Paralegal Studies
Comprehensive Academic Program Review
2010-11

Associate in Science Degree:
Paralegal Studies

Department of Academic Effectiveness and Assessment
St. Petersburg College

June 2011
Comprehensive Academic Program Review Produced by

Paralegal Studies Program

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Executive Summary

Introduction
The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description
The goal of this program is to prepare students to meet the challenges as paralegals (legal assistants) in law firms, governmental entities and corporate legal departments. Paralegals work under the supervision of attorneys to provide non-clerical professional support in the delivery of legal services to clients and the community. Paralegals are not licensed to practice law. Graduates are prepared to assist in interview and investigation, legal research, discovery and litigation support and design and development of new procedures. Courses provide for specialization in three areas to be selected from the following: Estate and Guardianship Administration, Corporations, Real Estate, Family Law, Civil Litigation or Criminal Litigation. The SPC Paralegal Studies Program is approved by the American Bar Association.

Degree Offered
An Associate in Science Degree in Paralegal Studies is offered at SPC.

Program Performance
- **Actual Course Enrollment** showed a considerable increase in the Fall (427) and Spring (446) terms of 2009-10, from the previous year. Overall, Summer term has had the lowest actual enrollment over the last three years.
- **Unduplicated Headcount** increased in all three terms of 2009-10, from the previous two years.
- **Student Semester Hour (SSH) Productivity** increased slightly in both Fall (0.91) and Spring (0.89) terms of 2009-10 from the previous year, while Summer showed a slight decrease.
- The number of **program graduates** in the Paralegal Studies program has increased over the last two years, reaching a six-year high (31) in 2009-10.
- The vast majority of students in the program continue to succeed in the courses. In Spring 2009, 93.2% of the students were successful, as compared to 94.2% in Spring 2010. In Fall 2008, 98.3% of the students succeeded as compared to 97.2% in Fall 2009.
- **Fulltime Faculty** taught 30.6% of the ECHs in 2009-10, as compared to 21.8% in 2008-09. Adjunct Faculty taught 69.4% of the ECHs in 2009-10, as compared to 78.2% in 2008-09. The highest semester for Adjunct ECHs was Summer 2008-09 in which adjunct faculty taught 85.5% of the program’s course load. The three-semester average for adjuncts (69.4%) in 2009-10 is not consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.
Program Profitability

- The *Relative Profitability Index (RPI-T)* for the Paralegal Studies program has increased consistently since 2005-06, reaching a six-year high (1.12) in 2009-10. To provide a comparison of the program’s RPI-T to other similar programs, three other comparative measures were calculated. The 2009-10 mean RPI-T for SPC was 0.81; the 2009-10 mean RPI-T for the Clearwater campus was 0.78; and the 2009-10 mean RPI-T for programs which offered between 5% and 25% of their courses online was 1.57.

Program Improvements

- *Capital Expenditures* for the Paralegal Studies program during the past three years totaled $2,897. Program improvements made as a result of the capital expenditures included a Dell Optiplex Minitower Computer.

Academic Outcomes

- The 2007-08 *Academic Program Assessment Report* indicated that the desired results were met for seven of the nine *Major Learning Objectives (MLOs)* assessed during 2006-07.
- The 2007-08 *Academic Program Assessment Follow-up Report* was completed in July 2009. Four of the five action items were successfully completed, and the results published in the 2007-08 follow-up report.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Paralegal Studies program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- A Paralegal Studies *advisory committee meeting* was held on October 14, 2010. The meeting consisted of a curricula review, and discussions about business law courses, the ABA status, several calls for assistance, and a College of Policy and Legal Studies update.
- Twenty-one *Recent Alumni surveys* were provided to the 2008-09 graduates of the Paralegal Studies program. Fifty-two percent of the graduates contacted responded to the survey. After receiving permission from the respondents to contact their employers, two employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:
- 87.5% of recent graduate survey respondents, who were employed, were employed full-time.
- 50.0% of recent graduate survey respondents had a current position related to their studies.
54.5% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Change career fields,” 27.3% to “Continue my education,” 9.1% to “Obtain employment,” while the remaining 9.1% said there were “Other” reasons.

36.4% of recent graduate survey respondents indicated that their SPC degree allowed them to “Earn more money,” and 27.3% “Change career fields,” 27.3% “Continue my education,” 18.2% “Meet certification/training needs,” 9.1% “Obtain employment,” while the remaining 27.3% said there were “Other” reasons. [Note: The total may exceed 100% as this question allows multiple responses.]

40.0% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal. 30.0% said “Very well,” while 20.0% said “Adequately.”

37.5% of recent graduate survey respondents indicated that they earned between $15.00 and $19.99 per hour ($31,000 and $41,999 annually), 50.0% between $10.00 and $14.99 per hour ($21,000 and $30,999 annually), while the remaining 12.5% earned less than $10.00 per hour (less than $21,000 annually).

72.7% of recent graduate survey respondents indicated they are continuing their education.

88.9% of recent graduate survey respondents would recommend SPC’s Paralegal Studies program to another.

Two employer surveys were sent out based on the permissions provided by recent graduates in the 2008-09 recent graduate survey. One survey respondent provided an evaluation of the graduates’ college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Occupation Profile

One occupation description, Paralegals and legal assistants, was located in the Bureau of Labor Statistics for the Paralegal Studies program.

The 2009 median yearly income for Paralegals and legal assistants was $47,000 in the United States, and $44,600 in Florida.

Employment trend information for Paralegals and legal assistants showed a significant average annual increase (24% - 28%) in employment for the profession, over the next 7 years for both the country and state.

The major employers of these graduates are Abbey, Adams; Albertelli Law Firm; Attorney General; Bankers Financial; Beltz and Ruth; Carlton Fields; City Attorney; Clark & Washington; Clerk of the Court; Community Law Program; Darcy Claire; Darryl Rousson; Deborah Clark; Deloach and Hofstra; District Counsel for DCF; Division of Administrative Hearings; Fisher, Sauls; Guardian ad Litem; High Crime Tech Institute; Housing Authority; Hummer Law Group; Hunter Law Group; Jacob Blanchard; Johnson, Pope; Judge Kim Todd; Judge Peter Ramsberger; Linda Griffin; Mason Law Group; Maguire Law Offices; McFarland, Ferguson; Pep Boys; Perenich, Averrill; Progress Energy; Public Defender; Ramon Carrion; Raymond James; Regions Bank; Richard Zacur; Robert Bylick; Scott Swope; Sean Scott; State Attorney; State Attorney’s Office; Steak
and Shake Corp; Suncoast Hospice; Tillis Law Firm; Trenam, Kemker; Tsangaris Law Group; USAO; Wal-Mart Loss Control; and Zacur, Graham et al.

- **Total Placement** in the Paralegal Studies program from 2005-06 through 2007-08 has remained consistent at 85% to 90%.

**State Graduates Outcomes**

- **State Graduates data** indicated that three hundred and twenty-one students completed a state Paralegal Studies program in 2008-09, of those two hundred and thirty-seven had some matching state data and were employed. Eighty-one percent (81%) of those state graduates were employed at least a full quarter, resulting in an overall placement rate of 77%. SPC’s graduates exceeded this figure, with a placement rate of 94%.
Program Administrator's Perspective: Issues, Trends, and Recent Successes

When SPC introduced the four-year degree program, we had no idea how this would impact the traditional Associate in Science degree. With the perspective of several years of graduates, it has now become clear that the AS degree in Paralegal Studies continues to have viability; indeed, as the report data illustrates it is thriving. The rigorous ABA approved program insures that our AS students are well-prepared to enter the workforce, and there has been a steady opportunity for employment in this field.

In 2009, the Florida Bar introduced a voluntary registration program for qualified paralegals who wished to avail themselves of an additional professional credential, the Florida Registered Paralegal. Through today over 5,000 paralegals have voluntarily paid fees and submitted themselves to the jurisdiction of the Florida Bar in this new non-lawyer division. This has substantially raised the profile of both the profession and its qualifications among members of the Bar. As a result, more law firms than ever are looking at the credentials of those who work in their offices. Our two-year degree program addresses the needs of the transactional practice area in particular. The challenge will be to adapt to the big changes coming in that area of practice, as the impact of technology continues to affect contracts and contract administration, as well as the financial world.

While SPC has terrific contacts among law firms and governmental offices, corporate placements are rarer. Several of our graduates have had particular success with the addition of a project management certificate to their AS degree, and have served as the lead on several digitization and e-discovery projects for in-house counsel. Creating e-discovery projects and document retention policies for both large and small businesses are great opportunities for our graduates. It will be our goal over the next several years to make these adaptations to the program while continuing the development of strong traditional paralegal skills.

Finally, the biggest continuing challenge is the lack of well-developed writing skills in students entering the program. In fact, writing skills seem to have degraded over the past five years. This may be the result of standardized testing, or the new techno-world, but the deficit is universal. In order to be effective in law offices, students must have the strong grammar, composition, and thinking skills that are part and parcel of being a good writer.

Recommendations/Action Plan

- Program Recommendations and action plans are compiled by the Provost and Program Administrator, and are located at the end of the document.
SPC Mission Statement
The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

Introduction
In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College’s institutional effectiveness.

Institutional Effectiveness
Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College’s units is required to participate in the institutional effectiveness process.

