KAPIʻOLANI COMMUNITY COLLEGE

COMPREHENSIVE PROGRAM REVIEW

Paralegal - Associate in Science Degree

Assessment Period:  2013-2016

College Mission Statement:
**Mission Statement 2008-2015**

Kapiʻolani Community College...

- is a gathering place where Hawaiʻi's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawaiʻi's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

Program Mission Statement: Clear statement of program purposes and links to the College's Strategic Plan.

**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 the only ABA-approved paralegal program in the state. Its status 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 "healthy" 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 one improvement, which the program has been requesting for four years, is the addition of one BOR FTE faculty member.

Response to 2006-2009 ARPD recommendations:

(1) The Paralegal program will comply with ABA reporting requirements, including responding to the comments on its second interim report and preparing its next re-approval application, which is due in May 2011, with a site visit to follow.

   The Paralegal Program did submit is 2011 Reapproval Report, had a site visit in 2012, and received notice of reapproval for a seven-year term in 2012.

(2) The department will investigate options to use Perkins funds to increase non-traditional participation and completion.

   The Paralegal Program did not submit a Perkins funding request.

(3) To the best of its ability, the department will continue to add non-traditional courses (online; cable; and week day courses, which are non-traditional for the typical paralegal student) to meet student needs and increase their options.

   The department added an additional cable course and an additional online course.

(4) The department will explore its options in adding a third BOR-approved FTE faculty member to improve its efficiency rating and enable it to offer more non-traditional courses.

The Paralegal Program has continued to request a third BOR-approved FTE position.

(5) The department will participate in the Kahikoluamea Academy, which is designed to help selected students succeed in their first year through pairing development classes with entry-level CTE courses.

Due to classroom restrictions, the Paralegal Program did not participate in the first year of the Kahikoluamea Academy. The College has now changed to another system for assisting new students to connect with a career path by reserving seats in three of its entry-level courses for new students.

**Part II**. Program Description

*See the Paralegal Program's 2011 American Bar Association Reapproval Report. The Program received approval for another seven-year terms in 2012. A copy 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 III**. Quantitative Indicators for Program Review

**Overall Program Health: Cautionary**
**Majors Included: LEGL,LGLS**

| Demand Indicators | Program Year | | | Demand Health Call |
|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | |
| 1 New & Replacement Positions (State) | 43 | 22 | 31 | |
| 2 *New & Replacement Positions (County Prorated) | 30 | 17 | 21 | |
| 3 *Number of Majors | 127 | 129 | 114 | |
| 4 SSH Program Majors in Program Classes | 1,407 | 1,446 | 1,377 | |
| 5 SSH Non-Majors in Program Classes | 306 | 288 | 246 | **Unhealthy** |
| 6 SSH in All Program Classes | 1,713 | 1,734 | 1,623 | |
| 7 FTE Enrollment in Program Classes | 57 | 58 | 54 | |
| 8 Total Number of Classes Taught | 26 | 31 | 28 | |

| Efficiency Indicators | Program Year | | | Efficiency Health Call |
|---|---|---|---|---|
| | 09-10 | 10-11 | 11-12 | |
| 9 Average Class Size | 22.0 | 18.6 | 19.3 | |
| 10 *Fill Rate | 85% | 74% | 77% | |
| 11 FTE BOR Appointed Faculty | 1 | 1 | 2 | |
| 12 *Majors to FTE BOR Appointed Faculty | 126.5 | 128.5 | 56.8 | |
| 13 Majors to Analytic FTE Faculty | 43.8 | 39.0 | 38.8 | |
| 13a Analytic FTE Faculty | 2.9 | 3.3 | 2.9 | |
| 14 Overall Program Budget Allocation | $301,256 | $148,500 | $274,238 | **Healthy** |
| 14a General Funded Budget Allocation | $301,256 | $148,500 | $265,721 | |
| 14b Special/Federal Budget Allocation | $0 | $0 | $0 | |
| 14c Tuition and Fees | Not Reported | Not Reported | $8,517 | |
| 15 Cost per SSH | $176 | $86 | $169 | |
| 16 Number of Low-Enrolled (<10) Classes | 1 | 3 | 2 | |

