Paralegal Studies - AS

Enhanced Comprehensive Academic Program Review 2018-19

Associate in Science Degree:
Paralegal Studies

Academic Effectiveness and Assessment
St. Petersburg College

September 2019

Enhanced Comprehensive Academic Program Review Produced by

Paralegal Studies – AS 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

SPC's Associate in Science Paralegal Studies program trains students for a career as a legal assistant or paralegal in law firms, governmental entities and corporate legal departments. SPC's A.S. transfers to their B.A.S. in Paralegal Studies, which is the only public baccalaureate program in Paralegal Studies in Florida approved by the American Bar Association. As part of the program, students can specialize in up to three areas, which include: Estate and Guardianship Administration, Corporations, Real Estate, Family Law, Civil Litigation, and Criminal Litigation.

Degree Offered

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

Program Performance

- *Actual Course Enrollment* decreased in 2017 (764) from the previous year (855).
- *Unduplicated Headcount* decreased in 2017 (266) from the previous year (297).
- *SSH Enrollment* decreased in 2017 (2,216) from the previous year (2,477).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2018 (71.6%) from Fall 2017 (66.7%).
- The *course success rate* increased in 2017 (83.7%) from the previous year (81.3%).
- *Grade Distribution* indicated that almost three-quarters of the students (75.2%) received an 'A', 'B' or 'C' during 2017.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Paralegal Studies program for evidence of certification attainment at the associate level.
- *Internship Enrollment* for PLA2940 increased between Fall 2017 (10), Spring 2018 (12) and Fall 2018 (13).
- *Program Plans Taken by Plan* revealed that more than one-third of the students who were enrolled in the program during fall 2016, and had not graduated, remained in the program by fall 2017. By fall 2018, less than one-fifth of the original (fall 2016) LEGAL-AS 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 - AS program decreased in 2017 (22) from the previous year (25).
- *Fulltime Faculty* taught 62.0% of the ECHs in 2017-18 as compared to 56.3% in 2016-17. Adjunct Faculty taught 38.0% of the ECHs in 2017-18 as compared to 43.7% in 2016-17.
- The highest semester for Adjunct ECHs was Spring 2014-15 in which adjunct faculty taught 78.8% of the program's course load. The three-semester average

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for adjuncts (38.0%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile
- One *occupation description,* Paralegals and legal assistants was located in the Florida Department of Economic Opportunity (DEO) website for the Paralegal Studies – AS program.
- The *2018 median hourly earnings* for Paralegals and legal assistants was $22.45 in Florida and $23.66 in Pinellas County.
- *Employment trend information* for Paralegals and legal assistants showed an average annual increase (16.5% - 16.8%) for the period between 2018 and 2026 across the state and county.
- The *major employers* of the Paralegal Studies – AS graduates are the State Attorney's Office, Public Defender's Office, Pinellas County Clerk's Office, Law Offices of Carey, Leisure, and Neal, Pinellas County Government, Whittel & Melton, P.A., Sessions, Fishman, Nathan, & Israel, LLC, Florin Roebig, Fifth Third Bank, Pinellas County School District, State Farm Insurance Company, Law Offices of Will Flores, P.A., and Medicaid Done Right, LLC.
- *Total Placement* in the Paralegal Studies – AS program decreased in 2016-17 (95%) from the previous year (96%).
- *State Graduates data* indicated that five-hundred and one students completed one of twenty state Paralegal Studies - AS programs in 2016-17, of those 378 had some matching state data and were employed. Eighty-three percent (83%) of those state graduates were employed at least a full quarter.

Academics
- The *2016-17 Academic Program Assessment Report* indicated that the desired results were met for seven of the nine Program Learning Outcomes (PLOs) assessed in the Paralegal Studies – AS Program. The criteria for success were met for all semesters for PLOs 2 through 8; however, for PLOs 1 and 9, the criteria for success were met for most, but not all semesters.
- The *2016-17 Academic Program Assessment Follow-Up Report* was completed in September 2018. Two of the three actions were completed, and the results published in the 2016-17 follow-up report. The next assessment report is scheduled to be completed during the 2019-20 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 – AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Twenty-one *Recent Alumni surveys* were provided to the 2016-17 graduates of the Paralegal Studies – AS program. Ten percent of the graduates responded to

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the survey (2 of the 21). 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:

- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "Change career fields"; while the remaining 50.0% selected "Earn more money".
- 50.0% of recent graduate survey respondents indicated that SPC did "Exceptionally well" in helping them meet their goal; while the other 50.0% stated "Very well".
- 100.0% of recent graduate survey respondents would recommend SPC's Paralegal Studies - AS program to another.

- *Employer surveys* are sent out based on the permissions provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.

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

Issues: Nationwide paralegal program enrollment is declining as employment figures rise. There are a large number of upcoming job openings in traditional paralegal areas such as real estate and probate nationwide but fewer program graduates across the state and nation. The upcoming national paralegal educator's conference has two panels devoted to recruiting students in law firms.

Trends: The program is in the process of streamlining curriculum to eliminate electives and mandate a broader range of skills to meet the needs of diverse law practices in our area. While many lawyers in specific fields are becoming more specialized, the vast majority of our local bar members are employed to small or solo firms. This requires that paralegals have a broader range of knowledge and skills. Thus the need for a mandated general curriculum rather that specialized tracks.

Successes include re-approval by the American Bar Association for an additional 7-year term. Ours was one of the initial programs to work through the process with the new online application and documentation process. This should allow us to maintain continuous documentation inside the system and will obviate the necessity to compile data for the interim and final reports as the information will already be entered in the system.

Students in our AS program are recruited with regularity by local agencies and law firms. Students are often employed while going through the program. We have great success with placement upon graduation for those remaining students.

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://web.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.
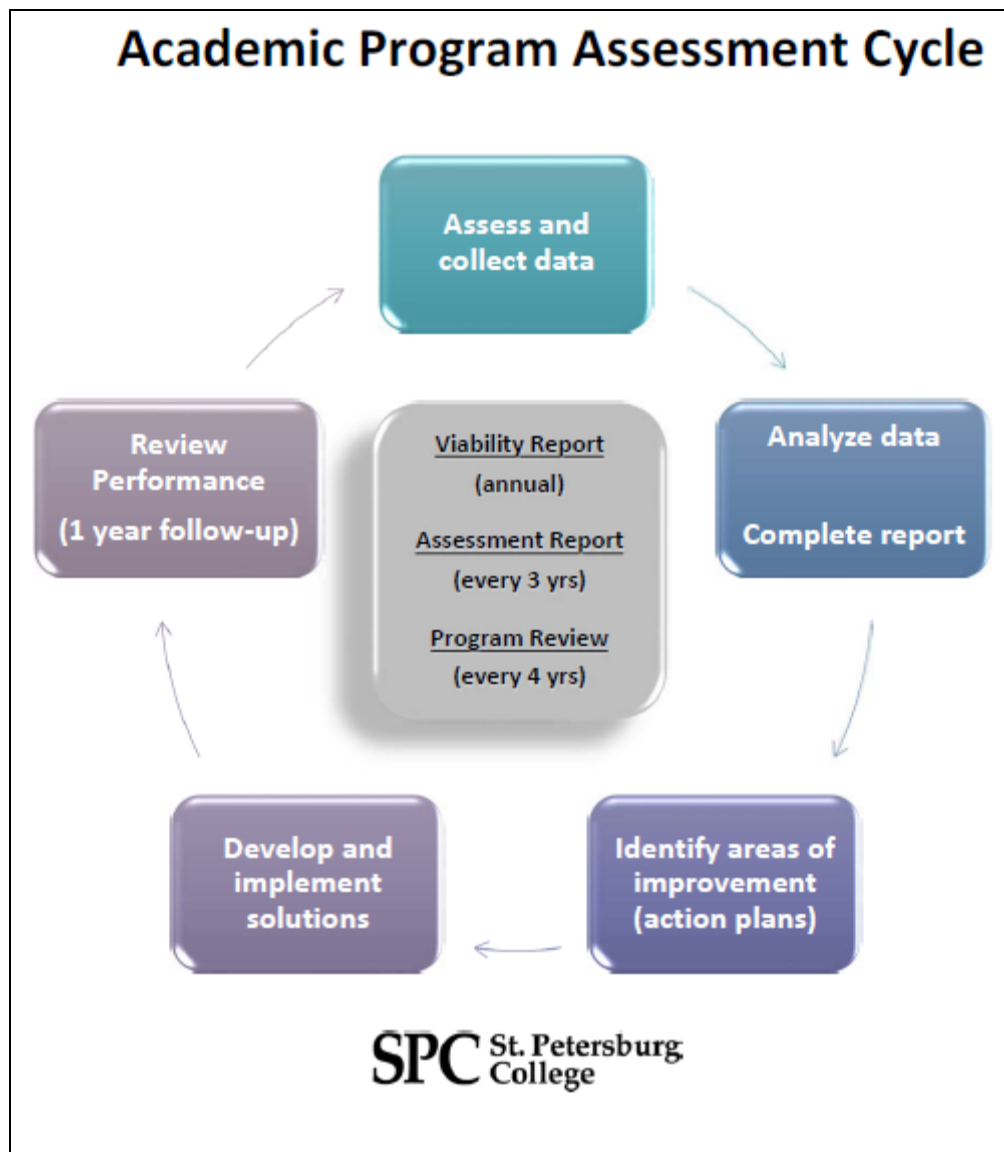
Figure 1: Academic Program Assessment Cycle

Program Description

SPC's Associate in Science Paralegal Studies program trains students for a career as a legal assistant or paralegal in law firms, governmental entities and corporate legal departments. SPC's A.S. transfers to their B.A.S. in Paralegal Studies, which is the only public baccalaureate program in Paralegal Studies in Florida approved by the American Bar Association. As part of the program, students can specialize in up to three areas, which include: Estate and Guardianship Administration, Corporations, Real Estate, Family Law, Civil Litigation, and Criminal Litigation.

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

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

Accreditation
The Paralegal Studies Program is accredited by the American Bar Association. The program was last accredited in 2011, and the next accreditation was scheduled for 2018.

Program Learning Outcomes
1. The student will demonstrate the ability to analyze a problem; identify and evaluate alternative solutions; formulate logical solutions to problems; construct logical arguments in support of specific positions; evaluate solutions and arguments; and determine which areas of law are relevant to a particular situation. (Critical Thinking)
2. The student will demonstrate the ability to organize and manage information effectively and the ability to manage time efficiently. (Organizational)
3. The student will demonstrate the ability to interact effectively, in person, by telephone and in written correspondence with lawyers, clients, witnesses, court personnel, co-workers, and other business professionals. (Communication)
4. The student will demonstrate the ability to competently use the tools of research available in a standard law library, "cite check" the legal sources, run a computer assisted legal research program,

and incorporate the results of the research into a proper memorandum format. (Legal Research)

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

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

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

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

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

Measure Descriptions

The CAPR reports include twenty-two 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 2018. 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:** 2014, 2015, 2016, 2017
- **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:** 2014, 2015, 2016, 2017
- **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:** 2014, 2015, 2016, 2017
- **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:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

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:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

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:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

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.*

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:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

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:** 2016-17 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2016-17 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
  Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **All other filters:** All

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:** 2014, 2015, 2016, 2017
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All

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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 2019)*

Measure #13: *Capital Expenditures (will be available by December 2019)*

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2018) refers to the average annual job openings due to growth and net replacement; % Change (2018-2026) 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 2019)*

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.

