



Frederick Community College

Academic Program Review 2011-2016

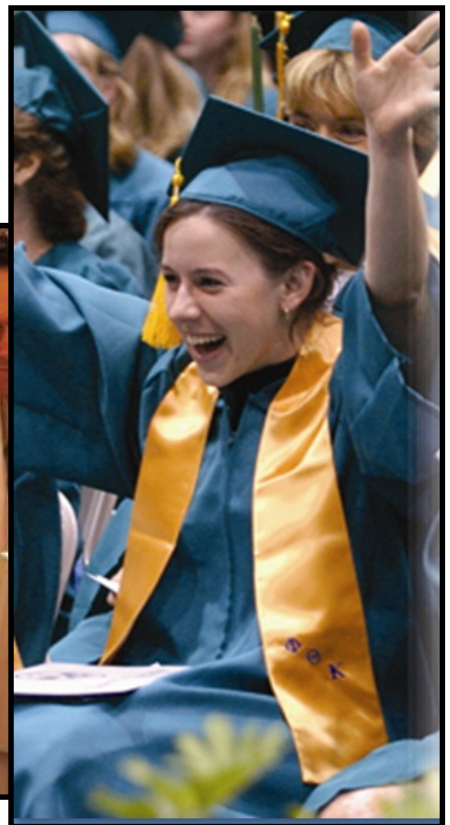


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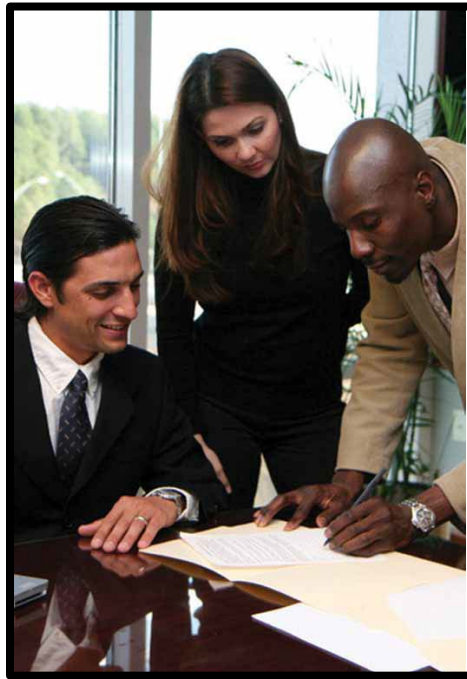
Academic Program Review 2015-2020

Business Programs

A.A.S Degree, Business Management - Career

A.A. Degree, Business Administration - Transfer

Business Certificates



Self-Study Report

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2015 Program Review Report

Section 1: Introduction

Frederick Community College's Business Programs have been with the college for most of its history which began in 1957. The programs serve students located primarily in Frederick County Maryland. Frederick County has an estimated 2013 population of 241,000, which is 3.4% above 2010. This equates to an average annual population growth rate of about 1.1% over the past three years. The two current associate's degrees in Business are an A.A.S. in Business Management – Career degree designed for those looking for immediate employment in business, and an A.A. in Business Administration – Transfer degree designed for students who desire to transfer and complete a business related degree at a four year college or university. State approved certificates are also offered. These certificates were completely reviewed and updated in 2014 resulting in the current certificates being offered effective 7/1/15. Certificates are also an entry point for students who later may also continue on to get an AAS or AA degree.

- Business Management -recently revised
- Entrepreneurship and Small Business Start-Up -recently revised
- Project Management – new certificate
- Hospitality Management – recently revised and offered in cooperation with our Culinary Program
- Healthcare Practice Management – recently revised and offered in cooperation with our Medical Assisting Program



During 2014 an International Business Option to the Business Administration Transfer program was discontinued due to lack of course transferability and a low number of majors. In January 2014 responsibility for economics courses was transferred from the Social Sciences department to the Business program. Two new full time faculty who will teach business and economics were hired in fall 2014 after a national search of over 90 applicants.

During fall 2014 there were 435 business majors at FCC. Thirty five percent were attending full time and 65% were attending part time. Approximately 81% of majors are business administration transfer majors and 19% are business management career majors. Total fall 2014 enrollment in business and economics courses was 777, a stable enrollment trend over the last six years. The most notable enrollment trend is a substantial decline in part time declared majors which is also occurring nationally and regionally.

The Business Program reports to the Computing Business and Technology (CBT) Department and is part of the Learning Division of the college (organization chart included in appendix). Program faculty offices are located on the second floor of building C, along with other offices of CBT department faculty and staff. Business/economics courses are offered throughout the campus primarily in buildings B, C, H, and L. There is currently no dedicated space for student study and computer lab usage close to the faculty office space in building C.

Section 2: Program Mission, Goals and Objectives

Faculty reviewed mission, goals, objectives, and student learning outcomes for both degrees in fall 2014, resulting in the following being adopted:

Business Administration A.A. Transfer Program

Program Mission

With teaching and learning as our primary focus, the Business Administration A.A. degree transfer program at Frederick Community College prepares students for successful transfer as a major in a business-related baccalaureate degree program.

Program Goals and Objectives

Program Goals

1. Students will discover, apply, and think critically about fundamental business, accounting, economic, and computing concepts and trends.
2. Students will develop and apply effective communication skills.
3. Students will identify and analyze ethical issues in business.
4. Students will demonstrate the ability to work effectively and cooperatively as part of a team/work group
5. Students will be successful when transferring to a bachelor's degree program in business.

Program Objectives

1. 70% of students who complete an assessment will achieve competent or higher scores on each assessed student learning outcome.
2. 80% of student graduate respondents will evaluate the program favorably.

Business Management A.A.S. Career Program

Program Mission

With teaching and learning as our primary focus, the Business Management A.A.S. degree and related certificate programs at Frederick Community College prepare students for immediate entry level employment in business.

Program Goals and Objectives

Program Goals

1. Students will discover, apply, and think critically about fundamental and specialized business, accounting, and computing concepts and trends.
2. Students will develop and apply effective communication skills.
3. Students will identify and analyze ethical issues in business.
4. Students will demonstrate the ability to work effectively and cooperatively as part of a team/work group
5. Students will successfully utilize business computing technology.

Program Objectives

1. 70% of students who complete an assessment will achieve competent or higher scores on each assessed student learning outcome.
2. 80% of student graduate respondents will evaluate the program favorably.

College Mission

“With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.”

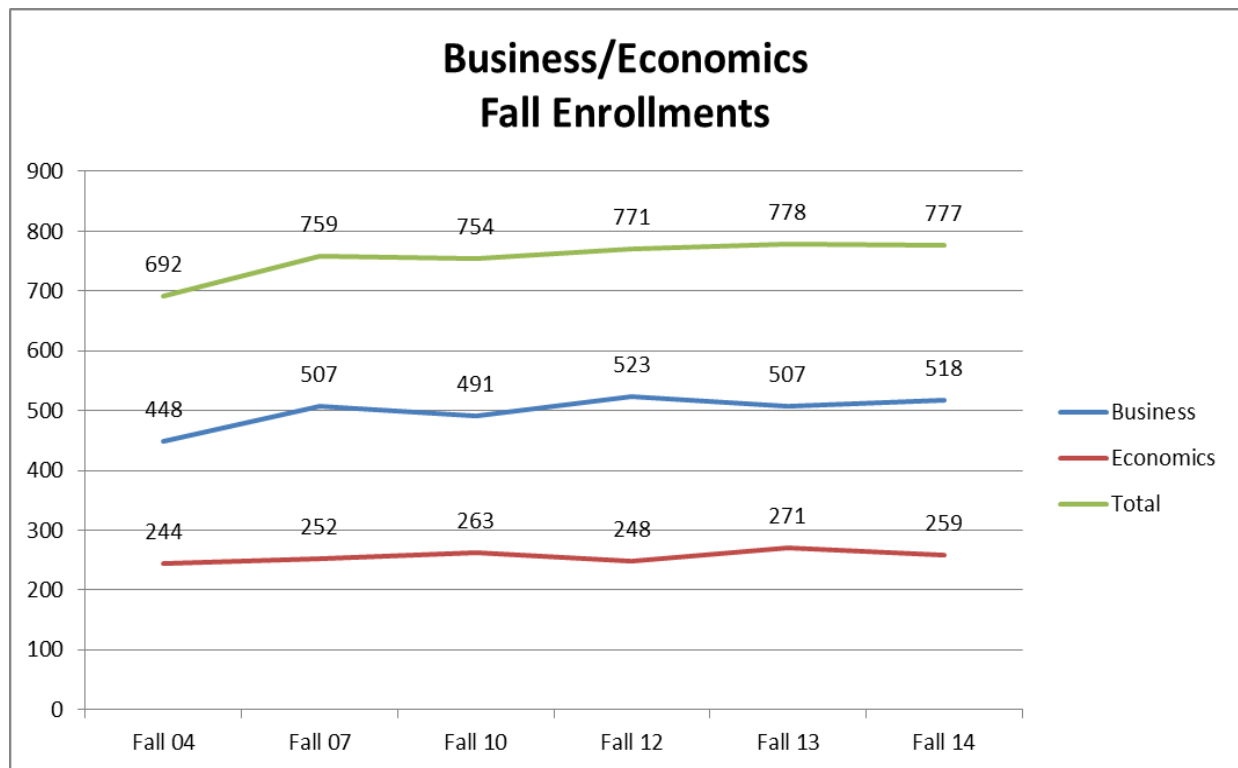
Both business program missions, like the college mission, emphasizes a commitment to teaching and learning, and address workforce and/or transfer preparation. The goals of the business programs focus on transfer and workforce success by emphasizing critical thinking, communications skills, and discipline related thinking.

Section 3: Program Trends according to Internal and External Data

Enrollment

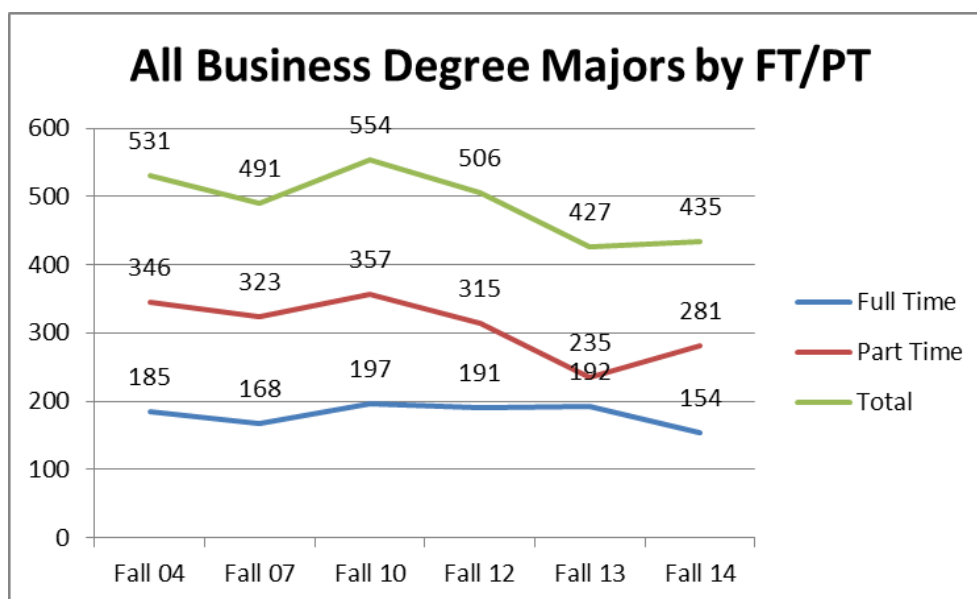
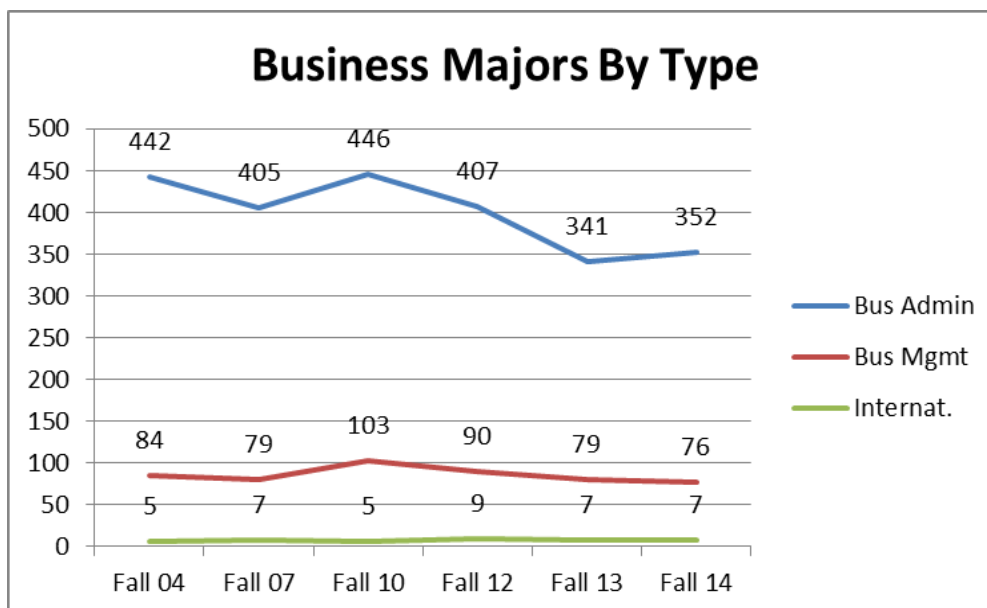
Total FCC business and economics course enrollments have been relatively stable since fall 2007.

- Overall, all Maryland college enrollments have declined by 16,000 (4.3%) in two years from 2011 to 2013.
- In addition, Maryland Community College enrollments declined 4.3% from fall 12 to fall 13; the largest decline of any sector.
- Part time student enrollment at all colleges in Maryland declined 3.9% in this one year, compared to only 1.7% for full time enrollment. (MHEC Fall 2013 Enrollment Report).
- Nationally, fall to fall enrollment of students over the age of 24 declined by 3.4%, compared to only .4% for students under the age of 24. (US News and World Report, December 12, 2013) Some believe the decreases in part time and older student college enrollments in the past two years are related to improving economic conditions over the past several years (MHEC, US News).



Business Majors by Type

Business Administration (Transfer) majors have declined by more than 21% since fall 2010, although enrollment in business/economics courses has been stable over that same period. Business Administration majors comprise 81% of business majors, and Business Management majors 19%.



Full time students comprise 35% of fall 2014 headcount enrollment and part time 65%. Business majors at FCC have declined 21% since fall 2010, while business /economics enrollments have remained stable.

Analysis

Overall business/economics enrollments been relatively stable over the past six years. The significant decline has occurred in the number of **part time business majors** which is down 21% since peaking in fall 2010. The decline in part time majors is consistent with both state and national data, although at a greater rate. A plan is being developed to market our programs to part time students for fall 2015.

Student Survey Results – Prepared by the FCC Office of Planning, Assessment, and Institutional Research

Business Current Student Survey – Fall 14

Introduction

- This survey was sent to all students who currently listed a business degree as their major (n=424). Twenty-six students (6%) responded to the survey. The results of these responses are detailed below.

Student Information:

- Sixty-nine percent (N=18) of respondents were current Business Administration majors, twenty-three percent (N=6) of respondents were Business Management majors, and eight percent (N=2) were only currently enrolled in a business course.
- Fifteen respondents (58%) were currently enrolled full-time and eleven respondents (42%) were enrolled part-time.

Employment Information:

- Eight students who responded (31%) were currently unemployed, thirteen (50%) were working part-time, and five (19%) were working full-time.
- Of those who responded, seventy-nine percent (11) worked in private industry and twenty-one percent (3) worked for the government.

Student Satisfaction

Student Perceptions of The College's Business Program				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I was satisfied with my business course(s) at FCC.	50%	42%	8%	0%
It is (was) easy to get in touch with my business faculty when I needed to.	52%	44%	4%	0%
My business professor(s) was/were genuinely interested in my progress in my course(s).	72%	24%	0%	4%
My business professor(s) was/were knowledgeable in the areas they were teaching.	84%	16%	0%	0%
My business professor(s) was/were able to provide me insight that would be beneficial to me in a "real world" business environment.	76%	24%	0%	0%
Overall, my business professor(s) met my expectations.	69%	31%	0%	0%

- Overall the majority of students either strongly agreed or agreed with all of the statements listed above. This shows that the overall consensus of respondents is that they are satisfied with the college's business program. When agree and strongly agree responses are totaled, 92% to 100% agreed or strongly agreed. Surveys were emailed to all current majors, and the 6% response rate is lower than we had hoped for. In the future, we may need to look at other ways of collecting this data.

Full time faculty must select at least two courses per year for in class student evaluations and respond to these in their annual self-evaluation. Full time faculty must also have peer observations every five years. All courses taught by adjuncts are submitted for in class student evaluation and the program manager and department chair review these evaluations each semester. Copies are also made available to each adjunct faculty member. The program manager and CBT department chair

meet with adjuncts to review evaluation results when circumstances warrant. Adjunct faculty are observed during their first semester of teaching, and subsequently at the discretion of the department chair (FCC Faculty Handbook).

Program Curriculum

The grids below show how courses and student learning outcomes are related. Since the program assessment process is being developed the Assessed (A) courses represent future plans.

Business Administration Transfer Degree – Curriculum Map (Effective 7/1/15)

Course	Cr.	SLO 1 -Discover, apply, and think critically about discipline concepts and trends	SLO-2 Ethics	SLO 3 - Communicate effectively	SLO-4 Team and work group approach
English Composition EN101	3	I		E	
Business Statistics and Other Math (Applied Calculus or College Algebra required)	6	E		I	E
Macroeconomics and Micro Economics EC201 and EC 202	6	A/E	E	E	E
Introduction to Business BU103	3	E	A	E	E
Information Systems and Technology CIS101	3	A	E	E	
Principles of Accounting I and II ACCT101 and ACCT102	6	A/E	E	E	
Communications	3	E		E	E
Humanities, Arts, Social Science	12	E		E	
Sciences	7-8	E			
PE/Health	1/ 3				
Electives – course selection based on specific transfer requirements	10	I		I	
Total Credits	60- 63				

I= Introduced, E= Emphasized, A= Assessed

It should be noted that technical course offerings (business, computing, accounting, and economics) in the business administration transfer curriculum are heavily dependent upon acceptance by four year colleges, especially University of Maryland System schools (College Park, Towson, Salisbury, Frostburg) where a majority of FCC students transfer. For example, courses such as Principles of Management and Marketing are often considered junior/senior level courses at these transfer schools and therefore they are not accepted as major courses. This explains the high level of elective courses in the current transfer curriculum. The FCC transfer center has devised individual college transfer guide sheets that are used by advisors and the program managers to assist transfer students in schedule planning.

