

Paralegal Studies - Associate of Applied Science - Full Review & SLOA

Current Compliance Year: 2022-2023

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Since the ABA changed its requirements for synchronous learning in January 2020, this program competes with other online (ABA-approved and non-approved) schools for students. A draw to this program continues to be the in-state tuition benefit for eCampus supported courses. Nationwide, enrollment in 2-year programs is down 9.2% for students aged [REDACTED] (<https://nscresearchcenter.org/stay-informed/>, October 2022 data). This age group is the program's typical student and makes up almost 50% of the program's student body. At the same time, enrollment for the [REDACTED] age group has increased 11.5% through fall 2022. The program must take advantage of dual enrolled or home schooled students through targeted marketing and recruiting efforts.

The program curriculum emphasizes the benefits of earning the Certified Paralegal (CP) credential through NALA-The Paralegal Association. Graduates of an ABA approved program are automatically eligible to sit for the Certified Paralegal exam. Students may take the certification exam in their last semester of school with reduced testing fees. The program plans to offer a non-credit professional development CP Review course in spring 2023 to gauge community interest in the CP exam with a long-term goal of incorporating the CP exam into the curriculum. Students would be required to take the CP Exam to complete the internship course.

As more states consider licensing legal practitioners (similar to nurse practitioners), formal paralegal education or national credentialing are the standard criteria to approve legal practitioners.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Data collected for SLOA includes

- Using specific questions addressing student-learning outcomes on the semester-end evaluations of paralegal courses

- Preparing a comparison of legal writing projects from the introductory level (PLS 102) to the advanced level (PLS 285)
- Computing the pass rate for courses identified by the paralegal advisory committee as practical-skills intensive (PLS 102, PLS 201, PLS 203, PLS 210, PLS 240, PLS 250, PLS 260, PLS 280 and PLS 285)
- Compiling detailed reports following the mandatory paralegal internship from both the student and the student's supervisor in the internship office (includes Credit for Prior Learning portfolios for students already employed in the field).
- Conducting graduate and employer of graduate surveys

In general, the curriculum is meeting the program's SLOs. However, all instructors are encouraged to add more practical, hands-on type of projects to their individual courses.

The program coordinator gathers information from students, graduates, and employers of graduates. This information is organized, compiled and presented to the full Paralegal Advisory Committee meeting each year to endorse any recommendations made by the program coordinator.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

The program has considered the use of portfolios to evaluate student learning. The program advisory board, who provides long range planning and input regarding the curriculum to the program coordinator, was not supportive of this idea. However, the advisory board recently agreed to a long-term goal of incorporating the CP Exam into the curriculum. The pass rate for a national, independently accredited professional exam will further inform whether the program is meeting its stated objectives and learning outcomes.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in degrees awarded, Increase in majors, Increase in persistence, Decrease in pass rates, Equity gaps

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Historically, females dominated the paralegal profession. The gender disparity in the data reflects this fact. Anecdotally, I have seen more [REDACTED] in the program in the last five years than is reflected in the gender distributions throughout the profession. In the past, the program's student body generally reflects the local community (majority [REDACTED] with few other races). However, since offering an entirely online degree, there has been a slight increase in [REDACTED] and [REDACTED] students.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Internships

Collaborative Assignments & Projects

Undergraduate Research**Diversity/Global Learning****ePortfolios****First Year-Seminars & Experiences****Writing-Intensive Courses****Service-Learning and/or Community-based Learning****Internships****Capstone Courses & Projects****Other or None of these (explain)**

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

The program continues to increase revenue while decreasing expenditures. The increase in revenue and decrease of costs began when the program started offering online delivery. The program was also able to cancel print subscriptions when the ABA changed its library resource policies to allow either print or online resources. The trend shows the program is attracting more students, becoming more productive and cost efficient, and soon will be capable of supporting itself.

Program's Value to Mission

Prepare: Alaska's Career, Technical and Professional Workforce

The paralegal studies program prepares individuals to work in legal offices, court systems, government agencies, tribal government and agencies, Native and non-Native corporations, and other industries reliant on the paralegal skill set, such as banking and finance, education, insurance, healthcare, social services and victim advocacy. While projections show the rate of growth for paralegals within Alaska are declining slightly, the need for qualified paralegals nationwide in the next 10 years indicates growth by 14% (source: U.S. Dept. of Labor). Several states are considering a licensed paraprofessional program which would allow qualified paralegals to offer limited legal services directly to the public, which will further increase the demand for paralegals. This program is positioned to provide the necessary education paraprofessional programs require.

