

Interdisciplinary Studies - Associates 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):

Recommendations were not listed in the portal to respond to. However, during the fall 2020 expedited review process we did receive recommendations that we can respond to. While our program received a very positive review overall, the review identified a historic lack of SLOAs for all interdisciplinary studies degrees.

For the associate of applied science level, we have responded to this by:

- Creating SLOA plans for all Interdisciplinary Studies.
- Joining the Association of Interdisciplinary Studies (AIS) and attending an annual conference to learn about SLOA implementation at other IS programs at other universities and to compare our plan to other similar programs.
- Updating our admission process to have students write targeted short essays that both focus on our overall degree SLOs and establish individualized learning goals for each student.

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:

We have had some delays in compiling data for review, but we aim to complete our SLOA before the end of AY22.

In response to a historical lack of SLOA plans, we began developing SLOA plans based on our programs' goals for interdisciplinary degree-seeking students and by looking at resources provided by the Association of Interdisciplinary Studies and the Interdisciplinary & Individualized Major Programs. We found that Interdisciplinary Studies programs at other institutions focus on broad learning outcomes, a mode we have also adopted. The interdisciplinary studies goals option major at UAF is connected to four different degree types (AAS, BA, BS, and BAAS). The goals option is an individualized option in which AAS students demonstrate the following student learning outcomes:

- Students will demonstrate strong communication and human relations skills and explain how they connect to achieving success within their interdisciplinary focus areas.
- Students will connect concepts across disciplines.
- Students will demonstrate practical applications of academic concepts related to their interdisciplinary areas of focus.

We have identified data points to assess these learning outcomes using value rubrics. The data points are taken from the student's program approval form on the front end, and from a portfolio that students submit in their final semester. These data points are used to evaluate student achievement of learning outcomes.

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:

No curriculum changes have been made to the AAS Interdisciplinary degree.

The common model of individualized majors at institutions around the country is a "bookend" program structure. This means something is built into an interdisciplinary academic program at the beginning and the end, with the middle being tailored to individual students' learning objectives. The front end of our interdisciplinary studies degrees is a documented admission process in which students respond to essay prompts, which we continue to refine. The backend of the bookend is a portfolio requirement aimed at students demonstrating achievement of learning outcomes related to their interdisciplinary area of focus.

Students complete admission forms at the beginning of the interdisciplinary studies major, requiring them to write short essays related to their learning goals. These essays are among the data points reviewed in our current SLOA plan. A portfolio requirement in which students directly respond to the three SLOs identified in our SLOA plan is in the process of being implemented.

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.

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:

Something else (use data explanation field to describe)

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.

No equity gaps were identified.

Optional Data Explanation

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

Trends are difficult to identify due to the low number of majors and because interdisciplinary studies data is aggregated with AA General Program data. In general, the data given by PAIR and the department's own internal student database system match. Having a separate database helps the department understand demographics and various measures of student success. While the undergraduate interdisciplinary studies program is fairly large, most of the student numbers are at the bachelor's level. The Interdisciplinary Studies AAS degree is at the UAF Community and Technical College (CTC) degree. However, it is co-managed by CTC and the Undergraduate Interdisciplinary Studies (UIS) department. In coordinating to write this report, both CTC and UIS see small, but consistent, numbers of students pursuing the AAS Interdisciplinary Studies degree. There was a slight rise in student numbers just before the pandemic and fall during the pandemic. We may see those numbers rise again, but the emphasis of the program is currently on quality over quantity. The program's intent is to provide a flexible and meaningful degree option to students when needed. With a small number of students pursuing this degree option, it is difficult to say much about data trends related to things like equity. However, when looking at all students who are served by the Undergraduate Interdisciplinary Studies, we see a balanced mix that is fairly similar to UAF's overall ratios of race, gender and age.
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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," filed to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

None of these

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 Undergraduate Interdisciplinary Department has two staff, one on a 10-month contract. Our budget consists only of salary and benefits for staff. We have no regular revenue source. We manage four degrees and three minors. We serve hundreds of students annually and average around 50 graduates per year.

In addition to being cost-effective, our department provides high-impact to UAF as an institution and our broader community through our degree completion program.

We are effective because we collaborate. Our department relies on partnerships, collaboration, reciprocity, and creativity to get things done. Our partnership with eCampus has been particularly fruitful because they help promote our online programs and directly provide scholarship funding to support online Degree Completion students. Our strong relationship with academic departments and deans enables us to support students across UAF campuses who are referred to us by faculty, staff, and administration. Also, although we don't offer classes, our interdisciplinary students help to increase enrollment and generate tuition revenue for other UAF colleges and schools.