The bottom-line from SPC’s institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish
its desired outcomes. The level of success of SPC’s actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College’s institutional effectiveness process.

**Educational Assessment**

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website ([https://it.spcollege.edu/edoutcomes/](https://it.spcollege.edu/edoutcomes/)) to serve as repository for all SPC’s educational outcomes reports and to systematically manage our assessment efforts.
Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in community colleges and state universities at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution’s mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

In 2007, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review
process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

**Figure 1: Three-Year Academic Program Assessment Cycle**

**Program Description**

The goal of this program is to prepare students to meet the challenges as paralegals (legal assistants) in law firms, governmental entities and corporate legal departments. Paralegals work under the supervision of attorneys to provide non-clerical professional support in the delivery of legal services to clients and the community. Paralegals are not licensed to practice law. Graduates are prepared to assist in interview and investigation, legal research, discovery and litigation support and design and development of new procedures. Courses provide for specialization in three areas to be selected from the following: Estate and Guardianship Administration, Corporations, Real Estate, Family Law, Civil Litigation or Criminal Litigation.
Degree Offered
An Associate in Science Degree in Paralegal Studies is offered at SPC.

For a complete listing of all courses within the Paralegal Studies program, please see Appendix A. The A.S. program currently has 7 articulations with high schools. For a complete list, see Appendix B.

Accreditation
The American Bar Association (ABA) program ‘approves’ paralegal education programs that meet ABA Guidelines. The principal objective of this process is to foster high quality paralegal education and training, and the development of educational standards. The Paralegal program was most recently approved by the American Bar Association in 2006 and the next approval date is scheduled for 2011.

The Standing Committee on Paralegals and Approval Commission carry out this objective through an intensive review and on-site evaluation of such programs. The approval process is accomplished through extensive investigation of self-evaluation reports prepared by the paralegal programs as well as through on-site inspections of program operations to verify that they operate in compliance with ABA Guidelines.

Major Learning Outcomes
1. The student will demonstrate the ability to analyze a problem; identify and evaluate alternative solutions; formulate logical solutions to problems; construct logical arguments in support of specific positions; evaluate solutions and arguments; and determine which areas of law are relevant to a particular situation. (Critical Thinking).

2. The student will demonstrate the ability to organize and manage information effectively and the ability to manage time efficiently. (Organizational).

3. The student will demonstrate the ability to interact effectively, in person, by telephone and in written correspondence with lawyers, clients, witnesses, court personnel, co-workers, and other business professionals. (Communication).
4. The student will demonstrate the ability to competently use the tools of research available in a standard law library, "cite check" the legal sources, run a computer assisted legal research program, and incorporate the results of the research into a proper memorandum format. (Legal Research).

5. The student will demonstrate the ability to write various types of documents, correspondence, pleadings, memoranda, and briefs. (Legal Writing).

6. The student will demonstrate the ability to deal with a basic word processing program, a spreadsheet program, and a database as well as presentation software. (Computer).

7. The student will demonstrate basic interview and investigating skills including identifying and locating witnesses, potential parties to a suit and experts; preparing for and conducting effective interviews, locating information and obtaining records and using the Internet to obtain relevant and reliable information pertaining to a given situation. (Interview and Investigation).

8. The student will demonstrate knowledge of the types of work paralegals/legal assistants perform, the nature of supervision that must be present, the manner in which their conduct is directed by the ethical guidelines of the American Bar Association, the Florida Bar and the ethical guidelines for paralegal/legal assistants. (Professionalism and Ethics).

9. The student will demonstrate knowledge of financial and human resources principles and apply these to solving organizational and management issues in the office setting. (Law Office Management).
Program Performance

Actual Course Enrollment

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment showed a considerable increase in the Fall (427) and Spring (446) terms of 2009-10, from the previous year. Overall, Summer term has had the lowest actual enrollment over the last three years, as shown by Figure 2.

![Actual Course Enrollment](chart)

*Figure 2: Actual Course Enrollment*

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)
**Unduplicated Headcount**

Unduplicated Headcount is the total number of unduplicated students with a program plan within the area of study (e.g., A.S. or certificate) that are currently enrolled in a course under that Academic Org. during the term of interest. This excludes 1) students in a different program plan or 2) students in the right program plan who are not taking courses within that Academic Org. for the term of interest. Unduplicated Headcount increased in all three terms of 2009-10, from the previous two years as shown by Figure 3.

![Unduplicated Headcount Graph](image)

*Figure 3: Unduplicated Headcount*

Source: PeopleSoft Student Administration System

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**Paralegal Studies**

2010-11 Comprehensive Academic Program Review
Department of Academic Effectiveness and Assessment

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Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH productivity increased slightly in both Fall (0.91) and Spring (0.89) terms of 2009-10 from the previous year, while Summer showed a slight decrease, as shown by Figure 4.

![SSH Productivity Graph]

Figure 4: SSH Productivity

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)
Program Graduates

The number of program graduates in the Paralegal Studies program has increased over the last two years, reaching a six-year high (31) in 2009-10, as shown by Figure 5.

Figure 5: Program Graduates

Source: 2010-11 SPC Factbook, Table 31
**Grade Distributions**

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college-wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

**Table 1**

**Program Core Course Grade Distributions**

<table>
<thead>
<tr>
<th>Semester</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>61.0%</td>
<td>25.4%</td>
<td>6.8%</td>
<td>4.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>62.6%</td>
<td>26.3%</td>
<td>5.3%</td>
<td>3.3%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>57.6%</td>
<td>25.2%</td>
<td>9.1%</td>
<td>2.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>66.1%</td>
<td>23.3%</td>
<td>7.8%</td>
<td>1.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>68.4%</td>
<td>21.5%</td>
<td>7.2%</td>
<td>0.4%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
Figure 6 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

**Figure 6: ABC Grade Distributions**

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students successfully completing the course with a grade of A, B, or C, divided by the total number of students in the course. The vast majority of students in the program continue to succeed in the courses as shown by Figure 7. In Spring 2010, 94.2% of the students were successful, as compared to 91.9% in Spring 2011. In Fall 2009, 97.2% of the students succeeded as compared to 97.0% in Fall 2010.

**Figure 7: Classroom Success**

Source: Collegewide Grade Distribution Report (Generated at the end of the session)
**Fulltime/Adjunct Faculty Ratio**

Table 2 displays the number and percentage of Paralegal Studies program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 30.6% of the ECHs in 2009-10, as compared to 21.8% in 2008-09. Adjunct Faculty taught 69.4% of the ECHs in 2009-10, as compared to 78.2% in 2008-09.

**Table 2**

*Equated Credit Hours by Faculty Classification*

<table>
<thead>
<tr>
<th></th>
<th>Fulltime Faculty</th>
<th>Percent of Load Faculty</th>
<th>Adjunct Faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of ECHs</td>
<td>% of Classes Taught</td>
<td>Number of ECHs</td>
<td>% of Classes Taught</td>
</tr>
<tr>
<td>Fall 2007-2008</td>
<td>7.0</td>
<td>20.6%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2007-2008</td>
<td>14.5</td>
<td>37.7%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Summer 2007-2008</td>
<td>19.3</td>
<td>68.1%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2007-2008 Total</td>
<td>40.8</td>
<td>40.4%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fall 2008-2009</td>
<td>16.0</td>
<td>32.7%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2008-2009</td>
<td>8.5</td>
<td>15.9%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Summer 2008-2009</td>
<td>4.3</td>
<td>14.5%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2008-2009 Total</td>
<td>28.8</td>
<td>21.8%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fall 2009-2010</td>
<td>16.0</td>
<td>29.1%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2009-2010</td>
<td>20.5</td>
<td>36.3%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Summer 2009-2010</td>
<td>7.3</td>
<td>23.2%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2009-2010 Total</td>
<td>43.8</td>
<td>30.6%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)
The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program’s adjunct’s ECHs by the sum of the Adjunct’s, Percent of Load’s, and Fulltime Faculty’s ECHs. Figure 8 displays the Fulltime/Adjunct Faculty Ratio information for the last three academic years. The highest semester for Adjunct ECHs was Summer 2008-09 in which adjunct faculty taught 85.5% of the program’s course load as shown in Table 2. The three-semester average for adjuncts (69.4%) in 2009-10 is not consistent with the College’s general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

![Figure 8: Full-time/Adjunct Faculty Ratio](chart_image)

*Figure 8: Full-time/Adjunct Faculty Ratio*

*Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)*
Program Profitability

Relative Profitability Index (RPI-T)
Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program’s income by the sum of its personnel expenses and current expenses. Only Fund 10 financials are used in the calculation of RPI-T; specifically, program revenues (GL 400000), personnel expenses (GL 500000), and current expenses (GL 600000).

Program revenues (GL 400000) can include (1) student application fees and tuition, (2) out of state fees, and (3) gifts from alumni and charitable organizations.

Personnel expenses (GL 500000) can include (1) personnel salary expenses for program management, and instructional staff, (2) personnel salary expenses for OPS and student assistants, and (3) personnel benefits. Personnel assigned to multiple programs may have partial personnel expenses assigned to an individual program.

Current expenses (GL 600000) can include operating expenses for (1) travel, (2) goods and services, and (3) materials and supplies. Current expenses can also include scholarship and fee waivers.
The RPI-T for the Paralegal Studies program has increased consistently since 2005-06, reaching a six-year high (1.12) in 2009-10, as shown by Figure 9.