Business Management Career Degree – Curriculum Map (Effective 7/1/15)

Course	Cr.	SLO 1 -Discover, apply, and think critically about discipline concepts and trends	SLO-2 Ethics	SLO 3 - Communicate effectively	SLO-4 Team and work group approach	SLO-5 – Technology
English Composition EN101	3	I		E		
Math (Business Statistics Recommended)-	3-4	E		I	E	
Social Science – Human Relations HS102	3	E		E	E	
Introduction to Business BU103	3	E	A	E	E	
Information Systems and Technology CIS101	3	A	E	E		E
Spreadsheets CIS111E or CIS111R Business Software Applications	3	E		E		A
Principles of Accounting I ACCT101	3	A/E	E	E		
Principles of Accounting II ACCT102	3	A/E	E	E		
Business Law I BU211	3	E	E	E		
Principles of Management BU227	3	E		E		
Business Communications BU273	3	E		A		
Principles of Economics (Macro and Micro) EC201 and EC202	6	E				
Communications	3	E		E	E	
Sciences	3-4	E				
Any Gen Ed Wellness elective or any other Gen Ed course and a PE course	3-4	E				
Technical Electives – Take 12 credits from the specific list of business, accounting, computing, or economics courses listed in the catalog, or specific HOS/MDA courses	12	E		I		
Total Credits	60-63					

I= Introduced, E= Emphasized, A= Assessed

Each major knowledge area is addressed multiple times to allow reinforcement of these areas. Course syllabi and catalog curricula changes are the responsibility of program faculty, and the college curriculum committee reflects faculty representation from each division of the college. Recent revisions to the curriculum pending approval by the college curriculum committee include:

Curriculum Changes

All certificates were completely reviewed, revised and updated in 2014 resulting in the certificates listed below being offered effective 7/1/15. These certificates were designed to reflect a common core when possible, and have 24-27 credits, allowing a full time student to complete them in as few as two semesters.

- Business Management – 24 credits (revision)
- Entrepreneurship and Small Business Start-Up – 24 credits (revision)
- Project Management - 24 credits (new)
- Hospitality Management – offered in cooperation with our Culinary Program - 25 credits (revision)
- Healthcare Practice Management – offered in cooperation with our Medical Assisting Program – 27 credits (revision)
- In addition a 9 credit Business Letter of Recognition has been added to the curriculum
- See next page for details

Business Certificates							
Courses may also be used to earn an Associate Degree in Business Administration or Business Management -							
Course #	Course Description	Business - Letter of Recognition	Hospitality Management	Business Management	Entrepreneurship and New Business Startup	Project Management	Medical Practice Management
		LOR	Certificate	Certificate	Certificate	Certificate	Certificate
BU103	Introduction to Business	3	3	3	3	3	
CIS101	Introduction to Computers	3	3	3	3	3	3
ACCT101	Principles of Accounting I	3	3	3	3	3	3
ACCT102	Principles of Accounting II			3			
EN101 or BU273	English Composition or Business Communications		BU273 - 3 credits	3	3	3	BU273 - 3 credits
BU227	Principles of Management		3		3	3	3
EC201	Principles of Economics (Macro)			3			
EC202	Principles of Economics (Micro)			3			
BU109	Entrepreneurship and Small Business Enterprise				3		
BU225	Marketing				3		
HOS110	Introduction to Hospitality Management		3				
HOS121	Sanitation and Food Safety		1				
HOS216 or HOS 219	Food and Beverage Operations or Foundations of Lodging Management		3				
HOS218	Hospitality Information Systems		3				
MDA109	Medical Terminology						3
MDA 112	Medical Administrative Office Applications						3
MDA216	Introduction to Medical Coding						3
MDA218	Insurance Billing & Reimbursement						3
MDA 220	Introduction to Electronic Medical Records						3
BU230	Introduction to Project Management					3	
Other Technical Electives				Any BU, or ACCT course not taken above or Math Elective - Recommend BU227 Principles of Management 3 credits	ACCT111 Computerized Accounting or BU223 Human Resource Management or BU211 Business Law 3 credits	Electives – 6 credits - Any BU, ACCT, EC, or CIS203 Systems Analysis and Design (recommended), or CIS111E Spreadsheets	
Total		9	25	24	24	24	27

During 2014 an International Business Option to the Business Administration Transfer program was approved for discontinuance due to lack of course transferability and a low number of majors. Business Law II is being dropped as a course due to lack of need and transferability. A new Project Management course has been added and included as part of the new Project Management certificate. Small changes are being made to the Principles of Management and Human Resource Management courses.

Business Management A.A.S. Career - degree changes:

- Require Principles of Accounting II – ACCT102
- Require Macroeconomics and Microeconomics– EC201 and EC202.
- Require Business Communication – BU273
- Math requirement -Revise the math elective to recommend that students take BU/MA205 Business Statistics.
- The above additions would come from the existing 21 credits of required courses or technical electives. A new Project Management course was developed for the Project Management certificate, and can also be used as an elective in both the Business Management A.A.S. career degree and Business Administration AA transfer degree programs.

Business Administration A.A. Transfer - degree changes:

- Several changes were made to the math requirement. The required statistics course MA206 Elementary Statistics has been replaced with a new course BU/MA205 Business Statistics which is more business focused. The second required math course, a math elective will now be more specific, requiring either MA201 Applied Calculus or MA130 College Algebra. This choice will typically be based on transfer requirements.

The business program advisory committee meets twice per year to review curriculum, and advise the faculty on trends that could affect the program. The committee includes members from private, and public non-profit, and education organizations as well as a program graduate. The committee plays an active role in reviewing the curriculum, providing feedback on employment opportunities, and providing advice on industry trends. Several new members were added to the committee during the past year and attendance at the two recent advisory committee meetings was excellent – with 10 to 12 attending each meeting. The committee has reviewed and approved all major changes to curriculum during the past year.

Current External Advisory Committee Composition is as follows:

Category	Number of External Members
Private Business (Insurance, Banking, Manufacturing, Recruitment Services)	4
Non- Profit Organizations (Downtown Frederick Partnership, Small Business Development Center, Chamber of Commerce, Workforce Development Services)	4
Higher Education - Mount Saint Mary's University	1
Total External Committee Members	9

Note – All full time faculty and several adjunct faculty routinely attend and participate in advisory committee meetings.

Program Marketing

The college approach to marketing is subject to budget limitations, therefore the focus of college wide marketing funds is to attract students to FCC overall, as opposed to making large program specific marketing expenditures. Despite this, the FCC marketing department is very supportive of requests from individual programs to assist with individual initiatives. The business program manager prepared an extensive marketing analysis and plan during spring/summer of 2014:

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> The recent move of the economics department to business improves communication and tie in of these important core components of the business program (macro and micro economics courses) 	<ul style="list-style-type: none"> Current “Business Certificate “offerings are duplicative and confusing (two entrepreneurship certificates, two management related certificates) – subsequently updated
<ul style="list-style-type: none"> The addition of two new qualified experienced full time business/economics faculty triples the number of full time faculty in the program 	<ul style="list-style-type: none"> Program mission, goals, and objectives need to be updated – subsequently revised
<ul style="list-style-type: none"> The Business Program external advisory committee was expanded to include FCC alumni, Downtown Frederick Partnership, FCC Corporate Relations, Frederick County Small Business Development Office 	<ul style="list-style-type: none"> The International studies Business AA degree option is not transferable and declared majors are very low – just seven in fall 13
<ul style="list-style-type: none"> New attractive, well written program brochures were developed to use in electronic and paper format 	<ul style="list-style-type: none"> FCC devotes few resources to promoting individual academic programs like business, due to limited budget. There is no formal promotional budget for FCC business programs, which must compete with public and private colleges who use TV, radio, internet, and social media
<ul style="list-style-type: none"> An FCC student Business Plan Contest sponsored by a local bank was successfully completed during the 2014 spring semester 	<ul style="list-style-type: none"> Social media is not being used to promote the program, with the exception of a newly introduced Facebook page for the FCC Business Program
<ul style="list-style-type: none"> The program manager is using FCC email to market and contact existing students numerous times during the year 	<ul style="list-style-type: none"> Specific FCC student satisfaction data (graduates and current students) is not currently available for the business program (except for post course student evaluations)
<ul style="list-style-type: none"> Business/Economics courses are offered in a variety of formats including day, evening, weekend, online, hybrid, and face to face. 	<ul style="list-style-type: none"> Some business courses require BU103 Intro to Business as a pre-requisite creating a potential barrier to entry.
<ul style="list-style-type: none"> FCC’s tuition and fees are over 40% less than our closest four year college competitor (\$448 vs. \$774 for a 3 credit course - UMUC) 	
<ul style="list-style-type: none"> The FCC full time and adjunct business faculty have a wealth of real world business experience. Most have masters degrees 	
<ul style="list-style-type: none"> 	
Opportunities	Threats

<ul style="list-style-type: none"> Potential new/revised certificate offering ideas include project management (new), business management, entrepreneurship and business start-up, medical practice management (new), and hospitality management (revised). Certificates can be promoted as an entry point to the business program. 	<ul style="list-style-type: none"> Business and Economics total fall enrollments have been fairly stable over the last 10 years. However, the most striking statistic is a 34% drop in part time business majors since fall 2010, while full time majors have been stable during the same period. The decline in part time majors, is matched by a 17% drop in <u>all</u> FCC part time students since fall 2010, and a nationwide 17% one year drop in part time male college students over age 25, in 2012. Many factors have affected part time enrollment nationally and locally including job market improvements and a reduction in employer reimbursement for college tuition. The decline in part time students is a local and national trend.
<ul style="list-style-type: none"> High school dual enrollment and open campus programs offer growth potential. For example, Governor Thomas Johnson High School working with FCC has adopted a dual enrollment program allowing students to earn up to 30 FCC credits and a Business Management Certificate from FCC (starts fall 2015). 	<ul style="list-style-type: none"> Because of their low costs, community colleges are often perceived to be of lower quality, causing some potential students/parents to choose more costly alternatives
<ul style="list-style-type: none"> Earnings value of an AA degree or bachelor's degree over a high school education - AA +19%, Bachelors +70% 	

Marketing Objectives and Issues

Three year Objectives

1. Brand/position the FCC Business Program as a Center of Business Excellence.
2. Increase full time business majors by 4% over the next three years.
3. Increase part time business majors by 10% over the next three years.
4. Increase business/economics headcount enrollments by 10% over the next three years.

Marketing Strategy

Positioning/Branding

The business program at FCC has many attributes that make it a quality program-and can pursue others that will enhance its' value and contributions to the community. It is time to **establish a brand identity** for the program that speaks to what the program is, and aspires to be – a center for quality business education. The overall concept is to create a brand, an identity – a center of excellence. The name of that brand will be The XXXX School of Business at Frederick Community College. The school will be named for a respected community business leader and supporter of Frederick Community College. The product strategy will be based on this identity.

Product Strategy - Branding

1. Identify a community business leader for the naming opportunity, name the business school, and promote the naming.
2. Update the mission and goals of the business programs (transfer and career) as part of the program review process.
3. Promote the quality of programs and faculty (example - the real world experience and education of the faculty).
4. Continue the FCC student Business Plan Contest sponsored by M and T Bank and expand student participation and community involvement.
5. Partner with the FCC's Honors College to offer a selection of courses that would enable Business majors who meet the requirements to graduate with an Honors college designation. (In progress)
6. Revise/ add certificates targeted to relevant fields – project management (new), management (revised), medical practice management (new), hospitality management (revised), entrepreneurship and business startup (revised), and use these as a stepping stone to AA degree completion. Roll these certificates out after the program has been named. Remove the BU103 Intro to Business pre-requisite for the few courses that require this to eliminate barriers to student enrollment. (In progress)
7. Remove the low enrollment, limited transferability International Business AA Transfer degree option. (In progress)
8. Initiate a School of Business annual or semiannual sponsored speaker event with national or regional business leaders as speakers. Invite students and the community.
9. Partner with the Frederick Small Business Development Center to have selected FCC business faculty and students provide volunteer assistance to local entrepreneurs with limited financial resources, with business plan development.
10. Secure funding for Honors scholarships for full time and part time business majors attending the XXXX School of Business.
11. Offer accelerated evening 7 week business program.
12. Promote the ability of students to get a business degree 100% online at FCC.
13. Continue to expand partnerships with FCC Continuing Education such as co-listed courses.
14. Investigate becoming accredited through the Accreditation Council for Business Schools and Programs (ACBSP). This organization has an Associate's degree accreditation. Hood College is accredited by this organization. (It appears this would require accreditation of Business, Accounting, and CIS).

Pricing

Pricing will not be changed, although pricing is a marketable attribute.

Distribution

Consider evening classes in 7 week format instead of 15 week format, consistent with national trends.

Product and Branding Action Plan

Activity	Completion Date
Identify a community business leader for the naming opportunity, name the business school, and promote the naming.	Under review
Update the mission and goals of the business programs (transfer and career) as part of the program review process.	Complete
Promote the quality of programs and faculty (example - the real world experience and education of the faculty).	8/1/15
Continue the FCC student Business Plan Contest sponsored by M and T Bank and expand student participation and community involvement.	Ongoing
Partner with the FCC's Honors College to offer a selection of courses that would enable Business majors who meet the requirements to graduate with an Honors college designation.	Complete

Curriculum - Revise/ add certificates targeted to relevant fields – project management (new), business management (revised), medical practice management (new), hospitality management (revised), entrepreneurship and business startup (revised), and use these as a stepping stone to AA degree completion. Roll these certificates out after the program has been named. Remove the BU103 Intro to Business pre-requisite for the few courses that require this to eliminate barriers to student enrollment. Promote the pathway, options of Certificate, AA, and BS.	Complete effective for fall 2015 – need to promote these new certs along with the new accelerated format
Work with local high schools to promote dual enrollment options similar to the certificate option that has been developed with Gov. Thomas Johnson high school.	Ongoing
Remove the low enrollment, limited transferability International Business AA Transfer degree option.	Complete and effective July 15
Initiate a School of Business annual or semiannual sponsored speaker event with national or regional business leaders as speakers. Invite students and the community.	1/1/16
Partner with the Frederick Small Business Development Center to have selected FCC business faculty provide volunteer assistance to local entrepreneurs with business plan development.	1/1/15
Secure funding for an Honors scholarship for a full time and part time business major	1/1/16
Investigate becoming accredited through the Accreditation Council for Business Schools and Programs (ACBSP). (It appears this would require accreditation of Business, Accounting, and CIS)	7/1/16
Offer all evening and some weekend classes in 7 week accelerated (hybrid) format instead of 15 week format.	Planned for fall 2015 – promote as noted along with new certificates

Promotional Action Plan

The activities recommended below are **in addition to any activities related to launching or promoting the naming of the xxxx School of Business (see product strategy action plan)**. However, once the branding concept is adopted it could easily be integrated with the promotional activities listed below. The target audience for this promotional plan is adult students, the area where business majors have declined. Media would be selected based on an audience aged 20-39 (young adult), where FCC's greatest proportion of adult students comes from.

Activity	Frequency	Total Cost	Evaluation Method
Social media expansion – Expand use of Business Program Facebook Page via ads on Facebook	70 days @\$5 per day (3-24 likes) – age 17- 40 – Frederick + 25 miles	\$350	# of Likes during advertising period – cost per like

Social Media – Add a Linked In Page or Group for FCC Business Program	\$10 per day – 60 days	\$600	
Utilize Google Adwords to promote FCC Business Program	180 days @ \$5 per day	\$900	# of clicks
FCC Video Commercial on website		Internally generated	Student Surveys and # of clicks
Cable TV commercial – targeting young adults age 20-39	Twice per year – three weeks prior to start of spring/fall semesters – ESPN and Lifetime (age 20-39 target – 10 times per week per channel during prime time. Assumes FCC produces the commercial internally	6 weeks X 2 channels X 5 times per week per channel X \$50 = \$3,000	Ratings surveys and student surveys
Develop 6 press releases per year targeted to highlighting FCC business students/programs/faculty. Post on website, social media, and local news organizations.	Six times per year	Internally developed	Newspaper circulation data
Develop surveys for current students and graduates to measure effectiveness of marketing strategies and customer satisfaction		Internally developed	
Total Annual Cost		\$4,850	

Note – The above plan can be altered to fit any budget, or re-arranged if there are other choices that are available

Conclusions

Establishing a strong brand identity for the FCC Business Program is the key to long term success for the program. The constant pursuit of quality and service to our students and community provide an enduring positive impact on our stakeholders. In turn, establishing a modest promotional budget for the Business Program, allows the college to conduct a live test of program specific marketing to assess whether this practice should be expanded.

Comparing FCC Curriculum to Peers

The following community colleges were selected to compare FCC's programs and course offerings:

- Community College of Baltimore County
- Delaware Technical & Community College
- Hagerstown Community College
- Howard Community College

- Montgomery College
- Northern Virginia Community College

Six of the above colleges are nearby Maryland colleges and two are large nearby out of state colleges. Four colleges are comparable in size to FCC and the other four are larger colleges.

