Paralegal Studies - BAS

Enhanced Comprehensive Academic Program Review 2016-17

Bachelor of Applied Science Degree:
Paralegal Studies

Bachelor Certificate:
Paralegal Studies

Academic Effectiveness and Assessment
St. Petersburg College

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Enhanced Comprehensive Academic Program Review Produced by

Paralegal Studies – BAS 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 Bachelor of Applied Science Degree in Paralegal Studies at St. Petersburg College is the only public baccalaureate program approved by the American Bar Association (ABA) in Florida. SPC offers classes on an annual rotation and in the evening to allow students to work full time. All of the classes at SPC are taught exclusively by local practicing attorneys and sitting judges. Student assignments replicate real life situations to strengthen critical thinking, oral and written communication skills and practical, ethical understanding. Once students graduate, they can take the Certified Legal Assistant (CLA) examination offered through the National Association of Legal Assistants.

Degrees Offered
A Bachelor of Applied Science Degree in Paralegal Studies is offered at SPC. A Bachelor's Certificate in Paralegal Studies is also available at SPC.

Program Performance
- *Actual Course Enrollment* decreased in 2015 (1,078) from the previous year (1,129).
- *Unduplicated Headcount* increased in 2015 (219) from the previous year (216).
- *SSH Enrollment* decreased in 2015 (2,508) from the previous year (2,529).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2016 (97.0%) from Fall 2015 (101.2%).
- The *course success rate* decreased in 2015 (88.5%) from the previous year (89.7%).
- *Grade Distribution* indicated the majority of students (84%) received an 'A', 'B' or 'C' during 2015.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Paralegal Studies, BAS program for evidence of certification attainment at the baccalaureate level.
- *Internship Enrollment* for PLA 4949 increased between Fall 2015 (9) and Spring 2016 (11), and between Summer 2016 (7) and Fall 2016 (8).
- *Program Plans Taken by Plan* revealed more than half of the students who were enrolled in the program during fall 2014, and had not graduated, remained in the program by fall 2015. By fall 2016, less than one-quarter of the original (fall 2014) LEGAL-BAS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Paralegal Studies - BAS program increased in 2015 (48) from the previous year (34). The number of *program graduates* in the Paralegal Studies - CT program also increased in 2015 (29) from the previous year (20).

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- *Fulltime Faculty* taught 77.1% of the ECHs in 2015-16 as compared to 80.9% in 2014-15. Adjunct Faculty taught 22.9% of the ECHs in 2015-16 as compared to 19.1% in 2014-15.
- The highest semester for Adjunct ECHs was Spring 2015-16 in which adjunct faculty taught 38.5% of the program's course load. The three-semester average for adjuncts (22.9%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile
- Three *occupation descriptions,* Paralegals and legal assistants; Title examiners, abstractors and searchers; and Legal secretaries were located in the Florida Department of Economic Opportunity (DEO) website for the Paralegal Studies – BAS program.
- The *2016 median hourly earnings* for Paralegals and legal assistants was $23.20 in Florida and $22.73 in Pinellas County. The *2016 median hourly earnings* for Title examiners, abstractors and searchers was $20.86 in Florida and $16.81 in Pinellas County. The *2016 median hourly earnings* for Legal secretaries was $19.02 in Florida and $20.52 in Pinellas County.
- *Employment trend information* for Paralegals and legal assistants showed an average annual increase (16.2% - 18.9%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Title examiners, abstractors and searchers showed an average annual increase (3.8% - 7.0%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Legal secretaries showed an average annual increase (5.3% - 6.9%) for the period between 2016 and 2024 across the state and county.
- The *major employers* of the Paralegal Studies, BAS graduates include the court system, local law firms, and local industry. A comprehensive list consisting of hundreds of employers is included within this report.
- *Total Placement* in the Paralegal Studies – BAS program increased for students whom were reported as being employed or in the military in 2012-13 (86%) from the previous year (71%).

Academics
- The *2014-15 Academic Program Assessment Report* indicated that the desired results were met for all five Program Learning Outcomes (PLOs) assessed in the Paralegal Studies – BAS Program.
- The *2014-15 Academic Program Assessment Follow-Up Report* was completed in August 2016. All three action items were successfully completed, and the results published in the 2014-15 follow-up report. The next assessment report is scheduled to be completed during the 2017-18 academic year.

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

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– BAS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.

- Fifty-nine *Recent Alumni surveys* were provided to the 2014-15 graduates of the Paralegal Studies – BAS program. Thirty-six percent of the graduates responded to the survey (21 of the 59). 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:
  - 38.1% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "*Continue my education*"; 23.8% selected "*Change career fields*"; 14.3% selected "Obtain Employment"; 9.5% selected "Earn more money"; 4.8% selected "Get a promotion"; another 4.8% selected "Meeting certification/training needs"; while the remaining 4.8% said "*Other*."
  - 38.1% of recent graduate survey respondents indicated that SPC did "*Exceptionally well*" in helping them meet their goal; 38.1% selected "*Very well*"; while 14.3% said "*Adequately*".
  - 94.7% of recent graduate survey respondents would recommend SPC' Paralegal Studies, B.A.S. program to another.

Dean's Perspective: Issues, Trends, and Recent Successes

As with many industries, technology has been the biggest disrupter in the legal field. This means that traditional legal jobs have metamorphosed over the last decade so that they only slightly resemble their previous incarnations. Still, law and lawyers remain wedded to precedent so new paralegal graduates must understand all the fundamentals that previous legal professionals knew as well as be skilled in both application of technology and responsiveness to change.

Adapting to electronic discovery, digital evidence and e-filing has been difficult for the bench and bar and resources for teaching these tools are difficult to come by. We have chosen to add instruction in components, some integrated into classes and some offered as online out of class opportunities. Discussions of all of these topics begin in the Introduction to Paralegalism classes.

One of the welcome outcomes of all of this drastic change for our students is a whole new realm of employment possibilities as project managers or compliance officers within healthcare, insurance, banking and other industries. These jobs require traditional paralegal research and documentation skills along with project management skills. We have worked to build an awareness of the basic project management process throughout the program but with special emphasis in the upper division classwork.

Although a relatively small program here at SPC, individually and collectively our lower and upper division programs along with our graduate certificate program make St. Petersburg College one of the largest paralegal programs in the country. By way of context, most of my colleagues across the country are like me, former litigators who have found themselves in front of the classroom instead of the jury. Most are one-man programs with a cadre of loyal adjuncts who teach a program with an average of 45 to

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100 students. Our size means that we need to continue to build strong relationships not only with the legal community but also with the larger business community.

Recent graduates have been placed within the court system, local law firms, and local industry. A number of students have gone on to get master's degrees in public policy and administration, public health and health policy, and social work. One of the blessings of a large program is a large pool of graduates to serve as guest speakers in Legal Studies Society meetings and classes. Although we have no formal paralegal alumni association, graduates are still attending Legal Studies Society meetings five years after their graduation, this time as the experts.

Recommendations/Action Plan
Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.

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SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

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 eighty-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 Department of Academic Effectiveness works 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

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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 of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. 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 http://www.spcollege.edu/edoutcomes/ to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

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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 Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) 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 Florida College System institutions 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.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.
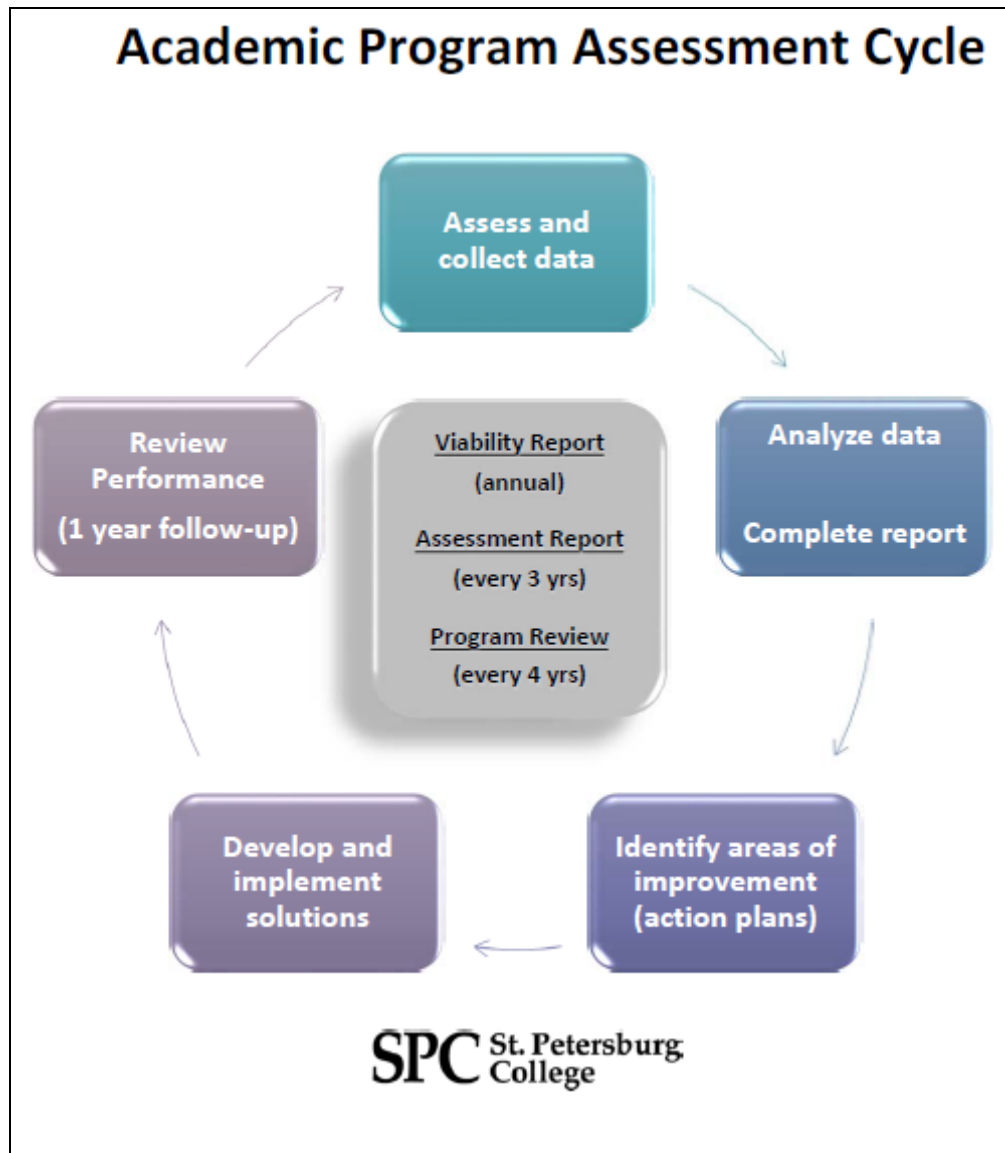
Figure 1: Academic Program Assessment Cycle

Program Description

The Bachelor of Applied Science Degree in Paralegal Studies at St. Petersburg College is the only public baccalaureate program approved by the American Bar Association (ABA) in Florida. SPC offers classes on an annual rotation and in the evening to allow students to work full time. All of the classes at SPC are taught exclusively by local practicing attorneys and sitting judges. Student assignments replicate real life situations to strengthen critical thinking, oral and written communication skills and practical, ethical understanding. Once students graduate, they can take the Certified Legal Assistant (CLA) examination offered through the National Association of Legal Assistants.

Degrees Offered

A Bachelor of Applied Science Degree in Paralegal Studies is offered at SPC. A Bachelor's Certificate in Paralegal Studies is also available at SPC.

For a complete listing of all courses within the Paralegal Studies Program, please see Appendix A.

Accreditation

The Paralegal Studies program is approved by the American Bar Association. The American Bar Association evaluates the A.S. degree, B.A.S. degree, and the post-baccalaureate certificate during a single visit. This agency "approves" programs but does not "accredit." The program was last approved in 2011, and the next approval is scheduled for 2018.

Program Learning Outcomes

1. Acquire and implement advanced critical thinking and analytical skills needed to effectively problem solve.
2. Demonstrate the appropriate use of communication and organizational skills within and outside the legal system.
3. Execute the technical skills, including legal research and writing, needed to succeed in the legal profession.
4. Exhibit the ability to deliver professional and ethical legal services in a culturally and locally appropriate manner.
5. Demonstrate an advanced knowledge and understanding of the American legal system.

Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2016. Each measure is described in detail below.

Measure #1: *Actual Course Enrollment (Enrollment Count)*
Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #2: *Unduplicated Headcount*
Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #3: *SSH Enrollment*
Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:
- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: <u>2015-16 Fall, Spring, Summer; 2016-17 Fall</u>
- College - Group - Acad Org - Subject: <u>Academic Organization</u>
- Class Status: <u>Active, Full, Stop Further Enrollment</u>
- All other filters: <u>All</u>

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: <u>2012, 2013, 2014, 2015</u>
- Academic Plan - Multi: <u>Undergraduate</u>
- College - Group - Acad Org - Subject: <u>Academic Organization</u>
- All other filters: <u>All</u>

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: <u>2012, 2013, 2014, 2015</u>
- Academic Plan - Multi: <u>Program Plan</u>
- All other filters: <u>All</u>

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

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Measure #8: *Internship Enrollment (Course Groups)*

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: <u>2015-16 Fall, Spring, Summer; 2016-17 Fall</u>
- Academic Plan - Multi: <u>Program Plan</u>
- All other filters: <u>All</u>

Measure #9: *Program Plans Taken by Plan*

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: <u>2014-15 Fall</u>
- Enroll History Acad Term Desc (must be same as above): <u>2014-15 Fall</u>
- Student Term History Academic Plan: <u>Applicable Program plan</u>
- Comparison Filters
  Academic Year - Term Desc - Multi: <u>2014-15 Fall, Spring, Summer; 2015-16 Fall, Spring, Summer; 2016-17 Fall</u>
- All other filters: <u>All</u>

Measure #10: *Graduates*

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: <u>2012, 2013, 2014, 2015</u>
- Graduation Degree Plan Subplan - Multi: <u>All Applicable Program Plans</u>
- All other filters: <u>All</u>

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Measure #11: *Faculty/Adjunct Ratio*
The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: *Revenue and Expenses (will be available by December 2017)*

Measure #13: *Capital Expenditures (will be available by December 2017)*

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2016) refers to the average annual job openings due to growth and net replacement; % Change (2016-2024) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO)* http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Measure #15: *Major Employers*
Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: *Total Placement*
Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports* http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.