To provide a comparison of the program’s RPI-T to other similar programs, three other comparative measures were calculated. The 2009-10 mean RPI-T for SPC was 0.81; the 2009-10 mean RPI-T for the Clearwater campus was 0.78; and the 2009-10 mean RPI-T for programs which offered between 5% and 25% of their courses online was 1.57.

Figure 9: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUADA1) from End of Fiscal Year
Program Improvements

Capital Expenditures

Capital Expenditures (Fund 10 and 16) for the Paralegal Studies program (Org: 11270115) during the past three years totaled $2,897 as shown on Table 3. Program improvements made as a result of the capital expenditures included a Dell Optiplex Minitower Computer.

Table 3
Paralegal Studies Program Capital Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Capital Outlay</th>
<th>Account</th>
<th>Purchase Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>2,897</td>
<td>700000</td>
<td>Dell Optiplex Minitower Computer</td>
</tr>
<tr>
<td>2008-09</td>
<td>0</td>
<td>700000</td>
<td>--</td>
</tr>
<tr>
<td>2009-10</td>
<td>0</td>
<td>700000</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>$2,897</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year
Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program’s educational outcomes. The Paralegal Studies program was evaluated through an Academic Program Assessment Report (APAR) in 2007-08.

Each of the program’s nine Major Learning Outcomes (MLOs) was evaluated during the 2007-08 assessment. Each of the nine MLOs is listed below:

1. The student will demonstrate the ability to analyze a problem; identify and evaluate alternative solutions; formulate logical solutions to problems; construct logical arguments in support of specific positions; evaluate solutions and arguments; and determine which areas of law are relevant to a particular situation. (Critical Thinking).

2. The student will demonstrate the ability to organize and manage information effectively and the ability to manage time efficiently. (Organizational).

3. The student will demonstrate the ability to interact effectively, in person, by telephone and in written correspondence with lawyers, clients, witnesses, court personnel, co-workers, and other business professionals. (Communication).

4. The student will demonstrate the ability to competently use the tools of research available in a standard law library, “cite check” the legal sources, run a computer assisted legal research program, and incorporate the results of the research into a proper memorandum format. (Legal Research).

5. The student will demonstrate the ability to write various types of documents, correspondence, pleadings, memoranda, and briefs. (Legal Writing).
6. The student will demonstrate the ability to deal with a basic word processing program, a spreadsheet program, and a database as well as presentation software. (Computer).

7. The student will demonstrate basic interview and investigating skills including identifying and locating witnesses, potential parties to a suit and experts; preparing for and conducting effective interviews, locating information and obtaining records and using the Internet to obtain relevant and reliable information pertaining to a given situation. (Interview and Investigation).

8. The student will demonstrate knowledge of the types of work paralegals/legal assistants perform, the nature of supervision that must be present, the manner in which their conduct is directed by the ethical guidelines of the American Bar Association, the Florida Bar and the ethical guidelines for paralegal/legal assistants. (Professionalism and Ethics).

9. The student will demonstrate knowledge of financial and human resources principles and apply these to solving organizational and management issues in the office setting. (Law Office Management).

**Means of Assessment**

The Paralegal Studies program conducted end of program assessments using student portfolio evaluations. The overall objective of the students’ portfolios was to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The criteria for success stated that the students’ mean score should be greater than 3.25 on each category of the evaluation relating to each outcome.

Data were collected during 2005, 2006 and 2007. The data findings for each semester in 2006-07, and each of the nine MLOs are displayed in Table 4, Table 5, and Table 6, respectively. In Fall 2006, and Summer 2007, seven of the nine MLOs showed mean scores that were above the criteria for success. In Spring 2007, the resulting mean scores for all nine MLOs were above the criteria for success in every category.
### Table 4
Paralegal Studies Fall 2006 Assessment Results

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Summary of Assessment Findings (N=7)</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sufficient Documentation</td>
<td>Courts and Attorneys</td>
</tr>
<tr>
<td>MLO 1</td>
<td>3.29</td>
<td>3.14</td>
</tr>
<tr>
<td>MLO 2</td>
<td>3.29</td>
<td>3.43</td>
</tr>
<tr>
<td>MLO 3</td>
<td>3.43</td>
<td>3.57</td>
</tr>
<tr>
<td>MLO 4</td>
<td>3.43</td>
<td>3.57</td>
</tr>
<tr>
<td>MLO 5</td>
<td>3.57</td>
<td>3.57</td>
</tr>
<tr>
<td>MLO 6</td>
<td>3.43</td>
<td>3.43</td>
</tr>
<tr>
<td>MLO 7</td>
<td>3.43</td>
<td>3.43</td>
</tr>
<tr>
<td>MLO 8</td>
<td>3.14</td>
<td>3.29</td>
</tr>
<tr>
<td>MLO 9</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2007-08 Academic Program Assessment Report (APAR)

### Table 5
Paralegal Studies Spring 2007 Assessment Results

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Summary of Assessment Findings (N=8)</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sufficient Documentation</td>
<td>Courts and Attorneys</td>
</tr>
<tr>
<td>MLO 1</td>
<td>3.75</td>
<td>3.75</td>
</tr>
<tr>
<td>MLO 2</td>
<td>3.88</td>
<td>3.75</td>
</tr>
<tr>
<td>MLO 3</td>
<td>3.75</td>
<td>3.63</td>
</tr>
<tr>
<td>MLO 4</td>
<td>3.63</td>
<td>3.75</td>
</tr>
<tr>
<td>MLO 5</td>
<td>3.63</td>
<td>3.63</td>
</tr>
<tr>
<td>MLO 6</td>
<td>4.00</td>
<td>3.88</td>
</tr>
<tr>
<td>MLO 7</td>
<td>3.88</td>
<td>3.88</td>
</tr>
<tr>
<td>MLO 8</td>
<td>3.88</td>
<td>3.88</td>
</tr>
<tr>
<td>MLO 9</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2007-08 Academic Program Assessment Report (APAR)
Table 6
Paralegal Studies Summer 2007 Assessment Results

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Summary of Assessment Findings (N=3) Summer 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sufficient Documentation</td>
</tr>
<tr>
<td>MLO 1</td>
<td>3.33</td>
</tr>
<tr>
<td>MLO 2</td>
<td>3.67</td>
</tr>
<tr>
<td>MLO 3</td>
<td>4.00</td>
</tr>
<tr>
<td>MLO 4</td>
<td>4.00</td>
</tr>
<tr>
<td>MLO 5</td>
<td>4.00</td>
</tr>
<tr>
<td>MLO 6</td>
<td>4.00</td>
</tr>
<tr>
<td>MLO 7</td>
<td>4.00</td>
</tr>
<tr>
<td>MLO 8</td>
<td>4.00</td>
</tr>
<tr>
<td>MLO 9</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Academic Outcomes from 2007-08 Academic Program Assessment Report (APAR)

The 2007-08 follow-up report was completed in July 2009. Four of the five action items were successfully completed, and the results published in the 2007-08 follow-up report. The next assessment report is scheduled to be completed during the 2010-11 academic year.
Stakeholder Perceptions

Student Survey of Instruction (SSI)
Each semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Beginning in Fall 2008, all SSI forms (except Clinical B) have been administered electronically using an online format. During 2009-10, the SSI items were reviewed and revised by a committee composed of faculty and administrators. As a result of the revision process, the lecture, non-lecture, and eCampus forms were consolidated into one form, independent of modality, which has been administered online since Spring 2010.

As part of the instrument validation process, the results from the SSI over the last few years were assessed for reliability and validity. The results of this assessment suggested three underlying factors.

The three factors are faculty engagement, preparation and organization, and course instruction. The survey questions are grouped into these categories as defined below:

- Faculty Engagement - focuses on how successful the instructor was in encouraging student performance, the instructor’s level of enthusiasm for the subject and respect for students, how well the instructor applied the stated grading policies including providing students appropriate information to determine their grades, and the instructor’s responsiveness to student questions outside of the classroom.

- Preparation and Organization - focuses on the instructor’s overall preparation for the course, the instructor’s ability to start and end class on time, the amount of time spent on course-related activities by
the instructor, and the even assignment and appropriateness of course material throughout the term.

- **Course Instruction** - focuses on the instructor’s clarity of instruction, how well the course objectives were defined by the instructor, and how well the instructor met student expectations.

**SSI Results**
The SSI survey is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all three semesters. The average survey results by semester and content area are shown by Figure 10.

*Figure 10: SSI Results*
Source: Student Survey of Instruction Administration Site
Summary

All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Paralegal Studies program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
Advisory Committee
Community input and participation is an important component of the educational process at the College. The advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Functions of Advisory Committees are:

1. Assessing how the program meets the current occupational needs of employers.
2. Reviewing and making recommendations on the program curriculum.
3. Providing input to help prepare students for work in their chosen field.
4. Assisting in recruiting, providing internships, and in placing qualified graduates in appropriate jobs.
5. Expanding and enhancing St. Petersburg College’s reputation in the community by fostering positive community relationships.
6. Approving all program equipment purchases in excess of $999.99.
Recent Meeting Summary
A Paralegal Studies advisory committee meeting was held on October 14, 2010. The meeting consisted of a curricula review, and discussions about business law courses, the ABA status, several calls for assistance, and a College of Policy and Legal Studies update.

