Paralegal program successfully completed its second cycle and is keeping current with the third cycle.

2. *20% of courses to be updated and submitted to the Curriculum*

*Committee.*

The Paralegal program has revised 37.5% of its courses in the most recent five year cycle. The program does not expect to reach currency with the whole cycle without the restoration of the second FTE BOR position (see #3 below).

3. *Obtain a third FTE BOR-approved position to improve program efficiency and overall health.*

While the program has requested a third FTE BOR position for over 5 years, instead of receiving that position, the second FTE BOR position was removed, something which the program hopes is temporary. At present, of all academic programs on campus, the Paralegal program has the second-highest FTE BOR faculty to student ratios. Long-term goal setting and carry-through cannot be done without another tenure-track faculty position.

4. *Adoption of a post-baccalaureate Certificate of Achievement in Paralegal is in process.*

All necessary courses have either been updated or are currently under consideration by the Curriculum Committee, and the program action request is also before the Curriculum Committee.

5. *Renaming the program to the Legal Studies Program to attract more students.*

The program has been unable to move forward with renaming the program as all curriculum would need to be updated within the last five years before another program action request can be submitted. The program hopes that the restoration of the second FTE BOR faculty member will help achieve this goal.

6. *Continuing articulation agreements with the University of Hawai'i – West O'ahu (UHWO).*

The program entered into a two year articulation agreement with UHWO in 2012. This articulation agreement was renewed and extended in 2014 for a five year term.

## **Part II. Program Description**

See the Paralegal Program's 2015 American Bar Association Midterm Report. The report is 37 pages long, which due to length is linked here only. The

Program received approval for a full seven-year term in 2012 and its midterm report was accepted by the ABA in 2015. A copy of the 2015 report is available at <https://laulima.hawaii.edu/access/content/group/a6d84d9e-635a-4b2c-bd07-78f739937f57/Accreditation/Paralegal/Paralegal-ABA-Reapproval-Report-and-Exhibits-no23.pdf>

The report includes data on: courses in the program; advisory committee members, their qualifications, their role on the committee, and the meetings attended; meeting minutes for the past three years; ethnicity and gender of program majors; ethnicity and gender of faculty; 5 year program budget; program director responsibilities, faculty members over the past three years, their background, courses taught by semester for the past three years, and attendance at faculty meetings for the past four years; specific training done by each faculty member over the past three years to support their professional development; minutes of faculty meetings for the past three years; articulation agreements; prerequisites for all courses; course sequencing plan; courses offered and in which format for the past three years; online courses offered and the dates of their approval by the ABA; how the program ensures that at least ten credits of the program is taught in a face to face environment; how online courses were selected, and developed; how students are screened to succeed in their online courses; training and support for online courses; assessment of online courses; structured instructional activities used to substitute for classroom instruction in online courses; means by which students interact with students and faculty in an online course; library facilities relevant to paralegal students; electronic access by students to commonly-used legal resources; and the program's physical plant. Information removed from this report are the specific students names and places of employment to protect student confidentiality, but that information is summarized in Part V below.

## Part III. Quantitative Indicators for Program Review

### Overall Program Health: **Cautionary**

Majors Included: LEGL, LGLS Program CIP: 22.0302

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	45	35	37	<b>Unhealthy</b>
2	*New & Replacement Positions (County Prorated)	35	31	30	
3	*Number of Majors	110	97	92	
3a	Number of Majors Native Hawaiian	23	20	18	
3b	Fall Full-Time	31%	34%	38%	
3c	Fall Part-Time	69%	66%	62%	
3d	Fall Part-Time who are Full-Time in System	1%	5%	2%	
3e	Spring Full-Time	31%	29%	47%	
3f	Spring Part-Time	69%	71%	53%	
3g	Spring Part-Time who are Full-Time in System	2%	3%	0%	
4	SSH Program Majors in Program Classes	1,362	1,257	1,227	
5	SSH Non-Majors in Program Classes	315	276	282	
6	SSH in All Program Classes	1,677	1,533	1,509	
7	FTE Enrollment in Program Classes	56	51	50	
8	Total Number of Classes Taught	29	31	29	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	19.3	16.5	17.3	<b>Cautionary</b>
10	*Fill Rate	73.7%	70.1%	84.6%	
11	FTE BOR Appointed Faculty	2	1	1	
12	*Majors to FTE BOR Appointed Faculty	55	97	91.5	
13	Majors to Analytic FTE Faculty	34.9	29.8	30.1	
13a	Analytic FTE Faculty	3.1	3.3	3.0	
14	Overall Program Budget Allocation	\$259,225	\$152,648	\$211,123	
14a	General Funded Budget Allocation	\$213,116	\$78,591	\$177,061	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$46,109	\$74,057	\$34,062	
15	Cost per SSH	\$155	\$100	\$140	
16	Number of Low-Enrolled (<10) Classes	2	4	2	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	82%	79%	83%	<b>Healthy</b>
18	Withdrawals (Grade = W)	32	40	38	
19	*Persistence Fall to Spring	77.4%	82.4%	73.5%	
19a	Persistence Fall to Fall	53.3%	58.7%	54.9%	
20	*Unduplicated Degrees/Certificates Awarded	25	23	27	
20a	Degrees Awarded	25	21	26	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	2	2	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	4	7	6	
22a	Transfers with credential from program	2	1	2	
22b	Transfers without credential from program	2	6	4	