Program Performance

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SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site   🔍

CAPR > Enrollment

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

Enrollment Count Graph
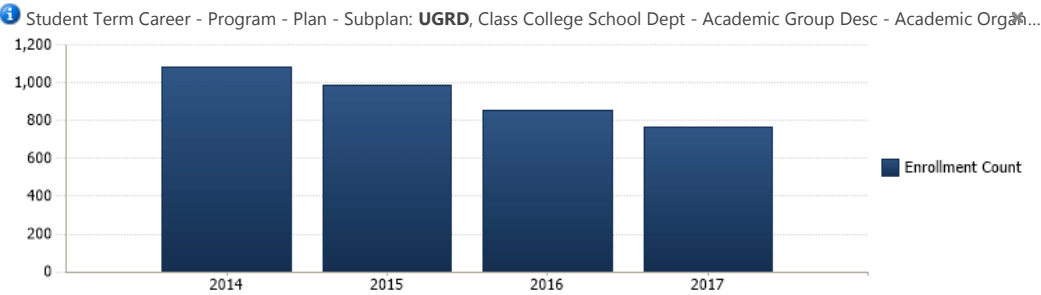
ℹ Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organ…

Legend: ■ Enrollment Count

Enrollment Count

ℹ Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organ…

Term Academic Year - Term Desc	Enrollment Count
▷ 2014	1,082
▷ 2015	986
▷ 2016	855
▷ 2017	764

Student System Cube Refresh

Last Refresh: 1/24/2019 5:45:54 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi   [2014, 2015, 2016, 2017 ⌄]

Campus Description   [All ▾]

Academic Plan - Multi   [All ▾]

College - Group - Acad Org - Subject   [PLA1003, PLA1104, PLA1194, PLA1361, PLA… ▾]

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   [ ]

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SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Academic Program Viability Report > Enrollment

Search this site

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **34 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class ...

Viability Report Process Document

📄 Viability Report Process Document
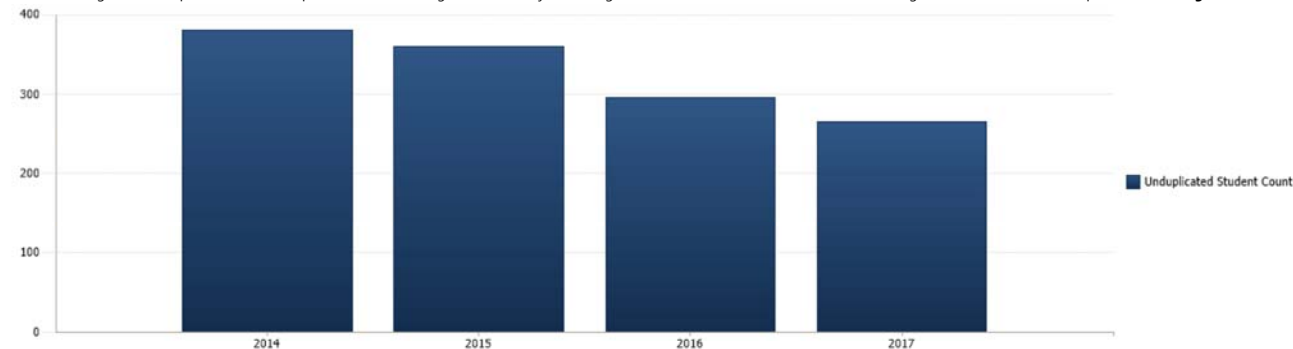
Unduplicated Student Count

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **34 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class ...

Term Academic Year - Term Desc	Unduplicated Student Count
▷ 2014	380
▷ 2015	360
▷ 2016	297
▷ 2017	266

Academic Year - Term Desc - Multi   2014, 2015, 2016, 2017 ⌄

Campus Description   All

Career - Program - Plan - Subplan - Multi   Undergraduate ⌄

College - Group - Acad Org - Subject   PLA1003, PLA1104, PLA1194, PLA1361,... ⌄

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 ⌄

SharePoint

Newsfeed   OneDrive   Sites   Robert Mohr III ▾   ?

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**
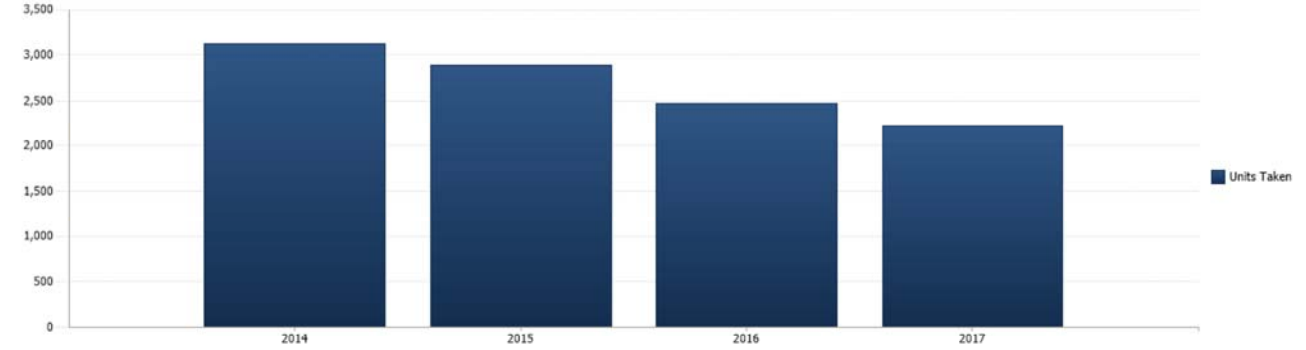
Search this site   ▾ 🔍

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph

ℹ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **34 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Clas...

SSH Enrollment

ℹ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **34 items**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Clas...

Term Academic Year - Term Desc	Units Taken
▷ 2014	3,116
▷ 2015	2,888
▷ 2016	2,477
▷ 2017	2,216

Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi   [2014, 2015, 2016, 2017 ▾]

Campus Description   [All]

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

College - Group - Acad Org - Subject   [PLA1003, PLA1104, PLA1194, PLA1361,... ▾]

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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Newsfeed   OneDrive   Sites   Robert Mohr III ▾   ?

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

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: **34 items**   ✖
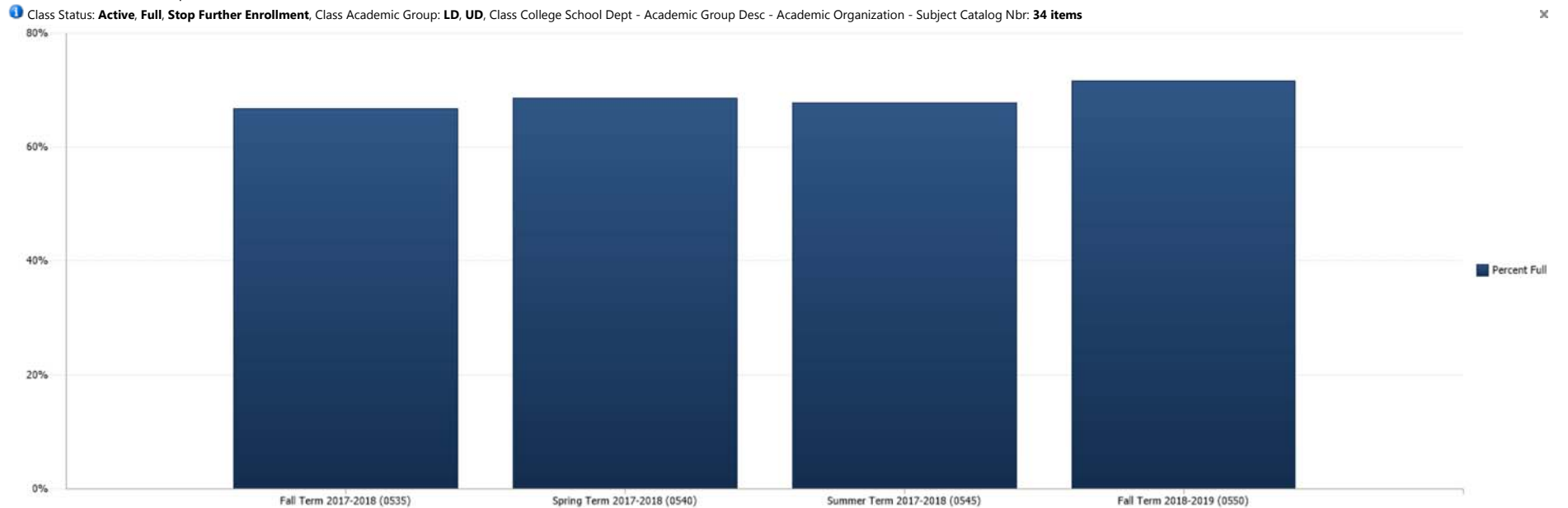
Percent Full Metric by Instructional Method

ⓘ Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **34 items**, Filter empty rows and columns   ✖

Term Academic Year - Term Desc	Measures	◢ All	Blended	Face-to-Face	Independent Study	Online
Fall Term 2017-2018 (0535)	Enrollment Count	303	11	292		
Fall Term 2017-2018 (0535)	Standard Course Load	454	15	439		
Fall Term 2017-2018 (0535)	Percent Full	66.7%	73.3%	66.5%		
Spring Term 2017-2018 (0540)	Enrollment Count	322	12	281	1	28
Spring Term 2017-2018 (0540)	Standard Course Load	469	15	405	24	25
Spring Term 2017-2018 (0540)	Percent Full	68.7%	80.0%	69.4%	4.2%	112.0%
Summer Term 2017-2018 (0545)	Enrollment Count	139	5	134		
Summer Term 2017-2018 (0545)	Standard Course Load	205	15	190		
Summer Term 2017-2018 (0545)	Percent Full	67.8%	33.3%	70.5%		
Fall Term 2018-2019 (0550)	Enrollment Count	293	14	268	11	
Fall Term 2018-2019 (0550)	Standard Course Load	409	15	345	49	
Fall Term 2018-2019 (0550)	Percent Full	71.6%	93.3%	77.7%	22.4%	

19

SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Academic Program Viability Report > Performance

Search this site

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 - Academic Organization✕...
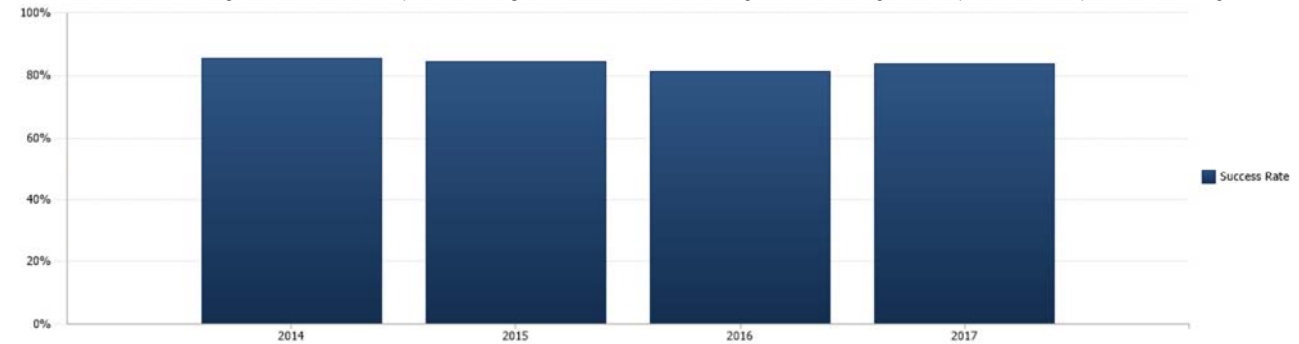
Performance

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

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▷ 2014	1,082	85.4%	6.4%	5.3%	1.9%
▷ 2015	985	84.3%	5.3%	6.6%	2.2%
▷ 2016	855	81.3%	5.8%	7.6%	3.3%
▷ 2017	762	83.7%	5.2%	5.4%	2.2%

Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi   2014, 2015, 2016, 2017 ▾

Campus Description   All

Career - Program - Plan - Subplan - Multi   Undergraduate ▾

College - Group - Acad Org - Subject   PLA1003, PLA1104, PLA1194, PLA1361,... ▾

Course Instructional Method   All ▾

Student Type (FTIC)   All

Age Group   All

Ethnic Group   All

Gender   All

Student Group   All ▾

Course Group   All ▾

20

SharePoint

Amy Eggers ▾   ?