Duplicative Programs

UAA offers an AAS in Paralegal Studies, as well as BA in Legal Studies and a post-bacc certificate in Paralegal Studies. However, the UAA program has very few courses available online. Many UAA students take advantage of the convenience of CTC's online paralegal courses. The two programs informally accept each others courses as transfers (usually by petition). This program intends to formalize the credit transfer policy between the two programs. Many paralegal students continue their education to the baccalaureate level, with most opting for a major in Justice. Justice majors often declare Paralegal Studies as a minor. Both departments collaborate to serve our shared students.

Community or Other Partnerships

The program works closely with the state and local bar association and the Alaska Court System in providing student volunteers for Martin Luther King, Jr. Day Law Clinic event. Students gain practical experience by assisting consumers with intake documentation, explaining the limited representation and confidentiality agreements, and directing consumers to attorneys who can best meet the needs of the consumer. The program coordinator supervises all student work and provides coordination among volunteers, consumers and attorneys. At the last MLK Law Day in 2019, over 150 consumers in the community were provided with legal information and limited representation by volunteer attorneys. The program plans to offer a non-credit professional development Certified Paralegal Exam review course to paralegal students and the public next year. The goal of this course is two-fold: first to gauge interest in the CP Exam and second to assess the viability of incorporating the CP Exam as a graduation requirement for the program.

Value of Service Courses (Optional)

N/A

Post-Graduate Success

The paralegal profession is not identified as high-need in Alaska, although nationwide, the need for qualified professionals is growing faster than other occupations. About half of the current paralegals students reside outside of Alaska, this program is meeting the labor needs nationally. All paralegal students learn the practical skills needed to enter the workforce with minimal on-the-job training. The required internship further prepares students to enter the workforce, and often leads to employment for the interns.

Submission

Submitter & Collaborator Names

Deana Waters

Submitter Email

dmwaters@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Increase enrollment, Increase graduates, Increase retention/persistence

Explanation of Recommendations

Enrollment and graduation trends look promising, but please continue to monitor the enrollment, retention, and completion of students in the program.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan, "Clear, concise presentation of findings", Compelling learning story

Student Learning Outcomes Assessment Feedback (narrative)

Program is focusing on outcome assessments and making revisions as needed.

Profile Feedback

Program is mission-centric to UAF or college/school, Providing job placement for graduates, Strong post-graduation success for students, Strong ties to the community or industry, Collaborative with other UA programs

Financial Feedback

Operates at Low Cost, Productive Faculty, Opportunities to Increase Revenue

Student Success & Equity Feedback

Program has correctly identified that program is dominated by [REDACTED] students and is using this recognition to address diversification for the future.

High-Impact Practices Feedback

Program addresses high impact practices.

Dean's Review Feedback

I agree with the overall committee recommendations. The program is ABA certified and the curriculum is comprehensive and fully online. The enrollments are low. An intentional marketing effort to highlight the diverse workforce areas that hire paralegals such as banks, government offices, etc. could help increase enrollment. In addition, it is a two year degree that complements four year options. Highlighting those options for students could improve interest in the program.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Paralegal Studies—A.A.S. Degree
 UAF Community & Technical College
 August 28, 2017

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The purpose of the CTC paralegal program is to train graduates to qualify for employment as paralegals in law and law-related offices. The program also seeks to provide continuing education and upgrading of existing skills for paralegals already gainfully employed. GOAL STATEMENT: 1. Make program graduates the most attractive candidates for job openings and promotions within the legal job market. 2. Provide a learning environment where students can obtain high quality classroom education and hands-on training. 3. Be responsive to the needs of the job market, both in Alaska and nationwide, for well-prepared paralegals to work as support staff in private and government law offices.	1. Perform legal research using both traditional research methods and computer-assisted methods.	a. Assigned research and writing projects in PLS 102 (introductory), PLS 280 (intermediate) and PLS 285 (advanced). b. Student internship report and supervisor documentation of research and writing tasks performed. c. End of semester course evaluations. d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student research and writing projects annually to evaluate student knowledge, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student research and writing skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	2. Produce professional quality documents, including letters, fact memoranda, pleadings, contracts, wills and similar documents.	a. Assigned drafting projects from PLS 102 Introduction to Paralegal Studies, PLS 201 Paralegal Skills, PLS 203 Torts, PLS 210 Civil Procedure, PLS 240 Family Law, PLS 250 Probate Law, PLS 280 Legal Research & Writing, and PLS 285 Advanced Legal Writing. b. Student internship report and supervisor documentation of legal document drafting tasks performed. c. End of semester course evaluations. d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in legal document drafting, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's legal document drafting skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.