Measure #17: *State Graduates Outcomes*
State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports* http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.

Measure #18: *Educational Outcomes*
End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: *Three-Year Course Review (will be available by December 2017)*

Measure #20: *Student Survey of Instruction*
The Student Survey of Instruction (SSI) 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 purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: *Recent Alumni Survey*
Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: *Employer Survey*
Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Measure #23: *Labor Insight/Jobs*
Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at *http://laborinsight.burning-glass.com/*

Program Performance

SPC | One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Tra

CAPR > Enrollment

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Enrollment Count Graph

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **LEGAL-BAS**, Class Academic Career: **UGRD**   ✕
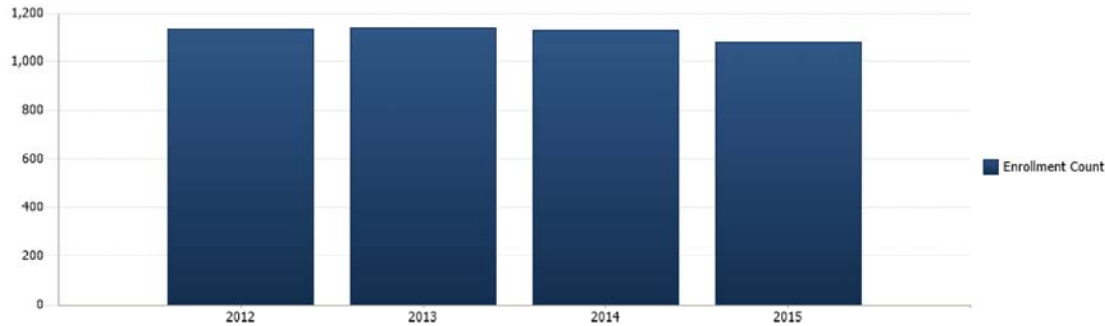
Enrollment Count

Enrollment Count

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **LEGAL-BAS**, Class Academic Career: **UGRD**   ✕

Term Academic Year - Term Desc	Enrollment Count
▷ 2012	1,132
▷ 2013	1,137
▷ 2014	1,129
▷ 2015	1,078

Student System Cube Refresh

Last Refresh: 5/2/2017 5:40:58 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi   [2012, 2013, 2014, 2015 ▾]

Campus Description   [All ▾]

Academic Plan - Multi   [LEGAL-BAS ▾]

College - Group - Acad Org - Subject   [All ▾]

Course Instructional Method   [All ▾]

Student Type (FTIC)   [All ▾]

Class Academic Group   [All ▾]

Age Group   [All ▾]

Ethnic Group   [All ▾]

Gender   [All ▾]

Custom Cohort   [All ▾]

Student Group   [All ▾]

Course Group   [All ▾]

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SharePoint

Newsfeed   OneDrive   Sites   Joe Boyd ⏷   ?

SPC One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Training | Search this site   🔍 |

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **36 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc ...
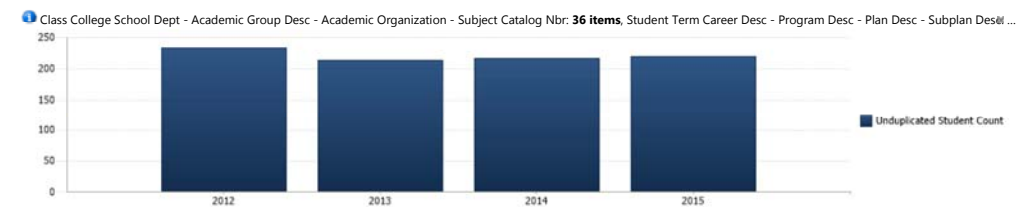
Unduplicated Student Count

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **36 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc ...

Term Academic Year - Term Desc	Unduplicated Student Count
▷ 2012	233
▷ 2013	213
▷ 2014	216
▷ 2015	219

Student System Cube Refresh

Last Refresh: 10/19/2016 6:03:16 AM

Academic Year - Term Desc - Multi | 2012, 2013, 2014, 2015 ⏷ |

Campus Description | All |

Career - Program - Plan - Subplan - Multi | Undergraduate ⏷ |

College - Group - Acad Org - Subject | PLA3240, PLA3304, PLA3306, PLA3410, P... ⏷ |

Course Instructional Method | All ⏷ |

Student Type (FTIC) | All |

Age Group | All |

Ethnic Group | All |

Gender | All |

Custom Cohort | All ⏷ |

Student Group | All ⏷ |

Course Group | All ⏷ |

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SharePoint

Newsfeed   OneDrive   Sites   Joe Boyd ▼   ?

SPC

One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Training   Search this site

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **36 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc ...

SSH Enrollment

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **36 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc ...

Term Academic Year - Term Desc	Units Taken
▷ 2012	2,417
▷ 2013	2,297
▷ 2014	2,529
▷ 2015	2,508

Student System Cube Refresh

Last Refresh: 10/19/2016 6:03:16 AM

Academic Year - Term Desc - Multi   [2012, 2013, 2014, 2015 ▼]

Campus Description   [All]

Career - Program - Plan - Subplan - Multi   [Undergraduate ▼]

College - Group - Acad Org - Subject   [PLA3240, PLA3304, PLA3306, PLA3410, P... ▼]

Course Instructional Method   [All ▼]

Student Type (FTIC)   [All]

Age Group   [All]

Ethnic Group   [All]

Gender   [All]

Custom Cohort   [All ▼]

Student Group   [All ▼]

Course Group   [All ▼]

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SPC   One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Training   Search this site
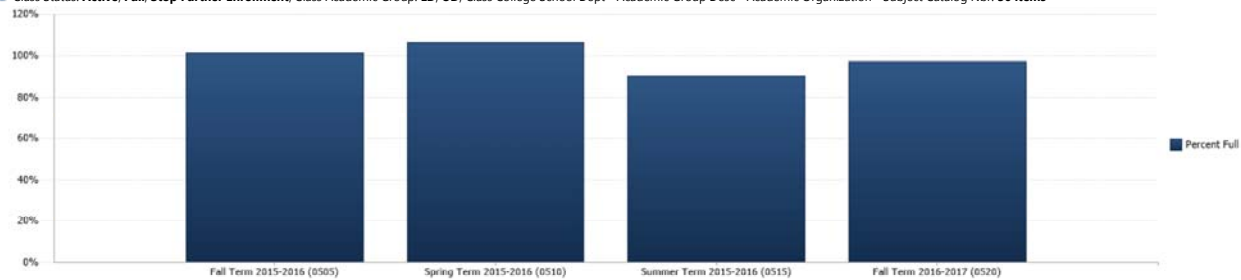
Academic Program Viability Report > Percent Full

Enrollment | Performance | Percent Full | Graduates | Course Groups

Percent Full Metric Graph

ⓘ Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **36 items** ✕

Percent Full Metric by Instructional Method

ⓘ Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **36 items**, Filter empty rows and columns ✕

Term Academic Year - Term Desc	Measures	⊿ All	Blended	Face-to-Face	Independent Study	Online
Fall Term 2015-2016 (0505)	Enrollment Count	326	93	190	9	34
Fall Term 2015-2016 (0505)	Standard Course Load	322	112	160	10	40
Fall Term 2015-2016 (0505)	Percent Full	101.2%	83.0%	118.8%	90.0%	85.0%
Spring Term 2015-2016 (0510)	Enrollment Count	330	109	195	26	
Spring Term 2015-2016 (0510)	Standard Course Load	311	103	178	30	
Spring Term 2015-2016 (0510)	Percent Full	106.1%	105.8%	109.6%	86.7%	
Summer Term 2015-2016 (0515)	Enrollment Count	180	36	118		26
Summer Term 2015-2016 (0515)	Standard Course Load	199	30	134		35
Summer Term 2015-2016 (0515)	Percent Full	90.5%	120.0%	88.1%		74.3%
Fall Term 2016-2017 (0520)	Enrollment Count	296	93	176	8	19
Fall Term 2016-2017 (0520)	Standard Course Load	305	103	167	10	25
Fall Term 2016-2017 (0520)	Percent Full	97.0%	90.3%	105.4%	80.0%	76.0%

Student System Cube Refresh

Last Refresh: 10/19/2016 6:03:16 AM

Academic Year - Term Desc - Multi | Fall Term 2015-2016 (0505), Spring Term 2... ▼ |

Campus Description | All |

College - Group - Acad Org - Subject | PLA3240, PLA3304, PLA3306, PLA3410, PLA34... |

Course Instructional Method | All ▼ |

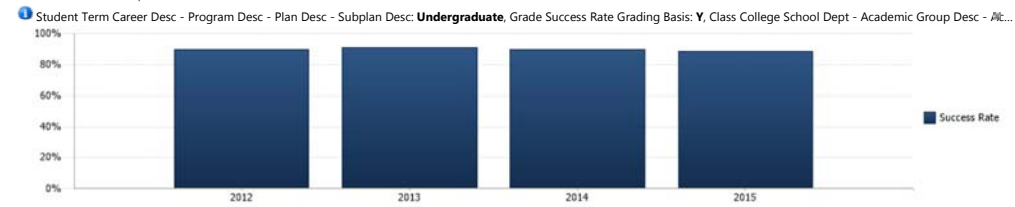Class Status | Active, Full, Stop Further Enrollment ▼ |

Student Group | All ▼ |

Course Group | All ▼ |

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SharePoint

SPC   One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Training   Search this site

Academic Program Viability Report > Performance

Enrollment | Performance | Percent Full | Graduates | Course Groups

Success Rate Graph

ⓘ Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - A℃...

Student System Cube Refresh

Last Refresh: 10/19/2016 6:03:16 AM

Performance

ⓘ Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - A℃...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▷ 2012	806	90.0%	4.1%	2.9%	1.6%
▷ 2013	770	90.8%	3.8%	3.6%	0.9%
▷ 2014	843	89.7%	3.9%	4.6%	0.8%
▷ 2015	835	88.5%	3.0%	4.4%	2.8%

Academic Year - Term Desc - Multi   [2012, 2013, 2014, 2015 ⏷]

Campus Description   [All]

Career - Program - Plan - Subplan - Multi   [Undergraduate ⏷]

College - Group - Acad Org - Subject   [PLA3240, PLA3304, PLA3306, PLA3410, P... ⏷]

Course Instructional Method   [All ⏷]

Student Type (FTIC)   [All]

Age Group   [All]

Ethnic Group   [All]

Gender   [All]

Student Group   [All ⏷]

Course Group   [All ⏷]

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SPC   One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Tra
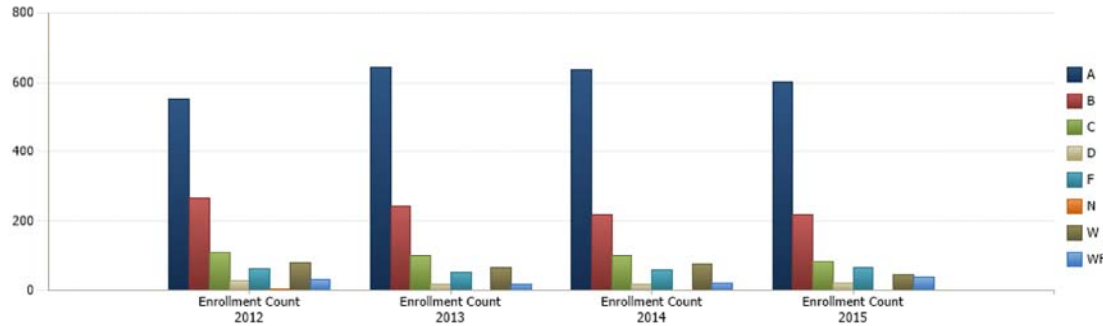
CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **LEGAL-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**...

Student Grade Distribution

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **LEGAL-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**...

	Enrollment Count								
	◢ All								
Term Academic Year - Term Desc		A	B	C	D	F	N	W	WF
▷ 2012	1,132	555	265	112	28	61	1	79	31
▷ 2013	1,137	642	244	100	17	51		66	17
▷ 2014	1,129	636	218	100	19	59		76	21
▷ 2015	1,078	601	219	85	21	65		47	40

Student System Cube Refresh

Last Refresh: 5/2/2017 5:40:58 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi   [2012, 2013, 2014, 2015 ▾]

Campus Description [All   ▾]

Academic Plan - Multi   [LEGAL-BAS ▾]

Course Instructional Method   [All ▾]

Student Type (FTIC) [All ▾]

Class Academic Group   [All ▾]

Age Group [All   ▾]

Ethnic Group [All   ▾]

Gender [All   ▾]

Student Group   [All ▾]

Course Group   [All ▾]

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Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the Paralegal Studies, BAS program for evidence of certification attainment at the baccalaureate level.

Class Course Group - Subject Catalog Nbr	Fall Term 2015-2016 (0505)		Spring Term 2015-2016 (0510)		Summer Term 2015-2016 (0515)		Fall Term 2016-2017 (0520)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
PLA4949	9	1	11	1	7	1	8	1

SharePoint

Newsfeed   OneDrive   Sites   Magaly Tymms ▾   ?

SPC

One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Tra

CAPR > Program Plans Taken by Plan

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Program Plans Taken by Plan

ⓘ Student Enrollment History Class Academic Career: **UGRD**, Class Academic Career: **UGRD**, Student Enrollment History Academic Year - Term Desc: **Fall Term 2014-2015 (0490)**, Student Term History Academic Plan: **LEGAL-BAS**, St...