Curricula Review
The program has added offerings at Downtown Campus, including Intro and Lunch Bunch for CLA/CP Examination Prep Course, and the PLA4944 Paralegal Certificate.

A discussion ensued about an introduction to the concept of memo submissions with a cover letter and resume. The general feeling is that the memo would be productive for actual paralegals.

Business Law Courses
Law Professor, Deborah Eldridge was introduced to the Board, and she briefly discussed Business Law courses being offered.

ABA Status
ABA is scheduled to conduct a site visit in Fall 2011, as these occur every 7 years. ABA is in the process of revising the standards to ensure compliance.

Call for Assistance
Presently there are paralegal related positions including business compliance, in all areas (Pinellas, Pasco and Hillsborough). The necessary technology skills include Lexis, and Westlaw. Perhaps we could offer a course on fast case (maybe in Legal Research and Writing), using either Westlaw or Lexis, because generally if you know one you can pick up the other.

The technology survey indicated that employers would like students trained on transactional software programs such as “hot docs”, social media, and blogs. Perhaps we could offer these as a seminar to the public with a lower rate for students. The seminar could be recorded for future marketing use. The group suggested that an email be sent to all members asking them to list any technology that is needed by
paralegals. The first step is to obtain the names and email addresses of each member.

**College of Policy and Legal Studies**

The group provided suggestions for advisory committee members, and was advised of a new program in Public Policy.

The complete committee minutes along with the minutes from previous meetings are located in Appendices C, D, E, and F.
Recent Alumni Survey Information
Twenty-one Alumni Surveys were provided to the 2008-09 graduates of the Paralegal Studies program. Responses were received from eleven A.S. graduates.

Fifty-two percent of the graduates contacted responded to the survey (11 of 21). After receiving permission from the respondents to contact their employers, two employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:
- 87.5% of recent graduate survey respondents, who were employed, were employed full-time.
- 50.0% of recent graduate survey respondents had a current position related to their studies.
- 54.5% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Change career fields,” 27.3% to “Continue my education,” 9.1% to “Obtain employment,” while the remaining 9.1% said there were “Other” reasons.
- 36.4% of recent graduate survey respondents indicated that their SPC degree allowed them to “Earn more money,” 27.3% “Change career fields,” 27.3% “Continue my education,” 18.2% “Meet certification/training needs,” 9.1% “Obtain employment,” while the remaining 27.3% said there were “Other” reasons. [Note: The total may exceed 100% as this question allows multiple responses.]
- 40.0% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal, 30.0% said “Very well,” while 20.0% said “Adequately.”
- 37.5% of recent graduate survey respondents indicated that they earned between $15.00 and $19.99 per hour ($31,000 and $41,999 annually), 50.0% between $10.00 and $14.99 per hour ($21,000 and $30,999 annually), while the remaining 12.5% earned less than $10.00 per hour (less than $21,000 annually).
- 72.7% of recent graduate survey respondents indicated they are continuing their education.
• 88.9% of recent graduate survey respondents would recommend SPC’s Paralegal Studies program to another.
• An evaluation of Paralegal Studies graduates’ general education outcomes is displayed in Table 5. Graduates indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Twenty outcomes received mean scores of 4.0 or higher, while the remaining five outcomes received mean scores between 3.3 and 3.6.
Table 5
College Preparation Ratings for Recent Paralegal Studies Program Graduates

| General Education Outcomes (Five point rating scale with five being the highest) | Item Ratings |
|---|---|---|
|  | N | Mean | SD |
| Communicating clearly and effectively with others through: | | | |
| Speaking | 11 | 4.0 | 0.77 |
| Listening | 11 | 4.3 | 0.79 |
| Reading | 11 | 4.0 | 0.77 |
| Writing | 11 | 4.0 | 0.77 |
| Your use of mathematical and computational skills: | | | |
| Comfort with mathematical calculations | 11 | 3.3 | 0.79 |
| Using computational skills appropriately | 11 | 3.3 | 0.47 |
| Accurately interpreting mathematical data | 11 | 3.4 | 0.81 |
| Using the following forms of technology: | | | |
| Email | 11 | 4.5 | 0.69 |
| Word Processing | 11 | 4.4 | 0.67 |
| Spreadsheets | 11 | 3.6 | 1.21 |
| Databases | 11 | 3.5 | 0.93 |
| Internet Research | 11 | 4.6 | 0.67 |
| Thinking logically and critically to solve problems: | | | |
| Gathering and assessing relevant information | 11 | 4.5 | 0.52 |
| Inquiring about and interpreting information | 11 | 4.5 | 0.69 |
| Organizing and evaluating information | 11 | 4.5 | 0.69 |
| Analyzing and explaining information to others | 11 | 4.4 | 0.67 |
| Using information to solve problems | 11 | 4.4 | 0.50 |
Table 5, continued
College Preparation Ratings for Recent Paralegal Studies Program Graduates

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Item Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Working effectively with others in a variety of settings:</td>
<td></td>
</tr>
<tr>
<td>Participating as a team player (e.g., group projects)</td>
<td>11</td>
</tr>
<tr>
<td>Working well with individuals from diverse backgrounds</td>
<td>11</td>
</tr>
<tr>
<td>Using ethical courses of action</td>
<td>11</td>
</tr>
<tr>
<td>Demonstrating leadership skills</td>
<td>11</td>
</tr>
<tr>
<td>Appreciating the importance of lifelong learning:</td>
<td></td>
</tr>
<tr>
<td>Showing an interest in career development</td>
<td>11</td>
</tr>
<tr>
<td>Being open to new ideas and challenges</td>
<td>11</td>
</tr>
<tr>
<td>Willingness to take on new responsibilities</td>
<td>11</td>
</tr>
<tr>
<td>Pursuing additional educational opportunities</td>
<td>11</td>
</tr>
</tbody>
</table>

Employer Survey Information
Two employer surveys were sent out based on the permissions provided by recent graduates in the 2008-09 recent graduate survey. One survey respondent provided an evaluation of the graduates’ college preparation. Since a single response can not accurately represent the entire program, employer survey results about college preparation will not be reported.
Occupation Profile

One occupation description was located in the Bureau of Labor Statistics for the Paralegal Studies program. The occupation description title was Paralegals and legal assistants.

Occupation Description

The occupation description for Paralegals and legal assistants 23-2011 used by the Bureau of Labor Statistics is shown below:

Assist lawyers by researching legal precedent, investigating facts, or preparing legal documents. Conduct research to support a legal proceeding, to formulate a defense, or to initiate legal action.

US, State, and Area Wage Information

The distribution of 2009 wage information for Paralegals and legal assistants is located in Table 6. The median yearly income for Paralegals and legal assistants was $47,000 in the United States, and $44,600 in Florida. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 6
Wage Information for Paralegals and legal assistants

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$14.32</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$29,800</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$28,800</td>
</tr>
</tbody>
</table>

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation
National, State, and County Trends

Employment trend information for Paralegals and legal assistants is included in Table 7 and divided by country and state. A significant average annual increase (24% - 28%) in employment for the profession over the next 7 years for the country and state is shown.

Table 7
State and National Trends

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Paralegals and legal assistants</td>
<td>263,800</td>
<td>337,900</td>
<td>+28%</td>
</tr>
<tr>
<td>Florida</td>
<td>Employment</td>
<td>2008</td>
<td>2018</td>
</tr>
<tr>
<td>Paralegals and legal assistants</td>
<td>21,070</td>
<td>26,100</td>
<td>+24%</td>
</tr>
</tbody>
</table>

¹Job Openings refers to the average annual job openings due to growth and net replacement.


Major Employers

Graduates of SPC’s Paralegal Studies program are employed in various areas related to their field. The primary local employers of these graduates include Abbey, Adams; Albertelli Law Firm; Attorney General; Bankers Financial; Beltz and Ruth; Carlton Fields; City Attorney; Clark & Washington; Clerk of the Court; Community Law Program; Darcy Claire; Darryl Rousson; Deborah Clark; Deloach and Hofstra; District Counsel for DCF; Division of Administrative Hearings; Fisher, Sauls; Guardian ad Litem; High Crime Tech Institute; Housing Authority; Hummer Law Group; Hunter Law Group; Jacob Blanchard; Johnson, Pope; Judge Kim Todd; Judge Peter Ramsberger; Linda Griffin; Mason Law Group; Maguire Law Offices; McFarland, Ferguson; Pep Boys; Perenich, Averrill; Progress Energy; Public Defender; Ramon Carrion; Raymond James; Regions Bank; Richard Zacur; Robert Bylick; Scott Swope; Sean Scott; State Attorney; State Attorney’s Office; Steak and Shake Corp; Suncoast Hospice; Tillis Law Firm; Trenam, Kemker; Tsangaris Law Group; USAO; Wal-Mart Loss Control; and Zacur, Graham et al. as shown in Table 8.
Table 8