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**
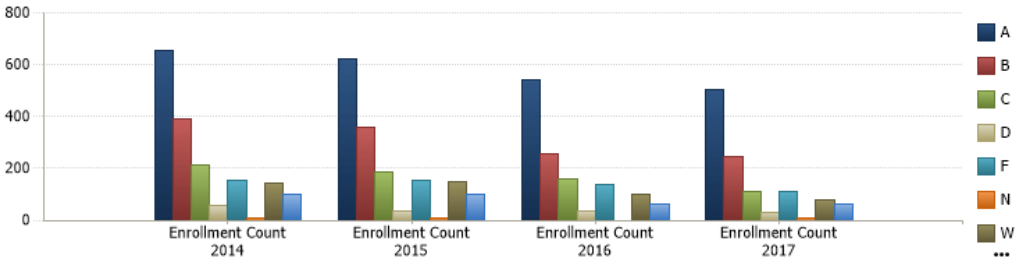
Search this site

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-AS**, Grade Success Rate Grading Basis: **Y**, Gr✕...

Student Grade Distribution

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

	Enrollment Count								
	◢ All								
Term Academic Year - Term Desc		A	B	C	D	F	N	W	WF
▷ 2014	1,723	655	391	214	56	154	9	144	100
▷ 2015	1,601	621	356	186	33	154	3	146	102
▷ 2016	1,291	544	258	158	34	137		98	62
▷ 2017	1,147	506	245	111	30	109	3	78	65

Student System Cube Refresh ▾ ☐

Last Refresh: 1/24/2019 5:45:54 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi | 2014, 2015, 2016, 2017 ▾ |

Campus Description | All ▾ |

Academic Plan - Multi | LEGAL-AS ▾ |

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 ▾ |

21
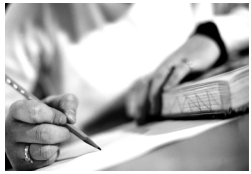
Industry Certification Attainment

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

View: **Course Groups**
Date: **9/19/2018**
Dashboard: **Course Groups**
Parameter: **Fall Term 2017-2018 (0535),Spring Term 2017-2018 (0540),Summer Term 2017-2018 (0545),Fall Term 2018-2019 (0550),All,Paralegal Studies,All,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2017-2018 (0535)		Spring Term 2017-2018 (0540)		Summer Term 2017-2018 (0545)		Fall Term 2018-2019 (0550)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
PLA2940	10	1	12	1	5	1	13	1

View: **Program Plans Taken by Plan**
Date: **1/24/2019**
Dashboard: **Program Plans Taken by Plan**
Parameter: **Fall Term 2016-2017 (0520),Fall Term 2016-2017 (0520),LEGAL-AS,All,All,All,All,All,All,All,All,All,Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),Spring Term 2017-2018 (0540),Summer Term 2017-2018 (0545),Fall Term 2018-2019 (0550),All**

Academic Plan	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count	Summer Term 2016-2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count	Spring Term 2017-2018 (0540) Unduplicated Student Count	Summer Term 2017-2018 (0545) Unduplicated Student Count	Fall Term 2018-2019 (0550) Unduplicated Student Count
All	196	153	87	121	112	58	93
LEGAL-AS	196	130	67	74	54	24	35
GEN-AA		6	2	7	10	5	9
-		1		1	1		1
BUS-TR				1	1		1
EDU-TR		1	2	3	2	1	
ACTAP-CT				2	1	1	1
BUSADM-CT		1					
BUS-AS				1	2		3
CHDEV-AS					1	1	2
CJPSS-AS				1			
CST-AS				1			
EDST-BS						1	1
ELEDR-BS					1	1	1
ENG-AS					1		
FUNSE-AS					1		1
HCINF-CT		1	1				
HSA-AS		1		1			1
HUS-AS			1	1	1		1
LEGAL-BAS		9	12	26	32	21	31
LEGAL-CT		1	2		1	2	2
PPA-BS					1		1
PSA-BAS		1		2	2	1	2
SUSMGT-BAS		1					

SharePoint

SPC-Business Intelligence Financial Information Recruitment and Admissions - Details Student Information **Student Information - Detail**
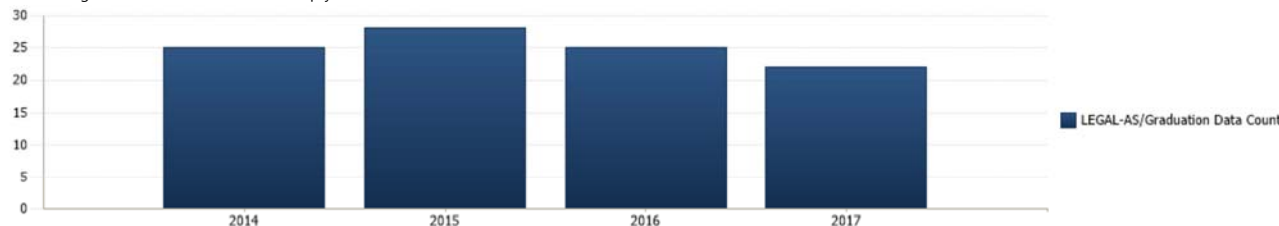
Search this site ▾ 🔍

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-AS/Graduation Data Count

Overall Graduates Count

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

Graduation Degree - Plan - Sub Plan	Measures	▷ 2014	▷ 2015	▷ 2016	▷ 2017
LEGAL-AS	Graduation Data Count	25	28	25	22

Student System Cube Refresh

Last Refresh: 9/17/2018 6:00:59 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi [2014, 2015, 2016, 2017 ▾]
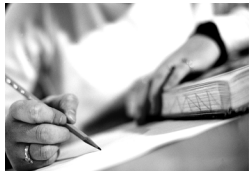
Graduation Degree Plan Subplan - Multi [LEGAL-AS ▾]

Age Group [All]

Gender [All]

Ethnic Group [All]

Custom Cohort [All ▾]

Student Group [All ▾]

25

Faculty/Adjunct Ratio
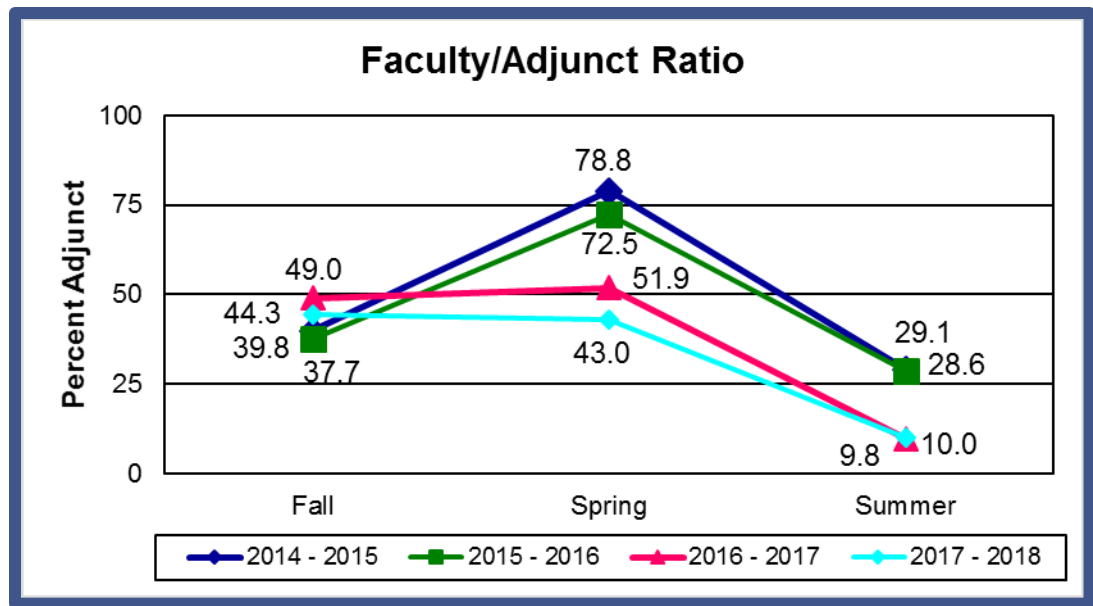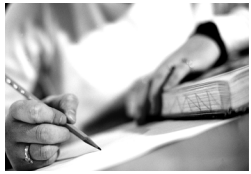
Equated Credit Hours by Faculty Classification

	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 2014-2015	68.0	60.2%	0.0	0.0%	45.0	39.8%
Spring 2014-2015	25.7	21.2%	0.0	0.0%	95.9	78.8%
Summer 2014-2015	39.0	70.9%	0.0	0.0%	16.0	29.1%
2014-2015 Total	132.7	45.8%	0.0	0.0%	156.9	54.2%
Fall 2015-2016	66.0	62.3%	0.0	0.0%	40.0	37.7%
Spring 2015-2016	30.0	27.5%	0.0	0.0%	79.0	72.5%
Summer 2015-2016	30.0	71.4%	0.0	0.0%	12.0	28.6%
2015-2016 Total	126.0	49.0%	0.0	0.0%	131.0	51.0%
Fall 2016-2017	51.0	51.0%	0.0	0.0%	49.0	49.0%
Spring 2016-2017	51.0	48.1%	0.0	0.0%	55.0	51.9%
Summer 2016-2017	37.0	90.2%	0.0	0.0%	4.0	9.8%
2016-2017 Total	139.0	56.3%	0.0	0.0%	108.0	43.7%
Fall 2017-2018	54.0	55.7%	0.0	0.0%	43.0	44.3%
Spring 2017-2018	57.0	57.0%	0.0	0.0%	43.0	43.0%
Summer 2017-2018	36.0	90.0%	0.0	0.0%	4.0	10.0%
2017-2018 Total	147.0	62.0%	0.0	0.0%	90.0	38.0%

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

Paralegal Studies - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Faculty/Adjunct Ratio

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

Occupation Profile

Occupation Description

The occupation description for Paralegals and legal assistants (23-2011) 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.

State and County Trends and Wage Information

The distribution of 2018 wage information for Paralegals and legal assistants is located in the table below. The median hourly earnings for Paralegals and legal assistants was $22.45 in Florida and $23.66 in Pinellas County.