Academic Plan	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count	Spring Term 2015-2016 (0510) Unduplicated Student Count	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count
◢ All	153	123	96	77	37	30
LEGAL-BAS	153	122	93	73	33	24
ENRCH-NO			1	1		1
HSA-AS		1				1
BUS-BS			1	1	1	1
CST-AS			1	1	1	
ITSC-AS						1
MGTORG-BAS				1	1	1
PSA-BAS					1	1

Student System Cube Refresh

Last Refresh: 5/2/2017 5:40:58 AM

CAPR Process Document

📄 CAPR Process Document

Cohort Selection Filters

Cohort Selection Filters

Comparison Filters

Student Term History Academic Year-Term Desc   [Fall Term 2014-2015 (0490) ▾]

Student Enroll History Instructional Modality   [All ▾]

Academic Year - Term Desc - Multi   [Fall Term 2014-2015 (0490), Spring Term... ▾]

Enroll History Acad Term Desc (must be same as above)   [Fall Term 2014-2015 (0490) ▾]

Student Term History Part Full Time   [All ▾]

Student Term History Academic Plan   [LEGAL-BAS ▾]

Student Term History Age Group   [All ▾]

Student Term History FTIC   [All ▾]

Ethnic Group   [All ▾]

Student Term History Enrollment Type   [All ▾]

Gender   [All ▾]

Student Term History Total Cumulative Units   [All ▾]

Custom Cohort   [All ▾]

Student Term History Home Campus Desc   [All ▾]

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Newsfeed   OneDrive   Sites   Robert Mohr III ▾   ?

One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Service
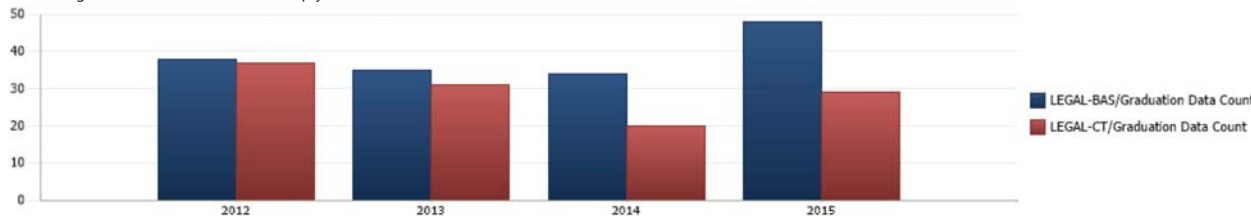
Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | Graduates | Course Groups

Overall Graduates Trend

ⓘ No background selections exist, Filter empty series and bottom axis items   ✕

- LEGAL-BAS/Graduation Data Count
- LEGAL-CT/Graduation Data Count

Overall Graduates Count

ⓘ No background selections exist, Filter empty rows and columns   ✕

Graduation Degree - Plan - Sub Plan	Measures	▷ 2012	▷ 2013	▷ 2014	▷ 2015
LEGAL-BAS	Graduation Data Count	38	35	34	48
LEGAL-CT	Graduation Data Count	37	31	20	29

Student System Cube Refresh

Last Refresh: 12/6/2016 5:08:32 AM

Academic Year - Term Desc - Multi | 2012, 2013, 2014, 2015 ▾ |

Graduation Degree Plan Subplan - Multi | LEGAL-BAS, LEGAL-CT ▾ |

Age Group | All |

Gender | All |

Ethnic Group | All |

Custom Cohort | All ▾ |

Student Group | All ▾ |

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Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2012-2013	69.0	85.2%	0.0	0.0%	12.0	14.8%
Spring 2012-2013	72.0	82.8%	0.0	0.0%	15.0	17.2%
Summer 2012-2013	33.2	78.7%	0.0	0.0%	9.0	21.3%
2012-2013 Total	174.2	82.9%	0.0	0.0%	36.0	17.1%
Fall 2013-2014	66.2	78.6%	0.0	0.0%	18.0	21.4%
Spring 2013-2014	67.0	76.0%	0.0	0.0%	21.2	24.0%
Summer 2013-2014	46.9	96.9%	0.0	0.0%	1.5	3.1%
2013-2014 Total	180.1	81.6%	0.0	0.0%	40.7	18.4%
Fall 2014-2015	72.0	88.9%	0.0	0.0%	9.0	11.1%
Spring 2014-2015	64.0	71.1%	0.0	0.0%	26.0	28.9%
Summer 2014-2015	43.7	85.4%	0.0	0.0%	7.5	14.6%
2014-2015 Total	179.7	80.9%	0.0	0.0%	42.5	19.1%
Fall 2015-2016	72.0	82.8%	0.0	0.0%	15.0	17.2%
Spring 2015-2016	48.0	61.5%	0.0	0.0%	30.0	38.5%
Summer 2015-2016	42.1	93.3%	0.0	0.0%	3.0	6.7%
2015-2016 Total	162.1	77.1%	0.0	0.0%	48.0	22.9%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Faculty/Adjunct Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

Occupation Profile

The occupation description for Paralegals and legal assistants (232011) used by the DEO 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.

The occupation description for Title examiners, abstractors and searchers (232093) used by the DEO is shown below:

Search real estate records, examine titles, or summarize pertinent legal or insurance details for a variety of purposes. May compile lists of mortgages, contracts, and other instruments pertaining to titles by searching public and private records for law firms, real estate agencies, or title insurance companies.

The occupation description for Legal secretaries (436012) used by the DEO is shown below:

Perform secretarial duties utilizing legal terminology, procedures, and documents. Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas. May also assist with legal research.

State and County Trends and Wage Information

The distribution of 2016 wage information for Paralegals and legal assistants; Title examiners, abstractors and searchers; and Legal secretaries is located in the table below. The median hourly earnings for Paralegals and legal assistants was $23.20 in Florida and $22.73 in Pinellas County. The median hourly earnings for Title examiners, abstractors and searchers was $20.86 in Florida and $16.81 in Pinellas County. The median hourly earnings for Legal secretaries was $19.02 in Florida and $20.52 in Pinellas County.

Employment trend information is also provided for occupations related to Paralegal Studies in the table. An average annual increase in employment for Paralegals and legal assistants (16.2% - 18.9%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Title examiners, abstractors and searchers

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(3.8% - 7.0%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Legal secretaries (5.3% - 6.9%) is shown for the period between 2016 and 2024, across the state and county.

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Employment Data

Growth for Paralegals and legal assistants

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	22,229	16.2%	$23.20/hr
Pinellas County	1,136	18.9%	$22.73/hr

Source: Florida Department of Economic Opportunity (DEO)
http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Title examiners, abstractors, and searchers

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	5,436	3.8%	$20.86/hr
Pinellas County	185	7.0%	$16.81/hr

Source: Florida Department of Economic Opportunity (DEO)
http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Legal secretaries

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	13,529	5.3%	$19.02/hr
Pinellas County	482	6.9%	$20.52/hr

Source: Florida Department of Economic Opportunity (DEO)
http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

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Major Employers

Graduates of SPC's Paralegal Studies – BAS program are employed in various areas related to their field. A comprehensive list of employers of these graduates, compiled by the program administrator, is provided below.

Office of the State Attorney, 6th Judicial Circuit, Clerk of the Court, 13th Circuit, State of Florida, Department of Legal Affairs, Pinellas County Clerk of Court, U.S. District Court, Manor Care Healthcare, Plante Law Group, Chamberlin Crowe, P.A., Marine Max, Lucas, Green & Magazine, Goodis Thompson & Miller, P.A., Orsini and Rose, P.A., Vernis & Bowling, Ford & Ford, P.A., Hartford INS, McDermott Law Firm, Law Office of William Slicker, P.A., Larsen & Larsen, P.A., Largo, FL; Bloomin Brands, Tampa, FL; Mediation Office of Tori Kaufholz, Clearwater, FL; The University of Tampa, Tampa, FL; Butler Pappas, Tampa, FL; Retail Store Owner, Brazil; Stetson University College of Law, Gulfport, FL; Pursuing BAS in Paralegal Studies, St. Petersburg, FL; Law Offices of Michael Ziegler, P.A., Clearwater, FL; Publix, St. Petersburg, FL; John Marshall Law School, Atlanta, GA; Law Offices of Michael Ziegler, P.A., Clearwater, FL; Law Offices of David Carter, P.A., Seminole, FL; NOAA, St. Petersburg, FL; Stark and Simms PA, Clearwater, FL; Judge Walt Fulerton, Clearwater, FL; American Strategic Institute, St. Petersburg FL; DHA Southeast, Tampa, FL; Sykes Enterprises, INC, Tampa, FL; Pursuing BAS in Paralegal Studies, Clearwater, FL; Zinzow Law, Tarpon Springs, FL; Centeers, Clearwater, FL; Pursuing BAS in Paralegal Studies, Clearwater, FL; FAMU College of Law, Orlando, FL; Raymond James, St. Petersburg, FL; McGuire Law Firm, Clearwater, FL; Robert M. Coplen P.A, Largo, FL; Law Office of David A. Sharpe, Clearwater, FL; Kass, Shuler, Solomon, Spector, Foyle & Singer, P.A. Clearwater, FL; The Stopa Law Firm, Clearwater, FL; Humana, St. Petersburg, FL; Carlson Meissner Hart & Hayslett Legal Services, Clearwater, FL; Pursuing a BA in Early Childhood , Clearwater, FL; St. Petersburg College, Clearwater, FL; Albertelli Law Group, St. Petersburg, FL; Thomas O. Michaels PA, Dunedin, FL; Law Offices of Carey Leisure & Neal, Clearwater, FL 33764; Pinellas County School District, St. Petersburg, FL; State Farm Florida Insurance Co.; Hillsborough County Fire Rescue; Hinshaw & Culbertson LLP, Tampa, FL; FLORIN | ROEBIG, Palm Harbor, FL ; Jesse James Law

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Firm, St. Petersburg, FL; Law Office of Robert Eckard and Associates, Palm Harbor, FL; Pinellas County Justice Center, Clearwater, FL; ACN Services LLC -Independent Business Owner - Energy & Merchant Services; B&N Multiservices, Clearwater ,FL; Notary Public, Hudson, FL; Whittel & Melton P.A. , New Port Richey, FL; Swope Law, P.L., Palm Harbor, FL; Braille Works, Seffner, FL; Baumann Kangas Estate Law, Tampa, FL; Law office of Charles f. Robinson, Clearwater, FL; Hillsborough County Bar Association, Tampa, FL; Winn Technology Group, Palm Harbor, FL; Pursuing BAS-PLA at SPC; Macfarlane Ferguson & McMullen, P.A.,Tampa, FL; Medicaid Done Right, LLC, Clearwater, FL; Due Diligence Underwriter, Clayton, FL; Rental Property Management, Holiday, FL; Abi Road Land & Title, LLC, Tampa, FL; Clerk of the Circuit Court, Clearwater, FL; Sixth Judicial Circuit; EXLLEGAL, St. Petersburg, FL; Powell, Carney, Maller, P.A., St. Petersburg, FL; Patrick A. Davis, P.A., Clearwater, FL; Florida Office of Attorney General, Tallahassee, FL; Palm Harbor Library, Palm Harbor, FL; Home Shopping Network, St. Petersburg, FL; Wollinka & amp Wollinka, Palm Harbor, FL; Quintairos, Prieto, Wood & Boyer, P.A., Orlando, FL; The Law Office of Robert Eckard and Associates, P. A., Palm Harbor, FL; Duke Energy Corporation, St. Petersburg, FL; Tampa Bay Reia Krewe, Tampa, FL; Brock & Scott, PLLC, Tampa, FL; Fleet Operations Trainer, City of Clearwater, FL; Pursuing BS-PPA at SPC; Super Weenee Production-Owner; Get Fitness Largo, Largo, FL; Citibank, Pinellas Park, FL; Malcom Cisnero, A Law Corporation, Irvine, CA; Carlson Wagonlit Travel, St. Petersburg, FL; Florin Roebig, P.A., Palm Harbor, FL; Davis Basta Law Firm P.A. / Palm Harbor, FL; S&W Process Service, Tampa, FL; Law Offices of Mike Zeigler, P.A. Largo, FL; Wollinka & amp Wollinka, Palm Harbor, FL; Austin Ley Roe & Patsko, St. Petersburg, FL; Moving to Crisfield, MD to pursue work; Raymond James, Clearwater, FL; Salter Healy, LLC, St. Petersburg, FL; Sugar Mill Restaurant; Liberty University School of Law, Lynchburg, VA; Tax Collector's Office, Clearwater, FL; Koch, Hoffman & Kaszuba, Clearwater, FL; USF Self Insurance Program, Tampa, FL; Legal Videographer, Central Florida; The QDRO Source; Suntrust – Atlanta, GA; Kira Doyle Law Office, St. Petersburg, FL; Fresh Legal Perspective, Tampa, FL; Nexxtwork, Inc., Palm Harbor, FL; State Attorney Office, St. Petersburg, FL; Law Firm; Hernan & Wells, Pinellas Park, FL; Ronald McDonald House Charities, Tampa, FL; General Counsel's Office/Pinellas County Sheriff's Office, Largo, FL; Malcolm Cisneros, A Law Corp.,

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Irvine, CA, Florida State University College of Law, Tallahassee, FL; Foundation Christian Academy, Lithia, FL; Livesay & Myers, P.C., Fairfax, VA; Sessions, Fishman, Nathan, & Israel, LLC, Tampa, FL; Singha Law Group, Clearwater, FL; MSW @ USF/ Public Defenders Office-Jail Diversion Program, Clearwater, FL; Andriotis Law Firm, Tarpon Springs, FL; Admitted law student @ Stetson; Western Michigan University Cooley Law School, Tampa, FL; Law Office of Michael A. Ziegler, Clearwater, FL; Black Box Credit Technologies, Tampa, FL; Publix Real Estate, Lakeland, FL; Michael P. Maddux, P.A., Tampa, FL; Baycare Behavioral Health, Lutz, FL; E.R. Hanson Law Office, LLC, Tampa, FL; TECO Energy, Inc., Tampa, FL; Cairns Law, P.A., Largo, FL; NTIS, Lakeland, FL; SCC Soft Computer, Clearwater, FL; Law Office of Anna Y. Weskerna, Esq., P.A., Palm Harbor, FL; Pinellas County School; Travel Agency Russia, Tampa, FL; Butler Weihmuller, Katz, & Craig LLP, Tampa, FL; Doc Hunters, Clearwater, FL; BAS in PLA/Con Med Corp, Largo, FL; Wicker Smith et. al., Tampa, F; BAS in PUP; Stetson University College of Law, Tampa, FL; Western Michigan University Cooley, Tampa, FL; Legal Shield & I.D. Shield, Tampa, FL; Diaco Law, Tampa, FL; Rooth & Rooth Elder Law Attorney, Seminole, FL; Social Security Administration, Office of Disability, St. Petersburt, FL; Global Semisolutions, Clearwater, FL; Elder Law Office, Clearwater, FL; Shelton/ McKean, St. Petersburg, FL; Kelly Educational Services, Hillsborough County, FL; Garrison-Jones Elementary School, Largo, FL; Universtity of Alabama at Brningham, Masters in Accounting; Veterans Health Administration, Tampa, FL; FIS Information Technology & Services, Jacksonville, FL; Smith & Stallworth, Tampa, FL; Office of Bernie McCabe, State Attorney Sixth Judicial Circuit, Clearwater, FL; EPA Regulatory Specialist @ Pinch A Penny, Inc., Clearwater, FL; Cherry Bekaert LLP, Tampa, FL; Austin Ley Roe & Patsko, St. Petersburg, FL; AGR Group, Clearwater, FL; Hunter Law Group, Tampa, FL; Wil Flore, P.A. and Law Office of Kerya L. Koeut, P.A., St. Petersburg, FL; Support staff at Disparti Law Group, Holiday, FL; Pinellas County Government, Clearwater, FL; Johnson, Pope, Bokor, Ruppel & Burns, LLP, Clearwater, FL; Bank of America Merrill Lynch, Tampa, FL; Spielberger Law Group, Tampa, FL; Stetson University College of Law, Gulfport, FL; Shift Supervisor at Starbucks; Associate Rep of Enrollment Services at Bisk, Tampa, FL, Florida Gulf Coast University, Thomas M. Cooley Law School, Stetson University, College of Law.