(continues on next page)

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	4	3	3
24	Enrollments Distance Education Classes	115	82	90
25	Fill Rate	96%	91%	100%
26	Successful Completion (Equivalent C or Higher)	73%	62%	69%
27	Withdrawals (Grade = W)	12	16	13
28	Persistence (Fall to Spring Not Limited to Distance Education)	71%	63%	61%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	97.14	Met
30	2P1 Completion	47.00	54.29	Met
31	3P1 Student Retention or Transfer	75.21	90.54	Met
32	4P1 Student Placement	68.92	60.00	Not Met
33	5P1 Nontraditional Participation	17.50	18.35	Met
34	5P2 Nontraditional Completion	16.00	12.50	Not Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	25	21	26
36	Number of Degrees and Certificates Native Hawaiian	6	3	4
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	26	25	26
39	Number of Transfers to UH 4-yr	4	7	6

## Part IV. Curriculum Revision and Review

In the most recent five year curriculum cycle, LAW 105, LAW 111, LAW 145, LAW 203, and LAW 293P have revised, reviewed, and approved in the curriculum process, and LAW 101, LAW 102, LAW 148, and LAW 202 have passed the Curriculum Committee and are now before the Faculty Senate for review. The Paralegal program also has submitted a Program Action Request for a new Certificate of Achievement that also has passed the Curriculum Committee and is before the Faculty Senate.

The program is up to date in its cycle of assessment of program learning outcomes. It has completed two cycles in spring 2015. While the program faculty were generally satisfied that students meet the outcomes, the program director used the fall 2015 time to review and strengthen program assessment methodology by placing signature assignments in the following courses:

PLO	Courses in which they are assessed at a mastery level
PLO 1: Ethics	LAW 293P
PLO 2: Communication	LAW 202, LAW 203, and LAW 293P
PLO 3: Critical Thinking	LAW 203, one of the four advanced courses (LAW 212, 236, 240, or 282)
PLO 4: Interpersonal skills	LAW 293P

PLO 5: Professionalism	LAW 293P
PLO 6: Technology skills	LAW 145, LAW 148

The faculty are supportive of this more targeted program assessment and this will be shared with the program advisory committee at its spring 2016 meeting.

The program has also made changes to some of the courses based on both the SLO and program level assessment, in particular moving a final ethics assessment into LAW 293P to add a mastery-level assessment for PLO 1 (ethics). The program has also instituted a mock interview process in LAW 293P to strengthen its connection to PLOs 4 and 5 (interpersonal skills and professionalism).

Also as a result of these assessments, the program has strengthened its linkage between its required courses and key individual skills that feed into the program learning outcomes, creating six specific linkages:

<b>Core skills</b>	<b>Feed into this PLO</b>	<b>Courses taught in</b>
Legal memo writing style	PLO 2 and 3	LAW 101, LAW 102, LAW 203
Ethics	PLO 1	LAW 101, LAW 105, LAW 293P
Resume-writing skills	PLO 5	LAW 105, LAW 145, LAW 293P
eDiscovery	PLO 3 and 6	LAW 111, LAW 145
Word processing skills	PLO 6	LAW 145, LAW 148
Drafting legal pleadings	PLO 2 and 3	LAW 111, LAW 148
Interviewing skills	PLO 4	LAW 202, LAW 293P

The program now has two or three levels in which these key skills are introduced, developed, and mastered.

## **Part V. Survey results**

The Paralegal program administers a graduate survey six months after graduation and uses that information to evaluate and make appropriate changes to the curriculum. In general, graduates are satisfied with the quality of education that they received in the program. The most common comments received in the last two years has been to teach more eDiscovery skills. The program is following up on that by working with a well-known vendor, kCura, to bring its cloud-based

eDiscovery software to campus and to embed modules in the LAW 145, Computer Application in the Law Office, and LAW 212, Advanced Litigation courses. The program is also planning an experimental course in spring 2017 on eDiscovery, which is becoming a significant area in the litigation field.