Employment trend information for occupations related to Paralegal Studies are also provided in the tables. An average annual increase in employment for Paralegals and legal assistants (16.5% – 16.8%) is shown for the period between 2018 and 2026, across the state and county.
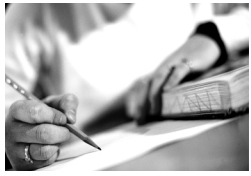
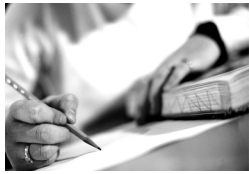## Employment Data

Growth for Paralegals and legal assistants

	Jobs (2018)	% Change (2018-2026)	Median Earnings
Florida	25,291	16.5%	$22.45/hr
Pinellas County	1,304	16.8%	$23.66/hr

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

Major Employers

Graduates of SPC's Paralegal Studies – AS program are employed in various areas related to their field. The primary local employers of these graduates are the State Attorney's Office, Public Defender's Office, Pinellas County Clerk's Office, Law Offices of Carey, Leisure, and Neal, Pinellas County Government, Whittel & Melton, P.A., Sessions, Fishman, Nathan, & Israel, LLC, Florin Roebig, Fifth Third Bank, Pinellas County School District, State Farm Insurance Company, Law Offices of Will Flores, P.A., and Medicaid Done Right, LLC as depicted in the table below.

Major Employers

Employers of Paralegal Studies - AS Graduates
State Attorney's Office
Public Defender's Office
Pinellas County Clerk's Office
Law Offices of Carey, Leisure, and Neal
Pinellas County Government
Whittel & Melton, P.A.
Sessions, Fishman, Nathan, & Israel, LLC
Florin Roebig
Fifth Third Bank
Pinellas County School District
State Farm Insurance Company
Law Offices of Will Flores, P.A.
Medicaid Done Right, LLC

Source: Recent Alumni Survey reports and program administrator records

Paralegal Studies - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Total Placement
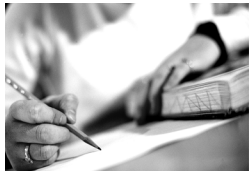
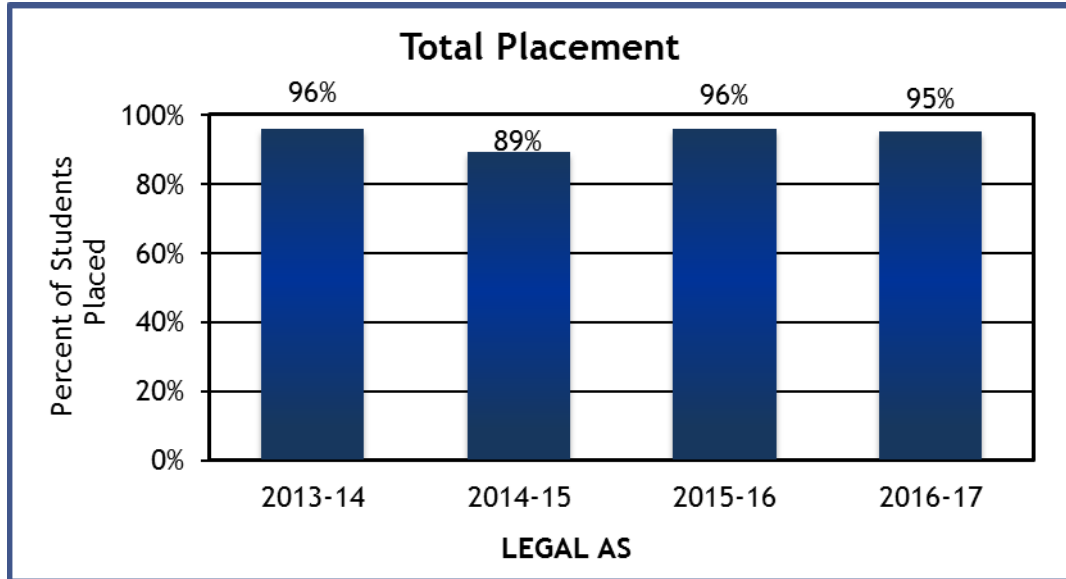| LEGAL AS		
	Pool Count	Percent Placed
2013-14	23	96%
2014-15	28	89%
2015-16	25	96%
2016-17	19	95%

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

Paralegal Studies - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness
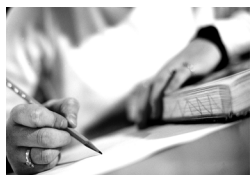
State Graduates Outcomes

Paralegal Studies Program Graduates 2016-17 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Pasco-Hernando Community College	18	13	12	67%	16	13	81%
Eastern Florida State College	27	20	15	56%	23	18	78%
College of Central Florida	****	****	****	78%	****	****	50%
Daytona State College	23	14	****	***%	17	14	82%
Florida Southwestern State College	23	18	17	74%	17	13	76%
Florida State College at Jacksonville	43	32	31	72%	32	23	72%
Gulf Coast State College	****	****	****	100%	****	****	83%
Indian River State College	38	31	25	66%	32	28	88%
Broward College	63	50	49	78%	49	37	76%
State College of Florida, Manatee-Sarasota	****	****	****	67%	****	****	50%
Miami Dade College	47	34	32	68%	35	30	86%

Paralegal Studies - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Northwest Florida State College	10	****	****	***%	****	****	71%
Palm Beach State College	43	36	29	67%	34	30	88%
Pensacola State College	****	****	****	63%	****	****	100%
Santa Fe College	11	10	****	***%	****	****	89%
Seminole State College of Florida	30	24	24	80%	23	17	74%
Tallahassee Community College	17	15	13	76%	15	11	73%
Valencia College	61	45	37	61%	49	37	76%
Hillsborough Community College	24	21	18	75%	20	16	80%
St. Petersburg College	23	15	13	57%	19	18	95%
Total	**501**	**378**	**315**	**83%**	**381**	**305**	**80%**

**** Graduate values less than 10 but greater than 0.
***% Percentage based on numerator less than 10 and denominator 10 or more.
- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml
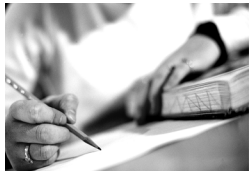
Paralegal Studies - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Academics

Educational Outcomes

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

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2016-17 assessment. Each of the nine PLOs is listed below:

1. The student will demonstrate the ability to analyze a problem; identify and evaluate alternative solutions; formulate logical solutions to problems; construct logical arguments in support of specific positions; evaluate solutions and arguments; and determine which areas of law are relevant to a particular situation. (Critical Thinking)
2. The student will demonstrate the ability to organize and manage information effectively and the ability to manage time efficiently. (Organizational)
3. The student will demonstrate the ability to interact effectively, in person, by telephone and in written correspondence with lawyers, clients, witnesses, court personnel, co-workers, and other business professionals. (Communication)
4. The student will demonstrate the ability to competently use the tools of research available in a standard law library, "cite check" the legal sources, run a computer assisted legal research program, and incorporate the results of the research into a proper memorandum format. (Legal Research)
5. The student will demonstrate the ability to write various types of documents, correspondence, pleadings, memoranda, and briefs. (Legal Writing)
6. The student will demonstrate the ability to deal with a basic word processing program, a spreadsheet program, and a database as well as presentation software. (Computer)
7. The student will demonstrate basic interview and investigating skills including identifying and locating witnesses, potential parties to a suit and experts; preparing for and conducting effective interviews, locating information and obtaining records and using

the Internet to obtain relevant and reliable information pertaining to a given situation. (Interview and Investigation)

8. The student will demonstrate knowledge of the types of work paralegals/legal assistants perform, the nature of supervision that must be present, the manner in which their conduct is directed by the ethical guidelines of the American Bar Association, the Florida Bar and the ethical guidelines for paralegal/legal assistants. (Professionalism and Ethics)
9. The student will demonstrate knowledge of financial and human resources principles and apply these to solving organizational and management issues in the office setting. (Law Office Management)

Means of Assessment

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

The Paralegal Studies (AS) program used the results of a student portfolio. The criteria for success stated that students should attain a mean score greater than 3.25 in each of the following categories: 1) Critical Thinking, 2) Organizational, 3) Communication, 4) Legal research, 5) Legal Writing, 6) Computer, 7) Interview and Investigation, 8) Professionalism and Ethics and 9) Law Office Management.

Data were collected between Fall 2014 and Summer 2017. The students whom were assessed achieved a minimum mean score of 3.25 during every semester for PLOs 2 through 8. However, for PLOs 1 and 9 the criteria for success were met for most, but not all semesters.

The 2016-17 follow-up report was completed in September 2018. Two of the three action items were completed, and the results published in the 2016-17 follow-up report. The next assessment report is scheduled to be completed during the 2019-20 academic year.

For the complete 2016-17 Paralegal Studies Program Assessment Report, please see Appendix B.

Stakeholder Perceptions
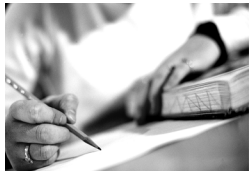
Student Survey of Instruction (SSI)
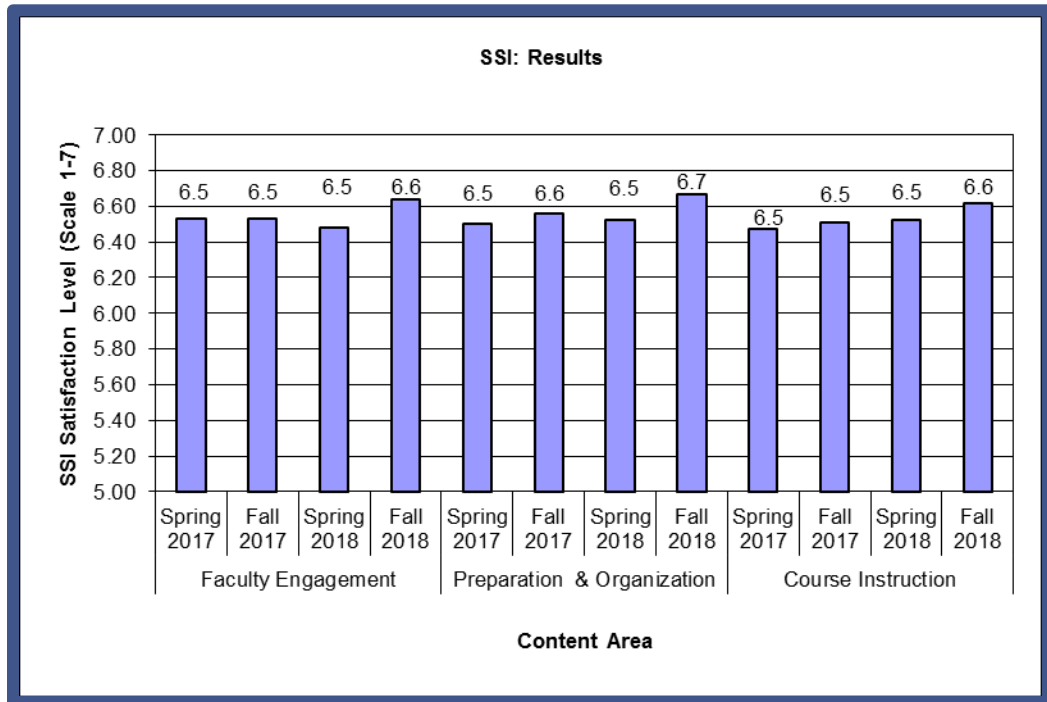
Source: St. Petersburg College Student Survey of Instruction database

St. Petersburg College SPC

Paralegal Studies
2017-18 Alumni Survey Report

Survey of 2016-17 Graduates

➢ *A.S. Degree: 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.