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Total Placement
LEGAL- BAS

LEGAL - BAS		
	Continuing Education	**Employed/Military**
2009-10		64%
2010-11		73%
2011-12		71%
2012-13		86%

Source: FETPIP Follow-up Outcomes http://www.fldoe.org/fetpip/ccs.asp
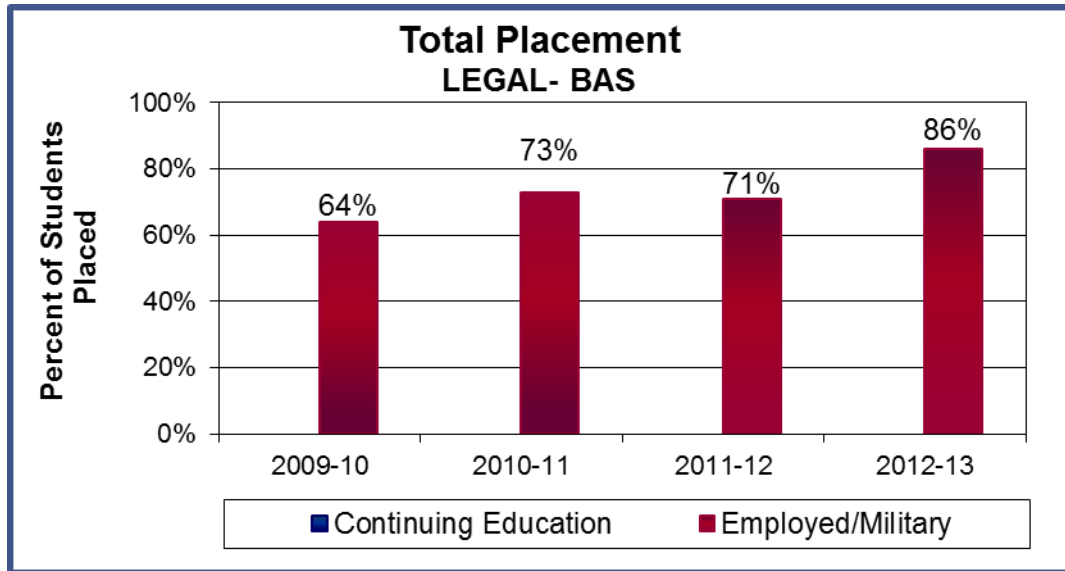
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Academics

Educational Outcomes

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

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2014-15 assessment. Each of the five PLOs is listed below:

1. Acquire and implement advanced critical thinking and analytical skills needed to effectively problem solve.
2. Demonstrate the appropriate use of communication and organizational skills within and outside the legal system.
3. Execute the technical skills, including legal research and writing, needed to succeed in the legal profession.
4. Exhibit the ability to deliver professional and ethical legal services in a culturally and locally appropriate manner.
5. Demonstrate an advanced knowledge and understanding of the American legal system.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Paralegal Studies (BAS) program used the results of the PLA 4941 Capstone Project. The criteria for success stated that students should attain a minimum score of 63 (out of 90) points for PLO 1, 88 (out of 125) for PLO 2, 140 (out of 200) for PLO 3, 67 (out of 95) for PLO 4, and 95 (out of 135) for PLO 5.

Data were collected during 2013, 2014, and 2015. The students whom were assessed achieved the expected minimum score on all five PLOs and met the criteria for success.

The 2014-15 follow-up report draft was completed in August 2016. All three action items were successfully completed, and the results published in the

2014-15 follow-up report. The next assessment report is scheduled to be completed during the 2017-18 academic year.

For the complete 2014-15 Paralegal Studies Program Assessment Report, please see Appendix B.

Stakeholder Perceptions

Student Survey of Instruction (SSI)

SSI: Results

SSI Satisfaction Level (Scale 1-7)

Content Area	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Faculty Engagement	6.3	6.4	6.7	6.3
Preparation & Organization	6.3	6.4	6.7	6.4
Course Instruction	6.2	6.4	6.7	6.4

Source: St. Petersburg College Student Survey of Instruction database

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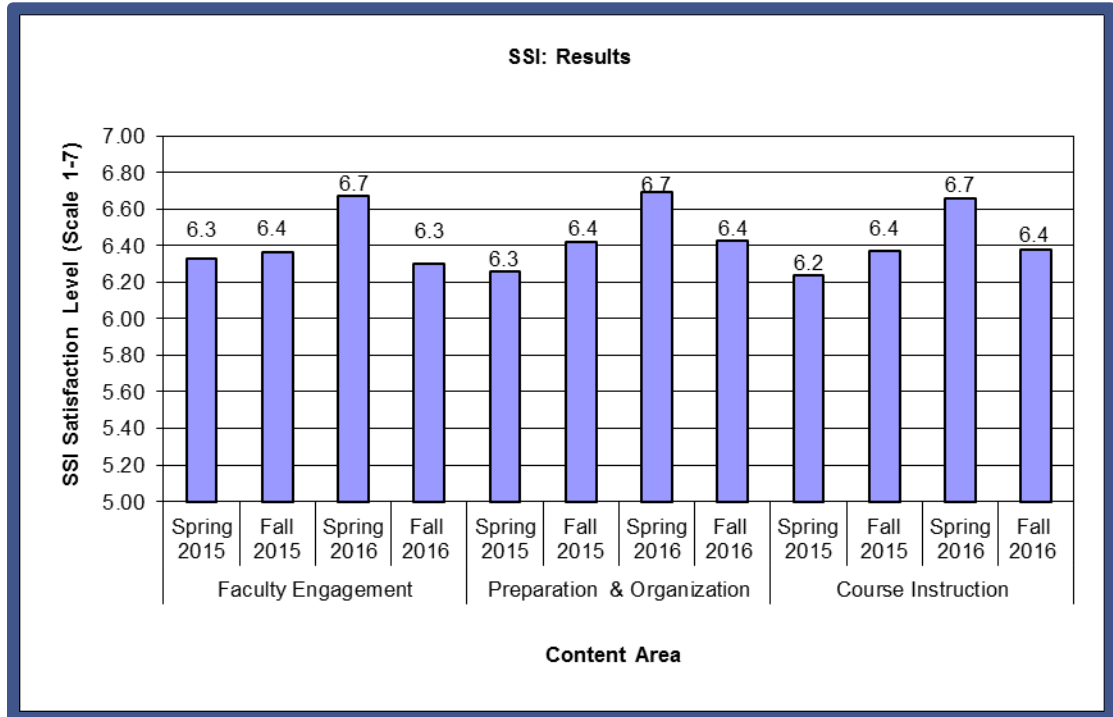Institutional Research and Effectiveness

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Paralegal Studies, B.A.S.
2015-16 Alumni Survey Report

Survey of 2014-15 Graduates

➢ *B.A.S. Degree: Paralegal Studies*
➢ *Certificate: Paralegal Studies*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Fifty-nine Alumni Surveys were provided to the 2014-15 graduates of the Paralegal Studies, B.A.S. program. Responses were received from 11 B.A.S. graduates and 10 Certificate completers.

Thirty-six percent (21/59) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, three 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:
- 93.3% (14/15) of recent graduate survey respondents, who were employed, were employed full-time.
- 73.3% (11/15) of recent graduate survey respondents had a current position related to their studies.
- 38.1% (8/21) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 23.8% (5/21) *"Change career fields"*; 14.3% (3/21) *"Obtain employment"*; 9.5% (2/21) *"Earn more money"*; 4.8% (1/21) *"Get a promotion"*; 4.8% (1/21) *"Meet certification/training needs"*; and 4.8% (1/21) *"Other"*.
- 36.8% (7/19) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 26.3% (5/19) *"Obtain employment"*; 26.3% (5/19) *"Earn more money"*; 15.8% (3/19) *"Change career fields"*; 10.5% (2/19) *"Get a promotion"*; 10.5% (2/19) *"Meet certification/training needs"*; and 5.3% (1/19) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 38.1% (8/21) of recent graduate survey respondents indicated that SPC did "*Exceptionally well"* in helping them meet their goal; 38.1% (8/21) *"Very well"*; 14.3% (3/21) *"Adequately"*; and 4.8% (1/21) *"Poorly"*; while 4.8% (1/21) thought that SPC did not help at all.
- 40.0% (6/15) of recent graduate survey respondents indicated that they earned $15.00-$19.99 per hour ($31,000-$41,999 annually); 26.7% (4/15) earned $10.00-

$14.99 per hour ($21,000-$30,999 annually); 20.0% (3/15) earned $20.00-$24.99 per hour ($42,000-$51,999 annually); and 13.3% (2/15) earned $25.00 or more per hour ($52,000 or more annually).

- 40.0% (8/20) of recent graduate survey respondents indicated they are continuing their education.
- 94.7% (18/19) of recent graduate survey respondents would recommend SPC's Paralegal Studies, B.A.S. program to another.
- An evaluation of Paralegal Studies, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Thirteen outcomes received mean scores between 4.5 and 4.7, nine received mean scores between 4.1 and 4.4, and three received mean scores between 3.7 and 3.9.

Table 1
College Preparation Ratings for Recent Paralegal Studies, B.A.S. 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	20	4.1	0.9
Listening	19	4.2	0.7
Reading	20	4.4	0.6
Writing	19	4.6	0.5
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	20	3.7	0.8
Using computational skills appropriately	20	3.9	0.9
Accurately interpreting mathematical data	20	3.8	0.8
Using the following forms of technology:			
Email	20	4.6	0.6
Word Processing	20	4.6	0.6
Spreadsheets	20	4.1	0.8
Databases	19	4.1	0.8
Internet Research	20	4.6	0.6
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	20	4.6	0.7
Inquiring about and interpreting information	20	4.6	0.6
Organizing and evaluating information	20	4.7	0.6
Analyzing and explaining information to others	20	4.5	0.7

General Education Outcomes *(Five point rating scale with five being the highest)*	Item Ratings		
	N	*Mean*	*SD*
Using information to solve problems	20	4.5	0.8
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	20	4.3	0.8
Working well with individuals from diverse backgrounds	20	4.3	0.7
Using ethical courses of action	20	4.6	0.7
Demonstrating leadership skills	20	4.4	0.7
Appreciating the importance of lifelong learning:			
Showing an interest in career development	20	4.4	0.7
Being open to new ideas and challenges	20	4.5	0.7
Willingness to take on new responsibilities	20	4.6	0.6
Pursuing additional educational opportunities	20	4.5	0.7

Paralegal Studies, B.A.S.
2015-16 Employer Survey Report

Employer Survey of 2014-15 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Three employer surveys were sent out to employers based on the permission provided by recent graduates in the 2014-15 recent graduate survey. Since no Employer Surveys were returned, there is no Employer Survey information available.

Program Action Plan

Program: Paralegal Studies, BAS

Date Completed: July 2017

Prepared By: Christy Powers

I. Action Plan Items:

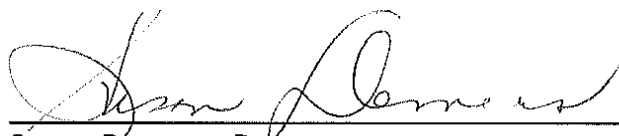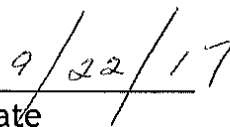|	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Integrate e-filing into four classes.	Assessment	December 2017	Christy Powers and Susan Demers
2	Assist students with Career Readiness-resume, LinkedIn and interviewing upgrade.	Placement	June 2018	Christy Powers and Susan Demers
3	Suggest elective tracks for different practice areas.	Placement	June 2018	Christy Powers and Susan Demers

II. Special Resources Needed:

- Partnership with College of Business to create Risk Management and Quality Assurance Tracks
- Access to specialized databases and training for electronic filing and discovery
- Increased partnerships with campus career specialists to bridge the gap between education and workforce

III. Area(s) of Concern/Improvement:

- Develop technology Checksheet/Exam to make certain each student has the basic skills required in a law office.
- Professional polish is necessary to increase opportunities for successful interview and employment.

_____   9/22/17
Susan Demers, Dean   Date

Paralegal Studies - BAS
2016-17 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved October 2002, from the Division of Community Colleges Web site: http://www.firn.edu/doe/rules/6A-14.htm

Contact Information

Please address any questions or comments regarding this evaluation to:

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Appendices

College of Policy, Ethics and Legal Studies
Paralegal Studies Bachelor of Applied Science
LEGAL-BAS

Effective Beginning Catalog Term: Fall 2015 (0505)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information
Dr. Susan Demers, Dean

Program Summary

The Paralegal Studies BAS program is designed to train students for careers as paralegals 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.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities
Information is not Currently Available

Admission Rules

Admission requires completion of sixty (60) college-level credits in a related discipline, including 15 credits of transferable general education courses.

All students must fulfill an additional fifteen (15) credits in related courses at the lower division 1000 and 2000 level with a prefix of PLA including: PLA 1003, PLA 1104, PLA 1763, PLA 2114 and PLA 2203, plus three (3) credits of any other lower division PLA course required of an A.S. degree student (for a total of 18 credits). Students must have a grade of "C" or higher in each course.

