



**WILLIAM WOODS
UNIVERSITY**

Paralegal Studies Annual Assessment 2020-2021

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Annual Assessment 2020-2021

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 2019-2020

Student Minors 2019-20

15

Student Majors 2020-2021

Student Minors 2020-2021

14

Concentrations 2019-2020

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

None

Concentrations 2020-2021

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

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? 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?

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.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

25

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

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The online program description on the website is flat (see attached). Also, the co-marketing with the business degree does not seem consistent with current emphasis. The program description is not dynamic compared to similar programs at other institutions. Particularly for an online only program, it would be better if the marketing would be more interactive. Also, although admissions/marketing does have the program on various search engines, our program's enrollment is a fraction of similar schools based on information from AAfPE. I think highlighting our online faculty (which includes two sitting judges, one appellate and one circuit) as well as many practicing attorneys, would really help make the program look more prestigious. As well as the fact that our program is almost 50 years old! So we have a lot of longevity which should be a huge plus.

Marketing Material

Marketingattachment.docx

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.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

WWU2016.1: Paralegal is a professional designation for a member of a legal team.

WWU2016.2: Paralegals are held to the same ethical standards as attorneys as set forth in the Code of Professional Responsibility.

WWU2016.3: The study of law and legal processes and their relationship to society involves understanding self and others and requires informed decision-making.

WWU 2016.4: Paralegals are formally required to complete continuing legal education as part of their professional obligations and independently continue to do research as part of their professional duties.

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, SOCIAL AND ECONOMIC IMPLICATIONS OF LAW. EXAMPLES INCLUDE PRL 302 DATA REGARDING LEGAL OPINIONS; PRL 304 EVALUATING RESEARCH; PRL 450 TORTS EVALUATING DAMAGES.

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 IN SOCIETY. EXAMPLES INCLUDE PRL 302 Law and Para legalism 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 QUESTIONS 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 CRIMINALIZED 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

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Paralegal Studies

	PRL 217	PRL 302	PRL 306	PRL 309	PRL 311	PRL 315	PRL 318	PRL 321	PRL 420	PRL 430	PRL 450	PRL 475
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	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.	I	I	I	I, A	R	R	R	R	R, A	R	R	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

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>Assessment Measures</p> <table border="1"> <thead> <tr> <th colspan="5">PRL 306</th></tr> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> <tbody> <tr> <td>Direct - Class Assignment</td><td>Has the criterion Faculty expect 75% of students to be proficient in this standard after completing the assignment? Been met yet?</td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">PRL 420</th></tr> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> <tbody> <tr> <td>Direct - Class Assignment</td><td>Has the criterion Faculty expect 80% of students to be proficient in this standard after completing the assignment? Been met yet?</td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">PRL 475</th></tr> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> <tbody> <tr> <td>Direct - Class Assignment</td><td>Has the criterion Faculty expect 80% of students to be proficient in completing this assignment? Been met yet?</td><td></td><td></td><td></td></tr> </tbody> </table>					PRL 306					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Class Assignment	Has the criterion Faculty expect 75% of students to be proficient in this standard after completing the assignment? Been met yet?				PRL 420					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Class Assignment	Has the criterion Faculty expect 80% of students to be proficient in this standard after completing the assignment? Been met yet?				PRL 475					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Class Assignment	Has the criterion Faculty expect 80% of students to be proficient in completing this assignment? Been met yet?			
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Assessment Measures

PRL 309				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Faculty expect 75% of students to be proficient in this standard upon completion of the assignment? Been met yet?			

PRL 420				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Faculty expect 80% of students to be proficient in this standard after completing the assignment? Been met yet?			

PRL 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Faculty expect 80% of students to be proficient in completing this 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?

None - online 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?

None - 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?

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.

None - 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.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

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.

Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. 	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. 	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. 	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				