Twenty-one Alumni Surveys were provided to the 2016-17 graduates of the Paralegal Studies program. Responses were received from 2 A.S. graduates.

Ten percent (2/21) of the graduates surveyed responded to the survey. None of the respondents provided permission to contact an employer related to their program, so no 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:
- 100% (1/1) of recent graduate survey respondents, who were employed, were employed full-time.
- 100% (1/1) of recent graduate survey respondents had a current position related to their studies.
- 50.0% (1/2) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Change career fields"*; and 50.0% (1/2) *"Earn more money"*.
- 100% (2/2) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 50.0% (1/2) *"Change career fields"*; and 50.0% (1/2) *"Obtain employment"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 50.0% (1/2) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; and 50.0% (1/2) *"Very well"*.
- 100% (1/1) of recent graduate survey respondents indicated that they earned $10.00-$14.99 per hour ($21,000-$30,999 annually).
- None (0/2) of the recent graduate survey respondents indicated they are continuing their education.
- 100% (2/2) of recent graduate survey respondents would recommend SPC's Paralegal Studies program to another.
- An evaluation of Paralegal Studies graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college

preparation in the area of general education outcomes. Five outcomes received a mean score of 5.0, thirteen received a mean score of 4.5, five received a mean score of 4.0, one received a mean score of 3.5, and one received a mean score of 3.0.

Table 1
College Preparation Ratings for Recent Paralegal Studies Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Communicating clearly and effectively with others through:			
Speaking	2	4.5	0.7
Listening	2	4.5	0.7
Reading	2	4.5	0.7
Writing	2	4.5	0.7
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	2	4.0	1.4
Using computational skills appropriately	2	4.5	0.7
Accurately interpreting mathematical data	2	4.5	0.7
Using the following forms of technology:			
Email	2	5.0	0.0
Word Processing	2	5.0	0.0
Spreadsheets	2	4.0	1.4
Databases	2	4.0	1.4
Internet Research	2	5.0	0.0
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	2	4.5	0.7
Inquiring about and interpreting information	2	5.0	0.0
Organizing and evaluating information	2	4.5	0.7
Analyzing and explaining information to others	2	4.5	0.7
Using information to solve problems	2	4.5	0.7
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	2	4.5	0.7
Working well with individuals from diverse backgrounds	2	3.5	2.1
Using ethical courses of action	2	4.5	0.7
Demonstrating leadership skills	1	3.0	N/A

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Appreciating the importance of lifelong learning:			
Showing an interest in career development	2	4.0	1.4
Being open to new ideas and challenges	2	4.5	0.7
Willingness to take on new responsibilities	2	5.0	0.0
Pursuing additional educational opportunities	2	4.0	1.4

Paralegal Studies

2017-18 Employer Survey Report

Employer Survey of 2016-17 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.

Employer Surveys are sent out based on the permission provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.

Program Action Plan

Program: Paralegal Studies, AS

Date Completed: September 19, 2019

Prepared By: Susan Demers and Christy Powers

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	PLA 2940 Legal Assisting Seminar: Essential Functions Student Follow Up Assessment	Assessment	Summer 2020 (Completed at the end of each semester in the 19-20 school year)	Christy Powers and Ian Banks or PLA 2940 Instructor of Record
2	Assist students with Career Readiness-resume, LinkedIn and interviewing upgrade.	Placement	Summer 2020	Christy Powers and Ian Banks or PLA 2940 Instructor of Record
3	Streamline AS Degree tracks from 3 areas of law to 6 mandated areas of law.	Placement	Spring 2020	Susan Demers, Christy Powers, and Ian Banks

II. Special Resources Needed:

N/A

III. Area(s) of Concern/Improvement:

As noted above in Action Item No. 1, the Instructor of Record for PLA 2940 will give those graduating students a follow up, end of program assessment gauging their "Essential Functions" as related to paralegal skills. The checklist of essential functions is provided to each Introduction to Paralegalism student in their first semester. The follow up assessment in the final class, PLA 2940, evidences the student's growth with the skills and competencies to gain successful employment in the field. Our hopes are that this action item will improve employment upon graduation. In addition, the Department can gauge the skill sets which may need more attention in particular classes.

References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved February 2018, from the Division of Community Colleges Web site: https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060

Contact Information

Please address any questions or comments regarding this evaluation to:

Maggie Tymms, M.A.
Director, Institutional Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3195
tymms.magaly@spcollege.edu

Appendices

PROGRAM OF STUDY
College of Policy, Ethics and Legal Studies
Paralegal Studies Associate in Science
LEGAL-AS

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

(Transferable to Paralegal Studies BAS degree at SPC)

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

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

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

Sample of reported job titles: Paralegal, Law Clerk, Legal Assistant, Legal Clerk, Real Estate Paralegal, Summer Law Associate, Legal Analyst, Paralegal Specialist, Certified Paralegal, Immigration Paralegal

Graduation Rules

Minimum grade of "C" required in all support and major courses.

AS GENERAL EDUCATION REQUIREMENTS
Communications - Composition

	Credits
Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.	3
Total Credits	**3**

AS GENERAL EDUCATION REQUIREMENTS
Communications - Literature

	Credits
Complete 3 credits from the approved General Education Composition II/Literature coursework . Minimum grade of "C" required. This requirement must be completed within the first 36 credits of coursework toward the AS degree.	3
Total Credits	**3**

AS GENERAL EDUCATION REQUIREMENTS
Communications - Speech

	Credits
Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.	3
Total Credits	**3**

AS GENERAL EDUCATION REQUIREMENTS
Social and Behavioral Sciences

	Credits
Complete 3 credits from the approved General Education Social and Behavioral Sciences coursework. Minimum grade of "C" required.	3
Total Credits	**3**

AS GENERAL EDUCATION REQUIREMENTS
Humanities and Fine Arts

	Credits
Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
Total Credits	**3**

AS GENERAL EDUCATION REQUIREMENTS
Mathematics

	Credits
Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits	**3**

AS GENERAL EDUCATION REQUIREMENTS
Ethics

	Credits
Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits	**3**

AS GENERAL EDUCATION REQUIREMENTS
Computer/Information Literacy Competency

	Credits
Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.	
Total Credits	**0**

AS GENERAL EDUCATION REQUIREMENTS
Enhanced World View

	Credits
Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
Total Credits	**0**

SUPPORT COURSES
Financial Accounting (Complete 3 credits)

		Credits
ACG 2021	Financial Accounting	3
Total Credits		**3**

MAJOR CORE COURSES
Complete 22 credits

		Credits
BUL 2241	Business Law I	3
PLA 1003	Introduction to Paralegalism	3
PLA 1104	Legal Research and Writing	3
PLA 1361	Techniques of Interview and Investigation	3
PLA 1730	Computerized Legal Research	1
PLA 1763	Law Office Management	3
PLA 2114	Advanced Legal Research	3
PLA 2940	Legal Assistant Seminar and Work Experience	3
Total Credits		**22**

SPECIALTY AREA ELECTIVES – Select 3 of the specialty areas below and complete both courses in each area, for a minimum of 18 credits.

MAJOR ELECTIVE COURSES	Credits

SPECIALTY AREA ELECTIVES – Select 3 of the specialty areas below and complete both courses in each area, for a minimum of 18 credits.

Total Credits		**18**

MAJOR ELECTIVE COURSES		**Credits**
Area I: Estate and Guardianship (Complete 6 credits)		
PLA 2601 ⤓	Wills, Trusts and Estates	3
PLA 2603 ⤓	Guardianship and Elder Law	3
Total Credits		**0**

MAJOR ELECTIVE COURSES		**Credits**
Area II: Corporate (Complete 6 credits)		
BUL 2242 ⤓	Business Law II	3
PLA 2433 ⤓	Business Organizations	3
Total Credits		**0**

MAJOR ELECTIVE COURSES		**Credits**
Area III: Real Estate (Complete 7 credits)		
REE 1040 ⤓	Real Estate Principles and License Law	4
PLA 2610 ⤓	Real Estate Transactions	3
Total Credits		**0**

MAJOR ELECTIVE COURSES		**Credits**
Area IV: Civil Litigation (Complete 6 credits)		
PLA 2203 ⤓	Civil Litigation I	3
PLA 2223 ⤓	Civil Litigation II	3
Total Credits		**0**

MAJOR ELECTIVE COURSES		**Credits**
Area V: Criminal Litigation (Complete 6 credits)		
PLA 2303 ⤓	Criminal Litigation I	3
PLA 2323 ⤓	Criminal Litigation II	3
Total Credits		**0**

MAJOR ELECTIVE COURSES		**Credits**
Area VI: Family Law (Complete 6 credits)		
PLA 2800 ⤓	Family Law I	3
PLA 2801 ⤓	Family Law II	3
Total Credits		**0**

Total Credits	**64**

Program Assessment Report

Program: Paralegal Studies
Report Year: 2016-17

Drafted by Rachel Bennett on Jul 28, 2017

Data Files

□ 14-15, 15-16, 16-17 Reviewer's Data ▣

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17. The analysis performed was completed by assessing student performance using portfolio evaluations. The results demonstrate that students have a greater degree of difficulty in following basic instructions.

II. Methodology

Means of Assessment:

The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file

folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 1 Critical Thinking: The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcome.

Course work from throughout the curriculum including general education courses may be used to document this skill.

Scoring Method (Evaluation Rubric):
Each portfolio is evaluated by the Program Director, a legal assisting instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives:

- The documentation is sufficient to support full achievement of the objective.
- The documentation is well organized and well presented.
- The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

These criteria are applied holistically to generate a single Likert score.

Population/Assessment conditions:
Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments is included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings -

Portfolio Evaluations	
Term	Critical Thinking – Mean Scores
Fall 2014 (N=7)	3.38
Spring 2015 (N=11)	3.42
Summer 2015 (N=7)	3.47
Fall 2015 (N=7)	3.37
Spring 2016 (N=16)	3.33
Summer 2016 (N=5)	3.40
Fall 2016 (N=12)	3.05
Spring 2017 (N=7)	3.57
Summer 2017 (N=6)	3.38

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

There was only one term (Fall 2016) when students fell below the target. All other terms during the period 2014-15 - 2016-17 exceeded the target for PLO 1. Looking at the assessments, it appears that this term was an anomaly as scores have improved overall. This anomaly may have been caused by poor choices in work product placed in student portfolios. Additional assistance in selecting items should be provided to students.

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17. The analysis performed was completed by assessing student performance using portfolio evaluations.

II. Methodology

Means of Assessment: The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 2 Organizational Skills: The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcome.

While the portfolio itself is documentation of the ability to sort information by category, and prioritize assignments as well as client needs, the student should include assignments which show information management and the ability to manage time efficiently. This might draw from PLA 1763 Law Office Management as well as PLA 2940 Legal Assistant Seminar and Work Experience.

Scoring Method (Evaluation Rubric):
Each portfolio is evaluated by the Program Director, a legal assisting instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives:

- The documentation is sufficient to support full achievement of the objective.
- The documentation is well organized and well presented.
- The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

Population/Assessment conditions:
Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations	
Term	**Organization – Mean Scores**
Fall 2014 (N=7)	3.52
Spring 2015 (N=11)	3.27
Summer 2015 (N=7)	3.28
Fall 2015 (N=7)	3.50
Spring 2016 (N=16)	3.41
Summer 2016 (N=5)	3.26
Fall 2016 (N=12)	3.41
Spring 2017 (N=7)	3.28
Summer 2017 (N=6)	3.50

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

Student exceeded the target for each term included within the assessment. Fall terms had particularly strong results for each of the three terms included within the assessment (Fall 2014 - Fall 2016). Beginning in Spring 2016, students were required to complete their Portfolios using an online product (Pathbrite). This change significantly improved the overall organization and appearance of the students' portfolios by allowing them to organize documents online. In addition, students were able to create a portfolio which is more readily shareable with potential employers.