Major Employers

<table>
<thead>
<tr>
<th>Employers of Paralegal Studies Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbey, Adams</td>
</tr>
<tr>
<td>Albertelli Law Firm</td>
</tr>
<tr>
<td>Attorney General</td>
</tr>
<tr>
<td>Bankers Financial</td>
</tr>
<tr>
<td>Beltz and Ruth</td>
</tr>
<tr>
<td>Carlton Fields, P.A.</td>
</tr>
<tr>
<td>City Attorney</td>
</tr>
<tr>
<td>Clark &amp; Washington</td>
</tr>
<tr>
<td>Clerk of the Court</td>
</tr>
<tr>
<td>Community Law Program</td>
</tr>
<tr>
<td>Darcy Claire</td>
</tr>
<tr>
<td>Darryl Rousson</td>
</tr>
<tr>
<td>Deborah Clark</td>
</tr>
<tr>
<td>Deloach and Hofstra</td>
</tr>
<tr>
<td>District Counsel for DCF</td>
</tr>
<tr>
<td>Division of Administrative Hearings</td>
</tr>
<tr>
<td>Fisher, Sauls</td>
</tr>
<tr>
<td>Guardian Ad Litem</td>
</tr>
<tr>
<td>High Crime Tech Institute</td>
</tr>
<tr>
<td>Housing Authority</td>
</tr>
<tr>
<td>Hummer Law Group</td>
</tr>
<tr>
<td>Hunter Law Group</td>
</tr>
<tr>
<td>Jacob Blanchard, P.A.</td>
</tr>
<tr>
<td>Johnson, Pope</td>
</tr>
<tr>
<td>Judge Kim Todd</td>
</tr>
<tr>
<td>Judge Peter Ramsberger</td>
</tr>
<tr>
<td>Linda Griffin, P.A.</td>
</tr>
<tr>
<td>Mason Law Group</td>
</tr>
</tbody>
</table>

Paralegal Studies
2010-11 Comprehensive Academic Program Review
Department of Academic Effectiveness and Assessment

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<table>
<thead>
<tr>
<th>Employers of Paralegal Studies Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maguire Law Offices</td>
</tr>
<tr>
<td>McFarland, Ferguson</td>
</tr>
<tr>
<td>Pep Boys</td>
</tr>
<tr>
<td>Perenich, Averrill</td>
</tr>
<tr>
<td>Progress Energy</td>
</tr>
<tr>
<td>Public Defender</td>
</tr>
<tr>
<td>Ramon Carrion, P.A.</td>
</tr>
<tr>
<td>Raymond James</td>
</tr>
<tr>
<td>Regions Bank</td>
</tr>
<tr>
<td>Richard Zacur</td>
</tr>
<tr>
<td>Robert Byelick, P.A.</td>
</tr>
<tr>
<td>Scott Swope, P.A.</td>
</tr>
<tr>
<td>Sean W. Scott</td>
</tr>
<tr>
<td>State Attorney</td>
</tr>
<tr>
<td>State Attorney’s Office</td>
</tr>
<tr>
<td>Steak and Shake Corp</td>
</tr>
<tr>
<td>Suncoast Hospice</td>
</tr>
<tr>
<td>Tillis Law Firm</td>
</tr>
<tr>
<td>Trenam, Kemker</td>
</tr>
<tr>
<td>Tsangaris Law Group</td>
</tr>
<tr>
<td>USAO</td>
</tr>
<tr>
<td>Wal-Mart Loss Control</td>
</tr>
<tr>
<td>Zacur, Graham et al</td>
</tr>
</tbody>
</table>

Source: 2007-08 Alumni Survey, and Dean’s input
**Total Placement**

Total Placement is the percentage of students who have an acceptable placement after graduation. Acceptable placement includes students who are enlisted in the military, continuing their education, and/or employed in their field within the first year of graduation. Only students with A.S. and A.A.S degrees are used in the calculation. The Total Placement in the Paralegal Studies program from 2005-06 through 2007-08 has remained consistent at 85% to 90% as shown by Figure 11.

![Total Placement Chart](image)

*Figure 11: Total Placement*

Source: 2010-11 SPC Factbook, Table 38
State Graduates Outcomes

To provide reference information for the employment trend data, program graduate state outcome data are provided for all academic programs included within Paralegal Studies. Paralegal Studies program graduate state outcome data are provided in Table 9.

Three hundred and twenty-one students completed a state Paralegal Studies program in 2008-09, of those two hundred and thirty-seven had some matching state data and were employed. Eighty-one percent (81%) of those state graduates were employed at least a full quarter, resulting in an overall placement rate of 77%. SPC’s graduates exceeded this figure with a placement rate of 94%, as depicted in Table 9.

Table 9
Paralegal Studies Program Graduates 2008-09 Outcomes by Florida Community College

<table>
<thead>
<tr>
<th>Florida Community College</th>
<th>Total Completers</th>
<th># Found Employed</th>
<th># Employed for a Full Qtr</th>
<th>% Employed For a Full Qtr</th>
<th>FETPIP Pool</th>
<th># Training Related (Employed, Education, or Military)</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasco-Hernando</td>
<td>16</td>
<td>13</td>
<td>10</td>
<td>77%</td>
<td>13</td>
<td>11</td>
<td>85%</td>
</tr>
<tr>
<td>Brevard</td>
<td>25</td>
<td>17</td>
<td>12</td>
<td>71%</td>
<td>15</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Central Fla. Community College</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>60%</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Daytona State College</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>33%</td>
<td>3</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>Edison State College</td>
<td>16</td>
<td>13</td>
<td>9</td>
<td>69%</td>
<td>13</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td>Florida State College At Jacksonville</td>
<td>13</td>
<td>9</td>
<td>9</td>
<td>100%</td>
<td>11</td>
<td>8</td>
<td>73%</td>
</tr>
<tr>
<td>Gulf Coast Community College</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Indian River St. College</td>
<td>21</td>
<td>12</td>
<td>11</td>
<td>92%</td>
<td>14</td>
<td>12</td>
<td>86%</td>
</tr>
<tr>
<td>Florida Community College</td>
<td>Total Completers</td>
<td># Found Employed</td>
<td># Employed for a Full Qtr</td>
<td>% Employed For a Full Qtr</td>
<td>FETPIP Pool</td>
<td># Training Related (Employed, Education, or Military)</td>
<td>Placement Rate</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Broward College</td>
<td>43</td>
<td>28</td>
<td>24</td>
<td>86%</td>
<td>30</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>Miami Dade College</td>
<td>40</td>
<td>29</td>
<td>25</td>
<td>86%</td>
<td>35</td>
<td>30</td>
<td>86%</td>
</tr>
<tr>
<td>Palm Beach Community College</td>
<td>30</td>
<td>25</td>
<td>19</td>
<td>76%</td>
<td>27</td>
<td>22</td>
<td>81%</td>
</tr>
<tr>
<td>Pensacola Junior College</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>86%</td>
<td>7</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>Santa Fe College</td>
<td>12</td>
<td>10</td>
<td>7</td>
<td>70%</td>
<td>9</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>Seminole Community College</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>St. Petersburg College</td>
<td>20</td>
<td>14</td>
<td>13</td>
<td>93%</td>
<td>18</td>
<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>Tallahassee Community College</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>83%</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Valencia Community College</td>
<td>37</td>
<td>29</td>
<td>25</td>
<td>86%</td>
<td>28</td>
<td>21</td>
<td>75%</td>
</tr>
<tr>
<td>Hillsborough Community College</td>
<td>13</td>
<td>11</td>
<td>8</td>
<td>73%</td>
<td>9</td>
<td>7</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>321</strong></td>
<td><strong>237</strong></td>
<td><strong>193</strong></td>
<td><strong>81%</strong></td>
<td><strong>246</strong></td>
<td><strong>190</strong></td>
<td><strong>77%</strong></td>
</tr>
</tbody>
</table>

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (http://www.fldoe.org/fetpip/pdf/0809pdf/fcs0809asc.pdf)
Program Administrator's Perspective: Issues, Trends, and Recent Successes

When SPC introduced the four-year degree program, we had no idea how this would impact the traditional Associate in Science degree. With the perspective of several years of graduates, it has now become clear that the AS degree in Paralegal Studies continues to have viability; indeed, as the report data illustrates it is thriving. The rigorous ABA approved program insures that our AS students are well-prepared to enter the workforce, and there has been a steady opportunity for employment in this field.

In 2009, the Florida Bar introduced a voluntary registration program for qualified paralegals who wished to avail themselves of an additional professional credential, the Florida Registered Paralegal. Through today over 5,000 paralegals have voluntarily paid fees and submitted themselves to the jurisdiction of the Florida Bar in this new non-lawyer division. This has substantially raised the profile of both the profession and its qualifications among members of the Bar. As a result, more law firms than ever are looking at the credentials of those who work in their offices. Our two-year degree program addresses the needs of the transactional practice area in particular. The challenge will be to adapt to the big changes coming in that area of practice, as the impact of technology continues to affect contracts and contract administration, as well as the financial world.