College	Degrees	Business Certificates	Other Comments
Frederick Community College	Bus Admin AA - Transfer, Bus Mgmt. AAS – Career	Business Management, Entrepreneurship and Small Business Start-Up, Project Management, Hospitality Management, Healthcare Practice Management	Certificates are all new or revised. New course added in Project Management. International Business AA Option deleted. AAS degree revisions recently made to be consistent with certificates.
Howard Community College	Bus Admin AA, Bus Mgmt. AAS International Business AA Entrepreneurship AA, Entrepreneurship AAS, Hospitality Management AAS	Business in the Virtual Environment, Entrepreneurship, Event Mgmt., Lodging Mgmt., Professional Coaching	Courses of note- BMGT/Spch 175 Business Communications under Humanities/Arts, BMGT204 Taking your business mobile, Social Entrepreneurship, Entrepreneurship and Creativity
Montgomery College	Business AA	Management	
Community Colleges of Baltimore County (CCBC)	Bus Admin AA Business Mgmt. – 10 different degrees	Health services Mgmt., HR Management, Small Business Mgmt.	
Northern Virginia (NOVA) Community College	Bus Admin AA, Bus Mgmt. AAS (Healthcare, International, Public Management,	Business IT, Entrepreneurship, Leadership Development	Course – Project Management
Delaware Technical Community College	General Business, Entrepreneurship, Management, Hospitality Management, Marketing, Office Administration, Operations Management	Entrepreneurship	
Hagerstown Community College	Business Admin. AS, Management AAS, Marketing, Management Option AAS	Administrative Assistant, Management, Management Marketing	

Comparing FCC to Other Community Colleges

Degrees- The comparative information indicates two different approaches. Several schools (including FCC) have two degree tracks – transfer or career. Other schools (including Howard and CCBC) use degree designations more liberally – such as Business AAS concentration in Marketing. Frederick has chosen to stay with a general approach, especially given the increased need for students to consider transfer as an option due to the higher minimum educational requirements for most professional business occupations. Some schools still have associate degrees in international business, although FCC has deleted theirs due to lack of majors and lack of transferability.

Certificates – There is a fair amount of variation among certificates offered by the schools, although there are a number of repeated themes; management, entrepreneurship, hospitality, and healthcare. FCC has all four of these plus project management.

Courses- There was more in common than not when comparing the colleges.

Recommendations

The review of other college programs was helpful in developing many of the curriculum changes (degree and certificate) that were made recently.

Emerging Issues and External Professional Literature

The following issues have been identified by the faculty as being items that may impact the accounting program and its' students and graduates:

Item	Reference
Two areas come to mind when considering emerging issues that will impact businesses in the next decade. The first is the aging population and the fact that there are 3 distinct generations in the workplace and with the labor force shrinking over the past few years, knowledge on how to manage and/or work with others in different generations will be important. We, at the College level, have been seeing the trends and differences for a few years, but with 11% of the workforce now from the Millennial (Gen X/Gen Y), it is more of a focus (see for example. This also goes to the overall corporate culture and expectations about work/life balance on the part of employees versus employers with our ever present Smartphones and email – when do I turn it off and when does my employer allow me to turn it off.	http://www.amanet.org/training/articles/Leading-the-Four-Generations-at-Work.aspx
The author suggests more emphasis in a number of areas of business education including; increased emphasis on philosophy and humanities in business curricula, increased focus on STEM as it relates to business, increased use and recognition of blended learning models, and more hands on activities such as internships.	https://hbr.org/2014/07/the-renaissance-we-need-in-business-education Author Johan Roos
The author identifies four major areas of change in business schools. These include; less focus on wall street careers and more focus in tech based careers for business graduates, emphasis on collaborative management models (instead of hierarchical models, a focus on ethics and sustainability issues in business, and an increased focus on diversity (students, instructors, employers).	http://mashable.com/2012/06/17/business-school-trends/

	Author Sandra Odonez
<p>Andragogy is primarily how adults learn whereas pedagogy is how children learn is what the article is about. This is relevant to us since we have both traditional and adult learners in our classrooms and the fact that our traditional age students are transitioning into adults. The adult learner's motivation is directly related to the extent in which they are able to relate it to a solution to a problem in life or a payoff. This could include self-esteem, recognition or better quality of life.</p> <p>Pedagogy assumes students experience uniform teaching moments, therefore standard curriculums are used. Andragogy implies that curriculum must be flexible enough to capture teachable moments, with adjustments to changing needs. Adults enter the learning process from a performance centered mind-set. This differs from the pedagogical approach. Adults are looking for a quick application of new materials while children are looking to apply it sometime in the future. Learning about the workplace requires the use of non-classroom activities to enhance the learning process.</p> <p>Overall, this leads to the conclusion that we need a hybrid approach that helps the traditional student migrate from the pedagogical approach to an andragogical methodology while also serving our adult student learners.</p>	Instructional Methodology for Management Education: Andragogy or Pedagogy”
<p>A summary of the results indicates a strong correlation between study time and grades, which seems to be obvious, but another result which may be a little less obvious but one that is also quite understandable is that the learning environment improves as we bring in how economics affects the students personally.</p> <p>This strongly encourages us to infuse as much practical application of economics into the classroom as possible. Examples could be to have a portion of the students grade hinge on them not only bringing current articles into the classroom but having them discuss how this affects each one of us. Having the students complete a paper on a current economic events would also be of value.</p>	“What Determines Student Performance in Principles of Economics Courses? A Case study at 2-Year Colleges”

Analysis

The above review of literature suggests that as we review both curriculum and pedagogy, we should take the above items into consideration; increasing emphasis on technology in business, the varied ways in which students from different generations learn, increased focus on ethics, sustainability, and collaborative management techniques.

Section 4: Assessment of Student Learning Outcomes

Business Administration Program Student Learning Outcomes

The table below shows the student learning outcomes for Business Administration; where they appear in the program and the assessment strategies to be utilized. Assessments are course projects or assignments, rather than tests. Rubrics are used where appropriate to determine student success results:

SLO #	Student Learning Outcome	Where the outcome appears	Assessment Strategy	Expected Implementation Date
SLO #1	Demonstrate competence discovering, applying, and thinking critically about basic business, accounting, computing, and economic concepts and trends. (Goal 1)	EC201/EC202 Macro/Microeconomics	Research Project	Spring 2016
SLO #2	Identify and analyze ethical issues in business. (Goal 1)	BU103 Introduction to Business	Ethics Case Study	Fall 2015
SLO #3	Communicate effectively using multiple communication methods (oral, written, graphic, and electronic). (Goal 2)	BU103 Introduction to Business	Stock Market Tracking and Analysis Project	Spring 2016
SLO #4	Demonstrate the ability to work effectively and cooperatively as part of a team/work group. (Goal 2)	EC202 Microeconomics	Team Project	Fall 2016

Assessment Results

Since the assessment plan was developed as part of the program review process this year, other methods are being used to assess the program during this cycle. The above plan outline sets a goal of adding specific course level assessments that will be helpful in evaluating program effectiveness. These course level assessments will be fully phased in by fall semester 2016. Faculty will also be encouraged to go beyond the specific items above and address these student learning outcomes in as many courses and as frequently as possible.

Analysis

A timetable has been established with the first course level assessment (BU103 Introduction Business – Ethics Case Study) to be introduced in fall 2015. Faculty are working to formalize the above ideas and implement course level common assessment projects according to the above schedule.

Business Management Program Student Learning Outcomes

The table below shows the student learning outcomes for Business Management; where they appear in the program and the assessment strategies to be utilized. Assessments are course projects or assignments, rather than tests. Rubrics are used where appropriate to determine student success results:

SLO #	Student Learning Outcome	Where the outcome appears	Assessment Strategy	Expected Implementation Date
SLO #1	Demonstrate competence discovering, applying, and thinking critically about basic business, accounting, and computing concepts and trends. (Goal 1)	EC201/EC202 Macro/Microeconomics	Research Project	Spring 2016
SLO #2	Identify and analyze ethical issues in business. (Goal 1)	BU103 Introduction to Business	Ethics Case Study – Faculty	Fall 2015
SLO #3	Communicate effectively using multiple communication methods (oral, written, graphic, and electronic). (Goal 2)	BU103 Introduction to Business	Stock Market Tracking and Analysis Project	Spring 2016
SLO #4	Demonstrate the ability to work effectively and cooperatively as part of a team/work group. (Goal 2)	EC202 Microeconomics	Team project	Fall 2016
SLO #5	Apply computing technologies to solve business problems (Goal 3)	CIS111E Spreadsheets	Excel Budget Project	Fall 2016

Assessment Results

Since the assessment plan was developed as part of the program review process this year, other methods are being used to assess the program during this cycle. The above plan outline sets a goal of adding specific course level assessments that will be helpful in evaluating program effectiveness. These course level assessments will be fully phased in by fall semester 2016. Faculty will also be encouraged to go beyond the specific items above and address these student learning outcomes wherever possible.

Analysis

A timetable has been established with the first course level assessment (BU103 Introduction Business – Ethics Case Study) to be introduced in fall 2015. Faculty are working to formalize the above ideas and implement course level common assessment projects according to the above schedule.

Relationship to General Education

The general education component of the business programs is constructed to maximize value added by FCC's general education curricula:

Business Administration AA Transfer

This program is highly connected to general education. Students are required to take 41 credits of general education courses, or about two thirds of their total required credits. Students must take 6 credits of social science, 6 credits of economics, 6 credits of math (including statistics), 7 credits of science, 3 credits of interdisciplinary (computing), 3 credits of English composition, 6 credits of arts and humanities, and 3 credits of communications. This broad general studies component is extremely valuable to strengthening several of the program goal areas, especially critical thinking and communications skills.

Business Management AAS Career

Business Management majors must take 21 credits of general education, including 3 credits human relations, 3 credits math, 3 credits science, 3 credits communications, 3 credits English composition, 3 credits computing, 3 credits wellness or other general education.

Section 5: Program Resources, Support, and Viability

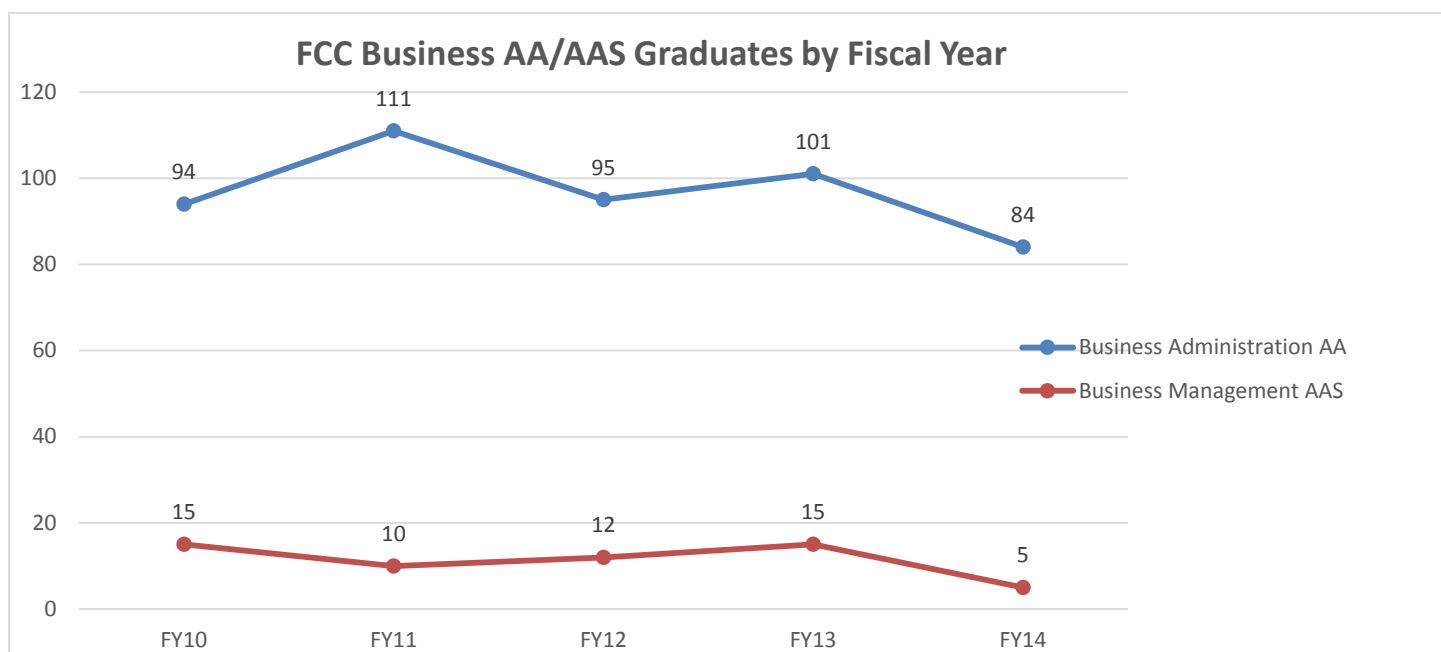
Program Demand

The table below depicts projected job growth in Maryland (2010-2020) based on educational requirements. It is significant to note that of jobs requiring an AA degree, that the #2 growth job is general and operations managers. Further, the #1 growth job requiring a bachelor's degree is management analysts. This bodes well for individuals pursuing business education at both the associates and bachelor's degree level and creates opportunities for transfer and career business majors.

Selected Projected Job Growth – Maryland 2010-2020 – Business Related Jobs

Job	# of Projected Positions 2010 - 2020	Required Minimum Education	Rank in State of Maryland Based on Education Requirement
General and Operations Managers	9,700	Associate Degree	# 2
Management Analysts	10,700	Bachelor's Degree	#1
Market Research and Analysts	4,175	Bachelor's Degree	#12
Human Resources Professionals	4,015	Bachelor's Degree	#13
Medical and Health Services Managers	3,880	Bachelor's Degree	#14

Source – Maryland Department of Licensing and Regulation 2014



Analysis

AA transfer degree graduates have declined primarily due to the end of the “recession” enrollment bubble. AAS degree graduates have decreased due to factors associated with adult students, previously discussed in this report. Additionally, the

program manager has increasingly encouraged adult students to keep their options open to consider transfer to a four year institution, due to the increasing educational requirements in the business job market.

Business Graduate Student Survey - Prepared by the FCC Office of Planning, Assessment, and Institutional Research

Introduction

- This survey was distributed to one hundred and fifteen 2013-2014 Business Administration and Business Management graduates via a return mail survey. Fourteen (or 12%) of the students completed the survey.

Student Information

- Ninety-three percent (N=13) of the respondents graduated from FCC as Business Administration majors. The remaining students graduated as a Business Management major.
- Eleven of the Business Administration students (85%) indicated that they were still attending 4-year colleges and universities, while two students (15%) transferred to another institution and completed their Bachelor's degrees.
- The Business Management graduates selected "Strongly Agree" when asked if FCC's program was effective in preparing the student for employment and/or career advancement.

Employment Information

- Fifty percent (N=7) of the graduates (including the Business Management student) stated that they were employed full-time, while 36% were employed part-time. Two (or 14%) indicated that were unemployed.
- Eight-two percent of the graduates (N=9) noted that they worked in the private sector while eighteen percent (N=2) currently work for the government. No additional employment information was provided by the remaining respondents.

Student Satisfaction

Student Perceptions of FCC's Business Program Faculty					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
It is (was) easy to get in touch with business faculty whenever I needed to.	43%	43%	0%	0%	14%
My business instructors were genuinely interested in my progress in my courses.	57%	36%	7%	0%	0%
My business instructors were knowledgeable in the areas they were teaching.	57%	43%	0%	0%	0%
My business instructors were able to provide me with insight beneficial to me in a "real world" business environment.	57%	36%	0%	0%	7%
Overall, my business instructors met my expectations.	71%	29%	0%	0%	0%

- In response to each of the statements, most students "Strongly Agreed" or "Agreed" that FCC's business faculty members provided a high standard of instruction and were responsive to student needs. Responses for strongly agree/agree ranged from 86% to 100%.

Student Self Evaluation

Business Program Student Experiences (Courses of Study)					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I learned to demonstrate competence in business specific knowledge.	57%	43%	0%	0%	0%
I learned to recognize trends in the environment that affect business including global issues.	50%	50%	0%	0%	0%
I learned to demonstrate effective oral and written communications in the business environment.	50%	50%	0%	0%	0%
I learned how to exhibit cooperation and productivity as team players in business decision-making.	57%	36%	7%	0%	0%
I learned how to effectively use analytical skill to solve business problems.	50%	43%	7%	0%	0%
I learned to display competence in the use of business technology.	57%	29%	14%	0%	0%
I learned how to display proficiency in recognizing and resolving business dilemmas in an ethical manner.	57%	36%	0%	0%	7%

- The majority of respondents surveyed felt that they'd met their course objectives.
- It is notable that two of the fourteen students felt that they did not learn to display competence in the use of business technology.

Analysis

- All students "Strongly Agreed" (N=9 or 64%) or "Agreed" (N=5 or 36%) that they were satisfied with their business courses while attending FCC.
- Respondents also "Strongly Agreed" (N=9 or 69%) or "Agreed" (N=4 or 31%) that they were satisfied with the business program overall. (One student did not provide a response to this question.)

Program Overview - Transfer Graduates					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The FCC business program prepared me well to transfer to a four-year college program.	39%	46%	8%	0%	8%
My time in the business program at FCC prepared me well for advance level business courses at a four-year institution.	31%	46%	15%	0%	8%
The sequence of courses helped me to be prepared for my advanced level coursework because I had taken the appropriate preparatory courses.	46%	39%	0%	0%	15%

Student Comments

- I transferred to Mt. St. Mary's to receive my BA degree in Accounting. It would have been helpful to take more accounting courses with my Business Administration degree.
- FCC has a fantastic business program!
- Maybe give harder material to study so that when a student transfers to a university they are better prepared.

- I had xxx for all of my business classes and I absolutely loved him. I wish I could take him and have him be my professor at my 4-year college now. All his classes prepared me for my classes now!
- I think it would also be very beneficial if the Business Program at FCC could provide internships for students. (Editor's note – we do offer internships)
- The Director of the Business Management program was incredibly helpful if I had any issues with professors or counselors. I wish they had a 4-year degree program in certain degree (areas) and that they would consider a seminary-type program.

Analysis

- Transfer graduates indicated that the business program prepared them well for transfer to four-year programs and advanced level coursework, although a few students disagreed concerning advanced level coursework.
- Most students felt that they were ready for transfer because they had taken appropriate preparatory courses at FCC.

Faculty

The program faculty are well qualified for their positions as shown by the table below compiled from fall 2014.