The Paralegal program does not receive a response from every graduate and so while the employment data is promising, it is incomplete. In 2012-13, the program had 24 graduates, 10 of whom were working as a paralegal or other position in a law office, and 5 of whom who are continuing their education. Of the remaining 9, 3 were employed in another field, and 6 did not respond and were unable to be contacted. In 2013-14, there were 21 graduates, 13 of whom were working as a paralegal or other position in a law office, and 1 of whom was continuing their education. Of the remaining 7, 3 were employed in another field and 4 did not respond and were unable to be contacted.

The program stopped sending out evaluation surveys to law firms that hired our graduates after receiving complaints from employers that they violated their employee's privacy. Instead, the program relies on the internship evaluation by internship employers. Students are evaluated twice, one after approximately 70 hours and again after the completion of the 144 hour internship. Employers are highly satisfied with our students and want to continue to be on the list of firms available for our interns.

*See more information in the Paralegal Program's 2015 American Bar Association Midterm Report described in Part II above. A copy of the 2015 report is available at*

<https://laulima.hawaii.edu/access/content/group/a6d84d9e-635a-4b2c-bd07-78f739937f57/Accreditation/Paralegal/Paralegal-ABA-Reapproval-Report-and-Exhibits-no23.pdf>

## **Part VI. Analysis of the Program**

### **Overall Program Demand**

The overall status of the Paralegal program is "Cautionary," a step down from last year, when the program was rated as "Healthy."

#### Demand Indicator: Unhealthy

The Paralegal program "Demand" rating dropped from "Healthy" in the prior year to "Unhealthy," which is the primary reason that the overall program health dropped from "Healthy" to "Cautionary." The change was due to a new method of calculating demand health, dividing the number of "new and replacement positions" by the number of majors. This calculation is flawed for a program like this one where the majority of students are part-time, as it supposes that there will be a greater number of graduates per year than is actually the case. The majority of

paralegal students are part-time - 62% in the fall and 53% in the spring. The program therefore typically graduates 20 - 25 students per year, as reflected in line 35 of the ARPD (the actual numbers are one higher as they include one certificate a year in the legal secretary program), not 46, as might be expected in a program with 92 majors. Therefore, instead of having 46 graduates in a job market of 37 positions, which superficially appears to be an oversupply, the actual graduation rate of 20 - 25 is comfortably below the annual number of new and replacement positions.

Additionally, the program continues to place its graduates in a variety of positions, including those that are not classically "Paralegal" in nature, such as with insurance companies in which familiarity with the legal process is desirable. Most of the courses offered are taken by majors, but 18.6% of the SSH hours are taken by non-majors. This reflects the program's action in 2011 in having its gatekeeper course, LAW 101, the Hawaii Legal System, listed as a social sciences designation, allowing non-majors to try a LAW course before declaring a major in Paralegal. This increased enrollment in the LAW 101 sections has served as a way to introduce students to the major and keep the number of Paralegal majors at a healthy level.

#### Efficiency Indicator: Cautionary.

In terms of "Efficiency," the program is rated "Cautionary." This figure is derived from two indicators: fill rate, and the ratio of majors to FTE BOR Appointed Faculty.

#### Course Fill Rates

The first of two factors used in calculating the status of the program is its course fill rates. The cut-off percentage between cautionary and healthy in fill rates is 75%, and the program has improved its fill rate from 70/1% to 84.6%.

#### Ratio of Majors to FTE BOR Appointed Faculty

While the former is healthy at over 84%, the latter is distinctly unhealthy, and without assistance from the college, the program will not be able to improve its standing in this category. The "analytic faculty ratio" is 3.0. This ratio indicates that there is sufficient work for three full time faculty members. However, there is now only one FTE faculty in the program after the retirement of one of the Paralegal faculty members, whose position was removed from the program. This results in placing this factor squarely in the unhealthy category, as, according to the ARPD Scoring Rubric, the "unhealthy" student/faculty ratio begins when the ratio is at 1:60. The current ratio is 1:91.5, seriously over that level.

The program relies heavily on lecturers who teach the majority of the courses. In the last five Annual Program Reviews there was an emphasis in the

analysis on the need for a third BOR FTE position, both to improve the faculty/majors ratio and also to allow the program to offer more online courses. While the program uses a number of lecturers who are attorneys currently working in the field, the downside to this is that these lecturers are not professional educators and are not available to invest the time to put their courses online, on cable or to teach during the day. Online courses are very popular with the program's students but are currently delivered only by the sole FTE faculty member.

The lecturers are also not available to do any of the non-teaching work associated with FTE faculty, such as updating curriculum. The last time the entire Paralegal curriculum was reviewed, it was with the substantial help of the second tenured faculty member. Even if the program coordinator were to be given overload or release time to work on curriculum revision, that would not be sustainable due to the need to make continuous revision to meet each cycle. The program needs its second position restored to help improve its services to students and its ability to improve this factor.