While SPC has terrific contacts among law firms and governmental offices, corporate placements are rarer. Several of our graduates have had particular success with the addition of a project management certificate to their AS degree, and have served as the lead on several digitization and e-discovery projects for in-house counsel. Creating e-discovery projects and document retention policies for both large and small businesses are great opportunities for our graduates. It will be our goal over the next several years to make these adaptations to the program while continuing the development of strong traditional paralegal skills.
Finally, the biggest continuing challenge is the lack of well-developed writing skills in students entering the program. In fact, writing skills seem to have degraded over the past five years. This may be the result of standardized testing, or the new techno-world, but the deficit is universal. In order to be effective in law offices, students must have the strong grammar, composition, and thinking skills that are part and parcel of being a good writer.
**Program Action Plan**

Program: Paralegal Studies  
Date Completed: July 2011  
Prepared By: Susan Demers

### I. Action Plan Items

<table>
<thead>
<tr>
<th></th>
<th>Action Item</th>
<th>Measure Addressed (Value)</th>
<th>Completion Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revise the assessment process.</td>
<td>Program Graduates, Retention, Placement</td>
<td>December 2011</td>
<td>Sean Scott, Margaret Bowman, Susan Demers</td>
</tr>
<tr>
<td>2</td>
<td>Develop writing improvement program, working with SmarThinking.</td>
<td>Program Graduates, Retention, Placement</td>
<td>June 2012</td>
<td>Deborah Eldridge, Susan Demers</td>
</tr>
<tr>
<td>3</td>
<td>Create outreach to in-house counsel.</td>
<td>Program Graduates, Retention, Placement</td>
<td>June 2012</td>
<td>Christy Powers, Susan Demers</td>
</tr>
<tr>
<td>4</td>
<td>Work with local legal organizations to create internships in legal aid, and pro bono programs.</td>
<td>Program Graduates, Retention, Placement</td>
<td>June 2012</td>
<td>Christy Powers, Susan Demers</td>
</tr>
</tbody>
</table>

### II. Special Resources Needed: None
III. Area(s) of Concern/Improvement:

Developing stronger associations with our local bar associations as well as our financial institutions seems to be the best method of developing entry level jobs for our students. Without dedicated placement personnel, this remains the most challenging aspect of workforce education here at SPC.

Internships are built largely by personal relationships and good fortune rather than organized plan. While this has been sufficient for our students in the past, the rise in student numbers makes it imperative that we develop a better system for developing internships, and co-op experiences, as well as entry level employment opportunities.
President’s Cabinet Review

Summary of observations, recommendations, and decisions:

President’s signature

Date 8/1/11
References

Contact Information

*Please address any questions or comments regarding this evaluation to:*

Jesse Coraggio, Ph.D.
Director, Academic Effectiveness and Assessment
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3084
coraggio.jesse@spcollege.edu
Appendix A: Program Overview, 2011

PARALEGAL STUDIES
ASSOCIATE IN SCIENCE DEGREE
(LEGAL-AS)

http://www.spc.edu/program/LEGAL_AS
(Transferable to Paralegal Studies BAS degree at SPC)

Dr. Susan Demers, Dean, (727) 714-2681

The goal of this program is to train students for entry-level employment as legal assistants (paralegals) in law firms, governmental entities and corporate legal departments. Paralegals work under the supervision of attorneys to provide non-legal professional support in the delivery of legal services to clients and the community. Paralegals are not licensed to practice law. Graduates are prepared to assist in investigation, legal research, discovery and litigation support and design and development of new procedures. Courses provide for specialization in three areas to be selected from the following: Estate and Guardianship Administration, Corporations, Real Estate, Family Law, Civil Litigation or Criminal Litigation. Legal Specialty courses are offered only at night and not every course is offered every semester. Program is directed from the Clearwater campus with a majority of the classes held at the Carluth Health Center in Pinellas Park. The SPC Legal Assisting Program is approved by the American Bar Association.

Students entering the program are encouraged to attend a special orientation held each session for new and interested students. Computer skills are essential for employability and should be acquired early in the program.

GENERAL EDUCATION COURSES (21 credits)
Enhanced World View Requirement
ENC 1101 Composition I or (Honors) 3
ENC 1102 Composition II or (Honors) 3
SPC 1017 Introduction to Speech Communication OR (SPC 1017H, 1065, 1803 or 1803H) 3
Humanities/Fine Arts Approved Course* 3
Mathematics One college-level course with MAC, MAB, MAD, MGF, MG or STA prefix 3
Social & Behavioral Sciences Approved Course* 3
PHI 1631 Studies in Professional Ethics OR (PHI 1600, 1902H, 2035 or 2049) 3
Computer/Information Literacy Competency Requirement *View www.spc.edu/program/GENED-AS for details

SUPPORT COURSES (3 credits)
AGG 2221 Financial Accounting 3

MAJOR COURSES (40 credits)
BUL 2241 Business Law I 3
PLA 1003 Introduction to Paralegalism 3
PLA 1104 Legal Research and Writing 3
PLA 1301 Techniques of Interview and Investigation 3
PLA 1733 Computerized Legal Research 1
PLA 1703 Law Office Management 3
PLA 2114 Advanced Legal Research 3
PLA 2040 Legal Assisting Seminar and Work Experience 3

SPECIALTY AREA ELECTIVES -- Select 3 areas (minimum 18 credits) 18

Area I: ESTATE AND GUARDIANSHIP – 6 credits
PLA 2501 Wills, Trusts and Estates 3
PLA 2603 Guardianship and Elder Law 3

Area II: CORPORATE – 6 credits
BUL 2242 Business Law II 3
PLA 2433 Business Organizations 3

Area III: REAL ESTATE – 7 credits
REE 1040 Real Estate Principles and License Law 3
PLA 2010 Real Estate Transactions 4
Area IV: CIVIL LITIGATION – 6 credits
BUL 2235-2236 Civil Litigation I, II 6

Area V: CRIMINAL LITIGATION – 6 credits
PLA 2300-2301 Criminal Litigation I, II 6

Area VI: FAMILY LAW – 6 credits
PLA 2600-2601 Family Law I, II 6

TOTAL PROGRAM HOURS 64
## Appendix B: Articulation Agreements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Program(s)</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admiral Farragut Academy</td>
<td>AA/AS/AAS and Cert</td>
<td>Dual Enrollment</td>
<td>Students may enroll in Associate of Arts (AA), Associate in Science (AS), and Associate of Applied Science (AAS).</td>
</tr>
<tr>
<td>Calvary Christian High School</td>
<td>AA/AS/AAS and Cert</td>
<td>Dual Enrollment</td>
<td>Students may enroll in Associate of Arts (AA), Associate in Science (AS), and Associate of Applied Science (AAS).</td>
</tr>
<tr>
<td>Clearwater Central Catholic High School</td>
<td>AA/AS/AAS and Cert</td>
<td>Dual Enrollment</td>
<td>Students may enroll in Associate of Arts (AA), Associate in Science (AS), and Associate of Applied Science (AAS).</td>
</tr>
<tr>
<td>Indian Rocks Christian School</td>
<td>AA/AS/AAS and Cert</td>
<td>Dual Enrollment</td>
<td>Students may enroll in Associate of Arts (AA), Associate in Science (AS), and Associate of Applied Science (AAS).</td>
</tr>
<tr>
<td>Northside Christian School</td>
<td>AA/AS/AAS and Cert</td>
<td>Dual Enrollment</td>
<td>Students may enroll in Associate of Arts (AA), Associate in Science (AS), and Associate of Applied Science (AAS).</td>
</tr>
<tr>
<td>Pinellas County School Board</td>
<td>AA/AS/AAS and Cert</td>
<td>Dual Enrollment</td>
<td>Students may enroll in Associate of Arts (AA), Associate in Science (AS), and Associate of Applied Science (AAS).</td>
</tr>
<tr>
<td>St. Petersburg Catholic High School</td>
<td>AA/AS/AAS and Cert</td>
<td>Dual Enrollment</td>
<td>Students may enroll in Associate of Arts (AA), Associate in Science (AS), and Associate of Applied Science (AAS).</td>
</tr>
</tbody>
</table>
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11

ST. PETERSBURG COLLEGE
PARALEGAL STUDIES PROGRAM
ADVISORY COMMITTEE MEETING
OCTOBER 14, 2010

MEETING MINUTES


The meeting was called to order at 4:00 p.m. in the Courtroom (SS160) of the Social Science Building on the Clearwater Campus.

Following Introductions, Dr. Powers began discussion with Music Law; call for adjuncts or interested adjuncts.

Advisory Committee Mission:
   A. Call for non-legal committee member to join the Board and to review our programs.
   B. Advisory Committee Membership Handbook (listing criteria, sample past minutes, general print materials - http://www.spccollege.edu/epicenter/advisory/

Program goals and mission: Will be posted on prior mentioned link as well.

Review Curricula:
   • More offerings at Downtown Campus, including Intro and Lunch Bunch for CLA/CP Examination Prep Course, PLA4944 Paralegal Certificate
   • Description of Certificate Program
   • Currently, large openings for paralegals in foreclosure
   • Introduction to concept of memo submissions with cover letter and resume – general feel that memo would be productive for actual paralegal
Appendix C: Advisory Board Committee Minutes and Recommendations, 2010-11, con’t

Business Law Courses – Law Professor, Deborah Eldridge, was introduced to the Board and briefly discussed Business Law Courses being offered.

ABA Status:
   Site visit from ABA in Fall; happens every 7 years
   Standards reworked by ABA to assure compliance

Call for Assistance:
   A. Paralegal related positions in all areas (Pinellas, Pasco and Hillsborough) including business compliance
      • Needed technology skills; Lexis, Westlaw. Perhaps a course on fast case (maybe in Legal Research and Writing), either Westlaw or Lexis ok because generally if you know one you can pick up the other.
   B. Technology survey - would like students trained on transactional software programs such as “hot docs”, social media training, blogs. Perhaps offer as a seminar to the public with a lower rate for students
      • Send in email request that members list what technology paralegals need to know
      • Video tape seminar for future marketing use
      • Excel workshop next Thursday in teaching auditorium
   C. Paralegal usage survey - need names and emails from each member to build email chain for survey.