	3. Conduct client and witness interviews.	a. Demonstration of student preparation and skills in mock interviews performed in PLS 201 b. Student internship report and supervisor documentation of student's interviewing skills. c. End of semester course evaluations. d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Each semester, course instructors will observe student performance in mock interviews. b. Each semester, Program Coordinator will review student's internship report and discuss student's interviewing skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	4. Engage in basic fact finding and investigation.	a. Assigned projects in PLS 201, PLS 203, PLS 210, and PLS 250 that focus on fact gathering and investigation. b. Student internship report and supervisor documentation of student's fact gathering and investigation skills. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in fact gathering and investigation, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's fact gathering and investigation skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	5. Assist in case management, discovery, and trial preparation.	a. Assigned projects in PLS 201, PLS 210, PLS 213, PLS 240 and PLS 260 Computers in the Law Office that provide hands-on experience in case	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in case management, discovery and trial preparation, analyze the data and

		management, discovery and trial preparation. b. Student internship report and supervisor documentation of student's fact gathering and investigation skills. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's case management, discovery and trial preparation skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
6. Apply substantive and procedural law to a reasoned analysis of the matter.	a. Assigned projects in PLS 102, PLS 203, PLS 210, PLS 213, PLS 240, PLS 250, PLS 270, PLS 280 and PLS 285 focused on legal analysis. b. Student internship report and supervisor documentation of student's fact gathering and investigation skills. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in legal analysis, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's legal analysis skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.	
7. Recognize the ethical obligations of a paralegal and conduct oneself accordingly.	a. Assigned projects in PLS 105 Paralegal Ethics, including presentation of ethical dilemma with	a. Course instructor and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency regarding	

		applicable rules and potential solutions to resolve dilemma. b. Student internship report and supervisor documentation of student's compliance with applicable Rules of Professional Conduct. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	legal ethics, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's compliance with applicable Rules of Professional Conduct with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	8. Demonstrate proficiency in use of legal technology, including electronic filing, case management and billing software.	a. Assigned projects in PLS 201 and 260, focusing on use of legal specific software, electronic case management and electronic case filing. b. Student internship report and supervisor documentation of student's proficiency with legal technology. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency with legal technology, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's proficiency with legal technology with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.

The following courses are identified by the Paralegal Advisory Committee as “practical skills” intensive: PLS 102 Introduction to Paralegal Studies (legal writing and analysis), PLS 201 Practical Paralegal Skills (interviewing, investigation, fact finding, case management, electronic filing, legal analysis and legal writing), PLS 203 Torts (interviewing, investigation, fact finding, legal analysis and legal writing), PLS 210 Civil Procedure (interviewing, investigation, fact finding, legal analysis, legal writing and trial preparation), PLS 240 Family Law (fact finding, legal analysis, legal writing and trial preparation), PLS 250 Probate Law (legal writing and legal analysis), PLS 260 Computers in the Law Office (legal technology, case management, electronic filing, and trial preparation), PLS 280 Legal Research & Writing (legal writing, research and analysis), and PLS 285 Advanced Legal Writing (legal writing and analysis).

Student Learning Outcomes Assessment Summary

Paralegal Studies, A.A.S. Degree

UAF Community & Technical College

AYs 2018-2021

Submitted by: Deana M. Waters, Program Coordinator

Contact Information: dmwaters@alaska.edu, 455-2835

Date: May 7, 2021

Assessment information collected. The CTC Paralegal Program uses a multi-faceted plan to assess whether students are acquiring the skills and knowledge required for successful entry into the paralegal job market. The “Intended Objectives/Outcomes” in the program’s SLOA Plan identify the eight basic skills. The part of the assessment plan involving students includes:

- a) Specific questions addressing student-learning outcomes are included on the semester-end evaluations of paralegal courses.
- b) Comparison of legal writing projects from the introductory level (PLS 102) to the advanced level (PLS 285).
- c) Passing courses identified by the paralegal advisory committee as practical-skills intensive (PLS 102, PLS 201, PLS 203, PLS 210, PLS 240, PLS 250, PLS 260, PLS 280 and PLS 285).
- d) Detailed reports following the mandatory paralegal internship from both the student and the student’s supervisor in the internship office.¹

The assessment plan continues by following graduates into the job market by determining whether the courses completed provided them with the skills required to succeed in their paralegal position. This part of the assessment plan first focuses on the successful placement of graduates, then follows up with a questionnaire of recent graduates. In addition, members of the Paralegal Advisory Committee volunteer to visit with the employers of program graduates to obtain further information whether the students have learned what is required of them as successful paralegals.