We also have a strong alum network and rely on word of mouth as a key element of recruiting. Our office is furnished with reused furniture from surplus. We have been paper-free in our regular business processes for about five years.

Program's Value to Mission

The Undergraduate Interdisciplinary Studies Department supports the greater UAF mission in many ways. By providing a degree completion program, the department supports the University's goal of being a supportive institution that prepares students for various careers. The department works with many students across the state of Alaska, the rest of the US, and even internationally to provide opportunities for education in communities that may otherwise have limited options.

Duplicative Programs

Although both UAS and UAA offer Undergraduate Interdisciplinary Studies programs, neither institution offers a similar degree completion program that allows students with 100 or more credits a fast-tracked path toward earning their bachelor's degree. The Undergraduate Interdisciplinary Studies program at UAF is also the only program of its kind in the UA system that has dedicated staff to support students on their path to either creating their own major or degree completion. And while UAA and UAS do have Liberal Arts and Interdisciplinary bachelor's options, neither have an individualized, interdisciplinary studies A.A.S. degree.

UAS offers a Bachelor of Liberal Arts degree. This degree differs from UAF's Interdisciplinary Studies goals option BA, BA, and BAAS degree offering in that they have a more prescribed approach. They require students to take a certain number of classes from specific social science and humanities departments, which seems multidisciplinary, and not interdisciplinary. Our program allows students more flexibility to incorporate STEM and liberal arts courses. Our program also encourages the interdisciplinary integration of ideas, transdisciplinary research, and experiential learning outside of the classroom.

UAS did have a two-year term-funded degree completion advisor who was based on their Ketchikan Campus. While that position was in place, we regularly made referrals back and forth to help guide Alaskan students to their most efficient path to graduation. We would welcome more coordination and collaboration with UAA and UAS related to degree completion strategies within Alaska.

UAA does list BA and BS Interdisciplinary Studies degree options in their catalog, but with no advisors or other staff to assist students they have a small number of students.

Community or Other Partnerships

The Interdisciplinary Studies AAS degree is at the UAF Community and Technical College (CTC) degree. However, it is co-managed by CTC and the Undergraduate Interdisciplinary Studies (UIS) department. We don't any have formal partnerships in place. However, we regularly engage with outside organizations on an ad hoc basis. For example, we ask what organizations want to see in their future employees to help students build career-focused academic plans. We also connect students to organizations for internship opportunities.

Value of Service Courses (Optional)

NA

Post-Graduate Success

All degree-seeking (A.A.S., B.A., B.S., and B.A.A.S.) students in the Undergraduate Interdisciplinary Studies Department are asked to identify their long-term career and continuing education goals upon entering our programs. As part of the Undergraduate Interdisciplinary Studies Degree advising process, students are guided to take courses that are relevant to their current and future career goals. If unsure of their career goals, students are given career exploration guidance. Our department's academic advising model incorporates career advising at its core. Students are also encouraged to pursue transdisciplinary opportunities outside of the classroom including URSA, BLaST, and internships. We guide students on specific prerequisites needed for post-baccalaureate professional schools, as well as developing soft skills that are needed in a breadth of career fields. As part of the Undergraduate Interdisciplinary Studies Degree planning process, advisors encourage students to take courses that are relevant to their current and future career goals and to research careers they would like to pursue in order to have a better understanding of what courses would be applicable to their lives post-graduation.

Submission

Submitter & Collaborator Names

Keith Swarner
John Smelter

Submitter Email

kswarner@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

Explanation of Recommendations

Increase awareness of Interdisciplinary Studies degree program across the student body and other departments within UAF so students may take advantage of the individualized character of this program as applicable to their needs.

Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure

Student Learning Outcomes Assessment Feedback (narrative)

Interdisciplinary degrees are very individualized to the student's needs and desired. It is difficult to develop specific student learning outcomes which can be generalized to the broad student population.

Profile Feedback

Program is mission-centric to UAF or college/school, Collaborative with other UA programs

Financial Feedback

Operates at Low Cost

Student Success & Equity Feedback

Trends are difficult to identify due to the low number of majors and because interdisciplinary studies data is aggregated with AA General Program data. Recommendation for PAIR would be to separate these two programs to better evaluate them.

High-Impact Practices Feedback

The degrees are individualized to the students' needs and therefore, high impact practices have to be determined on a case by case basis.

Dean's Review Feedback

I agree with the overall committee recommendations. This is a program that creates opportunity for a variety of students with specialized DOL certifications and for students who experienced gap years with a number of credits. We need to represent a clear framework for students so the outcome is clearer.

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).

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)

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.