College of Policy and Legal Studies - suggestions for advisory committee members
   • Advised of new program in Public Policy I
   • Twinned with new Public Policy Institute
   • Classes will be therewith affiliated

The meeting was adjourned at 5:20p.m.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10

ST. PETERSBURG COLLEGE
PARALEGAL STUDIES PROGRAM
ADVISORY COMMITTEE MEETING
APRIL 08, 2010

MINUTES


The meeting was called to order at 4:11 p.m. in room 160 of the Social Science Building on the Clearwater Campus (Paralegal Program’s New Courtroom).

After introductions, Dr. Scott began with agenda topic one, discussion of new courtroom. He addressed the future of the courtroom updating appearance with flags and discussed the technology and conduits of the courtroom.

Dr. Powers reviewed the upcoming Mock Trial Activities. She discussed the potential of a competitive team and possible state competitions in this area. She stressed the need of Mentors and Coaches for these teams and voiced that any willing participants could contact her or Dr. Demers. She further briefly touched on the need for Mock Trial Activities such as this and discussed the setup-four teams and four persons to a team with one coach. Total of sixteen students is the goal. Planned to begin in Mid May Beginning of June, hoping for meeting twice a week between teams and face to face meetings with coaches. Dr. Powers answered a question from Thomas Spencer regarding Stetson students or former students coming and either participating or coaching. Dr. Powers response was to keep it amongst the paralegal program students, starting out, but opens the door to any coaches or mentors.

Dr. Scott reviewed the website, stated a need for a direct link to the Paralegal A.S degree. Then previewed the video on the Bachelor of Paralegal Studies and voiced that an updated version will portray the future of SPC Bachelor Program i.e. the new Courtroom as a setting.

Dr. Scott previewed the most recently added course to the Paralegal Program, Evidence Law and Animal Law. He then briefly discussed the curriculum. He pointed out the need of this Evidence Law via demonstrating the limitation in teaching evidence say in a Civil Litigation Course. Animal Law and Evidence both to be offered as Summer Courses. Susan Demers to teach Animal Law, covering anything
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

from Pet Trust to Animal Actors. Dr. Powers voices the interest of Thomas Spencer as adjunct for Evidence Law Course. Course information regarding curriculum and other information distributed before meeting was called to order.

Dr. Powers discussed the sequencing of courses. Offers up Legal Research, Advanced Legal Research, and Legal Writing Seminar as an example. She expressed that students are asking and may be obtaining an override into these class and may not meet the specific skill set to take these classes either out of succession or at the same time. Dr. Powers mentioned the 8 Class Post Bachelorette Certificate and the mapping of courses. Dr. Scott and Dr. Powers both offered copies of rotation and possibility of them being sent out via email to those present. Both again welcomed feedback of the Program’s set rotation plan at this point.

Dr. Powers also talked about the Computerized Legal Research Course and the skills being taught in that class. She further welcomed and extended the offer of tutoring. Tutoring needed for those students that have not maybe reached the bar in certain areas of legal writing and research. Asked the committee to have anybody interested in devoting sometime for one on one tutoring for these Students to contact us and that the Paralegal Program is more than happy to have them.

Dr. Powers discuss the increase of enrollment as outlined in the agenda. She conveyed the need for adjunct professors to teach courses to house all the student enrolled. Dr. Scott pronounced the recent approval of a new full time faculty position. Slated to be filled for the Fall term.

Dr. Powers briefly talked about the Paralegal Society Annual Law Day Event to be held on April 30th at 5:30 p.m. at the Gathering Place of Suncoast Hospice on Roosevelt. Light Fare provided and the Silent Auction discussed briefly. Invitation disseminated to Committee members prior to meetings opening.

Dr. Scott did a follow up seeking updates on the focus group to study technology skills and the focus group to replace spring employer survey. Kay Burniston expressed a concern for meeting time and extent needed. Dr. Scott and Dr. Powers offered to look into the aforementioned concerns.

Dr. Powers discussed the two computer course available in the Program. The Computerized Legal Research Course at the Lower Level and the required Computers in the Law Office Course on the Upper Level. She addressed the importance of these computer skills. Dr. Powers then discussed the need for guest speakers for any course and the need to show real life scenarios possibly via these guest speakers.

Open Floor for questions.

Dr. Powers adds that the above Evidence Law and Animal Law classes have been approved by the college.

Dr. Scott voices that the Summer Term schedule is done and that the Fall schedule is almost completed. He then states that those classes being offered will be sent out.

The meeting was adjourned at 4:45p.m.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

Minutes

St. Petersburg College Paralegal Studies Program

Advisory Committee

October 15, 2009


The meeting was called to order at 4 p.m. in room 156 of the Crossroads Building on the Clearwater Campus.

After introductions, Rosemarie Kafer noted that the November issue of Money magazine featured an article entitled Fifty Best Jobs and included at number 36 on the list was Corporate Paralegal. Irina Bandaryk was introduced to the group as a participant in the Joyce Nelle Scholarship program and as the recipient of a special stipend to finance her application for the CLA exam. Congratulations were extended for her successful passage.

Susan Demers reviewed the role of the Committee in advising the program to keep it relevant to our local legal community and pointed out that we were nearing the end of our term of approval from the American Bar Association. In preparation for our re-approval report and our site visit we need to put together additional information. The meeting would largely focus on recent changes to the program and soliciting resources for focus groups to prepare for our re-approval report.

Sean Scott previewed his most recent course Real Estate Law. He then walked the committee through the curriculum proposal for Commercial Transactions. Bob Schumaker agreed to review the course and assist with fact patterns and additional material that might need to be covered. Professor Scott discussed his blended legal writing course as a way of answering Mr. Schumaker’s question, “How do you teach drafting?” Professor Powers talked about her experience in teaching contract analysis and drafting to the music students in the MIRA program.

Prof. Scott then demonstrated the program website. Andy Sasso questioned how students determined which program was the correct one for them. Considerable discussion ensued addressing the difference between A. A., A.S., and bachelor’s degrees. Dr. Burniston gave a succinct description of the difference between the Associate in Arts designed for transfer to a senior institution and an Associate in Science designed to prepare individuals for the workforce. Our B. A. S. is designed to help A. S. degree holders achieve a bachelor’s degree. However, a large number of those students now in the upper division actually were A. A. degree transfer students and as a result, need a number of the basic paralegal courses.
Appendix D: Advisory Board Committee Minutes and Recommendations, 2009-10, con’t

Karen Mc Lead and Rosemarie Kafer had questions about the post-baccalaureate certificate program. Susan Demers explained that the 24 credit hours met Pell Grant qualifications and has been separately approved by the American Bar Association.

Susan Demers discussed information sessions held twice a semester to assist students in analyzing their transcripts to assess which program might suit their needs and aspirations best. Current numbers in the programs are: A.S.-185 students; B.A.S.-126 students; Certificate-31; non-degree-8 for a total of 350 students.

Susan Demers asked for names of people to take part in a focus group on Law Office Technology Usage and Skills to take place in late January. A number of members volunteered to put the department in touch with their IT folks to help with the project.

A second focus group will be held early in the second semester to replace the former employer survey. This group should be made up of a cross-section of practice areas, small and large firms, as well as corporations and public offices. Susan Demers requested that contact information for projected participants be emailed to her so that such a group can be organized.

Professor Powers circulated a copy of the Information Session packet to the group. At the request of Bob McClure this packet will be e-mailed to the group.

The meeting was adjourned at 5:20.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09

Advisory Committee Meeting Minutes

February 26, 2009 – 4:30pm
Crossroads Bltg. Rm 156
Clearwater Campus

In attendance: Bob Schumaker, Karen France, Karen McLead, Jamice Pinkney, Mary Jane Arbuthn, Kay Burniston, Sean Scott, Christy Powers and Susan Demers

The meeting was called to order at four-thirty pm. Professor Sean Scott previewed several online classes at the request of the committee. Professor Scott demonstrated Civil Litigation I, a face-to-face class which relies on the Angel Learning Management System for additional support. He showed the group how discussion boards might supplement classroom activities. Professor Scott then used BUL2241 Business Law, to demonstrate an entirely online class. The group discussed identity issues in the online class, and questioned how online testing and course grading functioned. Finally, Professor Scott demonstrated his Introduction to Paralegalism Course, PLA1003. In this course, he creates a number of law office departments and assigns each student to a department. Each student department then creates in-class presentations, work product and keeps billable hour timesheets for these projects.

Dr. Christy Powers then demonstrated her online Healthcare Law Course, PLA4522. This course was pre-approved by the American Bar Association for online offering. An additional course, Immigration Law, PLA4843, has been approved for online offering. Professor Scott is preparing to offer Bankruptcy, PLA3467, online this summer. Legal Writing will be offered in the fall as a blended offering – a combination of 6 face-to-face meetings with online coursework.

The Advisory Committee then spoke on their view of the employment prospects for paralegal graduates. Bob Schumaker indicated the he felt that paralegals were less likely to be fired than young lawyers, because paralegals know how to do things. He pointed out that his billable cost at this time was so high that there is a push for paralegals to do more work in order to keep fees lower.

Karen McLead spoke of the opportunities for paralegals in the private corporation market or in government.

Jamice Pinkney reiteratated that many students are only thinking about traditional law firms without thinking of government or corporate jobs.