| | Effectiveness Indicators | Program Year | | | Effectiveness Health Call |
|---|---|---|---|---|---|
| | | 09-10 | 10-11 | 11-12 | |
| 17 | **Successful Completion (Equivalent C or Higher)** | 79% | 76% | 81% | |
| 18 | **Withdrawals (Grade = W)** | 34 | 53 | 35 | |
| 19 | ***Persistence (Fall to Spring)** | 70% | 72% | 73% | |
| 20 | ***Unduplicated Degrees/Certificates Awarded** | 21 | 24 | 16 | |
| 20a | **Degrees Awarded** | 21 | 21 | 13 | |
| 20b | **Certificates of Achievement Awarded** | 0 | 0 | 0 | |
| 20c | **Advanced Professional Certificates Awarded** | 0 | 0 | 0 | **Cautionary** |
| 20d | **Other Certificates Awarded** | 1 | 3 | 3 | |
| 21 | **External Licensing Exams Passed** | Not Reported | Not Reported | Not Reported | |
| 22 | **Transfers to UH 4-yr** | 2 | 3 | 3 | |
| 22a | **Transfers with credential from program** | 0 | 0 | 1 | |
| 22b | **Transfers without credential from program** | 2 | 3 | 2 | |

**Part IV**. Curriculum Revision and Review

The Paralegal Program did a complete curriculum review, which was approved in 2009. Since that date, the Paralegal Program has had LAW 101, LAW 102, LAW 104, and LAW 105 revised, reviewed, and approved in the curriculum process.

**Part V.** Survey results

*See the Paralegal Program's 2011 American Bar Association Reapproval Report. The Program received approval for another seven-year terms in 2012.*

**Part VI**. Analysis of the Program

*In general, see the Paralegal Program's 2011 American Bar Association Reapproval Report. The Program received approval for another seven-year terms in 2012.*

Additional updated information:

Assessment Results for Program SLOs. The Paralegal Program has six program SLOs and reviews one per semester, so that all SLOs are review in a three-year cycle. The Program completed its first cycle in Fall 2011 and has started its second cycle. Changes made over the cycle include refocusing assignments and the addition of rubrics where needed.

|  | **SLO reviewed** | **Semester** |
|---|---|---|
| **First cycle** | SLO 1 - Ethics | F 08 |
|  | SLO 2 - Communication | Sp 09 |
|  | SLO 3 – Critical Thinking | F 09 |
|  | SLO 4 – Interpersonal Skills | F 10 |
|  | SLO 5 - Professionalism | Sp 11 |
|  | SLO 6 – Technology & Information Literacy | F 11 |
| **Second cycle** | SLO 1 - Ethics | Sp 12 |
|  | SLO 2 - Communication | F 12 |
|  | SLO 3 – Critical Thinking | Sp 13 (planned) |

**Part VII**. Tactical Action Plan

1.  Department Action Plan

    A.  Introduction.  The merger of the Business Education and Legal Education Departments became effective on July 1, 2010.  The merged "Business, Legal and Technology Education Department" (BLT) provides a wide range of career and technical programs that prepare our graduates with the necessary skills and knowledge for entry-level positions in the workplace, prepares students to transfer seamlessly and successfully into University of Hawai`i baccalaureate programs, and provides Hawai`i's workforce with lifelong learning opportunities to improve job skills.

    The department offers four associate in science (AS) degree options in the program areas of Accounting, Information Technology, Marketing, and Paralegal and certificates of achievement (CA) options in Accounting, Information Technology, and Marketing.  Each of the programs also offers short certificates of completion (CC) and/or competence (CO)--Payroll Preparer, Tax Preparer, Database Administration, Help Desk Services, Programming, Legal Secretary, Customer Service, Entrepreneurship, Management, and Retailing.  The department also offers an Advanced Professional Certificate (APC) in Information Technology.

    To provide transfer pathways to baccalaureate degrees, the associate degrees in Accounting, Information Technology, Marketing, and Paralegal articulate to the University of Hawai'i-West O`ahu towards the Bachelor of Arts (BA) in Business Administration with a concentration in Accounting; Bachelor of Arts (BA) in Business Administration with a concentration in Marketing; Bachelor of Applied

Science (BAS) in Information Technology, and Bachelor of Arts (BA) in Public Administration.

B. Mission Statement. The mission of the Business, Legal and Technology Education Department of Kapi`olani Community College is to provide the opportunity for access to quality programs designed to meet the needs of students, industry, and community. Upon successful completion of these programs, students should possess the academic foundation and practical skills to apply quality accounting, information technology, marketing and paralegal skills essential in a rapidly changing world.