Graduation Rules

If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before completing the B.A.S. program.

ADMISSIONS COURSES
A.A. Degree or
A.S. Degree | **Credits**

Total Credits	**60**

For A.S. degree holders, an additional 15-21 general education credits are required to complete the thirty-six (36) credit hour general education requirement of St. Petersburg College. (Refer to the College Catalog for a list of general education courses.) Please note that total program hours may vary. Consult the assigned baccalaureate specialist for any additional questions.

ADMISSIONS COURSES
ADDITIONAL GENERAL EDUCATION COURSES - Grade of "C" or higher | | **Credits**

	Enhanced World View Requirement *	
	A. COMMUNICATIONS *	9
	B. HUMANITIES/FINE ARTS *	6
	C. MATHEMATICS	6
	D. NATURAL & PHYSICAL SCIENCES	7
	E. SOCIAL AND BEHAVIORAL SCIENCES *	6
	F. ETHICS	3
	G. COMPUTER/INFORMATION LITERACY COMPETENCY (See catalog for details)	
Total Credits		**15**

MAJOR CORE COURSES
Grade of "C" or higher required for all upper-division courses | | **Credits**

PLA 3885	United States Constitutional Law	3
PLA 4116	Legal Writing Seminar	3
PLA 3723	Logic and the Law	3
PLA 4830	Comparative Legal Systems	3
PLA 3703	Seminar in Professional Responsibility	3
PLA 3734	Computers and the Law Office	3
Total Credits		**18**

MAJOR CORE COURSES
REQUIRED FINAL COURSE - Last Semester for All Students | | **Credits**

PLA 4941	Paralegal Studies Capstone	3
Total Credits		**3**

MAJOR ELECTIVE COURSES
Select 24 credits - Grade of "C" or higher required for all upper-division courses | | **Credits**

	Complete 24 credits of upper divison PLA coursework. Students may complete up to 6 credits of upper division BUL coursework as part of this requirement.

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PLA 3XXX Any 3000 level PLA prefix course
PLA 4XXX Any 4000 level PLA prefix course
BUL 3XXX Any 3000 level BUL prefix course
BUL 4XXX any 4000 level BUL prefix course

Total Credits   **24**

Total Credits	**120**

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College of Policy, Ethics and Legal Studies
Paralegal Studies Certificate with Financial Aid Eligibility
LEGAL-CT

Effective Beginning Catalog Term: Spring 2010 (0420)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Susan Demers, Dean
(727) 791-2501

Program Summary

The Paralegal studies courses identified in this certificate program will meet the educational requirement for the Certified Legal Assisting Examination administered nationwide by the National Association of Legal Assistants.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

• Paralegal within private law firms, governmental entities, or corporate legal offices.

Admission Rules

• Applicants must have graduated with at least a bachelor's degree from a regionally accredited college or university.
• Applicants must have a 2.0 overall grade point average.
• Applicants must meet the College's Computer/Information Literacy Competency Requirement

MAJOR CORE COURSES		**Credits**
PLA 1003	Introduction to Paralegalism	3
PLA 1104	Legal Research and Writing	3
PLA 1361	Techniques of Interview and Investigation	3
PLA 1763	Law Office Management	3
PLA 2114	Advanced Legal Research	3
PLA 2203	Civil Litigation I	3
PLA 3703	Seminar in Professional Responsibility	3
PLA 4944	Paralegal Certificate Capstone	3

Total Credits	24

Total Credits	**24**

Program Assessment Report

Program: College of Policy and Legal Studies: Paralegal, BAS
Option: Paralegal
Report Year: 2014-15

Drafted by Susan Demers on Nov 10, 2015

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Acquire and implement advanced critical thinking and analytical skills needed to effectively problem solve.

I. Use of Past Results

The Paralegal Studies Program (PLA) is housed on the Clearwater Campus under the College of Policy and Legal Studies. The program operates under the direction of Dean Susan Demers and Instructor-in-Charge Christy Powers. The Bachelor's of Applied Science (BAS) Degree was created to bridge the gap for students who: 1. possess a valid A.S. Degree in Legal Studies; 2. possess a valid AA Degree seeking to pursue a career in legal studies; 3. were seeking a workforce type of BAS degree or 4. were law-school bound.

The opportunity to consult with our Advisory Committee occurs three times a year to assist in assuring that the BAS degree still meets the evolving needs of the legal profession. Our large team of adjuncts ranges from judges to lawyers to law office managers.

The main mission of the BAS degree and of the overall PLA program is to provide interactive learning and emphasis on the following areas: critical thinking, organization, communication, legal research, legal writing, computerized legal research, interview and investigation, law office management, and professional responsibility/ethics.

The Baccalaureate Capstone, PLA 4941, assesses all 5 program goals/learning outcomes. Minor modifications to the wording of each of the 5 program goals/learning outcomes has been made to align each goal with current assessment of students enrolled in PLA 4941.

Original Goal 1: To develop advanced critical thinking and analytical skills needed to effectively problem solve.

The most recent initiative of the College and SACS has been and continues to be Critical Thinking. This is integrated into all of our BAS classes to assure high-level assessment in the legal field.

The 2011-12 assessment report indicated the following results for program learning outcome 1:

Based on the case table and analysis of data, the Analytical (worth 25 points out of 200) and Legal Research (worth 50 points out of 200) competencies maintained consistent scores from the first to the last of the five year period, while Critical Thinking (worth 15 points out of 200) had a 3% decrease. Individual projects are assigned to each student taking into account the following: prior areas of interest/disinterest; prior areas of competency; current

employment in a particular area of law; and pre-law potential. Upon reviewing the findings for MLO #1, and considering the current processes for determining pairings between case studies and students, the Paralegal BAS program is scheduled to complete the following projects during the 2012-2013 academic year: revise the types of projects currently available in order to continue to meet the needs of the legal community; review the rubric criteria and guidelines provided to students to ensure sufficient direction is provided; and hire a legal research tutor in order to increase overall scores in this area across the next three years.

II. Methodology

Means of Assessment: The PLA 4941 Capstone Project is the final culminating project through which students demonstrate competency in all 5 program goals/learning outcomes. In grading and assessing the projects, MLO #1 is clearly aligned to the requirements of the projects and the criteria on which the projects are assessed. The students employ advanced critical thinking and analytical skills as they execute each step in the project. Each case/fact pattern has a cause of action(s) or scenario which presents the necessary elements for critique. Students are encouraged to identify the causal links that may or may not be present. After assessing the fact pattern and researching the legal information necessary to complete the tasks assigned, the student completes two mandatory memorandums documenting: 1. the utilization of websites and references to begin work and 2. internal case practice manuals and guidelines as prescribed by the state or federal government. Preparing the student for success in this learning outcome truly begins with proper guidance and research into the particular area(s) of law that each project emcompasses. Each student is assigned a project along with a supervising attorney to assist should any questions or issues arise. From that point, the student is expected to maintain contact throughout the project with the assigned supervising attorney.

Date(s) of Administration: 2013 through 2015

Method: Students are instructed and guided to determine the contents of the final submission by their professor or supervising attorney. Each project has its own set of guidelines (parameters) as part of the initial fact pattern that are to be met as a minimum. Three competencies within goal #1 are assessed: analytical, critical thinking, and legal research.

Assessment Instrument: Projects are assessed using a rubric, where one or more of the the seven criteria align to the five program goals. The rubric criteria are then paired with the guidelines provided for each type of case study. Both the guidelines in the project specs and the rubric are provided to students at the start of the term. While students complete various types of projects within the same course, there is a consistent and common set of criteria on which students are assessed. Attached is a copy of the PLA 4941 Capstone Grading Rubric.

Population: All students enrolled in the PLA 4941 capstone course are assessed on the culminating project.

III. Criteria for Success

For each of the three competencies within goal #1 that are assessed - analytical, critical thinking, and legal research - there is a maximum number of available points (90 for all three areas, combined) that contribute to the overall grade of the project (200 points total).

Students are required to score a minimum of 63 out of 90 possible points (70%) in order to successfully demonstrate the program goal.

When students experience difficulty with one or more areas of the project, they are required to write an internal memorandum to the supervising attorney identifying the questions they have; feedback is provided accordingly. Once students submit the project to be assessed, the grade is final unless a student has not met the minimum of 70% on the respective sections relating to each MLO. In cases where students do not meet the minimum requirements, they are given a "guided" opportunity to revise the project until the required competency level is met. Students cannot pass the course unless they complete the project.

IV. Summary of Assessment Findings

	Student Performance on MLO #1 Competencies: 2013 - 2015			
Competency (points)	**2013 (n=37)**	**2014 (n=38)**	**2015 (n=17)**	**3yr Avg**
Analytical (25)	**87%**	**85%**	**90%**	**87%**
Begin (5)	80%	79%	85%	81%

Middle (5)	79%	72%	89%	80%
End (5)	92%	91%	92%	92%
Critical Thinking (20)	**86%**	**86%**	**92%**	**88%**
Initial Recom (10)	78%	78%	88%	81%
Final Recom (10)	93%	94%	96%	94%
Legal Research (30)	**93%**	**93%**	**97%**	**94%**
Relevant Law (10)	95%	94%	98%	95%
Regs/Rules (10)	94%	93%	96%	94%
Other Res (10)	91%	91%	98%	93%

V. Discussion and Analysis of Assessment Findings

Based on the case table and analysis of data, the Analytical (worth 25 points out of 200) competency maintained increasing scores from the first to the last of the three year period, while Legal Research (worth 50 points out of 200) and Critical Thinking (worth 20 points out of 200) competencies had a 4% increase. Individual projects are assigned to each student while considering the following: prior areas of interest/disinterest; prior areas of competency; current employment in a particular area of law; and pre-law potential. The increase overall is believed to be related to the exposure and awareness of the resources offered online for state and federal matters.

Upon reviewing the findings for MLO #1, and considering the current processes for determining pairings between case studies and students, the Paralegal, BAS program was scheduled to complete the following projects during the 2012-2013 academic year:

1. revise the types of projects currently available in order to continue to meet the needs of the legal community;

2. review the rubric criteria and guidelines provided to students to ensure sufficient direction is provided; and

3. hire a legal research tutor in order to increase overall scores in this area across the next three years.

In addressing the projects listed above, the scores during the 2013-2015 academic years incorporated the following improvements. Please see the comments numbered below:

1. New projects were added in areas such as social security disability and business law which are common issues in the local community and which provide employment for our students;

2. Added some sub-categories to the rubric that incorporated monitoring the projects more closely throughout the 16 or 10 week semesters; and

3. We have legal research tutors in place in the Clearwater an St. Petersburg-Gibbs libraries offered on an as-needed basis.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Hold yearly, mandatory program wide meetings for all students in PLA courses for all three programs: AS Degree; BAS Degree; and Post-Baccalaureate Certificate. Assuring course sequences are taken in relation to when courses are offered throughout the year will improve the student's understanding of a path to success in the legal profession. Internal Advising with PLA instructors has transitioned over the past year. We hope to have

all PLA students assigned to and hold at least one meeting a semester with their program advisor.
- Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

Budget / Planning Implications:

n/a

- Continue to recommend PLA 4944 as an elective which focuses heavily on Communication, Legal Research, Ethics, Memorandum Writing, and American General Law (Contracts, Business Organizations, and Civil Litigation). Taking PLA 4944 before or with PLA 4941 will enhance the understanding and overall approach to these projects.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

#2: Demonstrate the appropriate use of communication and organizational skills within and outside the legal system.

I. Use of Past Results

In the PLA 4941 Capstone project, students employ the appropriate use of communication and organizational skills throughout the entire project. The communication is two-fold: one with the individual submission from the student and the other is the supervising attorney and student contact throughout the project. As the organizational skills include more than just formatting the project for a professional appearance, it becomes necessary to provide guidance as to what is organized in each particular project. The general approach is to order items chronologically, but the organization depends on the particular case project the student has been assigned.

When the student is assessed on his/her ability to critically think throughout the project, we call this the "cradle to grave" approach in case assessment. The students take the documents, evidence, and client intake and formulate what would be in the client's best interest. Presenting to the attorney a pre-trial package that includes ideas and suggestions based on what will be best for the client is a skill the students have to develop in order to have rapport with the attorney. The attorney seeks to find that all appropriate analyses has occurred for situations and contingencies. Pre-litigation and Litigation are very much like a game of chess. The student must think about anticipating opposing counsel's moves. If the case is not based on a litigation scenario but rather transactional situation (i.e., an estates/trust/probate issue or a commercial transaction), the student must present options for what the court may do or the details to be included in drafting the necessary documents.

Legal writing is assessed by demonstrating compliance in drafting with the rules of Civil and/or Criminal Procedure. Basic forms and practice/procedure manuals are: located within our legal library on the Clearwater Campus; for individual purchase; and/or searchable through Library Online or any Internet site. The key to success in legal writing is gathering enough research and prior examples of similar legal writing and/or necessary documents to verify that the work the student is completing is correct.

Minor modifications to the wording of each of the 5 program goals/learning outcomes has been made to align each goal with current assessment of students enrolled in PLA 4941.

Original Goal 2: To enhance the appropriate use of communication and organizational skills within and outside the legal system.

The 2011-12 assessment report indicated the following results for program learning outcome 2:

When comparing scores in each area from 2007-2011, that data reflected a slight decline in performance on MLO #2 over the past five years. The only exception would be the presentation competency - where there is a notably larger decline in scores. This competency (worth 10 points out of the total of 200 for the project) calls for the student to convey to the class and the instructor in a 10-15 minute live presentation. It also calls for utilization of A/V materials for the class and instructor to preview. It has been a point of clarification with the students during 2010 and 2011 that there are high expectations with the presentation. We have attempted to remedy this issue by reminding the students that we are in the role of a supervising attorney when it comes to the project, not as the instructor. However, students continue to successfully demonstrate ("successful demonstration" is determined by whether students perform at or above the required minimum) their attainment of goal #2 each year. The communication and legal writing competencies should show an increase over the next few years with the addition of the legal writing tutoring in the Learning Resource Center located on the Clearwater Campus Library.