Mary Jane Arbuthn commented that lots of young lawyers who cannot do anything are willing to work as paralegals in order to learn what paralegals know.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

General discussion ensued making the following points

- Real Estate Class is being reworked. Dr. Burniston suggested that this might be a good course in which to use team teachers.

- Karen France remarked on the critical needs for telephone etiquette and other soft skills including appropriate dress.
  - Mary Jane then related some of her experiences in recent hiring interviews. She talked about the importance of performance reviews.

- Jamice and Karen discussed their work on the self-evaluation they created for the internship program – Karen McLead distributed the self-evaluation form that she and Jamice worked on after our previous meeting.

Susan Demers promised links to the SPC Fact Book, which gives information about placement of students. She will also send some of the basic demographic information about the program. She entered the standard request that interesting fact patterns or cases be forwarded to her.

http://www.spcollege.edu/central/ir

This meeting was adjourned at 6:00 pm.
Appendix E: Advisory Board Committee Minutes and Recommendations, 2008-09, con’t

Advisory Committee Meeting Minutes

October 16, 2008

Dr. Kuttler hosted a dinner for all advisory committees at the EpiCenter in mid Pinellas County. Dr. Anne Cooper greeted all attendees and spoke of the importance of advisory committees in keeping programs relevant. Dr. Kuttler made brief remarks on advisory committee membership and the goal of the meetings. Dr. Stan Vittetoe, VP Workforce, and Continuing Education addressed the charge of advisory committees. Susan Burnett, Career Pathway/Workforce Specialist for the college, previewed the new advisory committee membership website which features minutes, membership lists, and career information for each field.

After this initial meeting adjourned, groups reconvened. In attendance, for the Paralegal Studies Advisory Committee Meeting: Susan Demers, Dean; Karen McLeod, Janyce Pinckney, and Rosemarie Kafker. This group comprises the Internship Subcommittee. Susan Demers detailed the new internship protocols. In the two-year degree program, there is a requirement that all graduates participate in a 100 hour internship. Students have obtained their own internships with the assistance of the program. This new program is not part of the Seminar and Work Experience. Students may enroll in PLA4949 for 1, 2, 3 credit hours, or for no credit. Every student who is placed in these internships must complete the educational components and the post-seminar experience paper. Janyce Pinckney who works in the County Attorney’s Office, which has 3 interns this fall, commented on wanting some early feedback (going both ways – student to supervisor, supervisor to student). Karen and Rosemarie both volunteered to provide evaluation instruments that the committee could rework.

The group brainstormed additional sites for internship placements. The model anticipates that the outgoing would train the incoming. The idea is that students would be placed for 4 months – 2 weeks training at the beginning, and 2 weeks at the end to train the incoming.

Additionally, the group brainstormed in-house placements. The group then discussed the idea of pro bono internships in the FLASH program.

The meeting was adjourned at 8:45 pm.
Appendix F: Advisory Board Committee Minutes and Recommendations, 2007-08

Advisory Committee Meeting  
St. Petersburg College  
Paralegal Studies Program  
March 21, 2008  
Room 156 Crossroads Bldg.  
Clearwater Campus


The meeting was called to order at 5:10.

The recently submitted Interim Report to the American Bar Association was circulated for review to the entire committee.

The group was asked to review the proposals for the two most recently developed courses Health Care Law and Courtroom Technology. The group first looked at the material for the Health Care Law. This course has been submitted to the ABA for permission to offer it in an online format. Professor Powers explained the purpose of the class and how she created the assignments. Karen France inquired as to how an online class actually functioned. Professor Powers explained at length and in detail how a discussion board assignment worked, how group projects are structured and how research projects which include traditional sources and online sources are created. The group was interested in actually seeing how an online course looked and felt and so Susan Demers promised to make arrangements for this at the next Advisory Committee meeting.

The group reviewed the Courtroom Technology proposal next. Susan Demers described the approach and programs and equipment with which students will become familiar in the course of this class. She asked for suggestions for guest speakers. Judge Schaeffer suggested Ken Nelson and the NOMAD, the mobile cart supplied by the courts to attorneys in civil cases. All criminal courtrooms have basic technology hardwired into the courtrooms. Karen France suggested that we contact Trial Exhibits and Best Evidence.

Christy Powers distributed literature on the new ABA approved post-baccalaureate certificate asking the committee to review both the written material and the website to see if the information is straightforward and seems to answer student questions.

Susan Demers then introduced the topic of compliance documentation and paralegal responsibility for such documentation. The committee offered up a number of contacts to discuss the creation of a certificate or track for this type of training. Local corporate counsel including the HCBA Corporate Counsel Section, Raymond James, the banking...
Appendix F: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

industry, Susan Hartman, Melissa Penrod (who works for Raymond James), Bob Harris, the HR professionals group all were suggested as possible leads. The group was overwhelmingly in favor of pursuing this as an option.

Karen Mc Lead reported on the Florida Registered Paralegal Program which just began taking applications on March 1. Karen had just received her certificate and passed it around the group.

Jim Bennett suggested that this was an opportunity to create some continuing education programs that would allow paralegals to keep their certification current.

Carol Hague then introduced the topic of revamping the internship program to allow more students to participate, particularly those in the four year program. The county attorney volunteered to host an intern. Christy Powers suggested contacting alums to see if they would allow a current student to shadow early in their coursework.

Carol Hague then listed out some of the job skills training that should be a prerequisite to even a shadowing experience:
- Cell phone usage
- Dress code
- Timeliness
- Familiarity with the Florida Rules of Procedure
- Career goals
  - Discussion with the mentor about their career path, challenges and surprises
  - Observation sheet for the day
  - What examples of teamwork? Interaction with the public? With co-workers?
    - With the court?
    - What computer skills are utilized in the office?

Contacts for shadowing opportunities might be made with the Business Women’s Forum and the Chamber of Commerce. Long time instructor and advisory committee member Carol Hague is the incoming chairperson of the Executive Committee of the Chamber.

Professor Powers discussed the formation of the Paralegal Society and discussed the projected Law Day activities.

The group then recognized Rainna Reaves for her contributions to the program since she is leaving in May.

Amy Brush announced that the President would once again host a college wide advisory committee session on October 16 and that our group would participate in the dinner session.

The meeting was adjourned at 6:20.
Appendix F: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

St. Petersburg College
School of Paralegal Studies
Advisory Committee Minutes
October 2, 2007
EpiCenter 2-304


Following a dinner and program hosted by the College to thank Advisory Committee members for their contributions, the Paralegal Studies Advisory Committee was called to order. A packet of materials which included current marketing materials, curriculum and instruction documents for new courses and enrollment figures for Session I 07-08.

The group reviewed enrollment figures in both programs. Enrollments in the two year program have increased as a result of the four year degree program. The majority of the students in the four year program entered with an Associate in Arts degree. There was a discussion on the current enrollments in both programs. Mr. Schumaker commented that there may be a number of students who are interested in taking one or two classes particularly in the new elective areas and that this might be a way of increasing enrollments. The group then reviewed course offerings and discussed classes to be added in the spring and summer session.

A large number of students taking the first year level classes already hold bachelor’s degrees. Acting on the advisory committee’s earlier recommendation, the college has developed the curriculum for a proposed post baccalaureate certificate modeled on the College of Education’s IMPACT program. The committee reviewed the proposed curriculum and made some suggestions for marketing the program particularly on campus to spring graduates at USF and Eckerd College. Committee members were solicited to suggest fact patterns for specific ethical dilemmas that might be used as the basis for classroom instruction or student projects. Susan Demers also requested that the group be on the lookout for interesting civil situations that might make for a challenging capstone project for the four year program.

The group then carried on a discussion of SACS visit and the role of accreditation in this current educational environment. Difficulties with transfer credits within the state common course numbering system were commented on. There was also a discussion of new federal student aid package just passed by Congress and what this might mean for our students.
Appendix F: Advisory Board Committee Minutes and Recommendations, 2007-08, con’t

Rosemarie Kafer then brought up the issue of the College’s transfer policy particularly in light of the CCNS transfer issues. Susan Demers will forward transfer policies in both programs for the committee’s review. At the next advisory committee meeting we will contrast this with other programs within the state to make certain that we are maintaining SPC’s standards to the highest degree possible.

There ensued a discussion of day time vs. night time classes. At the present time, SPC offers no day classes in paralegal studies. Karen McLeod remarked that she did not understand how any high school student would be able to move directly into the legal market which led to a discussion about the actual employability of high school students in law offices. Carol Hague pointed out the success of Johnson, Pope summer intern from the Clearwater Bar’s Summer Legal Intern Program. The group suggested creating a pilot program which included a couple of business law or paralegal classes that might be open to some of the dual enrollment or early college students who may be considering a legal career.

The remainder of the evening was taken up with a discussion of the proposed Florida Bar Rule 20 and its possible ramifications. Andy Sasso, who serves on the Florida Bar Board of Governors as well as on the Advisory Committee, talked about the current status of the rule awaiting the final decision of the Florida Supreme Court. Susan Demers and Karen McLeod both served on the committee which drafted the proposed rule as well as proposed by-laws for the future section. They talked about their view on how the section would function should the Supreme Court approve the new section and the opportunity for paralegals to educate the Bar on what paralegals can do to enhance the practice of law.

Susan Demers once again requested that all who had good professionalism scenarios or ethics problems forward those to Rainna or to herself.

The meeting adjourned at 8:40.