

Paralegal Studies – Associate of Applied Science

Current Compliance Year: 2024-2025

Mid-Cycle review

**This document was not submitted in this format. The responses provided here were copy-pasted from the original submission, which was submitted as a PDF without the required headers. Formatting adjustments have been made to align with the standard submission requirements for committee 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.

Increase enrollment, Increase graduates, Increase retention/persistence

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

Response to Previous Recommendations (if any):

Since the full program review in 2022, the number of declared majors has increased from 38 to 42. The SCH increased from 363 hours to 432 hours. Despite this, the persistence rate and number of degrees awarded decreased slightly [REDACTED], [REDACTED] and [REDACTED] students continue to make up the majority of enrollments. In 2024, the average annual SCH for [REDACTED] students is greater than the [REDACTED] age range. [REDACTED] students, who usually do not have family or work responsibilities outside of school, are taking a greater number of credits. This could explain the variations in enrollment numbers and persistence over the last two years. Persistence and graduation rates should increase in the future if this trend continues.

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:

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

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

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 [Note: the program coordinator has access only to student evaluations for the course she teaches so the data compilation is incomplete. It would be beneficial for the program to have access to student evaluations for all courses in the program to evaluate learning outcomes and make decisions about the curriculum.]- 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 (including 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 or collaborative types 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. This information is also reported to the American Bar Association for its continued approval of the paralegal studies curriculum. After discussion with the paralegal advisory board, the assessment criteria of employment as a paralegal and employer satisfaction with graduates will be deleted from the SLOA plan as they did not evidence student learning. The advisory board agreed that the pass rate for paralegal intensive courses, evaluation of student work product and internship performance, and end of course surveys are more reliable indicators of student learning.

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 will implement the use of portfolios in the internship course to evaluate overall student learning. The program advisory board, who provides long range planning and input regarding the curriculum to the program coordinator, supported this plan at its fall meeting. The program will continue to use and expand the use of collaborative projects in the practical skills intensive courses.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	
Not Embedded:	X

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

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

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence		X	
Pass Rates	X		
Student Credit Hours	X		
Majors	X		
Degrees Awarded		X	
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Data trends continue to indicate a dominance of [REDACTED] students. [REDACTED] and [REDACTED] students continue to make up the majority of enrollment. This could explain the variations in enrollment numbers and persistence over the last two years. [REDACTED] students are typically older and may have additional work or family obligations outside of school. Many [REDACTED] students return to school to improve their

career prospects, but they often face financial or familial pressures. These factors lead to breaks in enrollment and a longer time to complete the degree. For the first time in 2024, the average annual SCH for students [REDACTED] is greater than the [REDACTED] age range. With this in mind, persistence and graduation rates should increase in the future. The gender and race disparity of this program corresponds with national data trends, which show 92% of the paralegal profession is [REDACTED] and 7% is [REDACTED]. Nationwide, almost 70% of paralegals identify as white or Caucasian (Source: (<https://nala.org/wpcontent/uploads/2023/02/2022-NALA-Compensation-Utilization-Survey-Summary.pdf>)). In the last two years, the number of [REDACTED] enrolled in the program has increased (15.8% in 2022 to 19% in 2024). But until the profession itself sees parity in gender and race, the program is hard-pressed to bridge this gap.

Optional Data Explanation

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

The number of degrees awarded remains constant, varying between 4 to 8 degrees per year. Since the program was started in 1992, it averages 6-8 graduates a year.

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

Program addresses high impact practices.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects	X	Writing-Intensive Courses	X
Diversity/Global Learning		Publications	
ePortfolios	X	Communications	
First-Year Seminars & Experiences		Publications	
Internships	X	Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

PLS 210 Civil Procedure: Students complete three collaborative group projects. One involves investigation and analysis of information on a witness, and preparing a collaborative memorandum on the findings. The second project is collaboratively drafting a pretrial memorandum. Each member writes a section of the memo and the group works to develop a cohesive document. In the final project, the teams prepare an opening statement trial presentation. Group composition and team leaders change for each project so students have the opportunity to work with different colleagues. Students also collaboratively create a study guide for the mid-term and final exam. PLS 240 Family Law: Students complete two collaborative group projects. In the first project, students negotiate and prepare a division of marital property spreadsheet for each party. In the second project, the teams negotiate and prepare a settlement agreement. Group composition and team leaders change for each project so students have the opportunity to work with different colleagues. PLS 285 Advanced Legal Writing: Each of the four writing projects in this class are peer reviewed. Each student is responsible for writing and sharing several case briefs for the entire class to use. PLS 203 Torts: In Spring 2025, there will be two group projects. The first is a witness investigation memo similar to the project in PLS 210. The second will have students collaborate to prepare a settlement demand letter. Each team member is responsible for preparing or researching an element of the demand to be incorporated into the final artifact. Students will also collaboratively create a study guide for the mid-term and final exams.

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

In Spring 2025, PLS 299 Internship will include an ePortfolio project. The student will prepare an e-portfolio with a resume, cover letter, letters of recommendation, and various writing samples (legal memo, pleading, etc.). After completing the program, the student will have curated materials typically used for job applications and interviews.