Eleven students graduated the program between Spring 2018 and Fall 2020. A graduate survey was conducted in April 2021 with 4 responses. The data indicates none of the graduates are employed full time as paralegals. Twenty-five percent of graduates are employed in a law-related field. Two graduates are continuing their education.

¹ This includes students completing a Credit for Prior Learning portfolio for PLS 299 Paralegal Internship.

The survey asked the following questions and graduates provided the following responses:

Objective	Question	Importance ²	Rating (# responses) ³
1, 6	Rate the importance of having familiarity with basic concepts of law in your field(s) of practice, such as family law, criminal law, torts, real property law, probate law, etc.	100% essential	5 (4)
2, 6	Rate the importance of having familiarity with relevant court rules, such as civil rules, criminal rules, rules of evidence and other portions of the civil code (Title 9), such as statute of limitations.	100% essential	5 (4)
1	Rate the importance of being able to locate relevant authorities, such as statutes, case law, administrative rules, and other valuable resources such as procedural rules	100% essential	5 (4)
1	Rate the importance of having familiarity with computer assisted legal research tools, such as Lexis, Westlaw or Casemaker.	100% essential	5 (4)
5, 8	Rate the importance of knowing how to use other law office-related software, such as word processing, database, presentation, file management, time-keeping, billing and calendaring/docketing applications.	100% essential	5 (4)
3, 4	Rate the importance of having good oral communication skills, such as those used in interviewing clients and witnesses, and in presenting your thoughts and ideas to others in an accurate and convincing manner.	100% essential	5 (3) 4 (1)
3, 4	Rate the importance of being able to listen to others and derive from their oral communication with you a basic understanding of the information they are trying to convey.	100% essential	5 (3) 3 (1)
2, 6, 8	Rate the importance of knowing how to draft letters, office memorandum, legal documents, pleadings, etc.	100% essential	5 (3) 4 (1)

Overall, the graduate survey shows the importance of the subject matter taught in the paralegal programs. A majority of graduates responded that the program does an excellent or very good job in providing the necessary knowledge and skills to succeed as a paralegal.

² Responses are rated on a Likert scale with 1 being the least important and 5 being the most important.

³ Responses are rated on a Likert scale with 1 being poor and 5 being excellent.

Conclusions drawn from the information summarized above

a) Because most PLS courses are online, the program relies upon the semester-end evaluations and e-mailed student questionnaires. The data garnered from students indicates the current curriculum is meeting the stated learning objectives.

b) Writing samples from PLS 102 Introduction to Paralegal Studies, PLS 280 Legal research and Writing and PLS 285 Advanced Legal Writing were compared. The projects were identical in nature: read and brief a number of cases, then draft an interoffice memorandum that applies the law to a fact situation and recommends a course of action. Student work showed significant improvement from the introductory writing to the advanced writing projects. Improvements included grammar, sentence structure, word choice and voice, proper citations to case law, application of case law to the facts, and the quality of legal analysis.

c) The data collected during this assessment period indicates a majority of students are successfully passing the practical skills intensive courses. NOTE: The average enrollment includes students who withdrew or requested an Incomplete. The passing grades include only earned grades (A, B, C, D, F, NB) and does not include W or IN notations.

Spring 2018 – Spring 2021	Average Enrollment	A%	B%	C%	D, F, NB%
PLS 102 Introduction to Paralegal Studies (required)	14.29	58.47	3.29	5.43	17.1428571
PLS 201 Practical Paralegal Skills (required)	6.00	85.75	19.00	0.00	0.00
PLS 203 Torts (Elective)	10.25	52.00	11.00	10.50	17.75
PLS 210 Civil Procedure (required)	9.00	55.00	14.50	7.00	11.50
PLS 240 Family Law (required)	13.00	68.67	16.33	2.67	7.67
PLS 250 Probate Law (elective)	6.67	62.67	33.17	0.00	4.17
PLS 260 Legal Technology (required)	8.00	81.67	0.00	0.00	9.67
PLS 280 Legal research & Writing (required)	10.00	20.42	18.50	1.25	5.25
PLS 285 Advanced Legal Writing (required)	4.75	95.00	5.00	0.00	0.00
PLS 299 Paralegal Internship (required)	2.00	100.00			

d) Six students enrolled in PLS 299 Paralegal Studies Internship between Spring 2018 through Spring 2021. Five students successfully enrolled the internship and one requested an Incomplete grade. The student and supervisor reports indicate the students had the requisite skills required of a working paralegal and the students were well prepared to enter the workforce. During the reporting period, the remaining 5 graduates prepared a Credit

for Prior Learning portfolio to substitute as the internship. These students were already employed in the legal field while completing their degree.

e) Between Spring 2018 and Fall 2020, eleven students graduated from the paralegal degree program. Of those graduates, two are continuing their education, two are working in a law-related field and one is working in an unrelated field. Five more students are expected to graduate in Spring 2021, two of whom are already working as paralegals. While the number of graduates working in the legal field is short of the 75% goal as stated in the SLOA plan, employers consistently express satisfaction with program graduates and frequently comment on how little on-the-job training is required.