The online method of creating portfolios has been successful and will continue to be implemented.

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17. The analysis performed was completed by assessing student performance using portfolio evaluations.

II. Methodology

Means of Assessment:

The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 3 Communication Skills
The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcome.

Since the student is often asked to conduct interviews with clients, witnesses and experts, documentation may come from PLA 1003 Introduction to Legal Assisting, PLA 1360 Techniques of Interview and Investigation, and PLA 2940 Legal Assistant Seminar and Work Experience.

Scoring Method (Evaluation Rubric):
Each portfolio is evaluated by the Program Director, a legal assisting instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives:

- The documentation is sufficient to support full achievement of the objective.
- The documentation is well organized and well presented.
- The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

Population/Assessment conditions:
Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations	
Term	**Communication – Mean Scores**
Fall 2014 (N=7)	3.47
Spring 2015 (N=11)	3.27
Summer 2015 (N=7)	3.38
Fall 2015 (N=7)	3.49
Spring 2016 (N=16)	3.25
Summer 2016 (N=5)	3.20
Fall 2016 (N=12)	3.27
Spring 2017 (N=7)	3.38
Summer 2017 (N=6)	3.44

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

The results show that Communication is an area where improvement has happened but should continue to improve. In the terms which failed to meet the criteria, there were very small numbers of students. However, efforts to improve communication and writing skills such as additional writing with faculty feedback, self-improvement modules, and workshops for students to attend should be continued to ensure further improvement.

The improvement shown is likely the result of the following:

- Workshops by the Clearwater Campus Librarians targeted specifically towards Paralegal students

- Additional instruction to faculty about providing feedback

VI. Action Plan and Timetable for Implementation

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

- Provide additional resources for students to enhance their writing and communication skills such as workshops and self-help modules.
  - Ian Banks / Jul 2018

Budget / Planning Implications:

n/a

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17.

The analysis performed was completed by assessing student performance using portfolio evaluations. The results demonstrate that student legal research skills have improved over the last assessment. The program has implemented additional trainings, brought uniformity to assignments in sections of the courses focused on legal research, and partnered with a research librarian with expertise in legal research

II. Methodology

Means of Assessment:

The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 4 Legal Research
The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcome.

This area would draw heavily on PLA 1104 Legal Research and Writing and PLA 2114 Advanced Legal Research but would also have application from individual courses which lend themselves to research projects, such as the second semester of the specialty courses.

Scoring Method (Evaluation Rubric):
Each portfolio is evaluated by the Program Director, a legal assisting instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives:

- The documentation is sufficient to support full achievement of the objective.
- The documentation is well organized and well presented.
- The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

Population/Assessment conditions:

Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations	
Term	**Research – Mean Scores**
Fall 2014 (N=7)	3.52
Spring 2015 (N=11)	3.27
Summer 2015 (N=7)	3.28
Fall 2015 (N=7)	3.46
Spring 2016 (N=16)	3.29
Summer 2016 (N=5)	3.26
Fall 2016 (N=12)	3.30

Spring 2017 (N=7)	3.38
Summer 2017 (N=6)	3.33

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

Students reached the target criteria in each of the terms assessed. Results in early terms were lower than the program wanted. Compared to these results, students show improvements in Legal Research in the last 3 terms (Fall 2016, Spring 2017, Summer 2017) which is likely due to the changes made in PLA1104, PLA2114, and PLA1730. Both PLA1104 and PLA2114 were taught in a format which covered both legal research and writing. Based on research into the trends in the industry, the decision was made to focus PLA1104 on legal research and PLA2114 on legal writing, with both courses having a minor emphasis on the other. The assessment shows that this has been successful as student scores have risen from prior terms.

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17.

The analysis performed was completed by assessing student performance using portfolio evaluations. The results demonstrate that students have drastically improved legal writing skills over the last assessment.

The students only fell below the target once during this assessment period. The program hired a full-time faculty member, Rachel Bennett, to address issues with legal research and writing in 2012-13. New practices have been put in place including required assignments in PLA1104 and PLA2114 to help standardize the writing instruction, workshops to assist students, and tutoring by the legal research and writing faculty.

II. Methodology

Means of Assessment:

The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment Method: It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal

Area 5 Legal Writing: The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcomes. The entire major is developed around a writing intensive program. However, these materials would draw heavily from the student's experiences in PLA 1104 Legal Research and Writing, PLA 2114 Advanced Legal Research and Writing and the second semesters of the various specialty areas.

Scoring Method (Evaluation Rubric): Each portfolio is evaluated by the Program Director, a legal assisting

instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives: The documentation is sufficient to support full achievement of the objective. The documentation is well organized and well presented. The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

Population/Assessment conditions: Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:

- Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
- Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
- Portfolio exceeds the minimum criteria for the objective.
- Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations	
Term	**Legal Writing – Mean Scores**
Fall 2014 (N=7)	3.42
Spring 2015 (N=11)	3.27
Summer 2015 (N=7)	3.28
Fall 2015 (N=7)	3.46

Spring 2016 (N=16)	3.35
Summer 2016 (N=5)	3.26
Fall 2016 (N=12)	3.30
Spring 2017 (N=7)	3.42
Summer 2017 (N=6)	3.33

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

Students reached the target criteria in each of the terms assessed. Results for several of the early terms were lower than the program wanted but still above the target criteria. Compared to past results, students show improved results in Legal Writing in the last 3 terms (Fall 2016, Spring 2017, Summer 2017) which is likely due to the changes made in PLA 1104, PLA 2114, and PLA 1730. Both PLA 1104 and PLA 2114 were taught in a format which covered both legal research and writing. Based on research into the trends in the industry, the decision was made to focus PLA1104 on legal research and PLA2114 on legal writing, with both courses having a minor emphasis on the other. The assessment shows that this has been successful as student scores have risen from prior assessments.

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17.

The analysis performed was completed by assessing student performance using portfolio evaluations. The results demonstrated that students who were consistently weak in academic areas were also weak in dealing with technology. (Most of these students lacked extensive background interacting with technology.)

II. Methodology

Means of Assessment:

The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 6 Computer and Law Office Management Skills
The integrated courses in the program will provide the student with the means to develop this competency as related

to this major learning outcome:

Course work in PLA 1003 Introduction to Legal Assisting, as well as PLA 1763 Law Office Management will provide exemplars. If the student is unable to develop these skills within the curriculum, CGS 1100 Microcomputer Applications will give the needed background. While PLA 1003 will provide basic law office management information, in PLA 1763 the student will cover basic principles of management, and utilization, employment and promotion of paralegals. In PLA 2940 Legal Assistant Seminar and Work Experience, the student internship provides additional opportunities to observe in the actual office environment.

Scoring Method (Evaluation Rubric):
Each portfolio is evaluated by the Program Director, a legal assisting instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives:

- The documentation is sufficient to support full achievement of the objective.
- The documentation is well organized and well presented.
- The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

Population/Assessment conditions:
Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations

Term	Computer – Mean Scores
Fall 2014 (N=7)	3.38
Spring 2015 (N=11)	3.27
Summer 2015 (N=7)	3.33
Fall 2015 (N=7)	3.42
Spring 2016 (N=16)	3.37
Summer 2016 (N=5)	3.26
Fall 2016 (N=12)	3.38
Spring 2017 (N=7)	3.28
Summer 2017 (N=6)	3.27

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

The scores show that most students are barely meeting the standards for computer skills for the period Fall 2014 - Summer 2017. Changes in curriculum have already been implemented but are too recent to show in this assessment. The changes include adding in-class instruction on using software programs in classes such as Law Office Management and Civil Litigation I. In addition, a self-help module which covers basic legal technology is being produced and added to the Student Commons.

Overall, scores are acceptable but the industry demands high levels of computer competency.

VI. Action Plan and Timetable for Implementation

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

- Create and implement self-help technology module for Student Commons
  - Rachel Bennett / Jul 2018

  Budget / Planning Implications:

  Unknown at this time

- Explore possibility of a dedicated computer lab to provide student with access to legal-specific software programs.
  - Ian Banks / -- None --

  Budget / Planning Implications:

  Cost of software programs

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17.

The analysis performed was completed by assessing student performance using portfolio evaluations.

II. Methodology

Means of Assessment:

The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 7 Interview and Investigation: The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcome.

This will be covered in PLA Techniques of Interview and Investigation as well as PLA 2203 Civil Litigation I and PLA 2303 Criminal Litigation I.

Scoring Method (Evaluation Rubric):
Each portfolio is evaluated by the Program Director, a legal assisting instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives:

- The documentation is sufficient to support full achievement of the objective.
- The documentation is well organized and well presented.
- The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

Population/Assessment conditions:
Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations	
Term	**Interview & Investigation – Mean Scores**
Fall 2014 (N=7)	3.28
Spring 2015 (N=11)	3.33
Summer 2015 (N=7)	3.47
Fall 2015 (N=7)	3.54
Spring 2016 (N=16)	3.35
Summer 2016 (N=5)	3.26
Fall 2016 (N=12)	3.36
Spring 2017 (N=7)	3.33
Summer 2017 (N=6)	3.44

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

The results in this area demonstrate that students meet the standard for basic interview and investigating skills. Student scores exceeded the target criteria for each of the terms assessed. It is indicative that prior actions to improve this category have been successful.

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17.

The analysis performed was completed by assessing student performance using portfolio evaluations.

II. Methodology

Means of Assessment:

The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems. The portfolio serves to demonstrate the student's ability to assess a problem, collect and organize information, apply legal theory to problems and specific factual information and communicate all of these to the supervising attorney.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 8 Understanding the Profession and Its Ethical Obligations: The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcome.

Documentation of knowledge and skill acquisition would draw heavily upon the student's experiences in PLA1003 Introduction to Legal Assisting, PLA 1763 Law Office Management, and PLA 2940 Legal Assistant Seminar and Work Experience. The student will include the Values and Attitudes assignment from PLA 2940 Legal Assisting Seminar and Work Experience.

Scoring Method (Evaluation Rubric):
Each portfolio is evaluated by the Program Director, a legal assisting instructor and a practicing legal assistant. In the event that the committee seeks clarification of the documentation in the portfolio, the committee may request a meeting at which the student may give oral clarification. Feedback from the process is available to the student. The grade for purposes of the course is assigned by the course instructor using standards articulated in the class syllabus but taking into consideration comments and insights provided by the committee. Each portfolio is evaluated using a four point Likert scale (1 being least and 4 being best) with the following criteria applied to each of the seven objectives:

- The documentation is sufficient to support full achievement of the objective.
- The documentation is well organized and well presented.
- The documents are acceptable to Florida courts (in the case of pleadings, memoranda and briefs) or acceptable to practicing professionals within the state of Florida (in the case of interoffice documents).

Population/Assessment conditions:
Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations	
Term	**Professionalism & Ethics – Mean Scores**
Fall 2014 (N=7)	3.42
Spring 2015 (N=11)	3.30
Summer 2015 (N=7)	3.38
Fall 2015 (N=7)	3.49
Spring 2016 (N=16)	3.37
Summer 2016 (N=5)	3.33
Fall 2016 (N=12)	3.44
Spring 2017 (N=7)	3.28

Summer 2017 (N=6)	3.33

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

While students met the standard in this PLO for each term assessed, it is necessary to continue to ensure that adequate class time is spent discussing ethics and professionalism. All faculty are encouraged to include these topics in their courses.