II. Methodology

Means of Assessment: The PLA 4941 Capstone Project is the final culminating project through which students demonstrate competency in all 5 program goals/learning outcomes. In grading and assessing the projects, MLO #2 is clearly aligned to the requirements of the project and the criteria on which the projects are assessed. Each case/fact pattern has a cause of action or scenario which presents the necessary elements for review. Students are encouraged to identify the causal links that may or may not be present. After assessing the fact pattern and research necessary to complete the tasks assigned, the student completes two mandatory memoranda documenting: 1. the utilization of websites and references to begin work and 2. internal case practice manuals and guidelines as

prescribed by the state or federal government. Setting the student up for success starts with proper guidance and research into the particular area(s) of law that each project covers. Each student is assigned a project and a supervising attorney to assist in facilitating this process. From that point, the student is expected to maintain contact throughout the project with the assigned supervising attorney.

Date(s) of Administration: 2013 through 2015

Method: The PLA 4941 Capstone project assesses five competencies within MLO #2 - communication, presentation, organizational skills, critical thinking, and legal writing. Students are instructed and guided to determine the make-up of the submission pursuant to course instructions, supervising attorney guidance, and professor guidance. Each project has its own set of guidelines (parameters) as part of the initial fact pattern that are to be met at a minimum.

Assessment Instrument: Projects are assessed using a rubric where one or more of the the seven criteria align to the five program goals. The rubric criteria are then paired with the guidelines provided for each type of case study. Both the guidelines in the project specs and the rubric are provided to students at the start of the term. While students complete various types of projects within the same course, there is a consistent and common set of criteria on which students are assessed. Attached is a copy of the PLA 4941 Capstone Grading Rubric.

Population: All students enrolled in the PLA 4941 Capstone course are assessed on the culminating project.

III. Criteria for Success

For each of the five competencies within goal #2 that are assessed - communication, presentation, organizational skills, critical thinking, and legal writing - there is a maximum number of available points (125 for all five areas, combined) that contribute to the overall grade of the project (200 points total). Students are required to obtain a minimum of 88 out of 125 possible points (70%) in order to successfully demonstrate the program goal. When students feel they are experiencing difficulty with one area of the project, they are required to write an internal memorandum to the supervising attorney, identifying the questions they have; feedback is provided accordingly. Once students submit the project to be assessed, the grade is final unless a student has not met the minimum of 70% on the respective sections relating to each MLO. In cases where students do not meet the minimum requirements, they are given the opportunity to revise the project until the required competency level is met. Students cannot pass the course unless they complete the project.

IV. Summary of Assessment Findings

	Student Performance on MLO #2 Competencies: 2013 - 2015			
Competency (points)	**2013 (n=37)**	**2014 (n=38)**	**2015 (n=17)**	**3yr Avg**
Communication (45)	**94%**	**96%**	**93%**	**94%**
Memo (10)	95%	96%	93%	95%
SA (10)	92%	93%	94%	93%
English (25)	95%	97%	93%	95%
Presentation (20)	**87%**	**88%**	**83%**	**86%**
Attend (5)	100%	100%	100%	100%
Concise (10)	88%	93%	91%	91%
A/V(5)	70%	68%	49%	63%
Organization	**81%**	**82%**	**54%**	**72%**

(20)				
TOC & Tabs (10)	70%	72%	36%	60%
Logtical Order (10)	92%	92%	71%	85%
Critical Thinking (20)	**86%**	**86%**	**92%**	**88%**
Initial Recom (10)	78%	78%	88%	81%
Final Recom (10)	93%	94%	96%	94%
Legal Writing (40)	**89%**	**88%**	**90%**	**89%**
Memos (10)	90%	89%	94%	91%
Drafting (20)	86%	86%	88%	87%
Technical (10)	95%	91%	91%	92%

V. Discussion and Analysis of Assessment Findings

Based on the case table and analysis of data for the years 2013-2015, the Legal Writing (worth 40 points out of 200) competency maintained a 1% increase in scores from the first to the last of the three year period, while the Legal Research (worth 50 points out of 200) competency had a 4% increase. Communication (45 points out of 200); Presentation (20 points out of 200); and Organization (20 points out of 200) competencies all saw a decrease. Organization and the lack of A/V materials in the projects saw a drastic decline. The decrease is believed to be related to the students not aware of how to use current technology and software to implement of short-form presentation to their fellow students and myself, as the instructor. The use of a table of contents and a logical order to the project go hand-in-hand for a concise submission.

Upon reviewing the findings for MLO #2, in order to address the decrease in the Organization scores, the Paralegal, BAS program will be implementing more mandatory projects in core courses in the upper division to practice and demonstrate the compilation of a concise and organized submission of work product.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- In order to address the decrease in the Organization scores, the Paralegal, BAS program will be implementing more mandatory projects in core courses in the upper division to practice and demonstrate the compilation of a concise and organized submission of work product.
  - Christy Powers; Susan Demers / Aug 2016

  Budget / Planning Implications:

  n/a

- Hold yearly, mandatory program wide meetings for all students in PLA courses for all three programs: AS Degree; BAS Degree; and Post-Baccalaureate Certificate. Assuring course sequences are taken in relation to when courses are offered throughout the year will improve the student's understanding of a path to success in the legal profession. Internal Advising with PLA instructors has transitioned over the past year. We hope to have all PLA students assigned to and hold at least one meeting a semester with their program advisor.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

- Continue to recommend PLA 4944 as an elective which focuses heavily on Communication, Legal Research,

- Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

Budget / Planning Implications:

n/a

#3: Execute the technical skills, including legal research and writing, needed to succeed in the legal profession.

I. Use of Past Results

The Baccalaureate Capstone, PLA 4941, assesses all 5 program goals/learning outcomes. In the PLA 4941 Capstone project, students demonstrate all seven of the assessed competencies for MLO #3. In grading and assessing the projects, MLO #3 is clearly aligned to the requirements of the project and the criteria on which the projects are assessed. Each case/fact pattern has a cause of action or scenario which presents the necessary elements for review. Students are encouraged to identify the causal links that may or may not be present. After assessing the fact pattern and anticipated content necessary to complete the tasks assigned, the student completes two mandatory memoranda documenting: 1. the utilization of websites and references to begin work and 2. internal case practice manuals and guidelines as proscribed by the state or federal government(s). Preparing the student for success in this learning outcome starts with proper guidance and research into the particular area(s) of law that employed within each project. Each student is assigned a project and a supervising attorney to assist in facilitating this process. From that point, the student is expected to maintain contact throughout the project with the assigned supervising attorney.

Minor modifications to the wording of each of the 5 program goals/learning outcomes has been made to align each goal with current assessment of students enrolled in PLA 4941.

Original Goal 3: To develop the technical skills, including legal research and writing, needed to succeed in the legal profession.

The 2011-12 assessment report indicated the following results for program learning outcome 3:

The communication and legal writing competencies should show an increase over the next few years with the addition of the legal writing tutoring in the Learning Resource Center located on the Clearwater Campus Library. While students continue to exceed the minimum of 70% demonstration on each competency each year for MLO #3, areas in which improvement is needed are recognized and addressed for continuous program enhancements. The data reviewed for PLO 3 is a great reflection of the outstanding progress students have made in various areas of law. As noted in previous program goal action items, the Paralegal program plans to revise the rubric in the coming year to ensure that the program continues to meet the needs of stakeholders in the culminating project, namely students and potential employers.

II. Methodology

Means of Assessment: The PLA 4941 Capstone Project is the final culminating project through which students are able to demonstrate their competency in all 5 program goals/learning outcomes. In grading and assessing the projects, MLO #3 is clearly aligned to the requirements of the project and the criteria on which the projects are assessed. Each case/fact pattern has a cause of action or scenario which presents the necessary elements for critique. Students are encouraged to identify the causal links that may or may not be present. After assessing the fact pattern and research necessary to complete the tasks assigned, the student completes two mandatory memoranda documenting: 1. the utilization of websites and references to begin work and 2. internal case practice manuals and guidelines as proscribed by the state or federal government(s). Preparing students for success starts with proper guidance and research into the particular area(s) of law covered in each project. Each student is assigned a project and a supervising attorney to assist in facilitating this process. From that point, the student is expected to maintain contact throughout the project with the assigned supervising attorney.

Date(s) of Administration: 2013 through 2015

Method: Students are instructed and guided to determine the make up of the submission pursuant to course instructions and professor guidance. Each project has its own set of guidelines (parameters) as part of the initial fact pattern that are to be met as a minimum. Seven competencies within goal #3 are assessed: analytical, communication, presentation, organization, critical thinking, legal research, and legal writing.

Assessment Instrument: Projects are assessed using a rubric where one or more of the the seven criterion align to the five program goals. The rubric criteria are then paired with the guidelines provided for each type of case study. Both the guidelines in the project specs and the rubric are provided to students at the start of the term. While students complete various types of projects within the same course, there is a consistent and common core set of criteria on which students are assessed. Attached is a copy of the PLA 4941 Capstone Grading Rubric.

Population: All students enrolled in the PLA 4941 capstone course are assessed on the culminating project.

III. Criteria for Success

For each of the seven competencies within goal #3 that are assessed, there is a maximum number of available points (200 for all areas, combined) that contribute to the overall grade of the project (200 points total). Students are required to obtain a minimum of 140 out of 200 possible points (70%) in order to successfully demonstrate the program goal. When students feel they are experiencing difficulty with one area of the project, they are required to write an internal memorandum to the supervising attorney, identifying the questions they have; feedback is provided accordingly. Once students submit the project to be assessed, the grade is final unless a student has not met the minimum of 70% on the respective sections relating to each MLO. In cases where students do not meet the minimum requirements, they are given the opportunity to revise the project until the required competency level is met. Students cannot pass the course unless they complete the project.

IV. Summary of Assessment Findings

Competency (points)	Student Performance on MLO #3 Competencies: 2013 - 2015			
	2013 (n=37)	2014 (n=38)	2015 (n=17)	3yr Avg
Analytical (25)	**87%**	**85%**	**90%**	**87%**
Begin (5)	80%	79%	85%	81%
Middle (5)	79%	72%	89%	80%
End (5)	92%	91%	92%	92%
Communication (45)	**94%**	**96%**	**93%**	**94%**
Memo (10)	95%	96%	93%	95%
SA (10)	92%	93%	94%	93%
English (25)	95%	97%	93%	95%
Presentation (20)	**87%**	**88%**	**83%**	**86%**
Attend (5)	100%	100%	100%	100%
Concise (10)	88%	93%	91%	91%
A/V(5)	70%	68%	49%	63%
Organization (20)	**81%**	**82%**	**54%**	**72%**
TOC & Tabs (10)	70%	72%	36%	60%
Logtical Order (10)	92%	92%	71%	85%
Critical Thinking (20)	**86%**	**86%**	**92%**	**88%**
Initial Recom (10)	78%	78%	88%	81%
Final Recom (10)	93%	94%	96%	94%
Legal Research (30)	**93%**	**93%**	**97%**	**94%**
Relevant Law (10)	95%	94%	98%	95%
Regs/Rules (10)	94%	93%	96%	94%
Other Res (10)	91%	91%	98%	93%
Legal Writing (40)	**89%**	**88%**	**90%**	**89%**
Memos (10)	90%	89%	94%	91%
Drafting (20)	86%	86%	88%	87%

Technical (10)	95%	91%	91%	92%

V. Discussion and Analysis of Assessment Findings

Upon reviewing the findings for MLO #3, each of these program learning outcomes were discussed and analyzed above in #1 and #2, except Communication (45 points out of 200) and Legal Research (30 points out of 200) competencies.

Communication has a slight 1% decrease, while still maintaining a 94% average score. The elements of style in legal writing are more critically governed as words in the English language may have specific meaning within the law. Legal definitions have weight and authority which must be determined given the particular project area. Students continue to work with concise writing which effectively communicates the work product they are producing.

Legal Research had an increase of 4% with an overall average score of 94%. This is once again attributed to increased access to online research, both paid and unpaid databases and software programs. While the students continue to uncover the variety of resources available to them during their research, narrowing down what is reliable and correct is being refined through techniques in PLA 1104, Legal Research and Writing; PLA 2114, Advanced Legal Research; and PLA 4116, Legal Writing Seminar.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- In order to address the decrease in the Organization scores, the Paralegal, BAS program will be implementing more mandatory projects in core courses in the upper division to practice and demonstrate the compilation of a concise and organized submission of work product.
  - Christy Powers; Susan Demers / Aug 2016

  Budget / Planning Implications:

  n/a

- Hold yearly, mandatory program wide meetings for all students in PLA courses for all three programs: AS Degree; BAS Degree; and Post-Baccalaureate Certificate. Assuring course sequences are taken in relation to when courses are offered throughout the year will improve the student's understanding of a path to success in the legal profession. Internal Advising with PLA instructors has transitioned over the past year. We hope to have all PLA students assigned to and hold at least one meeting a semester with their program advisor.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

- Continue to recommend PLA 4944 as an elective which focuses heavily on Communication, Legal Research, Ethics, Memorandum Writing, and American General Law (Contracts, Business Organizations, and Civil Litigation). Taking PLA 4944 before or with PLA 4941 will enhance the understanding and overall approach to these projects.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

#4: Exhibit the ability to deliver professional and ethical legal services in a culturally and locally appropriate manner.

I. Use of Past Results

The Baccalaureate Capstone, PLA 4941, assess all 5 program goals/learning outcomes. In the PLA 4941 Capstone project, students demonstrate all seven of the assessed competencies for MLO #4. In grading and assessing the projects, MLO #4 is clearly aligned to the requirements of the project and the criteria on which the projects are assessed. Each case/fact pattern has a cause of action or scenario which presents the necessary elements for critique. Students are encouraged to identify the causal links that may or may not be present. After assessing the fact pattern and anticipated content necessary to complete the tasks assigned, the student completes two mandatory memorandums documenting: 1. the utilization of websites and references to begin work and 2. internal case practice manuals and guidelines as proscribed by the state or federal government(s). Setting the student up for success in this learning outcome starts with proper guidance and research into the particular area(s) of law that encompass each project. Each student is assigned a project and a supervising attorney to assist in facilitating this process. From that point, the student is expected to maintain contact throughout the project with the assigned supervising attorney.

The minor modification to the wording of each of the 5 program goals/learning outcomes is our attempt to make the goals clear in matching how we assess the PLA 4941 students. We are clarifying the goals to match what the student will graduate with upon completion of the BAS degree.