#### Effectiveness Indicator: Healthy

Effectiveness has maintained its "Healthy" status. The successful completion rate is at 83%, which indicates a healthy level of student preparation to handle the increasing demands of the higher levels of courses. This is an increase from the previous year's rate of 79%

To increase retention and completion of our students and to continue to meet effectiveness indicators, professional counseling and academic advising support is crucial year-round including during the summer. This support includes, but is not limited to, outreach methods such as classroom visits, eblasts, website, and advising sheet updates. Counselors have strong connections with advisory boards, industry, and 4-year institutions in order to provide accurate information to students as they make informed choices transitioning to careers and higher level degrees. Our program requests hiring our 9-month counselors during the summer to provide these essential services for students.

#### Distance Education

The program continues to offer a modest number of online courses, due to the low number of BOR FTE faculty, as discussed above under the "efficiency" indicator. The courses are always well-enrolled, at a much higher level than the face-to-face courses – online had a fill rate of 100%, compared to a fill rate of 84.6% overall. The lower level of successful completion in the online courses rose from 62% to 69%.

#### Perkins Core Indicators

In terms Perkins IV Core Indicators, the program met four out of the six of them. Three had also been met last year – technical skills attainment, student retention or transfer, student placement, and nontraditional participation. The non-traditional completion goal was not met, but that should increase as the nontraditional participant move through the program, indicating that the non-traditional students were relatively new students. That rate should rise as the non-traditional students move closer to graduation. The student placement goal was not met, but the college only hired its job placement staff member in fall 2015. It is hoped that a new position will assist the program in job placement and improve this indicator.

## **Part VII. Tactical Action Plan**

### **1. Department Action Plan.**

There is currently no official department Tactical Plan. However, all four programs in the department have clearly and consistently urged that summer counseling services be restored. Until the summer of 2014, the administration had routinely paid one of the 9 month counselors for summer work. BLT is the only program without an 11 month counselor, so the summer work was necessary to place BLT students on par with those from other programs by giving them the same access to all services. Despite vigorous support from the four programs, summer counseling was terminated, placing the burden on the program coordinators (who are 9 month themselves) and the department chair.

Counselors play a major support function in the Program. In order to meet Demand indicator numbers for our program, professional counseling and academic advising services must be available to prospective and continuing students year-round including during the summer.

The counselors continually meet with new, transfer, and prospective students through student orientations, appointments, and through phone/email contacts to ensure timely career exploration, student development counseling and enrollment into applicable courses. These services assist students in developing accurate academic plans based on realistic major, transfer and/or career choices. Counselors also assist students by removing barriers to progress by connecting students to appropriate resources including referrals to the Mental Health counselor, Disability Support Services, Financial Aid, Single Parents Program, etc. This support also includes outreach activities such as classroom visits, eblasts, website revisions, and STAR Graduation Pathway updates. Counselors also have strong connections with advisory boards, industry, and 4-year institutions in order to provide accurate information to students as they make informed choices transitioning to careers and higher level degrees.

To support the student needs of our program, the department requests paying a 9-month counselors during the summer to provide these essential services for students, or to convert one counseling position from 9-months to 11-months.

## 2. Program Action Plan.

The Paralegal program intends to move forward the best it can with only one fulltime faculty member. The program will continue to assess its courses according the campus guidelines and to continue assessing its program learning outcomes according to the campus schedule. The program will continue to support its post-baccalaureate program as it moves through the curriculum process.

The Paralegal Program has requested a third FTE BOR approved faculty member each year since 2010 to help improve the program health. Instead of receiving this position, the second FTE BOR position was removed, as discussed in Part I. At present, the program has an “unhealthy” rating for its overly high ration of BOR-approved faculty to students. The ratio for the last year with two positions was 1:55; it is currently 1:91.5. The borderline between “cautionary” and “unhealthy” is 60 to 1.

The lack of a second full-time faculty member limits the number of online courses that can be developed and offered, as few adjunct faculty are willing to take on the additional work of converting and teaching courses online.

Once the additional faculty position is restored, the program will investigate the following:

- Increase online offerings to meet student demand.
- Increase enrollment of nontraditional students.
- Investigate offering courses on neighbor islands for students who cannot travel to Honolulu.
- Updating all curriculum so the program can go forward with the name change to Legal Studies program to attract more nontraditional students.

## **Part VIII. Budget**

- FTE BOR faculty member. \$54,084.
- American Bar Association annual dues: \$1250
- American Association for Paralegal Educators annual dues: \$450
- Required memberships and paralegal-specific publications from national Paralegal organizations: \$400.
- Westlaw access: \$5000 (online research tool).
- Lexis access: \$5000 (online research tool).
- Adobe Acrobat Professional (software for one classroom): \$2100.
- Articulate Storyline upgrade for interactive lessons: \$700.

- Headsets for recording lectures, \$120 (2 headsets X \$60)
- Program Marketing Materials, \$500 per year
- Summer counseling services (cost to be negotiated with counselor)