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

I. Use of Past Results

Formal assessment of the A.S. degree in Legal Assisting was conducted in 2014-15, 2015-16, and 2016-17.

The analysis performed was completed by assessing student performance using portfolio evaluations.

II. Methodology

Means of Assessment: The purpose of the End of Program assessment is to make summative interpretations for program improvement. This instrument was used to assess the achievement (by majoring learning outcome) of students enrolled in the Legal Assisting A.S. Degree program.

To succeed in the paralegal profession students must have critical thinking and organizational skills in addition to legal knowledge with which to deal with specific legal problems.

Date(s) of Administration: Fall 2014 - Summer 2017

Assessment method:

It is suggested that the student purchase a secure container to collect and organize the material in a hanging file folder or file box. Since the Legal Assisting Program is a rigorous and demanding program generating large projects every semester, these need to be generously sized. The student should also maintain a digital portfolio in large capacity digital storage keeping in mind that graded materials are unavailable unless scanned into this method of collection. The college's IT department has assisted in developing an on-line portfolio which can be accessed from an office with internet capability. Students are encouraged to begin collecting and cataloging materials in both hard and digital copies from their first semester in the program. (it.spcollege.edu/CFPro/paralegal)

Area 9 Law Office Management:
The integrated courses in the program will provide the student with the means to develop this competency as related to this major learning outcome.

Population/Assessment conditions:
Students completing the curriculum for the A. S. Degree in Legal Assisting must complete the Seminar and Work Experience class, PLA 2940.

Students are to complete 100 hours of actual legal assisting work and complete a log of those hours worked. The student should provide a record of work accomplished and a methodology of review of the general experience. Students will produce an essay reflecting on the work experience and the real life vs. classroom application of principles which is included in the portfolio described below.

The student must also prepare a portfolio suitable for presentation to a potential employer. This portfolio shall contain documentation of knowledge and skills acquired throughout the program. The documentation may take a variety of forms including, but not limited to, letters of support or recommendation, diaries, video and audio tapes of work, pleading memoranda, course projects, registration receipts from continuing education and other conferences attended, proof of membership in professional organizations and subscriptions to legal publications. Typically much of the material can be compiled from project activities throughout the program. The overall objective is to document achievement of the Core Competencies of the program adapted from those promulgated by the American Association for Paralegal Education (AAfPE).

The requirements for these assessments will be included in the PLA 2940 course syllabus. The submission of the

portfolio and review is conducted at a time and place deemed appropriate by the instructor.

This end of program assessment tool is designed to be used as an internal control device to assess the strengths and weaknesses of this particular Associate of Science degree program. The information gathered will be used solely for the purpose of evaluating and refining the program. This tool does not modify graduation requirements nor guarantee employability.

Criteria for Evaluation:
1. Portfolio poorly addresses each of the criteria for the specific objective. Fails to achieve a minimum standard of acceptability.
2. Portfolio meets the minimum criteria for the objective. Documents minimum understanding and competency for the objective.
3. Portfolio exceeds the minimum criteria for the objective.
4. Portfolio documents exceptional competency, original approach, personal initiative in meeting the criteria.

III. Criteria for Success

Students should rate a mean score of greater than 3.25 on each category of the evaluation relating to this outcome (which was adapted from the Core Competencies of the program promulgated by the American Association for Paralegal Education (AAfPE)).

IV. Summary of Assessment Findings

Results via Face-to-Face

Summary of Assessment Findings - Portfolio Evaluations	
Term	**Law Office Management – Mean Scores**
Fall 2014 (N=7)	3.38
Spring 2015 (N=11)	3.27
Summer 2015 (N=7)	3.23
Fall 2015 (N=7)	3.37
Spring 2016 (N=16)	3.45
Summer 2016 (N=5)	3.26
Fall 2016 (N=12)	3.27
Spring 2017 (N=7)	3.28
Summer 2017 (N=6)	3.50

Results via Distance Delivery (Online, Blended, etc)

Assessment course is taught exclusively face-to-face, there were no online sections to report.

V. Discussion and Analysis of Assessment Findings

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Students fell below the mean in Summer 2015, all other terms were above the criteria target. This PLO is of concern to the program however because scores show that most students are barely meeting the standards. This topic has been difficult to teach as the need to incorporate technology has presented challenges. For example, students need to be exposed to e-filing, but gaining access has not been possible through the local Clerk of Court's Office. In lieu of actual e-filing experience, students are required to view videos and instructional material available to them. A similar approach is taken with other legal software programs.

This is an on-going process that continually needs to be assessed.

VI. Action Plan and Timetable for Implementation

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

- Explore possibility of a dedicated computer lab to provide student with access to legal-specific software programs.
  - Ian Banks / -- None --

  Budget / Planning Implications:

  Cost of software programs

Action Plan

Category Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development		
B7. Make technology related improvements		
Create and implement self-help technology module for Student Commons	#6	Rachel Bennett Jul 2018
Budget / Planning Implications: Unknown at this time		
B10. Other		
Provide additional resources for students to enhance their writing and communication skills such as workshops and self-help modules.	#3	Ian Banks Jul 2018
Budget / Planning Implications: n/a		
D. Improve Assessment Methodology		
D8. Make technology related improvements		
Explore possibility of a dedicated computer lab to provide student with access to legal-specific software programs.	#6, #9	Ian Banks -- None --
Budget / Planning Implications: Cost of software programs		
E. None		
E1. No Action Plan is deemed necessary		
No Action Plan is deemed necessary		

Approvals

Program Administrators:
Christy Powers - Instructor in Charge
Rachel Bennett - Faculty
Susan Demers - Dean, Pub Policy&Legal Studies

Approved by Rachel Bennett - Faculty on Jul 28, 2017

Educational Outcomes Coordinators:
Joe Boyd - Coord, Accredtn&BaccAssessment
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Coord, Accredtn&BaccAssessment on Aug 2, 2017

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

Approved by Susan Demers - Dean, College of Policy Ethics and Legal Studies on Apr 30, 2018

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

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Apr 30, 2018

Program Assessment Followup Report

Program: Paralegal Studies
Report Year: 2016-17

Drafted by Rachel Bennett on Sep 28, 2018

Data Files

⊡ 14-15, 15-16, 16-17 Reviewer's Data 📊

Program Learning Outcomes

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

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

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

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

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

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

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

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

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

Action Plan

Completed Action Items

Category Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development		
B10. Other		
Provide additional resources for students to enhance their writing and communication skills such as workshops and self-help modules.	#3	Ian Banks Jul 2018
Explanation: Additional sessions of tutoring and training were offered to students throughout the 17-18 academic year.		
D. Improve Assessment Methodology		
D8. Make technology related improvements		
Explore possibility of a dedicated computer lab to provide student with access to legal-specific software programs.	#6, #9	Ian Banks -- None --
Explanation: Technology at the College is in a constant state of flux. It is unknown at this time if this is a feasible plan.		

Incomplete Action Items

Category Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development		
B7. Make technology related improvements		
Create and implement self-help technology module for Student Commons	#6	Rachel Bennett Jul 2019
Explanation: This action item is still in progress due to access issues (software). **Plan for Completion:** Access is being obtained and the module should be completed in the next year.		
E. None		
E1. No Action Plan is deemed necessary		
No Action Plan is deemed necessary	#	-- None --
Plan for Completion: -- None --		

Evaluation of the Impact of Action Plan Items on Program Quality

Technology improvements are continually being implemented including working with adjuncts to include technological components in their practical assignments. Just as technology is ever-changing, our curriculum and access requirements are continually evaluated and changed. Access to technology is still a barrier, particularly in the lower-division courses because of cost but every effort is being made to improve.

Progress is being made on the student's self-help Module in MyCourses and should be available to students in Spring 2019. The department believes that this will significantly improve students' ability to engage in self-improvement.

Students who attended the additional tutoring and training sessions reported positive feedback, including increased understanding and increased satisfaction with access to faculty. This is a practice that we will continue to implement.

Approvals

Program Administrators:
Christy Powers - Instructor in Charge
Rachel Bennett - Faculty

Approved by Rachel Bennett - Faculty on Sep 28, 2018

Educational Outcomes Coordinators:
Joe Boyd - Coord, Accredtn&BaccAssessment
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Coord, Accredtn&BaccAssessment on Sep 28, 2018

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

Approved by Susan Demers - Dean, College of Policy Ethics and Legal Studies on Nov 5, 2018

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

Approval Pending

Appendix C: 2018 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for April 2018 and September 2018 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees

ST. PETERSBURG COLLEGE
PARALEGAL STUDIES PROGRAM
ADVISORY COMMITTEE MEETING

Tuesday, April 10, 2018, EpiCenter Campus, Clearwater, Florida
5:00pm-6:00pm

MEETING MINUTES

PRESENT: Dean Susan Demers, Christy Powers, Rachel Bennett, Joseph Benavides, Deborah Eldridge, Joseph Boyd, Bob Shumaker, Darryl Henderson, Ian Banks, Audwin Scott, Joseph Nicholson, Rebecca Frank, Candi James, Laura Marx, and Vanessa Marin.

NOT PRESENT: Kandice Hyatt, Anona Johnson, Kaila Glaros, Nate Suedmeyer, Ellen Poole, Lisa Brody, Heather Arbuckle, Erica Hartman, Andrew Sasso, Vitalia Shafer, and Iryna Bandaryk

The meeting was called to order at 5:08 p.m. in Room 450, on the EpiCenter Campus.

Following roll call and introductions,

Dean Demers opened with the introduction Dr. Tonjua Williams, the President of SPC, and explained a home-grown product for the State College System. Expressed the importance of community colleges and how they are governed by local boards.

Dean Demers discussed the ongoing initiatives at SPC and about State mandated electives and meta-majors. She discussed the 10 career majors to choose from and how the state wants students to graduate within 2 years with 60 credit hours.

Deborah Eldridge talked about community connections and ask for ideas on how to contribute to it for internships. She like to encourage students to do internship and talked about the new law about the usage of interns. She asked the board members about partnership ideas and talked about project management courses.

Laura Marx talk about individual and small firm's internships. She said they only do paid internships and ask if that was the issue with the new law.

Rachel explain that is something we are working on and will provide support to the firm and the interns. They can offer the students 20 hrs.

Dean Demers ask Candi James if they can provide 20 hours internships with Raymond James and asked Darryl Henderson with Clearwater Chamber of commerce.

Dean Demers explained that the law for internship changed and now they allow pay for internships and talked about the previous laws. She explains the importance for students that does not have worked experience, to learn how the job is done and to adapt.

Deborah explain that our students are not traditional students, and if a lawyer needs help with a specific trial or with research outside the office, we can provide support.

Dean Demers told the story about a student that is in the program and is a great student, but the only previous job was as a bartender.

Christy said the faculty helps her by encouraging other students with related issues, like students that are parents, to tailor their resume based on what they do by selling the best of themselves.

Candi explained they have a student who is a mom from SPC, and how they have no issues training her to do what they need from her.

Deborah talked about meetings with Christy and conversations about combining the business law class in a 12 week course. She expressed how this could affect the business models and social media issues related to insurance and how we keep information secure, and how they have to buy additional protections for their business.

