



Paralegal Studies Annual Assessment 17-18

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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

	Minors	Majors
2017-18	N/A	30
2016-17	N/A	30

Concentrations 2016-17

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

None

Concentrations 2017-18

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

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	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
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.
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.

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.

Quantitative Inquiry: STUDENTS ARE EXPECTED TO UNDERSTAND AND USE STATISTICAL DATA TO EVALUATE THE LEGAL/POLITICAL SOCIAL AND ECONOMIC IMPLICATIONS OF POLITICS AND LAW. EXAMPLES INCLUDE PLS 105 DATA REGARDING POLITICAL OPINIONS, VOTING PATTERNS; PLS 329 EVALUATING COST OF ADVESARIAL LEGAL SYSTEM COMPARED TO ADR; PLS 302 UNDERSTANDING OF LEGAL PHILOSOPHY SYSTEMS THAT ARE CONFLICTING VALUE MODELS.

Society and the Individual: STUDENTS ARE EXPECTED TO READ VARIOUS FICTION AND NONFICTION TEXTS, WATCH VIDEOS AND OTHER MATERIAL TO ASCERTAIN THE VALUES AND MEANING OF LAW AND POLITICS IN SOCIETY. EXAMPLES INCLUDE PRL 302 Law and Paralegalism READING VARIOUS ESSAYS AND WATCHING VIDEOS TO DETERMINE ETHICAL AND MORAL QUESTIONS REFLECTED IN LAW; PRL 440-Constitutional law ADDITIONAL OUTSIDE READING ASSIGNMENT TO DETERMINE LEGAL ISSUES AND HOW PORTRAYED IN LITERATURE; STUDENTS ARE EXPECTED TO UNDERSTAND THE MORAL AND ETHICAL QUESTONS INVOLVED IN POLITICAL STRUCTURES AND ACTIONS AND IN THE FORCE AND EFFECT OF LAW. EXAMPLES: PRL 309 Ethics and the law Office - assignments dealing with the Code of Professional Responsibility. STUDENTS ARE EXPECTED TO UNDERSTAND THE HISTORICAL BASIS AND EVOLUTION OF LEGAL PRINCIPLES. EXAMPLES INCLUDE PRL 315 Family Law: legal analysis paper regarding a current topic in family law and THE EVOLUTION OF AMERICAN LEGAL THOUGHT OVER THE PAST 200 YEARS. STUDENTS ARE EXPECTED TO UNDERSTAND HOW POLITICAL SYSTEMS AND THE LAW ADDRESS DIVERSITY WITHIN THE CONTEXT OF SPECIFIC POLITICAL THEORIES SUCH AS DEMOCRACY OR WITHIN EQUAL TREATMENT UNDER THE LAW. ALL COURSES DEAL WITH THIS ISSUE, AND PARTICULAR EXAMPLES INCLUDE PRL 440 Constitutional law.

CRITICAL Analysis – ALL COURSES REQUIRE STUDENTS TO ENGAGE IN CRITICAL THINKING, ESPECIALLY IN DEVELOPING THE ABILITY TO CONSTRUCT A COHERENT AND WELL-REASONED ARGUMENT AS WELL AS TO IDENTIFY THE LOGICAL FLAWS IN AN ARGUMENT. ALL PROGRAM COURSES REQUIRE STUDENTS TO ENGAGE IN WRITTEN AND ORAL COMMUNICATION. SPECIFIC EXAMPLES INCLUDE, PRL 304 - Legal Memorandum; PRL 450 -Torts: Client Problem analysis; PRL 440 - Constitutional Law: Case briefs.

CREATIVE Expression – BOTH LAW AND POLITICS ENFORCE SOCIAL CONDUCT RELATED TO WHAT CONSTITUTES "ART" AND WHAT MIGHT INSTEAD BE CRIMINLIZED OR MARGINALIZED AS ILLEGAL OR IMMORAL. STUDENTS ALSO MUST THINK CREATIVELY IN ORDER TO Engage in legal analysis. SPECIFIC COURSE EXAMPLES INCLUDE PRL 440 - Constitutional Law: in-depth paper analysis; PRL 311 Evidence and Fact-Gathering research assignment.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Paralegal Studies(Imported)

	PRL 302	PRL 217	PRL 306	PRL 309	PRL 311	PRL 315
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.	I	I	I, A	I	R	R

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.	I	I	I	I, A	R	R
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	PRL 318	PRL 321	PRL 420	PRL 430	PRL 450	PRL 475	PRL 440
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.	R	R	R, A	R	R	A	
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.	R	R	R, A	R	R	A	

Assessment Map

Assessment Map for Paralegal Studies(Imported)

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.		
PRL 306		
Assessment Measure	Criterion	Attachments
Direct - Class Assignment	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.	
PRL 420		
Assessment Measure	Criterion	Attachments
Direct - Class Assignment	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.	
PRL 475		
Assessment Measure	Criterion	Attachments
Direct - Portfolio Review	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.	

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<p>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.</p>		
PRL 309		
Assessment Measure	Criterion	Attachments
Direct - Class Assignment	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.	
PRL 420		
Assessment Measure	Criterion	Attachments
Direct - Class Assignment	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.	
PRL 475		
Assessment Measure	Criterion	Attachments
Direct - Portfolio Review	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.	

Assessment Findings

Assessment Findings for the Assessment Measure level for Paralegal Studies(Imported)

<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>		
PRL 306		

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?			
PRL 420				
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?			
PRL 475				
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.

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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?			

PRL 420				
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?			
PRL 475				
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?			

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?

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?

NA - online program

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?

Not applicable - online program

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.

NA - online program

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.

NA - online program

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

None

	3.00 Assessment Reflects Best Practices	2.00 Assessment Meets the Expectations of the University	1.00 Assessment Needs Development	0.00 Assessment Is Inadequate	
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	N/A
Comment:	The program currently has only 2 objectives. They are large and broad in scope. The objectives are effective for the program but if they wanted to break down the skills into 4-5 total objectives that would also be appropriate.				
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	N/A
Comment:	the assessment of the program is slowly coming along. the faculty involved are mostly adjunct faculty and so the need for more training is clear. The assessment content has been added by the Associate Dean of Academic Assessment is responsible for activating the assessment each identified class, and that allows for data from adjunct faculty to be collected.				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes. 	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A
Comment:	there is no data updated into the Assessment findings of the report.				