Full Time Faculty	#
Doctoral degree	1
Masters	4
Total	5
Adjunct Faculty	#
Doctoral degree	2
Masters	8
Bachelors	2
Associate	1
Total	13

All of the five full time faculty have a master's degree or higher, and one has a Ph.D. Two of the full time faculty are CPA's, one is a CMA/PMP/Six Sigma Black Belt. Most of the full time and adjunct faculty have over 15 years non- teaching experience in addition to teaching experience. Other faculty highlights include:

- Dave Hickman and Marty Crabbs served as workshop leaders at fall student convocation.
- Marty Crabbs chaired three search committees last year; one which hired two full time business/economics faculty, one which selected an administrative position for the college, and a major search for the Vice President for Academic Affairs..
- Dave Hickman served as a search committee member.
- Marty Crabbs was an active Rotary member and participated as a volunteer at numerous Rotary fund raising events. Other adjuncts and full time faculty serve as members of local community organizations or on local boards.

- The business program advisory committee was recently expanded to provide additional representation from the community.
- The student business club was revitalized during fall 2014 and four full time faculty are playing an active role working with the group. The group has already sponsored a seminar with four local entrepreneurs that was attended by over 40 students.
- During the past year, FCC's first student business plan contest was held sponsored by M & T Bank. The three student winners received \$5,000 in scholarship prizes. This is planned to be an annual event.
- Larry Devan served as an adjunct faculty mentor and mentored three adjunct faculty. Adjunct Marc Scott serves as a mentor in fall 2014.
- CBT Office manager Doree Lynn Miles started a Facebook page for the Business Program and updates it regularly.
- The Business Program is now affiliated with the FCC Honors Program, and Business majors can now receive a business degree with honors designation. Susan McMaster began teaching the new Honors Economics section during fall 2014, and eight students completed honors papers/presentations.
- Marty Crabbs, Karen Wilson, and Doree Lynn Miles are serving on various college self-study (re-accreditation) committees.
- Various faculty are serving on other college committees for 2014 including; Donna Lane (General Education), Dave Hickman (Security and Safety), Marty Crabbs (Strategic Enrollment Management). Karen Wilson (CBT Chair) is serving on the Presidents Leadership Council.

Fall 2014 – Business/Economics Class Section Distribution by Full Time and Adjunct

# Taught By Full Time	# Taught by Adjunct	Total
20	22	42
% Taught By Full Time	% Taught by Adjunct	Total
48%	52%	100%

Full time faculty teach a minimum of 5 course sections per semester, except for the program manager who is given some release time. Slightly less than half of business/economics sections during fall 2014 were taught by full time faculty. The addition of another full time faculty member would bring the ratio to 60%.

Program Support and Resources

The Computing, Business, and Technology department (CBT), Learning Division, and College have been very supportive of the needs of the program. The CBT department chair is flexible and works closely with faculty to find resources for new activities. The program has excellent support staff. Over the past few years, the department chair has been able to locate all full time faculty on the same floor and created a resource room that adjunct faculty can use. One area that should be improved is the lack of student study space and computer lab resources in proximity to faculty offices. Providing a student study area that has computers would be a provide space for students to work in close proximity to faculty and get assistance. From a longer range point of view it would be great to have space for faculty, business students, and related classes in the same building, building on the concept of a center of excellence.

Curriculum Topics, Methods, and Approaches

Alternatives to traditional courses

In addition to traditional methods of earning college credit, the FCC business program is open to providing students alternative methods to earn college credit. These methods include:

CLEP Test Acceptance – FCC accepts CLEP for the following business, economics, accounting, and computing courses offered: ACCT101 Principles of Accounting I, CIS101 Introduction to Computers and Information Processing, BU211 Business Law I, BU227 Principles of Management, BU225 Marketing, EC201 Principles of Economics – Macro, EC202 Principles of Economics – Micro. Additionally, the college also accepts CLEP for many general education courses as described in the college catalog.

A departmental challenge exam was recently developed for BU103 Introduction to Business. Internships are also encouraged and available for credit for both business degree majors. Advanced Placement (AP) credit is also accepted for both economics courses and many general education courses. FCC also accepts military credit through ACE and other approved organizations, and third party evaluated foreign college credit (see college catalog for details). The college also accepts experiential learning portfolios for credit according to its established procedures. The college has an articulation agreement with Frederick County Public Schools and accepts credit for several business and accounting and business courses via this agreement.

Business/Economics Course Formats – Fall 14

Format	# of Sections Offered	% of Total
Online	13	31%
Hybrid	4	10%
Face to Face	25	59%
Total	42	100%

It is notable that 41% of fall sections offered were in online or hybrid format. This is expected to grow as more evening hybrid courses will be offered during fall 2015.

Section 6: External Review

Introduction:

The Frederick Community College Business Program Review Self Study report was completed by the faculty in March 2015. Two external reviewers Dr. Anita Jose and Dr. Glen Weaver, both full time faculty members from Hood College were invited to be external reviewers of the self-study report. Their credentials follow:

Anita Jose, Professor of Management and Director of the Graduate M.B.A. Program; B.A., Gandhiji University; M.M., M.B.A., University of Dallas; Ph.D., University of North Texas (1994)

Glen J. Weaver, Assistant Professor of Accounting and Management; B.S., Towson University; M.B.A., Loyola College; D.M., Case Western Reserve University (2012)

The following milestone activities occurred as part of the external program review process:

- Self-Study Documents provided to review team (March 31, 2015)
- Site visit by Reviewers to FCC to discuss documents, review facilities, meet faculty, staff, and students. (April 29, 2015)
- Completed External Review report provided to Frederick Community College (June 17, 2015)

Observations about the Self Study Report:

We thank the reviewers for their thorough review report and look forward to incorporating their recommendations along with those developed internally into a comprehensive plan for continuous improvement to our Business Programs. Their complete External Review Report is a separate document and has been provided to the FCC Office of Institutional Effectiveness. We note several comments from the external report:

“We found the self-study to be comprehensive in nature and were pleased with the realistic presentation of the strengths, weaknesses, opportunities, and threats of the business programs and their associated resources, facilities, and support. The document provides evidence that the faculty researched the macro-environmental trends and patterns concerning higher education in general and business education in particular. It provides competitive information as well as empirical information regarding student perceptions of business programs and faculty.”

“The business programs at FCC are relevant and timely. The two associate degree programs are targeted towards specific target markets. The five certificate programs offered -- business management, entrepreneurship, project management, hospitality management, and healthcare practice management – are very relevant to the needs of the workforce in general and to the regional needs in particular.”

“It is also commendable that FCC, unlike other peer schools, has a certificate program in Project Management, one of popular areas in organizational America today.”

“In summary, the Business Programs at Frederick Community College has much to be proud. The recently revised curricula seem competitive and relevant; the departmental faculty are well credentialed and are well liked by the students; the facility presents a comfortable learning environment; classroom technology is advanced; and course offerings appear to prepare students for their future.”

The external report addresses each required section of the program review and is on file in the Office of Institutional Effectiveness.

External Review Recommendations

- Communicate to business students the ability to contact faculty members for guidance beyond the classroom. This probably requires students to be assigned a specific advisor in order to keep this additional workload distributed evenly.
- Align the goals of the business programs and the student learning outcomes more clearly/effectively. (This refers to adding two existing Student Learning Outcomes to the overall business program goals – ethics and interpersonal skills)
- Implement the assessment plan described in the self-study, collect data, and use this data to improve the programs.
- Establish a Business Center of Excellence, a designated space with classrooms, study spaces, computer labs, and faculty offices for business faculty and students.
- Establish a strong brand identity to anchor the different business programs.
- Increase the number of marketing initiatives that highlight the business programs. Given the constrained financial resources of the institution, it might be suggested that a formal proposal be developed in order to show the strong need and benefit. This may involve surveying Frederick County and the surrounding area as to the visibility of the Business Program at FCC and the demand for certain program offerings.
- Work with the College on the parking issue identified by the students.
- Given the continually growing demand for e-commerce, it is recommended that the Business Program hire a new faculty member to conduct courses in this topic. This requires an individual with practical skills that do not currently exist with the faculty.

Response to External Review Recommendations

Our response to external review recommendations is included in Section 7 Key Findings and Recommendations for the Future.

Section 7: Summary of Key Findings and Recommendations for the Future

During the past five years the program has changed in a number of areas:

1. Program curricula (degrees/certificates) have been thoroughly reviewed, revised and enhanced where appropriate.
2. Program mission, goals and objectives have been reviewed and updated.
3. A program outcomes assessment plan has been developed and implementation has begun.
4. A number of student oriented enhancements have been added including the business club, business plan contest, and business honors courses and graduate designation.

During the next five years, the program expects to be impacted in a number of areas:

1. High school dual enrollment expansion activities will present growth opportunities for the program.
2. Statewide issues such as common course numbering and transfer acceptance will be increasingly important.
3. Recruitment of adult students will continue to be a challenge; due to obstacles including time, increasing tuition costs, and declining employer support of tuition reimbursement.

Program Strengths

1. The program mission, goals and objectives have been revised, clarified and focused.
2. A marketing plan has been developed and is being implemented.
3. The addition of two new highly qualified and experienced full time business/economics faculty has doubled the amount of full time faculty resources and added energy.
4. The program advisory committee has been expanded to include a broader representation of community resources and plays a vital role in program development.
5. The AA and AAS degree curricula were recently updated.
6. Five new/revised certificates have created a clear and consistent entry point for career students with a tie to AA or AAS degree completion and/or transfer.
7. The process of course/program outcomes assessment has begun and is on track.
8. The outlook in Maryland for business related jobs for individuals with associates and bachelor's degrees is positive.
9. The student business club has become an active group on campus.
10. The Business Plan Contest provides a learning experience for students and an opportunity to showcase student accomplishments to the community.
11. The connection with the FCC honors program has been strengthened through additional honors courses and a business honors degree designation.
12. Students can earn an entire business degree online.
13. An expanded seven week evening accelerated (hybrid) program will be implemented in fall 2015. This model, along with the existing online model will be the primary methods of offering programming to busy adult students.
14. The Business program will be offering its first dual enrollment program at TJ high school where students will be able to complete an FCC Business management certificate onsite (starts fall 2015).

Program Areas for Improvement

1. Individual course descriptions and core learning outcomes need to be reviewed and updated.
2. Career planning and job placement efforts for students need to be increased and more coordinated.
3. The Program/course assessment process needs to be fully implemented.
4. The plan to move to a 7 week accelerated evening business program model will present opportunities and challenges for students and faculty.

5. As detailed in the marketing analysis, the college needs to begin program specific marketing targeted to adult students.
6. Quality student computing lab and study space near business faculty offices is lacking.
7. The ratio of course sections (fall 14) taught by full time faculty is below 50%.

Program Recommendations:

#	Recommendation	Importance	Timeline	Source	Response/Comments
1	Implement the assessment plan described in the self-study, collect data, and use this data to improve the programs.	High	12/31/16	Internal and External	Concur and in process according to a planned schedule.
2	Develop a plan/process to identify and address 7 week accelerated evening program issues (e.g. flipped classroom – training for faculty and orientation for students	High	8/1/15	Internal	Training is being developed and will occur in July 2015
3	Review and update all business/economics course descriptions and core learning outcomes	Medium	9/1/16	Internal	In process
4	<p>Establish a Business Center of Excellence, a designated space with classrooms, study spaces, computer labs, and faculty offices for business faculty and students.</p> <p>Make the planned student lab/study area available in KC200.</p> <p>Provide student workers to support open computer lab space for students.</p>	High	TBA	Internal and External	The student computer lab/study area will be open Fall 2015. A capital budget request will be made to request consideration in the long range capital plan for a Business Center of Excellence.
5	<p>Implement program specific marketing for adult students</p> <p>Increase the number of marketing initiatives that highlight the business programs. Given the constrained financial resources of the institution, it might be suggested that a formal proposal be developed in order to show the strong need and benefit. This may involve surveying Frederick County and the surrounding area as to the visibility of the Business Program at FCC and the demand for certain program offerings.</p>	High	Ongoing	Internal and External	This program review report includes a detailed marketing plan for the program. Some of the aspects of the plan have been put in place. The plan (which requires funding), will be reviewed with the new marketing director to determine next steps and feasibility.
6	Require all faculty teaching online or hybrid courses to complete COAT training/certification	High	12/31/16	Internal	In process

7	Work cooperatively with FCC's Dual Enrollment Director to coordinate expansion of dual enrollment in the high schools	Medium	Ongoing	Internal	In process. The Governor Thomas Johnson High School business course start fall 2015.
8	Initiate a School of Business annual or semiannual sponsored speaker event with national or regional business leaders as speakers. Invite students and the community.	Medium	1/1/16	Internal	Will work to identify funding for this event.
9	Work with the FCC Career/Transfer Center to expand career planning and job placement activities for students	Medium	7/1/16	Internal	Initially we are considering a transfer event for adult business students featuring FCC and local transfer institutions.
10	Investigate becoming accredited through the Accreditation Council for Business Schools and Programs (ACBSP). (It appears this would require accreditation of Business, Accounting, and Computing)	Medium	12/31/16	Internal	This is in our long range plans.
11	Revise program brochures and web materials for all degree and certificate changes and additions	High	7/1/15	Internal	In process
12	<p>Consider adding another full time business faculty member with business technology teaching skills</p> <p>Given the continually growing demand for e-commerce, it is recommended that the Business Program hire a new faculty member to conduct courses in this topic. This requires an individual with practical skills that do not currently exist with the faculty.</p>	High	7/1/16	Internal and External	An FY17 budget request for a full time business faculty member with technology expertise will be submitted. E-commerce skills will be included.
13	Explore partnerships with the Frederick Small Business Development Center to have selected FCC business faculty and students provide volunteer assistance to local entrepreneurs with limited financial resources, with business plan development.	Medium	7/1/16	Internal	Will meet with the SBDC to determine need and viability.
14	<p>Consider naming the FCC Business Program after an influential area business/community leader</p> <p>Establish a strong brand identity to anchor the different business programs.</p>	Medium	TBA	Internal and External	The branding of the program is a long range goal that will continue to be pursued.

15	Secure funding for an Honors scholarship for a full time and part time business major.	High	1/1/16	Internal	Funding sources will be investigated.
	Communicate to business students the ability to contact faculty members for guidance beyond the classroom. This probably requires students to be assigned a specific advisor in order to keep this additional workload distributed evenly.	High	TBA	External	The college's current model for advising is based on a partnership between the counseling/advising department and business program manager. We will work closely with the counseling/advising department to look for additional ways to encourage students to take advantage of advising opportunities at the college and develop new outreach opportunities.
	Align the goals of the business programs and the student learning outcomes more clearly/effectively.	High	Complete	External	Completed. The two items (ethics and interpersonal skills) were already listed as student learning outcomes. They have also been added to the overall program goals.
	Work with the College on the parking issue identified by the students.	Medium	Forward to facilities	External	This will be communicated to the facilities department.
	Investigate how the college could offer suitable real-world opportunities, such as internships and externships, to make the students more marketable and more prepared to meet the challenges of workplaces.	Medium	Ongoing	External	The college has an Internship Coordinator/Office, and internships are an elective opportunity in the Business Programs, which students currently take advantage of. We will continue to promote internships as a part of our programs.

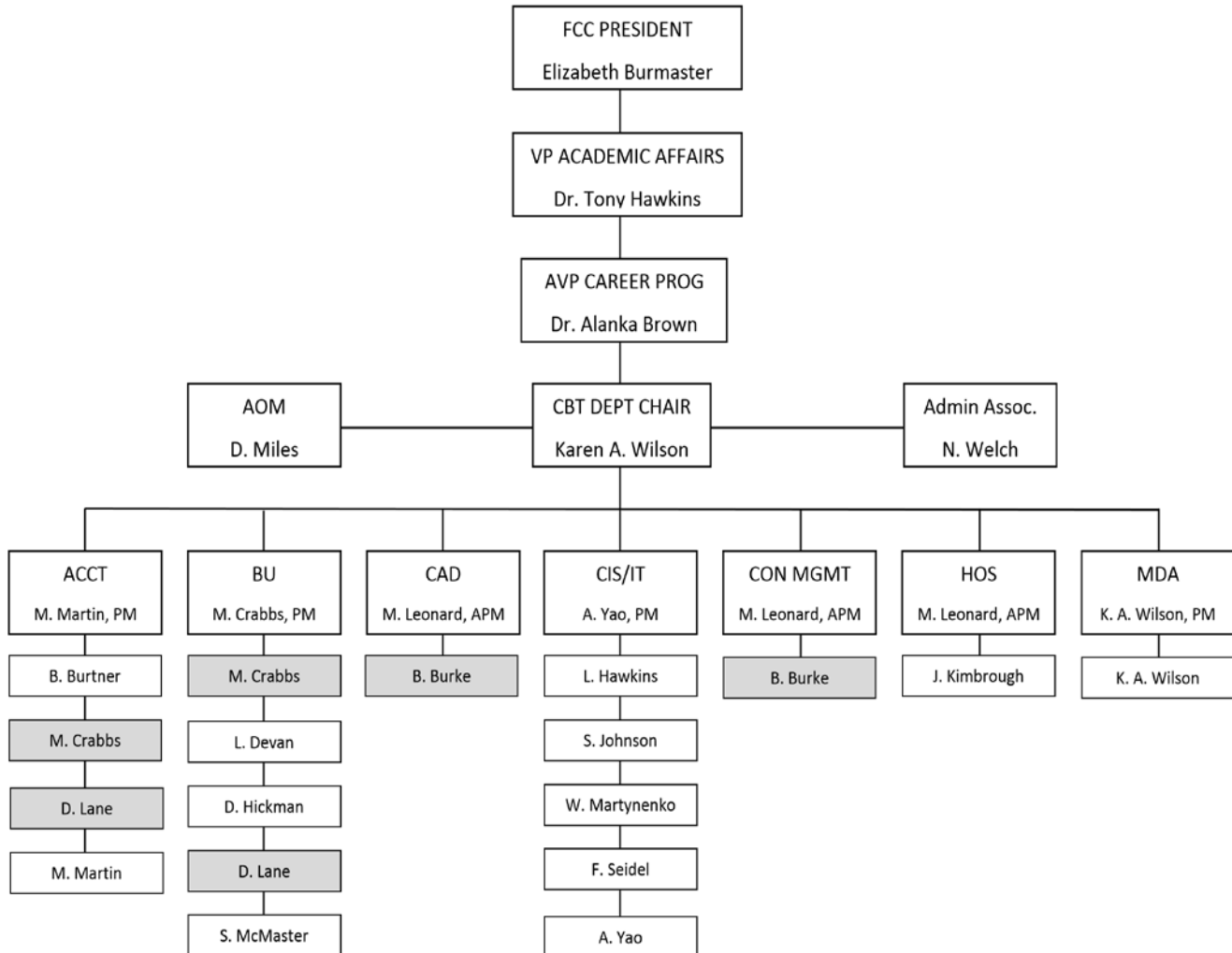
Section 7: Appendices

Course Syllabi (available on FCC shared drive)

College Catalog <http://www.frederick.edu/class-schedules/catalogs/archived-catalogs/2013-2014catalog-withaddendum.aspx>

CBT Organization Chart – below

COMPUTING & BUSINESS TECHNOLOGY (CBT) DEPARTMENT - 2015





Frederick Community College

Academic Program Review 2011-2016

Paralegal Program



(Pro Bono Day~Paralegal Student Association Members, Maryland Legal Aid Staff and Frederick Attorneys)

Self Study Report

Authored by:

Dr. Tracy R. Parker, Program Manager

Fall 2014

Section 1: Introduction

Nationally approved, the Frederick Community College Paralegal Program is designed to provide its student body with a high quality education and workforce preparation which serves primarily as a launching pad to a professional career as a paralegal or attorney. There are two courses of study, an A.A.S. Degree in Paralegal and a Certificate in Paralegal. The Paralegal Program reports to the Social Science Department and is part of the Learning Division of the college. There is one full time faculty member who is also the program manager. There is no central location for the program. Classes are taught in two buildings on campus (H and L) and online. As of the writing of this report, the Law Library is being removed to accommodate the Learning Commons renovations.