Dean Demers talked about how before, a book for this class cost $500 and explained the difficulties in covering all 600 pages of the book. She asked if the group had any informative details to applied contracts. Everything is about a contract issue. Asked for ideas that are new and different for the students.

Darryl suggested that one of the issues with the legislature is home-grown business. He talked about a proposed bill specific to businesses in Pinellas County, and how this bill is coming back.

Dean Demers talked about Tallahassee, the court system and funding. She explained Tallahassee cut many funds, and there is a big policy issue and explained there are challenges.

Deborah explained she is in the Veterans Advisory Board and asked if anyone would like to be part of it or would like to volunteer.

Christy talked about marketing and recruitment efforts and how we should explore efforts beyond social media as to draw people out specifically with AS degrees because of the skill set they have. She proposed hitting the high schools for marketing and target certain groups that are eligible for the program.

Joe Benavides explained how to best approach connecting with Pinellas schools. He explained that we need to find the main linkage, like the counselors, and then start conversation with the schools, like Pinellas Park and Bayside to collaborate with and build from there. He said we should highlight the AS program at SPC by explaining potential students about the great resources we have. He said that if

we want this to work, why let students go to other universities if we can have them at SPC. He offered to be used as that extra piece for help.

Rachel talked about the local institutions that only offer AS degrees and to market to those who want a BAS degree.

Dean Demers talked about the program that Deborah is promoting to take students to Portugal next summer. She talked about the 4-year program and when it was first created and how the new opportunities given to the 4-year program and the hiring opportunities.

Deborah said to give a more personal touch by visiting the high schools.

Christy added that by approaching the high schools and being there first face to face with the students could make the difference.

Darryl said he had the opportunity to talk to students that expressed they were not planning on going to college because they cannot afford it.

Christy said we should sell them what is true about the college. That they need to get involved with the sports offered by SPC and clubs that we offer. She talked about summer bridge programs.

Laura talked about how some kids have no idea how to keep money, pay taxes, or how to go to college or what to do.

Christy asked for other ideas for marketing and recruitment.

Joe asked for ideas that help him to build other projects to help everyone.

Darryl said, at the Clearwater Chamber of Commerce, the committee meeting is a workforce committee that is interested in knowing what business partners are interested in and what's going on in Tallahassee and want to know what to do to get high quality persons and students. He explained that the main concern with most business owners are High-tech talented students.

Dean Demers said we have so many people looking for better employees and people looking for better jobs and these people do not get together. We can find and make that connection out there.

Darryl said that one of the challenges is to tell the business people to not expect to have people with BAS degrees and to expect to pay them minimum wage. It is not great for the Florida Economy.

Christy talked about the career and academic communities and talked about the milestones.

Rebecca talked about pathways, which is designed with milestones along the way and said the paralegal program fits perfectly.

Christy explained how the workforce works in showing how to be professional and how the students will be able to network. She explained the milestones are broken down and in defining milestones and incorporating them into the program to prepare the student to be ready for the workforce.

Jason said that the job shadows activities help with showing them how to act and prepare them for the real job.

Candi said that Raymond James is willing to bring 10 students in to do shadowing and for them to get the experience in the corporate setting for a paralegal.

Rachel is looking for ways to brush off the courses by adding learning field trips, and shadowing opportunities. It is great to address the issue because many of our students that have no experience struggle to get a job.

Jason offered to help with the students to get the help they need.

Laura talked about the term "Paralegal," and how they do not have a paralegal, but they have legal assistants and they cannot pay them more based on the title.

Candi said that they have paralegal and legal assistants and that they don't understand that even if they studied for 4 years they will not work as a paralegal right away if they are considered an entry level paralegal.

Dean Demers explained that even if you are an experienced paralegal it will depend on the attorney and how the paralegal fits with that attorney, and if it is even the right fit.

Christy explained we are still awaiting an ABA site visit date.

Rachel talked about the legal studies society and the events. She talked about Saturday's 5K race and that we need volunteers. She explained that the money collected would go to scholarship funds. She talked about Law Day is scheduled for April 27 and it will have a speaker and would like to have students who are willing to talk about their experience with SPC as students.

Dean Demers talked about all the students we will have graduating with AS, BAS and Certificates for spring and 15-20 for summer graduates. She is very proud because usually students take a few classes and do not graduate, and we have students graduating spring, summer and fall.

Darryl talked about Thursday August 2nd, they will have a Politics in Pinellas Event. He said it is a great opportunity to show case SPC and the programs.

Dean Demers gave closing remarks.

Christy Powers thanked everyone for attending.
Meeting ended at 6:11 pm.

ST. PETERSBURG COLLEGE
PARALEGAL STUDIES PROGRAM
ADVISORY COMMITTEE MEETING

Thursday, September 13, 2018, SS 160, Mock Courtroom, Clearwater Campus, Clearwater, Florida
5:30pm-6:45pm

MEETING MINUTES

PRESENT: Dean Susan Demers, Christy Powers, Rachel Bennett, Joseph Benavides, Deborah Eldridge, Joseph Boyd, Bob Shumaker, Darryl Henderson, Anona Johnson, Kandice Hyatt, Ian Banks, Ellen Poole, Kaila Glaros, Melissa Solevilla, Candi James, Laura Marx, Caitlein Jammo, Andrew Sasso, Jason Stearns, and Erica Hartman.

NOT PRESENT: Joseph Nicholson, Rebecca Frank, Audwin Scott, Nate Suedmeyer, Lisa Brody, Heather Arbuckle, Vitalia Shafer, and Iryna Bandaryk.

The meeting was called to order at 5:30 p.m. in Room SS 160, on the Clearwater Campus.

Following roll call and introductions,

Dean Demers opened with a request to send a copy of the most recent Comprehensive Academic Program Review (CAPR) to the ADVC.

Dean Demers mentioned the books and barrister bookshelves donated by former Board of Trustees Attorney Joe Lang. Attorney Lang passed away in April of 2018.

Dean Demers stated that we have a new joint use library with Clearwater with its own law library on campus. She encouraged the Committee to take a tour and see the extensive collection and new resources.

Dean Demers discussed the ongoing initiatives at SPC via the Pathways project which is state mandated. It is a concept implemented to employ meta-majors. We have settled on 10 Career and Academic Communities (CAC) in which we guide students into 4 year degree. We are part of the Public Policy, Legal Studies, and Public Safety CAC. Distributed brochures for the Committee to preview. It is a new way to look at 2 year program to then transition into a 4 year program. Since it takes 9-10 semesters for our AS Degree, it may take longer than a typical 2 year degree.

There are 28 community colleges in the state of Florida. The legislature seeks first time in college students that are attending full time, and they track them for performance funding for each college. The Pathways project figures out how to take in transfer credits and then put them into a finished degree. Dean Demers also requested that our 2 Pathways are distributed to the Committee.

Dean Demers mentioned that the ABA Site Team will arrive Tuesday evening. The ADVC Meeting is Noon on Wednesday, September 19 at Carrabba's.

Deborah Eldridge talked about community connections and ask for ideas on how to contribute to it for internships. She like to encourage students to do internship and talked about the new law about the usage of interns. She asked the board members about partnership ideas and talked about project management courses. She asked if there are particular projects going to trial, please let us know and we can pair up a qualified student.

Laura Marx asked about the length of the projects. Dr. Eldridge said temporary positions are great and students will acclimate to the project.

Dr. Eldridge mentioned the study abroad in Portugal in PLA 4830 Comparative Legal Systems which is happening this summer 2019. First class for Paralegal Studies that is travelling abroad. But it is also an inter-disciplinary study abroad course/program. It is a ten day course in Portugal.

Dr. Rachel Bennett mentioned the creation of videos about the expectations of internships on the student end. A creation of an FAQ video to encourage more internships.

Dr. Eldridge mentioned also that resumes and their content. Please let us know what you prefer to see listed on a resume during the application process.

Darryl asked if we do internships that partner with Public Policy opportunities.

Dr. Powers mentioned the potential creation of a Law and Policy Academy at Seminole High School.

Joe Benavides discussed strategies to get into high schools to let them know about our programs. Also looking at at-risk students as well. Really focusing on the AS Degree route. He is actively engaged in holding on campus tours.

Dr. Powers introduced the Essential Functions Checklist for paralegals as offered up by AAfPE.
Laura said when on the job, the attorney will expect at least a 20 item from the list. Basic writing skills are assessed during interviews at her firm with an on site test.
Dr. Bennett said there are many initiatives going on to close the gap in technology skills.

Dean Demers stated that the Essential Functions Checklist is a way for the students to understand the expectations and how they should be completing them by the end of the program.

Jason Stearns asked if we have an e-discovery course. Taught at Stetson and was successful with the curriculum. Willing to provide us with the content and syllabus. He feels that SPC would benefit teaching that on the paralegal side as to the technologic terms and programs.

Dean Demers that some students have learning disabilities and physical challenges. We are seeking ways to assist in transition these students into the workplace. What equipment should be made available to particular students?

Andy asked where students learn word and basic computer functions.

Demers said basic office class and SPC has a computer proficiency class or test-out option.

Daryl mentioned Workforce Institute at EPI have non-credit classes to help improve skills.

Melissa states that on interviews she asks applicants how they organize themselves including reminders for follow up utilizing calendaring and

Joe Boyd stated that time management skills are truly in need of improving which translates into accountability.

Dr. Powers asked for other final thoughts on improving the Essential Functions Checklist.
Jason, Melissa, Darryl, Candi, and Dr. Bennett all made remarks in the following areas to improve the Essential Functions Checklist: require full check on resume for elements of style; review social media etiquette and standard email responses; assure students are able to explain gaps in time on the resume; and how stay-at-home functions do translate into skills sets on the resume.

Candi reiterated the need to also explain why there were many positions help in a short period of time.

To assist with Job Placement, Joe Benavides and Darryl offered the idea of requiring students to complete a short term internship called, "A Day in the Life of a Paralegal."

Dean Demers noted that the Legal Studies Society have hosted and will continue to host workshops for interviews and guest speakers.

Bob Shumaker offered to volunteer with the LSS to hold mock interviews. Everyone in the committee concurred that mock interviews are very helpful in understanding what occurs during an interview. Research the firm or job opportunity before interviewing.

Joe Benavides said that students are welcome to the newly situated Clearwater Campus Library and receive career service advice and assistance.

Andy Sasso discussed UPL and asked if we as professors and career service advisors offer dialogue about discussing difficult past(s) and how to confront this with a potential employer. He stated students need to be able to articulate what to do in an uncomfortable situation, even in practice.

Dr. Bennett then discussed job titles for students and hiring scenarios. She asked the committee what could be done for students to distinguish themselves.
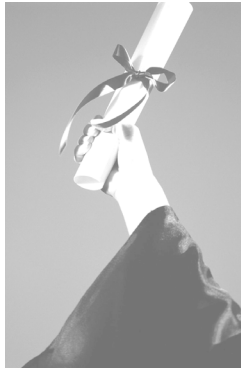
Candi mentioned that Raymond James is utilizing the job title "Assistant Paralegal" to acquaint the new hire with the position. This way the new hires are learning the job from the ground up. Also, they have recently hired an SPC graduate as a corporate litigation paralegal.

Bob Shumaker stated that there is no true definition that attorneys use for hiring a "paralegal" and that many standards are set by big firms.

Other recruiting options were mentioned via the local bar organizations and the Paralegal Association of Florida.

Dean Demers gave closing remarks.

Christy Powers thanked everyone for attending.
Meeting ended at 6:11 pm.