C. BLT Strategic Outcomes

1. BLT Strategic Outcome I: Increase student participation in 21st century business and technology career laddered degree and certificate programs. (Alignment with the 2009-2015 College's Strategic Outcome B: Hawai`i's Educational Capital: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.)

   a. Performance Measures. Increase enrollment of majors in each program by 2% per year (KCC Performance Measure B1 increase total fall enrollment by two percent per year, from 7272 to 8918).

   b. Strategies.
      • Continue to work with faculty and counselors to market our programs to high schools, the business and legal communities, current KCC students, and other student populations.
      • Continue to add distance education (e.g., online, cable TV courses to increase participation by techie students, nontraditional students, and off-island students.
      • Investigate and, if appropriate, implement an articulation with UH-West O`ahu that is paralegal-specific.
      • Revisit articulation agreements with Hawai`i Pacific University.

   c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
      • Annual Program Review; OFIE tracking
      • Signed MOAs and updated documents with UH-West O`ahu (UHWO)

   d. Positions Responsible.
      Unit dean, department chair, program coordinators, counselors, faculty, OFIE staff, appropriate UHWO personnel

   e. Synergies with Other Programs, Units, Emphases and Initiatives.

OFIE, FYE, TYE, UHCC System CTE/Perkins Initiatives, CELTT, other CTE programs, Kuilei, Kahikoluamea, Pathways, etc.

    f.   Key Community Partners (if any).
UH-West O`ahu, UHCC System and other CTE related partners, advisory committee members.

2. BLT Strategic Outcome II:  Provide engaging and challenging learning and student support strategies that lead to successful graduation with high proficiency in knowledge, behavior and skills.  (Alignment with the 2009-2015 College's Strategic Outcome D:  Globally Competitive and Collaborative Workforce:  Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.)

    a.   Performance Measures.  Increase number of degrees/certificates awarded per year and number of transfers to UH baccalaureate programs by 3% each year (KCC performance measure D1 increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs . . . ; performance measure D4 Increase degree completion in career fields with integrated technology . . . ; performance measure D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes . . . )

    b.   Strategies.
- Continue to assess program student learning outcomes on a regular basis
- Develop student engagement activities to increase student retention and achievement
- Assist students in understanding the value of short certificates, associate and baccalaureate degrees, and continuing education
- Improve communication regarding BLT scholarship information and application deadlines
- Merge BLT scholarship information with the UHCC scholarship initiatives
- Continue program specific tutoring assistance and other learning support

    c.   Data to be gathered:  e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
- Annual Program Review (certificates awarded, persistence, transfer); course/student data on retention, completion of course with passing grade; OFIE tracking
- Program learning reports will identify improvements to be made; data from the next cycle of assessment will show results

d. Positions Responsible.
   Department chair, program coordinators, counselors, faculty, OFIE staff, BLT Scholarship Committee, BLT tutors, BLT lab manager and lab monitors

e. Synergies with Other Programs, Units, Emphases and Initiatives.
   SLO Assessment Committee, OFIE, FYE, TYE, Achieving the Dream initiatives, UHCC System CTE/Perkins initiatives, CELTT, other CTE and academic support units and other appropriate faculty/counselors, UH Foundation, Financial Aid Office, etc.

f. Key Community Partners (if any).
   UH-West O`ahu, UHCC System and other CTE related partners, advisory committee members, legal professionals to identify industry standards and changing needs in the field.

3. BLT Strategic Outcome III: Increase support for faculty and staff resources (to include technology and professional development) to assure technological and globally rich instructional expertise and to expand instructional delivery systems. (Alignment with the 2009-2015 College's Strategic Outcome E: Resources and Stewardship: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.)

   a. Performance Measures. Increase funding and support for professional development and technology requirements (see attached BLT Technology Plan, May 2012-July 2015) per annual budget allocation as outlined by the BLT Technology Plan. Receive reasonable allocation from the College for professional development funding each academic year (KCC performance measure D4c Renovate existing classrooms and build additional labs, centers, and classrooms to support engaging pedagogies such as peer mentoring, community engagement, technology integration, . . . and career programs; E1 Recruit, renew, and retain a qualified, effective and diverse faculty, staff and leadership committed to the strategic outcomes and performance measures).

   b. Strategies.
      • Continue to investigate and obtain approval for a supply/course fee for appropriate courses or a technology fee for the department.
      • Submit budget allocation request via Dean to Vice Chancellor for Administrative Services in summer for the next academic year and each year thereafter to include professional development and scheduled hardware and software funding as outlined in the attached BLT Technology Plan 2012-2015.
      • Seek other funding resources for upgrading of technology/equipment to meet industry standards and/or professional development

- Work with appropriate contacts related to the completion of the BLT Kopiko Learning Community renovation in fall 2013—including follow-up on funding sources for furniture, equipment, security system, networking, as well as faculty office pod moves, server move and setup from LCC, furniture/equipment move from Mamane. Work with appropriate contacts related to Phase II Kopiko renovations including courtyard, refreshment center, faculty office pod moves, etc.
- Recruit full-time faculty in Paralegal, and recruit full-time faculty and/or counselors to replace retired personnel in Accounting, Marketing, and other BLT programs as appropriate
- Mentor and assist probationary instructors and lecturers with the preparation of their syllabi, basic usage of Laulima's online tools as determined by the program coordinator, understanding the use and completion of college forms, grading, assessment for continuous improvement, working with students with disabilities, etc.