Curricular changes resulting from conclusions drawn above

In general, the curriculum is meeting the learning objectives identified in the SLOA Plan. However, all instructors are encouraged to add more practical, hands-on type of projects to their individual courses.

After consultation with the Paralegal Studies advisory board, the program may consider modification of its assessment plan in the next reporting period. Earning a specific grade is not always a reliable indicator of student learning. Since the program focuses on providing hands-on skills and practical assignments to students, compiling student work over the course of time is a better method to assess student learning. Using a portfolio of student work created in specific required courses in the curriculum evidences a student's

- understanding of the content
- ability to produce lawyer-quality work product
- critical thinking and legal analysis skills
- development of legal writing skills

The board is considering using a cumulative student portfolio of work produced throughout the program as the main learning outcomes assessment tool. However, the board has concerns about additional work for students, how transfer students will be considered and a potentially cumbersome review process. The board agreed at its last meeting to pilot the portfolio as an assessment tool in the 2021-22 academic year using volunteer students.

After the pilot and if approved by the advisory board, students would compile the following work product upon the conclusion of these required courses:

- PLS 102 Introduction to Paralegal Studies: legal memorandum assignment
- PLS 201 Practical Paralegal Skills: trial notebook
- PLS 210 Civil Procedure: complaint, discovery requests and responses, and pre-trial memorandum assignments
- PLS 240 Family Law: Child support calculation and initial disclosure assignment
- PLS 260 Legal Technology: NSLT Legal Technology Certificate
- PLS 280 Legal Research and Writing: final legal memorandum assignment
- PLS 285 Advanced Legal Writing: Rule 60(b) Opposition

- PLS 299 Paralegal Internship: Resume, Learning Narrative and sponsoring office evaluation

The student's portfolio would then be reviewed by a subcommittee of the paralegal advisory board during the student's internship. Using a rubric, the subcommittee would determine if the student's falls below, meets, or exceeds program learning outcomes. If the portfolio as an assessment tool is not approved by the advisory board, the program will continue its current assessment plan.

Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

The Paralegal Studies program coordinator, Deana Waters, gathers information from students, graduates, and employers of graduates. This information is organized, compiled and presented to the full advisory committee meeting each year to endorse any recommendations made by the program coordinator.

The Paralegal Advisory Committee oversees of the program's curriculum. Two judges, four practicing lawyers, and three practicing paralegals make up the bulk of the committee. This is the group which can assess the changes occurring in the paralegal profession, local legal community and job market, and which most often approves recommendations for updating or changing the curriculum. The paralegal faculty, which also consists primarily of practicing lawyers and paralegals, is involved in this process, but to a lesser degree.

Fiscal Report for CTC Paralegal Studies				
	FY2020	FY2021	FY2022	Definitions for the compiling staff
Total Student Credit Hours (SCH)	456	357	363	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	153	99	69	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	1.069	1.069	1.594	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.
Total SCH per Department FTE	273.18	213.87	227.70	
Service SCH per Department FTE	91.66	59.31	43.28	
Majors in Programs	43	37	38	Sum for all programs from the Majors Total tab in the data provided by PAIR
Department FTEs	1.069	1.069	1.594	From row 31 below or row 5 above
Majors per Department FTE	25.76	22.17	23.84	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable
				Summed expenditures in any -ID or -IN PROG coded org.
Tuition Revenue				Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees				Course Fees (9159) e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE
Other UA Receipts/Revenue				
Workload allocation: Teaching Units	18	18	18	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	12	12	12	Department faculty's workload units assigned to service
Workload allocation: Research Units	0	0	0	Department faculty's workload units assigned to research

Full-time Equivalent Worksheet**	FY2020	FY2021	FY2022
Faculty FTEs	0.75	0.75	0.75
Adjunct FTEs	0.75	0.75	0.675
Staff FTEs	0.169	0.169	0.169
Graduate TA/RA FTEs	0	0	0
Total Departmental FTEs	1.67	1.67	1.59

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