Paralegal program courses were first offered in the 1989-1990 Academic Catalog. In 2001, Dr. Tracy Parker was hired on the temporary basis to address program viability issues and determine whether the program could be salvaged. Dr. Tracy Parker was hired full-time the following semester as the Paralegal Program Manager and member of the faculty. From 2001-2004, the Paralegal Program was the fastest growing program at the College. In response to industry trends and employer needs, the curriculum was redesigned to include eight new legal specialty courses and three course revisions. The Paralegal Advisory Committee, the Paralegal Student Association, and community partnerships with Maryland Legal Aid, and the Bar Association of Frederick County were established. With the growth came national approval by the American Association of Paralegal Education, the only national association solely dedicated to paralegal education. With an acclaimed Paralegal Program curriculum, Frederick Community College was granted permission to have a chapter of Lambda Epsilon Chi (LEX), the only national paralegal honor society. To date, the program remains viable with all partnerships, the student club, honorary chapter and the advisory committee active.

The Paralegal Program is a career program. Some students use the program for job training and direct entry into the workforce. The A.A.S. Degree in Paralegal and the Certificate in Paralegal coupled with experience are marketable credentials. The Paralegal Volunteer Program, internship requirement, and networking initiatives give students opportunities to gain experience prior to graduation. Graduates find employment in and out of Frederick. Recent graduates found jobs in Frederick, Hagerstown, Rockville, Bethesda, and Baltimore. Others left the state and are working in Washington, D.C., West Virginia, Florida, New York and Kentucky.

Despite being a career program, some students use the Paralegal Program as a transfer program. The program is an option that leads to a bachelor degree or a pathway to law school. Some associate degree graduate transfer to four-year colleges. The Program Manager advises students in conjunction with the College's Career and Transfer Center. An articulation agreement is in place with University of Maryland University College. Since the Paralegal Program attracts primarily non-traditional students, many come to the program with advanced degrees, such as a BA, MA, or Ph.D. They are often career changers, seeking pre-law school preparation. Typically, these students complete the certificate and apply to law school. The Program Manager completed a Pre-Law advising workshop offered by the American Association for Paralegal Education. Pre-law advising is provided to students interested in transferring to law school. Below is a list of law schools where FCC Paralegal Program graduates have earned their Doctorate of Jurisprudence (J.D.) or a Masters of Law (LL.M.), law degrees:

Georgetown University Law Center

Michigan State University College of Law

The George Washington University of Law

Widener University School of Law

University of Maryland School of Law

Thomas M. Cooley Law School

University of Baltimore School of Law

University of Southern California School of Law

Section 2: Program Mission, Goals, and Objectives

By immersing students in an interactive and diverse, practice oriented educational experience, the mission of the Paralegal Program is to provide its student body with a high quality education and workforce preparation which serves as a launching pad to a career as a paralegal or as a transfer student to a four-year college or to law school. In so doing, students are prepared to meet the challenges of a diverse, global society and become lifelong learners.

The program goals and objectives are as follows:

Goal	Objectives
Goal 1: Development curriculum incessantly	<ul style="list-style-type: none">•Utilize the American Association for Paralegal Education Curriculum Resources•Maintain Active Advisory Committee
Goal 2: Foster community relationships	<ul style="list-style-type: none">•Maintain community partnership with the Maryland Legal Aid; supply interns and volunteers•Continue to work with the Frederick Pro Bono Committee and the Bar Association of Frederick County•Establish Internship Database to promote program and place interns•Sustain relationship with the Frederick County Courthouse
Goal 3: Promote and enhance the program to recruit and retain students	<ul style="list-style-type: none">•Supply FCC Marketing and Admission area with program updates, industry developments, and advertising material such as pictures, anecdotes, quotations and the like•Maintain a student club and work with Center for Student Engagement to promote the activities of the Paralegal Student Association•Expand Volunteer Program•Locate legal tutors and connect them with Tutorial Services•Establish Resume Writing, Job Search, and Mock Interview Series with Career Placement

Section 3: Program Trends according to Internal and External Data

Comparison of FCC Paralegal Program to others MD/Regional colleges:

Below is a chart comparing the Frederick Community College Paralegal Program to other Maryland/Regional programs. The chart identifies program accreditation/approval, credentials awarded (degree/certificate), and an established LEX chapter (the only nationally recognized paralegal honorary).

Accreditation/Approval:

MHEC (Maryland Higher Education Commission) is the State of Maryland's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers state financial aid programs that affect students on a statewide basis (Commission).

AAfPE (American Association for Paralegal Education) promotes quality paralegal education, develops educational standards and encourages professional growth, in identifying the need to increase and improve access to the legal system. AAfPE approval is available to schools offering paralegal and legal assistant education programs that are either approved by the American Bar Association or in substantial compliance with the ABA guidelines and accredited by a nationally recognized accrediting agency. AAfPE standards must also be satisfied. With over 400 college and university institutional members, AAfPE is the nation's largest and continuously operating organization dedicated to promoting quality paralegal education (Education).

The **ABA** (American Bar Association) is The Standing Committee on Paralegals develops and promotes policies relating to the education, employment, training and effective use of paralegals. The Standing Committee, through its [Approval Commission](#), continues to serve as the body to set standards for paralegal education (Association). This stamp of approval while distinguished is not the recognition sought by most colleges and universities. There are only about 250 paralegal programs approved by the ABA and the majority of these programs are AAfPE Institutional members (Association).

Degree/Certificate/Honorary:

Educational offerings include certificates, associates, bachelors, and master's degrees in paralegal studies. LEX (Lambda Epsilon Chi) is the only national paralegal honorary. To date there are 149 chapters across the country. To qualify for a chapter, the college must be a member of AAfPE and meet specific honorary criteria for superior academic performance (Education). The Paralegal Program AAS Degree and Certificate requirements are located in *Appendix A*. Material posted on the following college websites was used to complete the chart below. The links are:

Anne Arundel Community College - <http://www.aacc.edu/legalstudies/paralegal.cfm>

Frederick Community College - <http://www.frederick.edu/degrees-certificates/paralegal.aspx>

George Washington University - <http://cps.gwu.edu/paralegal>

Hagerstown Community College - <http://www.hagerstowncc.edu/academics/divisions/bss/pls>

Montgomery Community College - <http://cms.montgomerycollege.edu/edu/plain.aspx?id=13277>

Stevenson University - <http://www.stevenson.edu/academics/undergraduate-programs/paralegal-studies/>

University of Maryland University College - <http://www.umuc.edu/academic-programs/bachelors-degrees/legal-studies-major.cfm>

College/University	Accreditation and/or Approval	Degree/Certificate/Honorary
Anne Arundel Community College	<ul style="list-style-type: none">• Maryland Higher Education Commission• American Association for Paralegal Education approval-Institutional Member• American Bar Association Approved	<ul style="list-style-type: none">• Associate Degree• Certificate• LNC Certificate• LEX Chapter <p><i>Note: Anne Arundel Community College has a Legal Studies Institute which is a leading provider of credit and non-credit legal education programs, trainings, and offerings.</i></p>
Frederick Community College	<ul style="list-style-type: none">• Maryland Higher Education Commission• American Association for Paralegal Education approval-Institutional Member	<ul style="list-style-type: none">• Associate Degree• Certificate• LEX Chapter
George Washington University*	<ul style="list-style-type: none">• Maryland Higher Education Commission• American Association for Paralegal Education approval-Institutional Member	<ul style="list-style-type: none">• Certificate• Master's Degree• LEX Chapter
Hagerstown Community College	<ul style="list-style-type: none">• Maryland Higher Education Commission	<ul style="list-style-type: none">• Associate Degree• Certificate
Montgomery Community College	<ul style="list-style-type: none">• Maryland Higher Education Commission <p><i>Note: There are three individual memberships listed in the American Association or Paralegal</i></p>	<ul style="list-style-type: none">• Associates Degree• Certificate• Letter of Recognition

	<p><i>Education. The institution is not approved. Individual membership is a non-voting status offered to paralegal education.</i></p> <p><i>An American Bar Association Advisory Board is established. This suggests the college is looking towards ABA approval in the future.</i></p>	<ul style="list-style-type: none"> • LEX Chapter (coming soon)
Stevenson University*	<ul style="list-style-type: none"> • Maryland Higher Education Commission • American Association for Paralegal Education approval-Institutional Member • American Bar Association Approved 	<ul style="list-style-type: none"> • Baccalaureate Degree • LNC Certificate • LEX Chapter
University of Maryland University College*	<ul style="list-style-type: none"> • Maryland Higher Education Commission • American Association for Paralegal Education approval-Institutional Member 	<ul style="list-style-type: none"> • Baccalaureate Degree • Certificate

*Indicates a four-year institution

Generally, the FCC Program is on par with other institutions in terms of accreditation and approval status. It is noteworthy that most programs are not approved by the American Bar Association. Interestingly, FCC is more in line with four year institutions and Anne Arundel Community College in terms of accreditation, approval, and maintaining an honorary.

FCC provides a strategic balance of hybrid and on-line courses. As a result, FCC graduates are equipped to take advantage of the distance learning trends in higher education. FCC has an articulation agreement with University of Maryland University College (UMUC). Like UMUC, George Washington (GW) offers courses primarily online.

A review of the various program curriculums indicates a variety of approaches to paralegal studies. There is a range which includes legal specialty courses coupled with a business concentration to legal specialty courses matched with a load of history and philosophy courses. FCC's curriculum is based on DACUM (developing curriculum) using industry professionals, ABA curriculum guidelines, AAFPE specified essential competencies, and input from the Frederick Bar Association.

An internship requirement is common in all programs as well as a course in technology. FCC is distinguishable in that FCC actually offers a specific Law and Technology course as opposed to requiring students take a technology course from the computer literacy program.

RECOMMENDATIONS:

1. Explore designing a comprehensive Legal Studies Program/Institute using the credit and non-credit areas of the College and alternative credit pathways for varied credentials.
2. Letter of Recognition options should be reviewed.
3. FCC should remain an institutional member of AAFPE.
4. Establish additional articulation agreements
5. Market Pre-law Option
6. Determine where program should be housed within the College

Emerging Issues and External Professional Literature:

Item	Emerging Issue	Reference(s)	Program Implications
Regulation of Paralegal Profession	The paralegal profession is roughly 45 years old. The need for regulation is an ongoing debate. Options include registration, certification, and licensure. Registration involves a mandatory/voluntary listing of names once a specified educational requirement or bonding has been met. Certification involves voluntary recognition by an agency based on specified criteria being met. Licensing is a mandatory form of regulation whereby the government grants permission for an individual to engage in a particular occupation. There is no licensing of paralegals at the present in the United States. However, some states are moving towards regulation. In 2011, a bill requiring licensing of	<p><i>American Association for Paralegal Education</i>. November 2014. http://www.aafpe.org/Paralegal_Education/educational_standards.asp. 15 November 2014.</p> <p>Association, American Bar. http://www.americanbar.org/groups/paralegals/about_us.html. n.d. 2 December 2014.</p> <p>Commission, Maryland Higher Education. http://www.mhec.state.md.us/. 2014. 2 December 2014.</p> <p>Education, American Association for Paralegal. http://www.aafpe.org/Membership/index.asp. 2014. 2 December 2014.</p> <p>Cannon, Therese A. <i>Concise Guide to Paralegal Ethics</i>. New York: Wolters Kluwer Law & Business, 2013.</p> <p>United States Department of Labor Bureau of Labor and Statistics, <i>Occupational Handbook, Paralegal</i> 2014</p>	<p>The trend is movement towards regulation. While licensure appears to more remote, it is likely that registration/certification is in the near future. To be responsive to student needs, FCC should continue to maintain a certificate and degree program. National paralegal associations such as the National Association for Legal Association (NALA) and National Federation of Paralegal Associations (NFPA) offer voluntary certification programs, the Certified Legal Assistant (CL) and the Paralegal Core Competency or Advanced Competency Examination (PACE) which require a degree from an accredited college in order to sit for the tests.</p> <p><i>Note: This could be done via the non-credit side of the college and could be open to paralegals currently in the industry. ~supports FCC Legal Studies Institute</i></p>

	<p>paralegals was introduced in New York, but the bill has not moved out of committee. A few states, Maine, South Dakota, Florida, and Arizona have adopted statutes that define paralegal/legal assistant and a fine may be issued to those working in violation of the statute. California enacted a statute defining who may use the title and the statute sets qualifications and continuing education requirements. Some states, like Oregon, Texas, and Ohio have moved to voluntary certification. The American Bar Association issued a policy statement rejecting the notion that paralegals should be licensed, noting that the public is protected by the extensive ethical and disciplinary requirements of attorneys.</p>		
Technology	<p>Legal employers embrace more advanced technology as a means of increasing productivity and efficiency, superior technology skills are essential for paralegals.</p> <p>Legal employers are not solely relying on educators to teach computer skills to paralegals; firms across the country</p>	<p>Sally A. Kane, J.D. "Paralegal Today." <i>Take Your Seats: A front-row look at trends in paralegal training programs</i> January/February 2009.</p>	<p>Technology training should be incorporated into all legal courses. Each instructor should use technology as it relates to their particular subject. E-discovery training is the biggest trend in paralegal training and should be incorporated.</p> <p><i>Note: It is difficult to find an instructor for the LA106-Law and</i></p>

	<p>are taking measures to train paralegals on a variety of legal technology applications. This training generally is accomplished through a combination of in-firm programs, vendor training. The training is often done using a learning management system similar to Blackboard or via webinars. Therefore, paralegals coming from educational programs that embrace technology using online and hybrid distance learning options are more easily trained in house.</p> <p>Paralegal programs across the nation are expanding their technology offerings and training students on research data bases a diverse array of word processing, spreadsheet, timekeeping, docketing, presentation, legal research and case management software.</p>		<p><i>Technology course. FCC should allow some latitude in this area. For example, experience teaching the course content (especially legal software), professional background with computers/ technology and/ or as an attorney or paralegal, and education and training.</i></p>
Skill Enhance-ment	<p>The trend is to focus on legal writing, communication and self -marketing. Programs are emphasizing writing and public speaking along with career communication skills (handshakes, job interviews, networking).</p>	<p>Sally A. Kane, J.D. "Paralegal Today." <i>Take Your Seats: A front-row look at trends in paralegal training programs</i> January/February 2009.</p>	<p>The program offers writing across the curriculum.</p> <p>While some career communication and public speaking material is addressed in class, practical experience is gained through collaborations. For example, the Pro Bono Day event connects</p>

			students with local attorneys and the Career Placement Workshops provide students with opportunity to prepare career correspondence and participate in mock interviews.
Distance Learning Initiatives	<p>The trend is for educational programs and employers to use distance learning options to train and educate paralegals.</p> <p>It should be noted that distance learning is one of the fastest growing segments of higher education.</p> <p>Both AAFPE and the ABA embrace distance learning. However, both place limits on purely online paralegal programs.</p> <p>Although there is considerable debate over distance education, paralegal programs are expanding their online offerings and creating highly interactive and pedagogically rich content.</p>	Sally A. Kane, J.D. "Paralegal Today." <i>Take Your Seats: A front-row look at trends in paralegal training programs</i> January/February 2009.	To date all program courses are offered in a hybrid or online format.
Legal Specialty Courses	The demand for various practice areas increase or decrease. The current legal market indicates a need for paralegal in bankruptcy, immigration, foreclosure, and litigation.	Sally A. Kane, J.D. "Paralegal Today." <i>Take Your Seats: A front-row look at trends in paralegal training programs</i> January/February 2009.	The Paralegal Advisory Committee recommended exploring the creation of a bankruptcy course. There is a demand from employers seeking bilingual students/graduate. It should also be noted that many employers are looking for bilingual paralegals for all

			<p>practice areas.</p> <p>There are no Letters of Recognition offered in Paralegal. The option should be considered. For example, LA100-Introduction to Law, LA103-Legal Ethics, LA110-Legal Research, plus a legal specialty course would result in a Letter of Recognition in (<i>insert area of law</i>), Paralegal.</p>
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RECOMMENDATIONS:

1. Offer national certification, such as the CL or PACE exam, as an exit test or option for degree students.
2. Conduct a formal investigation for an assessment project to ensure that practice-specific technology is infused into each legal course. Review LA220-Evidence & Procedure in light of e-discovery
3. Continue to offer in and out of class learning opportunities. The out of class experiences are key, especially considering the use of distance education.
4. Curriculum development should involve consideration of new courses such as bankruptcy and immigration law and the development of Letter of Recognition.
5. Collaborate with the Foreign Languages and American Sign Language Studies Program Managers to explore options for meeting the bilingual paralegal demand.

