

## Paralegal Studies

**Annual Assessment 2016-2017  
Created on the Assessment Insight System**

## Annual Assessment

### Paralegal Studies

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

Students in the online Paralegal Studies program will be prepared as to all aspects of a professional paralegal.

#### Program Data

##### Delivery Method

Traditional On Campus  
Online (selected)  
Hybrid

##### Students Majors 2015-2016

30

##### Student Minors 2015-2016

##### Student Majors 2016-2017

##### Student Minors 2016-2017

##### Concentrations 2015-2016

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

None

##### Concentrations 2016-2017

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

None

### **Student Demographics**

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Paralegal Studies is a difficult major for students. The amount of work expected in each 8 week session can be overwhelming, especially for students who have been out of school for some time and/or who have full time work and family obligations. Attrition in this major have been high historically. Students have unrealistic expectation of the speed in which they can successfully complete the assignments. This program can enroll an infinite number of students as long as the budget and economic support are sufficient to support quality online faculty.

### **Is the Program Externally Accredited**

Yes

No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

Not applicable

## **Program Assessment**

### **Standard/Outcome**

<b>Identifier</b>	<b>Description</b>
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>PRL.1</b>	Students will demonstrate through experiential learning as well as written communication, a basic understanding of the law and legal process by applying relevant skills necessary to perform professional paralegal work.
<b>PRL.2</b>	Students will demonstrate knowledge of the standards of conduct expected of the legal professional in general and the paralegal professional in particular, as well as an awareness of ethical, moral and social issues that contain legal implications.

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed  
 I - Introduced  
 R - Reinforced  
 M - Master

### Paralegal Studies

	PRL 302	PRL 217	PRL 306	PRL 309	PRL 311	PRL 315	PRL 318	PRL 321	PRL 420	PRL 430	PRL 450	PRL 475
<b>PRL.1</b> Students will demonstrate through experiential learning as well as written communication, a basic understanding of the law and legal process by applying relevant skills necessary to perform professional paralegal work.	I	I	I, A	I	R	R	R	R	R, A	R	R	A
<b>PRL.2</b> Students will demonstrate knowledge of the standards of conduct expected of the legal professional in general and the paralegal professional in particular, as well as an awareness of ethical, moral and social issues that contain legal implications.	I	I	I	I, A	R	R	R	R	R, A	R	R	A

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Paralegal Studies

<p>PRL.1 Students will demonstrate through experiential learning as well as written communication, a basic understanding of the law and legal process by applying relevant skills necessary to perform professional paralegal work.</p>				
<p><b>PRL 306</b></p>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion The program faculty expect that a minimum of 70% of students will achieve Exemplary and a minimum of 75% of students will achieve Proficient on the assignment been met yet?			
<p><b>PRL 420</b></p>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment been met yet?			
<p><b>PRL 475</b></p>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion The program faculty expect that a minimum of 90% of students will achieve Exemplary and a minimum of 90% of students will achieve Proficient on the assignment been met yet?			

PRL.2 Students will demonstrate knowledge of the standards of conduct expected of the legal professional in general and the paralegal professional in particular, as well as an awareness of ethical, moral and social issues that contain legal implications.

<b>PRL 309</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% of students will achieve Proficient on the assignment been met yet?			

<b>PRL 420</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion The program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% of students will achieve Proficient on the assignment been met yet?			

<b>PRL 475</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion The program faculty expect that a minimum of 90% of students will achieve Exemplary and a minimum of 90% of students will achieve Proficient on the assignment been met yet?			

### **Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

### **Improvement Narrative List**

#### **Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## **Program Activities**

### **Student Performance Review**

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

Not applicable

### **Student Performance Review Schedule**

*Upload the program schedule for students during Performance Reviews.*

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Not applicable

### **Assessment Rubrics**

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

### **Service Learning**

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### **Service Learning Component**

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

**LEAD Events**

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

Not applicable

**Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

## Annual Assessment Rubric

4.000 pts 26.67%

	<b>3.00 Assessment Reflects Best Practices</b>	<b>2.00 Assessment Meets the Expectations of the University</b>	<b>1.00 Assessment Needs Development</b>	<b>0.00 Assessment is Inadequate</b>	
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> <li>• Detailed, measurable program learning objectives</li> <li>• Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable program learning objectives.</li> <li>• Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are not clear or measurable</li> </ul>	N/A
Comment:	The objectives cover more than one content area and could be broken into more streamlined versions.				
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> <li>• Multiple measures are used to assess a student-learning objectives.</li> <li>• Rubrics or guides are used for the measures.</li> <li>• All measurements are clearly described.</li> <li>• External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures relate to program learning objectives.</li> <li>• Various measures are used to assess student learning.</li> <li>• Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment focuses on class content only.</li> <li>• Minimal description of how the assessment relates to the objective.</li> <li>• Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures not connected to objectives.</li> <li>• Assessment measures are not clear.</li> <li>• No assessment measures are established.</li> </ul>	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> <li>• All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul>	N/A
Comment:	no data was collected, and benchmarks were not marked.				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> <li>• Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed.</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal faculty input about results is sought.</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> <li>• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>	N/A
Comment:					