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

The paralegal advisory committee has classified several courses as “practical skills intensive.” These are PLS 102 Introduction to Paralegal Studies (legal writing and analysis), PLS 201 Practical Paralegal Skills (interviewing, investigation, fact finding, case management, electronic filing, document preparation, legal analysis and legal writing), PLS 203 Torts (investigation, fact finding, legal analysis and legal writing), PLS 210 Civil Procedure (interviewing, investigation, fact finding, document preparation, legal analysis, legal writing and trial preparation), PLS 240 Family Law (fact finding, document preparation, legal analysis, legal writing and trial preparation), PLS 250 Probate Law (document preparation, legal writing and legal analysis), PLS 260 Legal Technology (legal technology, case

management, electronic filing, document preparation, and trial preparation), PLS 280 Legal Research & Writing (legal writing, research and analysis), and PLS 285 Advanced Legal Writing (legal writing and analysis). Each of these courses provide practical, hands-on skills in legal document preparation essential to paralegals in the workforce.

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

As part of their academic program, students are required to complete a minimum of 150 hours of internship in a law office, law-related office, or government or military office. This internship must be conducted under the supervision of a licensed attorney or, when available, a practicing paralegal. This practical experience allows students to apply classroom knowledge in a real-world setting, gaining firsthand insight into the daily operations of the paralegal profession. The suggestion of mock job interviews with interns is being considered. Additionally, this hands-on experience significantly enhances their employment prospects post-graduation by providing them with practical skills and experience to include in their resumes.

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

(250 Word Limit)

Program Profile and Financial Data

The following feedback was received during your last full program review. **You are not required to respond to this feedback, but we encourage you to review it as it may provide valuable insights.** This feedback will also be available when your program undergoes its next full review in two years.

Previous Financial Feedback

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

Previous 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

Submission

Submitter & Collaborator Names

Submitter Email

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Paralegal Studies—A.A.S. Degree
 UAF Community & Technical College
 AY 2024-25

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 and computer-assisted research 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 (personalized with course objectives rated on a Likert scale).	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.
	2. Produce professional quality documents, including letters, fact memoranda, pleadings, contracts, wills and similar documents.	a. Assigned drafting projects from PLS 102, PLS 201, PLS 203, PLS 210, PLS 240, 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 (personalized with course objectives rated on a Likert scale).	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.
	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	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

		documentation of student's interviewing skills. c. End of semester course evaluations (personalized with course objectives rated on a Likert scale).	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.
	4. Engage in basic fact finding and investigation.	a. Assigned projects in PLS 201, PLS 203, PLS 210, PLS 240 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 (personalized with course objectives rated on a Likert scale).	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.
	5. Assist in case management, discovery, and trial preparation.	a. Assigned projects in PLS 201, PLS 210, PLS 213, PLS 240 and PLS 260 that provide hands-on experience in case 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 (personalized with course objectives rated on a Likert scale).	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 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.
	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 280 and PLS 285. b. Student internship report and supervisor documentation of student's fact gathering and investigation skills. c. End of semester course evaluations (personalized with course objectives rated on a Likert scale).	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.
	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 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 (personalized with course objectives rated on a Likert scale).	a. Course instructor and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency regarding 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.
	8. Demonstrate proficiency in use of	a. Assigned projects in PLS 201 and 260,	a. Course instructors and the paralegal advisory board

	legal technology, including electronic filing, case management and billing software.	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 (personalized with course objectives rated on a Likert scale).	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.
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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 (investigation, fact finding, document preparation, legal analysis, legal writing and trial preparation), PLS 240 Family Law (fact finding, legal analysis, document preparation and trial preparation), PLS 250 Probate Law (document preparation, legal writing and legal analysis), PLS 260 Legal Technology (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).

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap		Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

Excellent program review, a model CTC example on how to conduct an assessment efficiently and with sufficient depth. Well done.

Student Learning Outcomes Feedback (tags)

Strong	x	Developing	
Requires Minor Revision		Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan	x	Clear, Concise Presentation of Findings	x
Compelling Learning Story	x	Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

Provided a response to recommendations to address the previous concern. This response addressed the concerns regarding enrollment trends and student success data. This report shows strong alignment between the SLOA plan, the results, and the analysis done by the program. Provided 8 SLOs, each of which have a clear and well-defined set of criteria and procedures for assessment, implementation plan (that includes when the SLO must be completed and assessed [including how will be assessed] in the program), and the data reporting process. One area that must be addressed is that the SLOs were identical between the certificate and AAS. NWCCU recommends that programs have between 3-6 SLOs. Because this program has 8 SLOs, is there a way to combine SLOs? If this is a specific ABA requirement, then that needs to be followed (and this comment can be disregarded). Both the SLOA findings and curricular changes were well described. Need to demonstrate closing the loop and continuous improvement. Definitely tracking in the right direction. What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

Overall, your explanation of the equity gaps in your data is thorough and contains reasonable recommendations for improvement.

A decrease in SCH from 15.6 to 13.7 was seen on the Student Success Dashboard yet you attributed an increase in SCH, as well as a decrease in degrees. Can you explain these discrepancies?

High-Impact Practices Feedback (narrative)

Collaborative assignments and projects, ePortfolios, Internships and Writing Intensive courses (4 categories) were checked for this program. The content and context provided in the narrative of these sections demonstrated the importance of the identified HIP categories, how they are utilized and measured in terms of overall program impact. The impact is measurable and outlined very well. Could have used more details for each practice with specific examples (e.g., what are the students doing specifically for each HIP?).