(Paralegal Student Association Members Assist with Waiver Completion and Referrals ~Pro Bono Day)



Analysis/Comments of Program Data:

The following discussion is based on data provided by the College's Assessment and Research Department (see below), demographic information provided on the College website, and U.S. Census Bureau: State and County Quick Facts last revised July 2014.

Prepared by the Assessment and Research Department Spring 2013

PROGRAM EVALUATION: Paralegal (AAS & Cert)					
	FY 2012	FY2011	FY2010	FY2009	FY 2008
TOTAL DECLARED PROGRAM MAJORS	69	77	85	85	82
TOTAL PROGRAM GRADUATES	14	8	20	17	12
	FALL 12	FALL 11	FALL 10	FALL 09	FALL 08
MEDIAN AGE	28	31	34	34	28
% FEMALE	86%	89%	79%	88%	79%
% AFRICAN AMERICAN/BLACK	16%	20%	13%	14%	12%
% ASIAN	6%	4%	2%	0%	0%
% HISPANIC	8%	8%	9%	8%	5%
% WHITE	65%	64%	70%	73%	76%
% OTHER/NATIVE AMERICAN	5%	4%	4%	4%	7%
% STUDENTS RETAINED IN PROGRAM	57%	59%	62%	69%	48%
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	100%	100%	100%	67%	100%
% TRANSFERRED	3%	3%	1%	7%	2%
% OF STUDENTS TAUGHT BY FT FACULTY	84%	89%	80%	50%	60%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	84%	89%	80%	50%	60%
% DEV. SECTIONS TAUGHT BY FT FACULTY	0%	0%	0%	0%	0%
% DEV. STUDENTS TAUGHT BY FT FACULTY	0%	0%	0%	0%	0%
	AY 2012	AY2011	AY2010	AY 2009	AY 2008
Grades: 100 Level Courses					
Successful	164	115	122	175	145
Failed	5	22	20	18	11
Withdraw	7	13	12	7	9
% of 100 Level Grades -Successful	93%	77%	79%	88%	88%
Grades: 200 Level Courses					
Successful	63	52	46	70	56
Failed	2	2	1	1	2
Withdraw	3	3	1	0	1
% of 200 Level Grades -Successful	93%	91%	96%	99%	95%
% of ALL Program Grades- Successful	93%	81%	83%	90%	90%

Success Rates in Paralegal Courses (by Type)						
	2009	2010	2011	2012	2013	5 Year Avg.
Online	91%	86%	76%	94%	86%	87%
Face-to-Face	81%	82%	77%	92%	90%	85%
Hybrid	91%	78%	87%	93%	78%	85%

The Paralegal Program student population is very diverse. In FY2012, students of color comprised thirty-five percent (35%) of the FCC Paralegal Program's population. This is on par with the College which is now comprised of nearly thirty-two percent (32%) students of color. These numbers are somewhat higher than the of color population in Frederick County which is reported at almost twenty-five percent (25%). Age diversity is also notable in the Paralegal Program. The range of the median age of students from 2008-2012 was ages 28-34. In addition to the median age group, a typical paralegal class is likely to include a student who is 16 and still in high school, career changes in their late 40's to early 50's, and a senior in the mid 60's range. The student population has varied work, life, and economic backgrounds. The vast majority of the students in the program are females ranging from 79%-88% from FY2008-2012. This imbalance is consistent with the paralegal profession which is largely comprised of female professionals.

Between FY2008-2012, there is a decline in the number of declare paralegal majors. While there is some fluctuation, the number of graduates is on the rise. There is a rise from 2008 and 2012 in the number of students retained in the program. The use of online and hybrid course formats have helped retain non-traditional students as these options allow flexibility. The success rate of students over a five year period, FY2009-2013, shows no real distinction between the success of students in online, face-to-face, and hybrid courses. The success rate ranges for all is 85%-87%. Interestingly, this is consistent with a meta-analysis published by the United States Department of Education which notes no substantial difference between online, hybrid, and face-to-face success rates. The meta-analysis report notes that students do slightly better in hybrid courses (Bakia).

RECOMMENDATIONS:

1. Maintain a multicultural curriculum; periodic review of curriculum to ensure that diverse perspectives and resources are infused; continue to require cultural competence course for both the degree and certificate
2. Explore initiatives to recruit male students
3. Quality Matters recognition should be obtain for all courses with an online component. A strategic schedule should be created to meet this suggestion.

Section 4: Assessment of Student Learning Outcomes

Program Learning Outcomes:

The table below is a curriculum map that displays the program learning outcomes; where they appear in the program; and the degree of emphasis placed on the learning outcome in a particular course. The table also shows the required legal courses for the degree and certificate. As a result of outcomes assessments projects, the program includes writing and authentic assessments across the curriculum. In addition to a course on legal Ethics, ethics is infused into all courses.

Paralegal Program											
I= Introduced, E=Emphasized, A=Assessed, NA= Not Applicable											
Students who successfully complete this program will be able to:	LA100-Intro to Law	LA103-Ethics	LA104-Contracts	LA105-Torts	LA106-Law & Tech	LA110-Legal Research	LA120-Legal Writing	LA210-Estates & Probate	LA220-Evidence & Procedure	LA230-Real Estate Business	LA240-Family Law
SLO #1: Comprehend and apply basic legal concepts and fundamental principles of law.	I,A	E,A	E,A	E,A	I,A	E,A	E,A	E,A	E,A	E,A	E,A
SLO #2: Recognize a legal dispute, gather facts, and perform legal analysis.	I,A	E,A	E,A	E,A	NA	E,A	E,A	E,A	E,A	E,A	E,A
SLO #3: Conduct client interviews and prepare witnesses and evidence for presentation at legal proceedings.	I,E,A	NA	NA	NA	NA	NA	NA	NA	E,A	NA	NA
SLO #4: Perform legal research and utilize techniques of legal writing in the preparation of legal documents.	I,A	I,A	I,A	I,A	I,A	E,A	E,A	E,A	E,A	E,A	E,A
SLO #5: Operate or easily trained to use law office management systems including but not limited to timekeeping, billing, and docketing.	I,E,A	NA	NA	NA	E,A	E,A	E,A	E,A	NA	E,A	E,A
SLO #6: Comprehends the responsibilities and ethical obligations of the legal profession.	I,E,A	E,A	E,A	E,A	E,A	E,A	E,A	E,A	E,A	E,A	E,A
Courses Required for:											
A.A.S. Degree in Paralegal	x	x	x	x	x	x	x	x	x		
Certificate in Paralegal	x	x	x	x	x	x	x		x		

All paralegal courses contain Student Learning Outcomes (SLO's) created by collaborative efforts of the Program Manager and the Paralegal Advisory Committee. Each course includes course outcomes assessments that measure student learning. Depending on the cycle, data is collected formally or informally, evaluated, and used to improve courses accordingly. Pre-Post tests, rubrics, journals, and portfolios are among the assessments used. The SLO's of all paralegal courses are listed in *Appendix B*.

As a career program, the program functions to provide workforce training. However, some students use the Paralegal Program as a transfer program. The Paralegal Associate Degree Program is an option that leads to a bachelor degree. FCC maintains an articulation agreement with University of Maryland University College. The chart below shows the number of transfer students to four-year bachelor programs between Fall 2012-Spring 2014. It is notable that all transfers occurred in the fall semester and the number of transfer nearly quadrupled. There is an industry trend whereby employers are moving towards requiring a four-year degree.

Paralegal Transfers by Semester				
	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Transfer	2	0	7	0

A considerable number of students in the Paralegal Certificate Program transfer to advance degree programs. There is no formal tracking system for advance degree transfers. This information is informally gathered by the program manager. As previously stated, the list of law schools where FCC Paralegal Program graduates transfer and have earned their Doctorate of Jurisprudence (J.D.) or a Masters of Law (LL.M.), law degrees is as follows:

Georgetown University Law Center

Michigan State University College of Law

The George Washington University of Law

Widener University School of Law

University of Maryland School of Law

Thomas M. Cooley Law School

University of Baltimore School of Law

University of Southern California School of Law

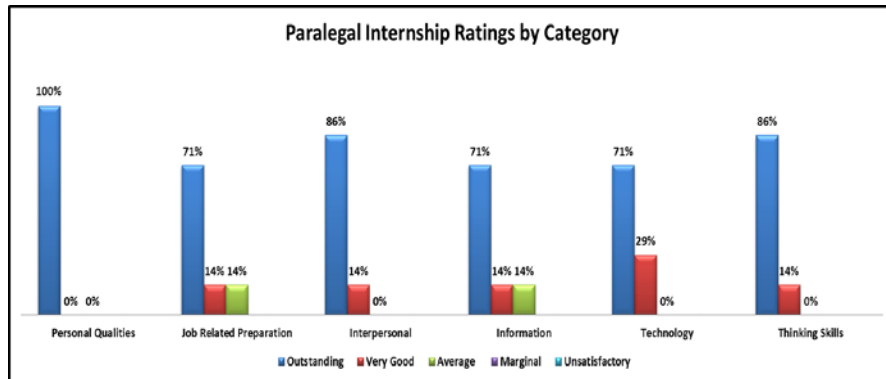


Paralegal Student Association Members, Attorney and Program Manager take group photo after last client served~Pro Bono Day

Paralegal

(AAS & Cert)

Introduction: As part of the program review process, the Paralegal Program Manager worked with the Assessment Coordinator to analyze the effectiveness of the program using an assessment of the program's internship. The internship serves as a capstone for Paralegal majors and allows them to gain experience in the field. All internship sites are asked to assess the work of the students who intern for them using a rubric that measures their Preparation and Workplace Behavior, Employer Perceptions, and Student's Personal Learning Goals. There were a total of seven students who completed an internship in 2013 which represents about **13% of all declared Paralegal majors** during that time. All data was collected and compiled using statistical analysis software. The results of this analysis are listed below.



Employee Evaluation Ratings					
	Outstanding	Very Good	Average	Marginal	Unsatisfactory
Student has the ability to comprehend and apply basic legal concepts.	86%	14%	0%	0%	0%
Student is able to recognize a legal dispute, gather facts, and perform legal analysis.	71%	29%	0%	0%	0%
Student has the skills necessary to conduct client interviews and prepare witnesses and evidence for presentation at legal proceedings.	67%	33%	0%	0%	0%
Student has the ability to perform legal research and utilize techniques of legal writing in the preparation of legal documents.	71%	29%	0%	0%	0%
Student comprehends the responsibilities and ethical obligations of the legal profession.	86%	14%	0%	0%	0%

- The data in the chart on the left shows Employer's ratings of interns by category. In all areas, the majority of students were rated as outstanding or very good.
 - The highest rating (100%) was on paralegal interns personal qualities.
 - The lowest rating was on paralegal interns job related preparation, and their work with information (85% rated as outstanding or very good).
- The chart on the bottom shows Employer's ratings on the employee evaluation. In all areas the majority of interns were rated as Outstanding or Very Good.
- Additionally, students were also asked to develop their own personal goals and the Employer assessed their ability to achieve these goals. On this area of the assessment the majority of students also received a rating of Outstanding or Very Good on all goals developed.
- Furthermore, five of the seven students (71%) who participated in the internship process earned employment.
 - Employment Includes: Law Office of Howard Metz, LLC, Law Office of Gordon & Simmons, Civil/Criminal Courtroom Clear for Frederick County Government, State Farm Insurance Agency (Auto Claims Processor), and Wells Fargo
- This data shows that the Paralegal program prepares students well for work placement and helps them meet the student learning outcomes. All Employer's used the upper areas of the rubric to rate students Preparation and Workplace Behavior, their own perceptions (Employer Perceptions), and the Student's Personal Learning Goals. The internship process also led to employment of the majority of participants.

Moving forward: This data will be reported back to the Paralegal Program Manager for their review and the data will also be included as part of the department's program review. Adjustments will be made to instruction and the curricula based off the departments interpretation of the s data above; as well as, all other information collected as part of the complete program review process.

Paralegal Student Survey

(AAS & Cert)

Introduction: As part of the program review process, the Paralegal Program Manager worked with the Assessment Coordinator to create a survey of current paralegal majors and graduates. The survey was created using the SurveyMonkey software and was sent out to students via email. In total, the survey received 19 responses from current paralegal majors. An analysis of student responses is detailed below.

Percentage of Students Satisfaction Responses					
	Very Satisfied	Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied	Very Dissatisfied
How would you rate your satisfaction with program full time faculty and/or adjuncts?	79%	21%	0%	0%	0%
How would you rate your satisfaction with the hours of operation of the Library and Testing Center?	16%	37%	11%	26%	11%
How would you rate your satisfaction with advising regarding the paralegal course selection and overall profession?	63%	37%	0%	0%	0%
How would you rate your overall satisfaction with the paralegal program?	68%	32%	0%	0%	0%

- The chart above shows student satisfaction responses to questions included in the survey. Student overall were *Very Satisfied* or *Satisfied* with the programs full-time faculty and/or adjuncts, advising regarding the paralegal course selection and profession, and the paralegal program as a whole. Student did show some dissatisfaction (33% were *Very Dissatisfied* or *Dissatisfied*) with the current hours of operation of the Library and Testing Center.

Percentage of Student Responses to Programmatic Questions		
	Yes	No
Would you return to FCC if you had it to do over again?	100%	0%
Would you return to the FCC Paralegal Program if you had to do it over again?	100%	0%
Were you satisfied with FCC Paralegal Program?	100%	0%

- The data in the chart above represents student responses to specific programmatic questions. Overall, students would return to FCC if they had it to do again, would return to the program if they had to do it over again, and were satisfied with the program.

Moving forward: This data will be reported back to the Paralegal Program Manager for their review and the data will also be included as part of the department's program review. The program manager will review student responses to make improvements to the program.

Section 5: Program Resources Support, & Viability

Job Outlook:

The job outlook for paralegals is promising. According to the *US Department of Labor Occupational Outlook Handbook* published in January 2014, employment of paralegals is projected to grow 17% from 2012 to 2022. This projection is faster than the average for all occupations. Similarly, the Maryland Workforce Exchange reports considerable growth for the paralegal profession. (US Department of Labor)

Due to the financial challenges of the recent recession, some law firms are restructuring their staff. In some cases, the changes include cutbacks of attorneys and legal secretaries and increase the hiring of paralegals. Paralegals can be a less costly choice to perform some of the tasks normally done by attorneys. In addition, the paralegals may be assigned some administrative tasks typically assigned to legal secretaries. Law firms remain the largest employers of paralegals. However, corporations are increasingly establishing in-house legal departments to save money. In so doing, the corporations also hire paralegal to support the in-house legal team. As a result, there will be an increase demand of legal workers, including paralegals, in corporations such as finance, insurance, consulting firms, and health care providers. The profession attracts a lot of applicants and competition for jobs will be strong. In short, there is a strong projection of future job opportunities.

According to the US Department of Labor, the paralegal profession continues to grow and competition for jobs is strong. While there is no national governmental regulation, experienced, formally trained paralegals with solid computer and database management skills should be the most successful job candidates. Firms will prefer paralegals with backgrounds in high-demand practice areas. (US Department of Labor)

In a search run September 2013, the Maryland Workforce Exchange reported in 2008 Frederick was ranked seventh among counties in the state of Maryland in terms of job openings advertised online for paralegals. (Exchange)

While there is no formal data, graduates and current students are successful finding jobs. Employers seek out FCC paralegal graduates and students. The program curriculum requires that students prepare a portfolio and career correspondences including a resume, cover letter, and thank you/no thank letter. The FCC Career and Transfer Center, the Program Manager, and program workshops offer additional support.

Paralegal Advisory Committee:

The Paralegal Advisory Committee was established in 2002 and remains active. The board functions to provide insight necessary for program/service/curriculum development. In so doing, the board to ensures that the program curriculum is current and relevant to community trends and changes within the field. While there is periodic rotation in membership, the committee affiliates generally consists of attorneys, paralegals, legal studies educators, court staff, and individual from industries related to the law. Below is a list of current members.

Paralegal Program Advisory Committee

Membership

Name	Organization/Affiliation	Telephone Number	Email Address
Nina Shore, Esq.	Maryland Legal Aid Bureau	301-639-0149	NShore@mdlab.org
Carin E. Golze, Esq.	LeRoux & Winik, LLC	301-694-6336	carin@winiklaw.com
Adelaide Lagnese, Esq.	University of Maryland University College	240-684-2810	alagnese@umuc.edu
Jennifer L. Rankin, Esq.	Jennifer Leigh Rankin, LLC	301-639-4472	JenniferLRankin.law@gmail.com
Louise Rose (Judicial Assistant)	Frederick County Courthouse,	301-600-1976	LouiseVRose@aol.com
Henri Guimoit	Paralegal Student Association President	301-514-7710	HGuimoit656@myfcc.frederick.edu
Karen Tucker (Paralegal)	Mary Drawbaugh, LLC	301-662-2326	<i>Update needed</i>
Marcia Smith (Paralegal) ~waiting for confirmation; potential new member	Maryland Legal Aid, Bureau	240-575-5770	meSmith@mdlab.org
Dr. Tracy Parker (ex officio member)	Frederick Community College	301-624-2819	tparker@frederick.edu
Mark Anders, Esq.	<i>Relocating to Baltimore</i>	240-367-5071	manders219@hotmail.com

Program Management and Faculty:

Students learn from instructors who have a wealth of experience working in the field of law or technology. Furthermore, the faculty demonstrate the ability to provide quality instruction and competence in the effective use of paralegals. All take a personal interest in helping students achieve their career goals.

The Program Manager, Tracy R. Parker, holds a Doctorate of Jurisprudence, Bachelors in English, and a Bachelor in Government. In addition to fifteen plus years of collegiate teaching and program management experience, the Program Manager professional background experience includes work with insurance corporate in-house counsel, juvenile prosecution, and fundraising for law in the public interest. She maintains professional affiliations pertinent to the legal profession and the education of paralegals. The Program Manager actively seeks professional development opportunities, using the American Association for Paralegal Education resources. The Program Manager is the only full-time faculty member associated with the program.

The program faculty work together through the Program Manager to provide a cohesive curriculum. The group functions collectively to provide students with an interconnect experience both in and out of the classroom.

