1. **Assessment information collected:** The UAF paralegal program uses a multi-faceted plan to assess whether students are learning the twelve basic skills required for successful entry into the paralegal job market. (The twelve skills are identified in the document entitled “Student Learning Outcomes.”) The part of the assessment plan involving students includes 

- **a)** semester-end focus groups of students in all paralegal courses,
- **b)** comparison of legal writing projects from the introductory level (PLS 102) to the advanced level (PLS 285),
- **c)** the UAF Instructional Assessment System, and
- **d)** detailed reports following the mandatory paralegal internship from both the student and the student’s supervisor in the internship office. 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 includes

- **a)** first focuses on the successful placement of graduates and
- **b)** whether they were successful in passing the test required for national certification. The plan then follows up with

- **c)** a once-a-year focus group of recent graduates held at CTC after working hours, and
- **d)** a mailed questionnaire sent to those who were unable to participate in the focus group. In addition, **e)** 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.

All of the information gathered from students, graduates, and employers of graduates is collected by the Outcomes Assessment Subcommittee of the Paralegal Advisory Committee, organized, and presented to the full advisory committee at fall meeting each year, and also to the fall meeting of the paralegal faculty each year.
2. **Conclusions drawn from the information summarized above.** No needed changes were identified for any of the 200-level substantive law courses. Both the instructors and the course content received excellent ratings by both the students and the graduates. This result covers PLS 203, PLS 213, PLS 215, PLS 240, PLS 242, PLS 250, PLS 260, and PLS 275. However, the information collected indicated the need for the procedural and “skills” courses, PLS 201 and PLS 210, to keep abreast with the conversion of both the state and federal court systems to electronic filing and electronic discovery.

3. **Curricular changes resulting from conclusions drawn above.** Since the federal court system has already converted to an entirely electronic filing system, an entirely new portion of PLS 201, “Practical Paralegal Skills,” incorporated electronic filing into the course schedule in the fall semester of 2013. A new instructor was assigned to the course, a practicing paralegal who is familiar with the federal filing system. No other curricular changes were made based on the current assessment information.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting.** The primary overseeing of the program’s curriculum is the Paralegal Advisory Committee, whose membership includes two judges, four practicing lawyers, and three practicing paralegals. This is the group which can assess on a day-to-day basis the changes occurring in the local legal community and job market and which most often provides 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. As for the changes made to PLS 201, “Practical Paralegal Skills,” the new instructor is Meredith Lanis, Paralegal at Foster and Rogers, P.C. She replaced Bemice Hall who is no longer a practicing paralegal. The two state court judges on the advisory committee are keeping the program abreast of the changes being instituted in the state court system and have identified the UAF Paralegal Program as their preferred source of training for all local lawyers, paralegals, and support staff when the state’s new electronic filing system is put in place, probably in early 2015.