c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
- Obtain approval to assess supply/course fee or technology fee to support student learning and purchase updated technology to meet industry standards on a continuous basis
- Updated equipment purchased based upon industry standards and application integrated into curriculum
- Curriculum modification, changes to teaching methodology, and/or increased student proficiency levels, etc., due to professional development provided to instructors.
- Assess the results of the renovation project through lab usage data, student satisfaction survey, or higher course success rate
- Continued course assessment to determine student proficiency
- Recruitment and completion of hiring process
- Satisfactory peer evaluations, student evaluations, lecturer assessments and/or contract renewals

d. Positions Responsible.
Vice Chancellor of Academic Services, Vice Chancellor for Administrative Services, Director of Human Resources, unit dean, department chair, program coordinators, counselors, faculty, BLT technology committee, BLT lab manager, OFIE staff

e. Synergies with Other Programs, Units, Emphases and Initiatives.
OFIE, UHCC System, CTE/Perkins initiatives, CELTT, other CTE programs, hiring screening committee, KISC, auxiliary services, business office, etc.

f. Key Community Partners (if any).

UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, and Paralegal programs), etc.

2. Program Action Plan.

The Paralegal Program has requested an additional faculty member since 2010 to help improve the program health.  At present, the program has a "cautionary" rating for its overly high ration of BOR-approved faculty to students.  The ratio for the past three years has ranged from 64 to 56.8 to 1.  The borderline between "cautionary" and "unhealthy" is 60 to 1.  The lack of a third full-time faculty member also 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. The program is renewing this request.  Many of the courses are taught by adjuncts. The conversion of several existing adjunct faculty teaching positions into a full-time BOR faculty member will have some budget implications for faculty benefits.

The Paralegal program also needs financial support for Westlaw licenses, for online legal research. The program is required by the American Bar Association to teach this, and the current annual fee is $4800.  At the site visit in 2011, the sit team recommended that the program consider teaching the other major online research software, Lexis, and therefore the program is requesting an additional $4800 to acquire annual licenses for Lexis.

The American Bar Association requires the Paralegal program to pay dues of $1250, and the program also pays annual dues to its national organization, AAfPE, of $900.  In addition, the ABA requires the college to pay professional dues for the program coordinator, which is $135.

The American Bar Association also requires that funding be made available for professional development of the program director and faculty. While there are currently restrictions on use of general funds for travel outside of Hawaii, if the program can arrange for transportation, the college should provide for payment of registration fees, which would be approximately $1000 per year for the program director and the othet tenured faculty member.

**Part VIII.** Resource and Budget Implications

The program and department will look to a combination of campus funds, general funds (faculty investment of time and energy), special funds, grants, private donations and other campus support services to ensure the achievement of our planned outcomes.

Strategic Outcome I

Marketing Materials ($500 per year)
ABA Membership Dues $1250 per year

AAfPE Membership Dues $900 per year
Westlaw license $4800 per year
Lexis licenses $4800 per year
Professional development $100 per year
Local paralegal organization dues $195

Strategic Outcome II

SLO Assessment
Student engagement activities and marketing
Communications
Tracking graduates and transfers
Student tutors, peer mentors (See BLT Technology Plan) – additional funding for
    renovated lab and classrooms extended hours of usage

Strategic Outcome III

Recruit FT 9 mo. tenure track LAW faculty - Approximately $4,167/mo. min.
    plus benefits (General Funds)
Student fee collection – college and departmental support
Equipment Supplies (See BLT Technology Plan)
Professional Development - $5000 per program per year; college and department
    support (See also BLT Technology Plan)
Kopiko and Mamane Renovations, Phase I and II – To be determined; capital
    improvement funding, campus funding, additional department funds)

Part IX. Evaluation of Data and Measurable Improvements
Evaluation of Data identified in Part VII-1-c, 2-c, 3-c

Currently, the data used to justify Paralegal program plans are based on solely on
results from ARPDs, input from the Advisory Committee, and surveys or focus
groups of attorneys.

Improvements in Last 12 months (list)
1. Second cycle of evaluation of Program SLOs started
2. Fill rate improved 3% from previous year, to 77%
3. Successful completion rate increased 5% over previous year, to 81%
4. Persistence increased 1% from previous year, to 73%
5. Articulation with UH-WO's PUBA degree created and signed

Improvements to be made in the next 12 months (list)
1. Second cycle of Program SLOs to continue (SLOs are on a continuous three-year
   cycle)
2. 20% of courses to be updated and submitted to the Curriculum Committee