Original Goal 4: To develop students' ability to deliver professional and ethical legal services in a culturally and locally appropriate manner.

The 2011-12 assessment report indicated the following results for program learning outcome 4:

Based on the case table and analysis of data, Critical Thinking (worth 15 points out of 200), Legal Research (worth 50 points out of 200), and Communication (worth 25 points out of 200) each had a 2% decrease over 2007-2011 with a total average of 85%. Individual projects are assigned to each student while considering the following: prior areas of interest/disinterest; prior areas of competency; current employment in a particular area of law; and pre-law potential. As noted in previous program goal action items, the Paralegal program plans to revise the rubric in the coming year to ensure that the program continues to meet the needs of stakeholders in the culminating project, namely students and potential employers.

II. Methodology

Means of Assessment: Addressing requirements in MLO #4 presents many issues for the student that are both internal and external in the legal community. In addition to interacting with the "supervising attorney" for the case project, the student is required to complete a minimum of ten volunteer hours in the legal community. They receive 100 points for this in the PLA 4941 coursework which includes: 1. a learning contract between the student and the work site, 2. a reflection paper of the hours spent, and 3. a reflection piece on how the experience benefited the student by being placed in a live setting within the legal community. As part of our program's new initiatives, we have collaborated with legal aid services in the effective delivery of legal services in our local area. The Tampa Bay area and the State of Florida face many legal challenges particular to our region. When students are in a clinic, courtroom, or law office, the interactive learning and mentorship enhances the student's ability to deliver professional and ethical legal services in a culturally and locally appropriate manner.

Date(s) of Administration: 2013 through 2015

Method: Students are instructed and guided to determine the make up of the submission pursuant to course instructions and professor guidance. Each project has its own set of guidelines (parameters) as part of the initial fact pattern that are to be met as a minimum. Three competencies within goal #4 are assessed: communication, critical thinking, and legal research.

Assessment Instrument: Projects are assessed using a rubric, where one or more of the the seven criterion align to the five program goals. The rubric criteria are then paired with the guidelines provided for each type of case study. Both the guidelines in the project specs and the rubric are provided to students at the start of the term. While students complete various types of projects within the same course, there is a consistent and commoncore set of criteria on which students are assessed. Attached is a copy of the PLA 4941 Capstone Grading Rubric.

Population: All students enrolled in the PLA 4941 capstone course are assessed on the culminating project.

III. Criteria for Success

For the 2013-2015 Assessment Data, each of the three competencies within goal #4 had a maximum number of available points (95 for all areas, combined) that contribute to the overall grade of the project (200 points total). Students are required to obtain a minimum of 67 out of 95 possible points (70%) in order to successfully demonstrate the program goal. When students feel they are experiencing difficulty with one area of the project, they are required to write an internal memorandum to the supervising attorney, identifying the questions they have; feedback is provided accordingly. Once students submit the project to be assessed, the grade is final unless a student has not met the minimum of 70% on the respective sections relating to each MLO. In cases where students do not meet the minimum requirements, they are given the opportunity to revise the project until the required competency level is met. Students cannot pass the course unless they complete the project.

IV. Summary of Assessment Findings

	Student Performance on MLO #4 Competencies: 2013 - 2015			
Competency (points)	**2013 (n=37)**	**2014 (n=38)**	**2015 (n=17)**	**3yr Avg**

Communication (45)	**94%**	**96%**	**93%**	**94%**
Memo (10)	95%	96%	93%	95%
SA (10)	92%	93%	94%	93%
English (25)	95%	97%	93%	95%
Critical Thinking (20)	**86%**	**86%**	**92%**	**88%**
Initial Recom (10)	78%	78%	88%	81%
Final Recom (10)	93%	94%	96%	94%
Legal Research (30)	**93%**	**93%**	**97%**	**94%**
Relevant Law (10)	95%	94%	98%	95%
Regs/Rules (10)	94%	93%	96%	94%
Other Res (10)	91%	91%	98%	93%

V. Discussion and Analysis of Assessment Findings

Based on the case table and analysis of data for MLO #4,the point values were altered from 2013 moving forward. Critical Thinking was worth 15 points and it is now worth 15 points out of 200; Legal Research was 50 points and it is now worth 50 points out of 200; and Communication was worth 25 points and it is now worth 45 points out of 200. Each area had a slight increase over 2013-2015 with a total average of 94% in Communication and Legal Research respectively. Critical thinking steadied in at 85% for average scores during this time. Individual projects are assigned to each student while considering the following: prior areas of interest/disinterest; prior areas of competency; current employment in a particular area of law; and pre-law potential. As noted in previous program goal action items, the Paralegal program plans to continually revise project areas in the coming year to ensure that the program continues to meet the needs of stakeholders in the culminating project, namely students and potential employers.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Hold yearly, mandatory program wide meetings for all students in PLA courses for all three programs: AS Degree; BAS Degree; and Post-Baccalaureate Certificate. Assuring course sequences are taken in relation to when courses are offered throughout the year will improve the student's understanding of a path to success in the legal profession. Internal Advising with PLA instructors has transitioned over the past year. We hope to have all PLA students assigned to and hold at least one meeting a semester with their program advisor.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

- Continue to recommend PLA 4944 as an elective which focuses heavily on Communication, Legal Research, Ethics, Memorandum Writing, and American General Law (Contracts, Business Organizations, and Civil Litigation). Taking PLA 4944 before or with PLA 4941 will enhance the understanding and overall approach to these projects.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

| **#5:** | Demonstrate an advanced knowledge and understanding of the American legal system. |

I. Use of Past Results

The Baccalaureate Capstone, PLA 4941, assess all 5 program goals/learning outcomes. In the PLA 4941 Capstone project, students demonstrate five of the assessed competencies for MLO #5. In grading and assessing the projects, MLO #5 is clearly aligned to the requirements of the project and the criteria on which the projects are assessed. Each case/fact pattern has a cause of action or scenario which presents the necessary elements for critique. Students are encouraged to identify the causal links that may or may not be present. After assessing the fact pattern and anticipated content necessary to complete the tasks assigned, the student completes two mandatory memorandums documenting: 1. the utilization of websites and references to begin work and 2. internal case practice manuals and guidelines as proscribed by the state or federal government(s). Setting the student up for success in this learning outcome starts with proper guidance and research into the particular area(s) of law that encompass each project. Each student is assigned a project and a supervising attorney to assist in facilitating this process. From that point, the student is expected to maintain contact throughout the project with the assigned supervising attorney.

The minor modification to the wording of each of the 5 program goals/learning outcomes is our attempt to make the goals clear in matching how we assess the PLA 4941 students. We are clarifying the goals to match what the student will graduate with upon completion of the BAS degree.

Original Goal 5: To provide students' with an advanced knowledge and understanding of the American legal system.

The 2011-12 assessment report indicated the following results for program learning outcome 5:

The communication and legal writing competencies should show an increase over the next few years with the addition of the legal writing tutoring in the Learning Resource Center located on the Clearwater Campus Library. While students continue to exceed the minimum of 70% demonstration on each competency each year for MLO #3, areas of improvement are still recognized and addressed for continuous program enhancements. The data outlined in the previous section is a great reflection of the outstanding progress students have made in various areas of law. As noted in previous program goal action items, the Paralegal program plans to revise the rubric in the coming year to ensure that the program continues to meet the needs of stakeholders in the culminating project, namely students and potential employers. Individual projects are assigned to each student while considering the following: prior areas of interest/disinterest; prior areas of competency; current employment in a particular area of law; and pre-law potential.

II. Methodology

Means of Assessment: For the last and final MLO #5, understanding the American Legal System ("ALS") is best taught through a series of various teaching methods. All prior Learning Outcomes considered, PLA 4941 is an opportunity to challenge a student to provide an attorney with a complex assessment supported by legal research. Rogue memorization and recitation of an infinite number of elements of causes of actions are not the ultimate goals. The ALS is an essential flow chart and system of avenues to resolve disputes or matters in law or equity. As highlighted in MLO #1, which assessed both critical thinking and legal research, students are given initial memorandums to start the chain of investigation of the case they have been assigned.

Date(s) of Administration: 2013 through 2015

Method: Students are instructed and guided to determine the make up of the submission pursuant to course instructions and professor guidance. Each project has its own set of guidelines (parameters) as part of the initial fact pattern that are to bemet as a minimum. Five competencies within goal #5 are assessed: analytical, presentation, critical thinking, legal research, and legal writing .

Assessment Instrument: Projects are assessed using a rubric, where one or more of the seven criterion align to the five program goals. The rubric criteria are then paired with the guidelines provided for each type of case study. Both the guidelines in the project specs and the rubric are provided to students at the start of the term. While students complete various types of projects within the same course, there is a consistent and common core set of criteria on which students are assessed. Attached is a copy of the PLA 4941 Capstone Grading Rubric.

Population: All students enrolled in the PLA 4941 capstone course are assessed on the culminating project.

III. Criteria for Success

For the 2013-2015 Assessment Data, each of the five competencies within goal #5 had a maximum number of available points (135 for all areas, combined) that contribute to the overall grade of the project (200 points total). Students are required to obtain a minimum of 95 out of 135 possible points (70%) in order to successfully demonstrate the program goal. When students feel they are experiencing difficulty with one area of the project, they are required to write an internal memorandum to the supervising attorney, identifying the questions they have.

feedback is provided accordingly. Once students submit the project to be assessed, the grade is final unless a student has not met the minimum of 70% on the respective sections relating to each MLO. In cases where students do not meet the minimum requirements, they are given the opportunity to revise the project until the required competency level is met. Students cannot pass the course unless they complete the project.

IV. Summary of Assessment Findings

Competency (points)	Student Performance on MLO #5 Competencies: 2013 - 2015			
	2013 (n=37)	2014 (n=38)	2015 (n=17)	3yr Avg
Analytical (25)	**87%**	**85%**	**90%**	**87%**
Begin (5)	80%	79%	85%	81%
Middle (5)	79%	72%	89%	80%
End (5)	92%	91%	92%	92%
Presentation (20)	**87%**	**88%**	**83%**	**86%**
Attend (5)	100%	100%	100%	100%
Concise (10)	88%	93%	91%	91%
A/V(5)	70%	68%	49%	63%
Critical Thinking (20)	**86%**	**86%**	**92%**	**88%**
Initial Recom (10)	78%	78%	88%	81%
Final Recom (10)	93%	94%	96%	94%
Legal Research (30)	**93%**	**93%**	**97%**	**94%**
Relevant Law (10)	95%	94%	98%	95%
Regs/Rules (10)	94%	93%	96%	94%
Other Res (10)	91%	91%	98%	93%
Legal Writing (40)	**89%**	**88%**	**90%**	**89%**
Memos (10)	90%	89%	94%	91%
Drafting (20)	86%	86%	88%	87%

| Technical (10) | 95% | 91% | 91% | 92% |

V. Discussion and Analysis of Assessment Findings

Upon reviewing the findings for MLO #5, each of these program learning outcomes were discussed and analyzed above. In researching the studies of American General Law in prior classes (throught the use of Subsquent Courses Taken through Business Intelligence software), the students who maintained the highest scores which demonstrate a detailed and concise understanding of the American Legal System had taken classes such as PLA 4944, Paralegal Certificate Capstone and PLA 4225, Civil Trial Practice. PLA 4944 focuses heavily on Communication, Legal Research, Ethics, Memorandum Writing, and American General Law (Contracts, Business Organizations, and Civil Litigation). Hence, these courses will continue to be recommended to the students before or while they are in the PLA 4941 Capstone Course.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Hold yearly, mandatory program wide meetings for all students in PLA courses for all three programs: AS Degree; BAS Degree; and Post-Baccalaureate Certificate. Assuring course sequences are taken in relation to when courses are offered throughout the year will improve the student's understanding of a path to success in the legal profession. Internal Advising with PLA instructors has transitioned over the past year. We hope to have all PLA students assigned to and hold at least one meeting a semester with their program advisor.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

- Continue to recommend PLA 4944 as an elective which focuses heavily on Communication, Legal Research, Ethics, Memorandum Writing, and American General Law (Contracts, Business Organizations, and Civil Litigation). Taking PLA 4944 before or with PLA 4941 will enhance the understanding and overall approach to these projects.
  - Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks / Aug 2016

  Budget / Planning Implications:

  n/a

Action Plan

Category Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success		
A1. Identify needs and address ways to improve overall student success		
In order to address the decrease in the Organization scores, the Paralegal, BAS program will be implementing more mandatory projects in core courses in the upper division to practice and demonstrate the compilation of a concise and organized submission of work product. **Budget / Planning Implications:** n/a	#2, #3	Christy Powers; Susan Demers Aug 2016
A2. Other		
Hold yearly, mandatory program wide meetings for all students in PLA courses for all three programs: AS Degree; BAS Degree; and Post-Baccalaureate Certificate. Assuring course sequences are taken in relation to when courses are offered throughout the year will improve the student's understanding of a path to success in the legal profession. Internal Advising with PLA instructors has transitioned over the past year. We hope to have all PLA students assigned to and hold at least one meeting a semester with their program advisor. **Budget / Planning Implications:** n/a	#1, #2, #3, #4, #5	Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks Aug 2016
D. Improve Assessment Methodology		
D7. Align General Education/Program Assessments with assessment tools used in instructors' courses		
Continue to recommend PLA 4944 as an elective which focuses heavily on Communication, Legal Research, Ethics, Memorandum Writing, and American General Law (Contracts, Business Organizations, and Civil Litigation). Taking PLA 4944 before or with PLA 4941 will enhance the understanding and overall approach to these projects. **Budget / Planning Implications:** n/a	#1, #2, #3, #4, #5	Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks Aug 2016

Approvals

Program Administrators:
Christy Powers - Instructor in Charge
Susan Demers - Dean, College of Policy Ethics and Legal Studies

Approved by Susan Demers - Dean, College of Policy Ethics and Legal Studies on Nov 10, 2015

Educational Outcomes Coordinators:
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Nov 20, 2015

Dean:
Susan Demers - Dean, College of Policy Ethics and Legal Studies

Approved by Susan Demers - Dean, College of Policy Ethics and Legal Studies on Dec 22, 2015

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Dec 23, 2015

Program Assessment Followup Report

Program: College of Policy and Legal Studies: Paralegal, BAS
Option: Paralegal
Report Year: 2014-15

Drafted by Christy Powers on Aug 25, 2016

Program Learning Outcomes

#1: Acquire and implement advanced critical thinking and analytical skills needed to effectively problem solve.