Paralegal Student Association:

The Paralegal Student Association is a student club supported by the Center of Student Engagement. The Program Manager, Dr. Tracy Parker, is the faculty advisor. Per the *Paralegal Student Association Constitution*, the purpose of the club is to:

- *To encourage the attainment of the Paralegal Associate in Science Degree or Paralegal Certificate,
- *To provide a network for interaction between the students in the Paralegal Program and others employed in the legal field,
- *To elevate the standards for paralegals,
- *To explore opportunities available for employment in the legal field or related areas, and
- *To promote the interests and professionalism of paralegals.

The group is most known for supporting Frederick County residents with Pro Bono Day. Working under the supervision of local attorneys, the Paralegal Student Association collaborated with the Maryland Legal Aid Bureau and the Pro Bono Committee to host days where members of the community have access to free legal service. To date, the club helped provide service to over 400 (four hundred) residence. It should be noted that club members also helped with a Pro Bono Day offered in Washington County.

The club also maintains a Book Exchange program, where costly textbooks are shared each semester. Resume writing and job search workshops followed by mock interview with local attorneys have also been hosted by the group. The above examples are cited to provide some idea of the effectiveness of this group in regards to student retention and the overall promotion of the paralegal program, students, and profession.

Honors/Awards/Recognitions:

The Paralegal Leadership Award is presented to students who exemplify leadership in the legal arena through campus and community involvement. The recipients of this award exhibit integrity, collaboration, and outstanding character. More than anything else, they engage and inspire others.

The Paralegal Service Award is presented to students who share their time and talent to benefit others. The recipients are commended for their dedication to expanding access to the legal system. Their passion for helping others is noble.

Lambda Epsilon Chi (LEX) is the national honor society founded by the American Association for Paralegal Education. Students are recognized through a ceremony and awarded a Certificate of Induction, cords, and a special pin. Recipients demonstrate superior performance by maintaining a minimum overall grade point average of 3.5 as well as a 3.5 grade point average in legal studies courses. In addition, recipients promote high standards for professional improvement and demonstrate the importance of professional and ethical obligations in the legal profession. FCC honorees are recognized at the College's annual Awards Ceremony in May.

Community Partners:

Community partnerships are the cornerstone of the Paralegal Program. The longstanding relationships with the Maryland Legal Aid Bureau, Frederick County Courthouse, and local attorneys result in a solid program where direct feedback is provided from the industry regarding trends, needs, and opportunities. The relationships support the hands-on approach of the program curriculum. Working directly with attorneys on Pro Bono Day, observing probate hearings in Orphan's court, attending Landlord-Tenant hearings, searching documents in the Land Records Division or at the Register of Wills are a few examples of co-curricular activities that are available as a result of community partnerships. To add, strong community relations foster the internship requirement. The Program Manager maintains a robust list of law firms and agencies willing to utilize Frederick Community College paralegal students as interns.

Section 6: Summary of Key findings and Recommendations for the Future

1. Explore designing a comprehensive Legal Studies Program/Institute using the credit and non-credit areas of the College and alternative credit pathways for varied credentials.
2. Letter of Recognition options should be reviewed.
3. FCC should remain an institutional member of AAFPE.
4. Establish additional articulation agreements.
5. Offer national certification, such as the CL or PACE exam, as an exit test or option for degree students.
6. Conduct a formal investigation for an assessment project to ensure that practice-specific technology is infused into each legal course. Review LA220-Evidence & Procedure in light of e-discovery.
7. Continue to offer in and out of class learning opportunities. The out of class experiences are key, especially considering the use of distance education.
8. Quality Matters recognition should be obtain for all courses with an online component. A strategic schedule should be created to meet this suggestion.
9. Curriculum development should involve consideration of new courses such as bankruptcy and immigration law and the development of Letter of Recognition.
10. Collaborate with the Foreign Languages and American Sign Language Studies Program Managers to explore options for meeting the bilingual paralegal demand.
11. Maintain a multicultural curriculum; periodic review of curriculum to ensure that diverse perspectives and resources are infused; continue to require cultural competence course for both the degree and certificate.
12. Explore initiatives to recruit male students.
13. FCC should preserve printed research materials as legal professionals are required to conduct book-based and computerized legal research.
14. SLO's should be reviewed periodically.

15. Market Pre-law Option

16. Determine where program should be housed within the College

External Reviewer Reports and Comments

**Submitted to
Dr. Tracy R. Parker Program Manager, Review Coordinator**

Prepared by:

**Patrick L. Bradley, Esq.
Legal Studies Program Chair
University of Maryland University College**

**Nina Shore, Esq.
Maryland Legal Aid
Midwestern Maryland Office**

**Hillary Michaud, Esq., CPA
Paralegal Studies Coordinator
Stevenson University**

EXTERNAL REPORT

By Patrick L. Bradley, Esq.

Introduction

The purpose of this report is to provide a five-year review of the Paralegal Program of the Frederick Community College under the management of Dr. Tracy R. Parker. This report is based on information generally available from the Frederick Community College (FCC), provided by Ms. Parker and others, and collected during a visit to the FCC on March 27, 2015. In the course of that visit I was able to tour the campus, specifically the library and its law library subset, instructional classrooms, counseling/advising offices and the Paralegal Program's administrative offices. Available as sources of information were representatives of the FCC administration, adjunct faculty members, and students. I believe, based on the information provide and the responses to questions, I am well positioned to provide a comprehensive and insightful report.

Observations about the Self-Study Program

I found the Self-Study Report to be comprehensive and accurate. The research into comparative programs was impressive and demonstrated FCC interests in remaining in touch with its contemporaries. The explanations offered for negative/fluctuating numbers (e.g., declared majors, graduates) were sound and reasonable. Clearly the use of the Internship as the focus course for the program assessment was a wise choice. The data drawn from Employer's ratings will be more telling with larger numbers of participants. The recommendations that follow nearly every section are appropriate and, if adopted, forecast the continuing growth and success of the FCC paralegal program,

Observations of Education within the Program

The course components for the program are generally consistent with the program content of FCC's comparative schools, with the noted exceptions of Law and Technology. I believe the inclusion of this course in the program was a wise decision on the part of FCC. The course is specifically designed to address the use and application of technology in the legal setting. This will have the best application and be more relevant to paralegal students that a more generic technology course offered under computer science studies.

The program has proffered several recommendations for curriculum development in the Self Study Report. While the adoption of these recommendations may be ambitious and require the establishment of long and short-term goals, all are laudable and deserving of thoughtful consideration

Observations of Program Facilities

The FCC Paralegal Program instructional classrooms and administrative office is comingled with other facilities in the Student Center. This building also houses the food center and student book store along with other dedicated classrooms and offices. Any advantage of having food and store services proximal to the primary paralegal instructional areas is lost if these services are not operated off-shift when the majority of the paralegal classes are conducted.

It is our understanding the FCC Library is undergoing renovation and a self-evaluation of its print collection. Among the collections under review are the volumes of the Annotated Code of Maryland, Atlantic (case) Reporter series, secondary legal research resources, etc. One could argue that these printed texts are passé and superseded by Internet-based editions and databases. However, a strong case can be made for need of FCC paralegal students to be familiar with these printed resources as they will most likely remain the materials and medium used by the practicing attorneys in the Frederick County area for the foreseeable future. The transition to e-resources in legal services offices is by no means complete. Competency in legal research, using the case reporter series and secondary resources, is vital to the credentials of the FCC paralegal program graduate. From the information received during the site visit from instructors and others, legal practice in Frederick City and

surrounding areas still relies heavily of print-based research. Although graduates of the FCC paralegal program should have a thorough orientation to on-line research, (e.g., LA 106-*Law and Technology*) their skills in print-based research are likely to be appreciated, if not required, by potential regional employers.

We understand heretofore the collection of legal references (aka Law Library) was housed separate from the FCC Library Learning Commons general print collection. It is our understanding these materials will no longer be secured for the exclusive use of students in the paralegal program but on the open library shelves. These vital research resources should remain separate. We recommend they be transferred to an appropriate area of the Student Center building proximal to the paralegal classrooms and secured for the exclusive use of paralegal students.

Observations of Program Resources

Success of any academic program is based on four pillars; Students Facility, Curriculum and Faculty.

Based on the information received from representative students during the on-site visit, it is clear student choose FCC because of

- the credibility of the program;
- the location proximal to home and current/potential employers;
- convenience of hybrid and on-line instruction;
- the positive experience of other students/graduates; and,
- encouragement from the Program Manager and faculty members.

The facility afforded the paralegal program by the FCC speaks to the regard in which the program is held. Details regarding the law library, its collection and location have been referenced separately in this report.

The curriculum of the paralegal program is presented in detail in the Self-Study Report. The information contained therein is accurate and the recommendations are sound. Other comments regarding the curriculum have been presented separately in this report

Based on the information received during the cite visit, particularly our interview with students in the paralegal program, FCC is blessed with credible and motivated faculty. The adjunct faculty is drawn primarily from the body of legal practitioners in the Frederick area who can speak directly to the application of course content and the criticality of course-supported competencies. There seems to be a sense of mutual appreciation between the students and faculty members as one represents potential employees/interns and the other represents the community of local legal professionals, employers and internship sponsors. Instructor-practitioners have a vested interest in ensuring the program content is contemporary and appropriate for the local market.

The premier program resource of the FCC paralegal program is the Program Manager. Throughout the site visit we received a continuous stream of positive affirmation regarding the current Program Manager. In addition to being a dedicated, self-less, and much-appreciated instructor, the Manager has near-singlehandedly orchestrated the growth and development of the FCC paralegal program. During the interview/testimony portion of the on-site visit, commentary from students, faculty and fellow-administrators lauded the work of the Manager. The Internship program, pro-bono services, and other program supplements are attributed to the imagination,

Paralegal Student Association and Lambda Epsilon Chi membership are but of few of the program-enhancing initiatives credited to the current Manager. The manager is also responsible for the selection and monitoring of all faculty, scheduling courses, creating course content and assessments of content mastery, approval of course

text, establishing and meeting with the paralegal program Advisory Board, coordinating with other program managers and the FCC Administration, etc.

Recommendations for the Future

The Self-Study Report contains a series of recommendation. Each of these are worthy of consideration and adoption. Separately we would like to re-emphasize the criticality of maintaining the print-based research resource to the paralegal program. Restoration of the Law Library and/or transfer of these texts to the Student Center building should be a priority for FCC.

We would encourage FCC to identify a position within the legal studies program administration to provide some relief for the current Program Manager. The workload capacity and motivation of the Manager is laudable. However, there are predictable consequences to FCC and the paralegal program when so many critical functions are embodied in a single individual. It is clear there is no capacity for continuity of operation in the absence of the Director. A subordinate staff position within the program could provide much-needed support, facilitate the opportunities for growth (including the adoption of the recommendations in this and the Self Study report) and ensure the seam-less continuity of the program operation.

Response Summary

It was a pleasure and an honor to serve as an External Reviewer for the Frederick Community College Paralegal Program. The entire experience was informative and enlightening.

The paralegal program at FCC is extraordinary well connected to the local legal professional community. This bodes well for the program, its students, and the potential local employers of program graduates. Local practitioners serve as internship sponsors, Advisory Board members and adjunct instructors. Their input into program content and standards will ensure a solid, credible curriculum and deserving program graduates. The program subscribes to the mainstream curriculum content when reviewed against comparative schools. It also subscribes, to the extent practicable, to the national standards and recommendations for paralegal programs. Continuation of the current program plan, its Mission Goals and Objectives and adoption of the recommendations made or references in this report, should serve FCC well into the future.

Patrick L. Bradley, Esq.

Program Chair, Criminal Justice and Legal Studies

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Response to External Review, Patrick L. Bradley, Esq.

Prepared By:

Dr. Tracy R. Parker Program Manager, Review Coordinator

The external review report is all-inclusive and perceptive. The reviewer describes the FCC Paralegal Program as extraordinary and well connected to the local legal professional community. Suggestions regarding the *Internship Employer's Ratings* are duly noted. Data from years before the time captured in this review can be compared. In the future, an employer survey along with the *Internship Employer's Ratings* will be used together to reveal more. Curriculum recommendations will be incorporated into the five-year plan for the program. It is an accurate observation that if services are not operated off-shift the advantage of the service is lost. As the College continues to grow, there is a real opportunity to explore not only the facilities in which the Paralegal Program operates but also the area of the College in which it is housed. Many institutions such as Stevenson University and University of Maryland University College local paralegal/legal studies programs with the business programs. The limited evening hours of many of our services is a weakness. The recognition of the effort and accomplishments of the Program Manager is appreciated. There is real opportunity for growth which includes the recommendations from this report if a position was funded to support the program and/or the Program Manager was periodically awarded additional release time.



Frederick County Circuit Court Judge Theresa M. Adams, intern Monique Wilson, and Frederick County Circuit Court Judge Julie R. Solt.

EXTERNAL REPORT

By Nina Shore, Esq.

Introduction:

On March 27, 2015, I conducted a program review of the Frederick Community College Paralegal Program. In conducting the review, I met with students, faculty, and administration. I was given a tour of the Frederick Community College (FCC). I also read the Self Study Report written by Dr. Tracy Parker, Program Manager of the Paralegal Studies program.

I am very familiar with the paralegal studies program at FCC. I serve on the Paralegal Program Advisory Committee. I am the Chief Attorney at Maryland Legal Aid in Frederick, Maryland. FCC and Maryland Legal Aid developed an internship program. My observations are based on information obtained at the March 27 meeting as well as my personal experience working with paralegal interns.

Observations about the Self Study report:

The self-study report was detailed and informative. The program's mission and goals were clearly stated. The objectives were designed to achieve the goals. In addition to providing an excellent education and workforce preparedness, the emphasis on serving the community and providing legal assistance to low-income residents are important goals and objectives.

Observations of Program's High Quality Education:

Dr. Tracy Parker, the Program Manager has created an excellent and vibrant Paralegal Studies program. In addition to providing students with high quality legal education in the classroom, she developed an internship program whereby student's intern with private and public interest law firms. Students also engage in community activities designed to increase and improve access to the legal system. For example, FCC paralegals participate in an internship program at Maryland Legal Aid. The internship enables paralegal students to expand upon the skills acquired in their academic courses. Interns interview clients, conduct legal research, and assist attorneys with trial preparation. Several FCC interns who volunteered at Maryland Legal Aid were offered employment at Maryland Legal Aid. Currently, two FCC students are employed full time at the Maryland Legal Aid office in Frederick.

The Paralegal Association partners with the Frederick Bar Association and Maryland Legal Aid to provide Pro Bono Day. At this event, Frederick residents are provided with free legal consultations in a wide variety of areas. In addition to providing a valuable service, this event provides students with excellent networking opportunities.

Students speak highly of Dr. Tracy Parker. In addition to providing consistently high quality instruction in the classes that she teaches, students go to Dr. Parker for guidance in their academic and personal life. She knows each student in the program personally and is committed to ensuring that they excel in the program. This is an extremely important but overwhelming task for one person to do. In addition to managing the program, Dr. Parker is required to teach full time. It is unrealistic to expect that Dr. Parker can oversee the program, ensure that adjuncts are meeting their obligations to students, teach full time, and maintain community contacts and activity engage in community partnerships.

It is impossible for Dr. Parker to be able to completely monitor the performance of adjuncts because she has too many responsibilities. I am aware of one occasion when students voiced concern to Dr. Parker that they did not receive timely feedback from an instructor. Students stated that Dr. Parker meet with the students and instructor. Fortunately, this issue was resolved.

However, there are no written standards for adjuncts. Students report a lack of consistency in teaching practices. Some instructors timely grade assignments. It takes other instructors four weeks or longer to grade assignments. Some instructors provide little or no feedback to students regarding how they could improve their performance or why points were deducted from an assignment. Grading rubrics were not routinely used.

One instructor admitted that it often took weeks for her to grade assignments. She was not apologetic. She stated that she was not paid enough to work hard. This is a serious concern. Salaries are low and FCC should strive towards improving salaries. However, this is not a justification for students not receiving timely feedback. Instructors should understand that they have an obligation to provide timely and meaningful feedback to students.

Many students are nontraditional students and they work full time. One student that I spoke to stated that she thought more people would be able to attend FCC if courses were offered later in the night. She suggested that it is difficult for employees to attend a class at 5 pm. She recommended that FCC offer classes at 530 or 6. I support her concern and recommendation.

Observations of Program's Facilities:

See comment below regarding the law library.

Observations of Programs resources:

During the site visit, I had an opportunity to tour the law library at FCC. The law library had recently been moved and there were few books on the shelves. The books that I observed were few and outdated. The library did not have any treatises, practice manuals or formbooks. For example, I asked a student who had taken domestic relations course whether the library had *Fader's Maryland Family Law*, the leading treatise on family law in Maryland. She had never heard of the book and the library did not have this critical book.

At the site visit, students expressed various concerns about the law library. They requested that the library be located in the H building instead of inside the college library because the library closes at 9pm on weekdays and 3 pm on Saturdays. Due to work and family obligations, many FCC students have difficulty accessing the library during these hours.

Students also expressed concern about the limited library materials. In a letter dated March 21, 2015, the Paralegal Student Association raised a serious concern:

"...We currently have national approval from the American Bar Association for paralegal Education (AAJPE) which requires strict compliance to the American Bar Association Guidelines for Paralegal Education. These require that students have access to a law library with specified print materials. The AAJPE approval draws students to the program at FCC. It also gives current students comfort in the knowledge that we are receiving an exemplary education".

The Guidelines describe the requirements a paralegal education program must meet to obtain and retain ABA approval. The guidelines have strict requirements of how a law library on a paralegal program should be maintained. It states in pertinent part:

LIBRARY

G-601

The institution must have available a library adequate for its program of education of paralegals.

- A library must be available containing resources that are relevant to and adequate for the courses being taught.
- At a minimum the library must provide adequate access to the following resources, all of which must be up-to-date:
 - The code of the state in which the institution is located;
 - The reporter for the state in which the institution is located, or the regional reporter that includes such state, covering at least the preceding 25 years;
 - A citator resource to check on the currency and validity of primary source material for the state in which the institution is located;
 - A legal encyclopedia, e.g., American Jurisprudence, Corpus Juris Secundum, or a comparable state encyclopedia;
 - Texts, practice manuals and form books, in all areas of legal specialty instruction;

- Local and state bar journals, newspapers, and periodicals devoted to the paralegal profession;
- Texts and other resources about the paralegal profession; and
- Law dictionaries.