#2: Demonstrate the appropriate use of communication and organizational skills within and outside the legal system.

#3: Execute the technical skills, including legal research and writing, needed to succeed in the legal profession.

#4: Exhibit the ability to deliver professional and ethical legal services in a culturally and locally appropriate manner.

#5: Demonstrate an advanced knowledge and understanding of the American legal system.

Action Plan

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success			
A1. Identify needs and address ways to improve overall student success			
	In order to address the decrease in the Organization scores, the Paralegal, BAS program will be implementing more mandatory projects in core courses in the upper division to practice and demonstrate the compilation of a concise and organized submission of work product. **Explanation:** Since many legal professionals are striving for electronic organization, we have exposed students to various standard operating procedures for organization of legal documents and filings. Students are still required to submit a paper binder.	#2, #3	Christy Powers; Susan Demers Aug 2016
A2. Other			
	Hold yearly, mandatory program wide meetings for all students in PLA courses for all three programs: AS Degree; BAS Degree; and Post-Baccalaureate Certificate. Assuring course sequences are taken in relation to when courses are offered throughout the year will improve the student's understanding of a path to success in the legal profession. Internal Advising with PLA instructors has transitioned over the past year. We hope to have all PLA students assigned to and hold at least one meeting a semester with their program advisor. **Explanation:** Very successful efforts are continuing with in-house advising. We hold yearly program wide meetings to complete learning plans, registration, and career planning. We also meet with PLA 1003 entering classes each semester to guarantee an Academic Pathway through course rotations and sequencing.	#1, #2, #3, #4, #5	Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks Aug 2016
D. Improve Assessment Methodology			
D7. Align General Education/Program Assessments with assessment tools used in instructors' courses			
	Continue to recommend PLA 4944 as an elective which focuses heavily on Communication, Legal Research, Ethics, Memorandum Writing, and American General Law (Contracts, Business Organizations, and Civil Litigation). Taking PLA 4944 before or with PLA 4941 will enhance the understanding and overall approach to these projects. **Explanation:** We have seen a slight increase in the PLA 4944 enrollment of the PLA 4941 students. The classes are offered on Wednesday evenings in succession and every semester. This makes it a convenient elective. All efforts to promote this elective will continue.	#1, #2, #3, #4, #5	Christy Powers; Susan Demers; Rachel Bennett; Deborah Eldridge; and Ian Banks Aug 2016

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
	There are no items to display		

Evaluation of the Impact of Action Plan Items on Program Quality

We continue to celebrate the successes of our students and alums via increased exposure to practical and relevant solutions to law office management and legal research/writing. We continue to strive to promote internal offerings in skills based assignments and projects.

Approvals

Program Administrators:
Christy Powers - Instructor in Charge
Susan Demers - Dean, College of Policy Ethics and Legal Studies

Approved by Christy Powers - Instructor in Charge on Aug 25, 2016

Educational Outcomes Coordinators:
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Aug 25, 2016

Dean:
Susan Demers - Dean, College of Policy Ethics and Legal Studies

Approved by Susan Demers - Dean, College of Policy Ethics and Legal Studies on Dec 5, 2016

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Dec 6, 2016

Appendix C: 2016 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for April 2016 and September 2016 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:
http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm

Paralegal Studies - BAS
2016-17 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

ST. PETERSBURG COLLEGE
PARALEGAL STUDIES PROGRAM
ADVISORY COMMITTEE MEETING

April 14, 2016, Clearwater Campus, Clearwater, Florida
5:30-7:00pm

MEETING MINUTES

PRESENT: Susan Demers, Christy Powers, Deborah Eldridge, Rachel Bennett, Ian Banks, Karen McLead, Ellen Poole, Rebecca Frank, Anona Johnson on behalf of Nathan Suedmeyer, and new member: Heather Arbuckle (student graduating next month with BAS in PLA) with the Pinellas County Sheriff's Office.

The meeting was called to order at 5:35 p.m. in Room SS 160 on the Clearwater Campus.

Following roll call and introductions, Dean Demers began the discussion with recent awards and recognitions in the Department. Dr. Powers is in her 10th year at SPC; Dr. Bennett has the largest club on the Clearwater Campus with the Legal Studies Society; and Dr. Eldridge has been charged with restructuring BUL 2241 Business Law I on behalf of the entire college.

Dr. Eldridge spoke about the online revitalization. She created courses to promote consistency in the BUL (Business Law) courses. Online engagement is the most recent task. The Committee was shown a sample of Week 6, BUL 3564 Legal Aspects of Managing Technology. They were able to see the major learning outcomes and the WebEx Meetings that are used in the virtual world to communicate effectively. The Committee was thrilled to see that a balance was achieved with a standard course offered college-wide and the high level of online engagement.

Additionally, projects were profiled from BUL 3564 to examine organization structural change; soft skills in communication and online presence; and live streaming and the recording of the material.

Dr. Powers asked the Committee if they felt that WebEx was useful and are there other tools and resources. Then she opened the floor to comments about how to adjust and prepare our students for all the changes in technology in the law offices and corporations.

A. Johnson said they utilize Skype and K. McLead said they will create virtual space for communication where necessary with clients.

Dr. Powers spoke about the new requirement in PLA 4941 Paralegal Studies Capstone where the students are required to present their project to the class by using video technology and document retrieval tools.

H. Arbuckle said it was a useful component to the exercise as many can be resistant to technology. She found it useful and a nice learning experience.

R. Frank then asked about technology and e-filing.

K. McLead asked why practitioners are finding this difficult to complete and intimidating.

Dr. Bennett stated that in working with the Clerk's Office, there is not mock account we can create, but the Clerk's Office has created a lot of e-filing tutorials from training with the State filings. All Federal filings are done through the PACER system.

Dr. Powers then asked how the Committee felt about e-discovery and where they would see it in the curriculum.

A. Johnson said it is useful to learn conversion of documents and what the court expects while protecting your client's information. E-discovery would not be useful as a separate class but it should be imbedded throughout relevant classes.

Dr. Bennett and Dr. Banks then reviewed the current status of the PLA 1104 Legal Research and Writing and PLA 2203 Civil Litigation classes as needing an overhaul to assure that information was current.

Dr. Bennett mentioned that the technology knowledge is going to be increased in the AS program as well as providing technology assignments to adjunct instructors.

Dr. Powers introduced the ongoing topic of Enrollment, Graduation, and Success Rates. Over 40 students will be graduating in May 2016.

Current Registration for Summer 2016 reviewed. Course management Details showing current course enrollment; unduplicated headcount (2011-2015); and success and percent full rates were examined from Summer 2015. (See attached Statistics Handout) All statistics were pulled from Business Intelligence software retained by SPC.

Dr. Powers passed around the Statistics Handout for each member to examine. We are currently for summer 76% full at the lower division and 98% full at the upper division. This includes all BUL classes as well.

Dr. Powers then opened the floor to comments regarding Post Degree Certificate v. Post-Baccalaureate Degree Certificate. Each member of the Committee was very vocal on three themes: it would overwhelm the field with too many qualified applicants (which is an issue already); preserve the quality and integrity of the Post-Baccalaureate Certificate and students; and this was not the best way to increase enrollment.

Dr. Powers then opened the floor to comments regarding St. Pete Gibbs Campus Offerings as a down/south county option OR having all class offerings at the Clearwater Campus.

K. McLead stated that we would end up losing a lot of students if we moved everything to Clearwater.

E. Poole and R. Frank also felt that HEC was not the best option for a south county campus over lack of resources.

Dr. Powers then introduced the Essential Functions List. Call to the Committee to change section I, Computer Proficiency.

The Committee assisted with rewording and restructuring the computer competencies necessary to work through the program and hold a career in the legal field. (Essential Functions Checklist as amended 4/14/16).

Dr. Christy Powers adjourned the meeting with a reminder of the Fall 2016 meeting. The meeting ended at 6:58pm.

ST. PETERSBURG COLLEGE
PARALEGAL STUDIES PROGRAM
ADVISORY COMMITTEE MEETING

September 14, 2016, Clearwater Campus, Clearwater, Florida
4:30-5:30pm

MEETING MINUTES

PRESENT: Christy Powers, Deborah Eldridge, Rachel Bennett, Ian Banks, Karen McLead, Nathan Suedmeyer, Jenica Ibarra, and Ellen Poole (attending on Friday as well), Dean Susan Demers (out of country).

The meeting was called to order at 4:35 p.m. in Room SS 160 on the Clearwater Campus.

Following roll call and introductions, Christy Powers announced her new role as Academic Chair of the PLA Programs.

Dr. Powers gave brief description of Friday's Workforce Connections event where different students and panelists from the college community will be discussing their experiences.

Ms. Poole said she would be attending that event and was interested in connecting with CCIT/Engineering and the Fire Science Departments. Also stated that Charlie Rodgers finished his internship for Piper Fire and would be happy to re-open the pool for consideration of more students.

Dr. Eldridge stated in her capacity as Paralegal Studies Internship Coordinator/Instructor, she would be thrilled to re-post the position. Additionally, she provided information on her award for Online Innovations Monday Morning Breakfast Bytes-5 minute vignettes. Overall, the Bytes consist of front-loading important weekly information including but not limited to review of directions and assignments.

Ms. McLead asked if this was a simultaneous discussion. Dr. Eldridge stated it is a recording, but live stream questioning is available within MyCourses.

Dr. Eldridge reiterated she does live WebEx meetings to utilize guest speakers and such. Mr. Suedmeyer presented within her various courses. Students can login but for those who cannot, they are recorded videos. Student success has been impacted by these meetings and recordings.

Dr. Powers introduced the concept of having low or no-cost open source materials v. print textbooks from publishers.

Ms. Poole stated that not all are savvy electronically. There was something to be said for having a textbook that was comprehensive. Discussion with the group ensued regarding how we all learn from e-text to paper text.

Ms. Ibarra stated that larger universities utilize open access to create repositories and E-books. Some schools such as USF, also partner ProCopy to assist with text affordability.

Mr. Suedmeyer weighed in with stating that open source creations would be a lot of work for the professor to compile. Students find a way to obtain a textbook even though there is a cost. Other options to utilize technology.

Ms. McLead stated you must balance reducing quantity of material and cost v. providing materials necessary for the law or legal course.

Ms. Ibarra said she would look into what SPC maintains and explore some options for areas such as Business Law and other legal resources to supplement.

Dr. Powers introduced the ongoing topic of Enrollment, Graduation, and Success Rates. The Fall 2016 statistics were reviewed. Course management Details showed current course enrollment at 101% for the UD and 86% for the LD.

Dr. Powers discussed new Accessibility Resources department which replaces Disability Resources. Referred to new paragraphs in our syllabus which reference as such.

Additionally, new Immigration Law professor Ahmad was hired. And all PLA 1003 Intro classes are full and over capacity. In-class outreach is being performed to assure the Academic Pathways are employed.

Dr. Bennett provided updated information on the switch from HEC to Gibbs Classes and that classes are going well. Additionally provided updates on the new curriculum PLA 1104 Legal Research & Writing and PLA 2203 Civil Litigation I.

Overall it was decided to alternate the writing courses to make the materials more digestible. PLA 1104 is very limited in writing so they can now focus on finding materials first.

Ms. McLead states writing can be intimidating. Research was lacking and needed improvement.

Dr. Bennett also provided a status update on PLA 2203 Civil Litigation I which she co-taught this summer with former student, paralegal, and lawyer, Ray Carr. Together, they reviewed the course to re-hash content and utilize more skills.

Mr. Suedmeyer stated that civil procedure and civil litigation are very different to learn as is Pre-trial practice. What are the differences?

Dr. Bennett noted the differences and challenges of 25 students. There is a lot of time spent grading a complaint. A lot of time spent teaching answers, discovery, etc. Substantive assignments suggestions?

Dr. Powers then opened the floor to comments regarding PLA 2203.

Mr. Suedmeyer-Federal Pre-Trial practice difficult but very beneficial. Suggested putting students on teams of 2/2 to exchange pleadings and responses.

Ms. McLead and Ms. Poole both felt it very important but break down the process even more. And then add on the court system. How do you get there? That is the student's main question between a rule and a pleading.

Mr. Suedmeyer reiterated teaching style and that each person is responsible for something, so they feel as if they were engaged by becoming an expert on a particular concept in class. This could, in turn, reduce workload and get same or better outcome with student success.

Dr. Bennett transitioned into explaining how the LSS has partnered with St. Pete Bar Foundation for Oktoberfest for Community Law Program. Sponsor table but networking open for students/participants. Additionally, the Clearwater Bar Association will be staffing their law day on this campus Oct 15th. There are also additional opportunities to partner south county for the LawFest Midtown. Judges Pierce and Andrews generally seek out our students to assist that day as well.

Dr. Bennett brought up the LSS Tallahassee Trip Proposal. Since only a small number of students are funded to attend the invite provided by Justice Quince to attend live oral arguments, the LSS will have an essay contest to select the participants. She asked the Committee if they would be willing to be the deciding Judges for the applications/requests.

Dr. Bennett introduced the new Clearwater Library partnership and construction that is now occurring on campus. Brought up the topic of Westlaw access in the public library. One computer and anyone can utilize it? Two or three passwords on specific computers?

Ms. McLead and Ms. Poole stated they never/rarely use Westlaw in their specific area. It is very much a "use it or lose it" skill. In house corps jobs really won't use it. Not realistic. Out of 100 paralegals, maybe 5% or less on a regular basis trained by Westlaw.

Mr. Suedmeyer found it highly useful because he is in IP and that field promotes it. WestlawNext was a business model that costs him $400-500 monthly. Practitioner specific.

Dr. Powers asked Committee on thoughts concerning balance between the College being overall down 3% and our programs are steady and rising in full classes. Committee suggested that we keep promoting offerings that lead to employability. If we are over 100% full, there are still room for additional sections in need based areas.

Dr. Christy Powers thanked the Committee for their time and adjourned the meeting with a reminder of the Fall 2016 meeting. The meeting ended at 5:28pm. Legal Studies Society meeting started promptly at 5:30pm.