Many of these required texts are not available to FCC students at their library.

Recommendations for the Future:

- Expand the law library to comply with ABA guideline G-601.
- Expand the library hours.
- Explore having the library located in the “H” building.
- Offer evening classes at 530-6 pm so that more working students will be able to attend.
- Decrease the Program Manager’s course load so that she can focus on managing the paralegal Studies program.
- Hire an assistant to help the Program Manager.
- Explore increasing salaries so that adjuncts will be motivated to provide prompt and meaningful feedback.
- Develop written expectations for adjuncts

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Response to External Review, Nina Shore, Esq.

Prepared By:

Dr. Tracy R. Parker Program Manager, Review Coordinator

All recommendations included in the external review report are sound and will be considered for inclusion in the program five-year plan. Some clarification is needed regarding paralegal adjuncts. There are years of solid performance review, student course evaluation feedback, and peer observation regarding instructors in the program. Over 70% of the legal specialty courses are taught by the Program Manager. All college adjuncts are provided with written material outlining expectations; the paralegal instructors undergo Blackboard training, and are in continual communication with the program manager. With the exception of the 2014-2015 academic year, meetings were held where the program manager and adjunct shared information to ensure program consistency. There was not time this past year. It is unfortunate that during the semester of the site visit, there were some challenges with two courses taught by the same instructor. These are the circumstances that are reflected in this reviewers report. While the issues were resolved with the collective efforts of the program manager, the adjunct, and the students, the points made in this report are well taken. The Program Manager accepts responsibility and recognizes that this is an isolated situation that can be corrected with training and support. It is critical for the Program Manager to advocate for support and safeguard her time in order to monitor and provide support to adjuncts.

EXTERNAL COMMENTS

Frederick Community College

Paralegal Program Self Study Report

Comments by Hillary Michaud, Esq., CPA

Paralegal Studies Program Coordinator at Stevenson University

I enjoyed reading about your program in your well-done self-study report! It is well done. I love some of your ideas, including your student organization hosting a book exchange.

Here are my comments:

P. 3	Have you considered seeking American Bar Association approval for your program? The ABA Guidelines help us to be an outstanding program, notwithstanding how much the approval helps with recruiting students. Our site visit is going on right now, as I write this! ABA-approval is a commitment of time and resources, but to me it is worth it. I sit on the advisory board for CCBC's program; that is another ABA-approved program in the region. I think both CCBC and Stevenson may have more traditional students than FCC; I am not sure that makes a difference in whether to seek ABA approval, but it might be a consideration, for approval might matter more to a traditional student than to an adult student who is making a career change to paralegal or getting ready to apply to law school.
P. 3	Regarding the objectives to Goal 1 – I recommend tying curriculum to employer needs in your hiring community; a good way to learn these needs is through surveys or focus groups of your pool of employers as well as from a legal placement firm such as Special Counsel or Robert Half.
P. 3	Regarding Goal 2 – I recommend adding an objective dealing with placement of students and graduates in permanent positions with law firms and other legal employers; at Stevenson I place many more students than our Career Services Office does and employers, out of habit, come to me when they have job opportunities for paralegals.
P. 3	I love your focus on <i>pro bono</i> service; we have a law clinic for paralegal students, so also consider paralegal <i>pro bono</i> service to be important.
P. 5	Stevenson no longer offers the LNC Certificate; we offer bachelor's degrees and second bachelor's degrees.
P. 6	I like that you offer a Law and Technology course; at Stevenson we require two general office technology courses as general education courses, then offer a legal specialty course in Litigation Technology as an elective for paralegal students.
P. 6	We would love to have an articulation agreement with you.
P. 8	You say it is difficult to find an instructor for your Law and Technology course. Stevenson's Litigation Technologies course is the only legal specialty course I run that is not taught by a lawyer; instead I use a technology professional who works for a governmental law office. We teach e-discovery in our Civil Litigation and Pleading class. We teach timekeeping software in

	both the internship class and the law clinic.
P. 10	Offering national certification (CLA or PACE) testing is an excellent idea.
P. 12	Regarding diversity, in addition to maintaining a multicultural curriculum that is in line with your student body, I recommend you recruit diverse adjunct faculty to teach in your paralegal program, if feasible. I have used my advisory board and existing faculty to identify and recruit diverse faculty for my program at Stevenson.
P. 16	You might want to perform a more comprehensive student satisfaction survey. I have attached the one that I use at Stevenson as an example of what we ask students. I assume you are following up on the issues with the hours of operation of the library and testing center.
P. 18	You might want to add a general public member to the advisory committee; this is someone who is not affiliated with or a graduate of the program and who is not directly involved in legal services or legal education. This person can bring a broad public perspective to the committee (in the words of the ABA). At Stevenson we have someone who is involved in marketing as our general public member.
P. 23	I think a course in business organizations law might be useful. At Stevenson we want our graduates to know how to form and administer the different types of business organizations.

Response to External Review, Hillary Michaud, Esq., CPA

Prepared By:

Dr. Tracy R. Parker Program Manager, Review Coordinator

The comments provided in the external review report are based solely on the evaluation of the self-study report. The reviewer was not able to attend the site visit. FCC is excited to establish an articulation agreement with Stevenson University. Some of the recommendations such as tying curriculum to employer needs, recruiting a diverse adjunct faculty, and placement of students and graduates are currently part of the paralegal program. However, these were not made clear in the report and should be formally added to the program goals. All recommendations regarding curriculum are consistent with the self-study and will be evaluated for incorporation of the five-year plan. At one point FCC was involved with the ABA process. However, the decision was made per the Paralegal Advisory Committee to not seek approval. At that time, the ABA was new to evaluating distance learning options and put all programs that offered online courses on a hold status. This coupled with the fact that most programs are not ABA approved factored into the decision for FCC not to pursue ABA approval. This was over ten years ago. It would be appropriate for the issue to be revisited by the Paralegal Advisory Committee.

Paralegal Program Action Plan

Action Priority Item #1: Update/Revise Paralegal Program Marketing Material and Catalog

- The Program Manager will work with members of the marketing team to promote and educate the community about the Paralegal Program. Below are specific action items to include in marketing plan.
 1. Pre-Law Option: Paralegal programs are routinely used as an option for students interested in law school. The FCC Paralegal Program curriculum covers the same substantive and procedural courses offered at law schools. Legal analysis (critical thinking), writing, technology, ethics and professionalism are infused into all legal specialty classes. The Program Manager, a full-time faculty member, serves as a pre-law advisor and assists students with law school applications. This item includes revising the program description for both the degree and certificate. (Fall 2015)
 2. Remove Legal Assistant: The title legal assistant should be removed. Legal Assistant is used to describe a member of the legal team who operations as an office manager or legal secretary. (Fall 2015)
 3. Highlight Community Partners/Outreach: Community partnerships are a vital part of the program. Community collaboration results but is not limited to networking, resources, internships, and jobs. (Fall 2015)
 4. Internship: Paralegal students have performed remarkably well in internships. The result of which is jobs. The paralegal program internship placements and the transition to jobs should be showcased. (Fall 2015)

Action Priority Item#2: Continue Regular Curriculum reviewed/redesigned to meet industry needs/trends

- The course components for the program are generally consistent with the program content of FCC's comparative schools. The Program Manager will facilitate the development and growth of a curriculum via the Paralegal Advisory Committee, the American Association for Paralegal Education, local employers, and faculty. Action items include:
 1. Establish articulation agreement with Stevenson University (Fall 2015)
 2. Review Student Learning Outcomes (Spring 2016)
 3. Consider new courses such as bankruptcy, immigration law, and a clinical course (Spring 2016)
 4. Obtain Quality Matters recognition for all courses with an online component. (2015-2017)

5. Explore possibilities to collaborate with the Foreign Languages and American Sign Language Studies faculty to meet the demand for multilingual paralegals (Fall 2016)

Action Priority Item#3: Advocate for Off-shift Services for paralegal students

•Data supports that paralegal students are non-traditional and need services off-shift. The program consistently offers courses in the evening and on Saturdays. Paralegal students would benefit from College services such as the Library, Testing Center, and Dining Service being open later in the evening and/or extended hours on Saturdays. The Paralegal Student Association presented concerns regarding the law library and print materials in person and in writing. The letter provides some idea of the challenges the students face. (*See Appendix C*)

1. Engage Paralegal Student Association in the larger conversation regarding non-traditional student needs (2015-2016)
2. Communicate needs to administration (2015-2016)
3. Assist with problem solving (2015-2016)

Supplemental Action Items:

1. Offer recommendations as to where the paralegal program should be housed within the College; possibilities to explore include but are not limited to: Law Center (program with multiple pathways/options for those interested in legal profession), move to CBT; creating a division which includes law related fields
2. Explore ways to work with Continuing Education to provide comprehensive legal studies programs/offering to the community (Spring 2017)
3. Explore initiatives and implement programs to recruit male students (Fall 2016)
4. Create and conduct employer survey (Spring 2016)
5. Establish an alumni database (Fall 2015)
6. Request practice specific technologies for paralegal courses (Summer 2016)
7. Enhance visibility of Lambda Epsilon Chi (2015-2016)

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Appendix A

(Paralegal Program AAS Degree and Certificate Requirements)

Paralegal Program AAS Degree

Provides students with specialized legal training to enable them to: understand ethical obligations and professionalism; gather and analyze facts relevant to legal disputes; perform legal research; draft legal documents; prepare witnesses and evidence for presentation at legal proceedings. The paralegal may not practice law and so must work under the direction of an attorney who is licensed to practice.

<i>Courses</i>	<i>Credits</i>
English	
EN 101–English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
PS 101–General Psychology	3
HS 102–Human Relations ‡	3
CJ 110–Criminal Law	3
Arts & Humanities	
Communications Elective (GenEd course list) ‡	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list)	3/4
PE/Health	
Wellness Elective (GenEd course list) or PE Elective and one additional General Education Elective	3/4
Other Requirements	

LA 100–Introduction to Law	3
LA 103–Ethics for the Legal Professional	3
LA 104–Contracts	3
LA 105–Torts	3
LA 106–Law & Technology	3
LA 110–Legal Research	3
LA 120–Legal Writing & Documents	3
LA 210–Estates & Probate	3
LA 220–Evidence & Procedure (Civil)	3
LA 230–Law of the Real Estate Business	3
LA 240–Family Law	3
INTR 103–Internship	3
Total	60/63

‡ All degree-seeking students must complete a Cultural Competency course in order to graduate. HS 102 fulfills this requirement

Paralegal Program Certificate

For individuals already in this field of employment who wish to increase their opportunities by acquiring college credentials. In addition, individuals who already have a degree in another field may be able to improve employment opportunities.

<i>Courses</i>	<i>Credits</i>
EN 101–English Composition	3
HS 102–Human Relations	3
LA 100–Introduction to Law	3
LA 103–Ethics for the Legal Professional	3
LA 104–Contracts	3
LA 105–Torts	3
LA 106–Law & Technology	3
LA 110–Legal Research	3
LA 120–Legal Writing & Documents	3
LA 220–Evidence & Procedure (Civil)	3
<i>Select at least three (3) credits from the following courses:</i>	
LA 210–Estates & Probate (3)	
LA 230–Law of the Real Estate Business (3)	
LA 240–Family Law (3)	
CJ 110–Criminal Law (3)	
BU 211–Business Law I (3)	

INTR 103–Internship (3)	3
Total	33

Appendix B

(Paralegal Courses Student Learning Outcomes)

LA100-Introduction to Law:

Upon completion of this course students will demonstrate:

1. Describe the paralegal profession
2. Summarize the organization and structure of the American Legal System
3. Define basic legal theories, concepts, and terminology
4. Identify the importance of ethical obligations and professionalism
5. Utilize law office management procedures and systems
6. Track, bill, and use their time effectively
7. Demonstrate the ability to manage the docket and a case files
8. Conduct a client interview and prepare a Intake Memorandum

Prepare a "Trust Account Register," "Trust Account Subsidiary Ledger" for each client, and a "Trust Account Client Summary Ledger Page" for various transactions.

LA103-Ethics:

Upon completion of this course students will demonstrate:

1. Identify sources of authority that establish legal assistant/paralegal ethical obligations.
2. Describe the importance of complying with ethical standards.
3. List the ramifications of noncompliance.
4. Define what a conflict of interest is and describe what a law office can do to limit conflict of interest problems.
5. Determine what guidelines a legal assistant/paralegal can utilize to avoid revealing confidential information.
6. Explain the attorney-client privilege and to whom it applies.
7. Identify the unauthorized practice of law and use strategies to avoid it.
8. Demonstrate strategies to handle ethical dilemmas.
9. Analyze ethical obligations as they relate to fees, billing, and client funds

LA104-Contracts:

Upon completion of this course students will demonstrate:

1. Identify the elements of a valid contract
2. Define the duties and obligations of the parties
3. Describe remedies that are available when contracts are breached and the steps that must be taken to invoke those remedies
4. Utilize a checklist to gather necessary information to prepare a basic contract

Draft a basic contract using samples or form books Interpret and analyze basic contracts

LA105-Torts:

Upon completion of this course students will demonstrate:

1. Identify and analyze the elements of negligence
2. Define the rights and obligations of the parties
3. Determine remedies that are available against a tortfeasor
4. Gather information necessary to evaluate a tort cause of action
5. Perform legal analysis to evaluate a tort cause of action

LA106-Law & Technology:

Upon completion of this course students will demonstrate:

1. Define the importance of computers to the legal field
2. Utilize basic computer terminology and systems
3. Utilize a word processing program to edit, manipulate, and revise text to create legal documents
4. Manage a conflict of interest data base by storing, searching, sorting, and organizing data
5. Prepare a spreadsheet for Dividing Assets in Family Law using spreadsheet software
6. Utilize legal specific software for timekeeping, billing, and docket control
7. Employ a variety of search engines to conduct computerized-assisted legal research

LA110-Legal Research:

Upon the completion of the course students will:

1. Gather and analyze facts
2. Identify and organize legal issues
3. Develop a legal research strategy
4. Locate applicable primary and secondary authority
5. Perform book-based and computerized legal research
6. Update the law
7. Use *The Bluebook* to properly cite both primary and secondary authority
8. Prepare a memorandum of law

LA120-Legal Writing & Documents:

Upon completion of this course students will demonstrate:

1. Draft a variety of legal documents in clear and concise language, and revise as directed
2. Properly cite legal references throughout all legal documents using The Bluebook
3. Analyze a client's case based on applicable law
4. Predict outcomes in writing of client's case based on legal analysis
5. Prepare a portfolio with writing samples and career correspondence

LA210-Estates & Probate:

Upon completion of this course students will demonstrate:

1. Demonstrate a basic understanding of the state statutes as they relate to wills, trust and estate administration
2. Define related legal terminology and be able to use the terminology in preparation of documents
3. Describe the transfer of property at death
4. Prepare a simple will and simple trust
5. Identify various forms of trusts and their role in estate planning
6. Summarize the Federal Estates and Gift Taxes

LA220-Evidence & Procedure:

Upon completion of this course students will demonstrate:

1. Apply Federal & Maryland rules of evidence and procedure
2. Analyze the theories of litigation
3. Identify every step of litigation process
4. Compose a plan for litigation for hypothetical situations
5. Evaluate methods of obtaining and presenting evidence in litigation.

LA230-Law for the Real Estate Business:

Upon completion of this course students will demonstrate:

1. Demonstrate an understanding of the nature of real property
2. Evaluate the real estate transaction
3. Analyze land use and regulation
4. Observe the application of real estate law
5. Evaluate ethical and professional issues in the area of real estate law

LA240-Family Law

Upon completion of this course students will demonstrate:

1. Define basic legal theories and concepts that are fundamental to family law
2. Identify ethical obligations
3. Conduct a client interview in a divorce case to prepare a complaint
4. Draft a Complaint for Divorce and Domestic Violence Cases
5. Prepare a Child Support Guideline
6. Prepare a Property Checklist/Asset list
7. State the role of the paralegal in the discovery process, including depositions
8. Utilize effective communication skills

Appendix C
(Paralegal Student Association Letter)

Paralegal Student Association

March 21, 2015

To Whom It May Concern

We, The Paralegal Student Association, respectfully ask that the Frederick Community College library be retained on campus, preferably in the H building. It is vital to our success both as students and as professional paralegals.

In today's electronic society it may seem that print materials are outmoded. For law students they are nothing short of essential. Legal research is a necessary skill for paralegals. The college has graciously given us access to Westlaw, an online legal research tool. However, online research is a small part of the puzzle. Many professional firms have limited or no Westlaw access. It is an outsized expense that they simply cannot afford. So they rely on print materials. Court houses maintain a law library. For students, this means to effectively provide legal services to our community we need to know how to navigate the many print materials currently found in our campus law library.

This knowledge is not just a requisite skill for our future selves. Each class in the paralegal studies program has a research component. This means students have a need for the law library each semester. Changing its location, from inside the campus library to the H building would benefit us greatly.

Most paralegal students are of a nontraditional age. This means we balance classes with work and families. As such, we keep nontraditional hours. We need access to the law library after our children are fed. We need to pursue the materials following an eight hour work day. Currently, the law library closes at 9pm on weekdays and 3pm on Saturdays. This limited access hinders our ability to sharpen the vital skill of legal research. If the law library were moved it would give us several extra hours to complete our course work.

If the law library were removed from campus it would not be just to the detriment of students. The entire program may suffer. We currently have national approval from the American Association for Paralegal Education (AAfPE) which requires strict compliance to the American Bar Association Guidelines for Paralegal Education. These require that students have access to a law library with specified print materials. The AAfPE approval draws students to the program at FCC. It also gives current students comfort in the knowledge that we are receiving an exemplary education.

We thank the institution for the education we receive and the value it places on nontraditional students. It is with their support that we are able to complete our degrees and obtain a better life while juggling the demands of adulthood. We simply ask that their support continue in the form of the current law library.

Sincerely,

The Paralegal Student Association



Frederick Community College

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