



## **Paralegal 3 Year Review 2018-2019**

Paralegal 3 Year Review 2018-2019 .....	1
3-Year Program Assessment 2018-2019 .....	3
Paralegal Studies.....	3
Program Profile .....	3
Faculty and Resources .....	6
Assessment of Program .....	9
Survey Of Constituents.....	13
Conclusion and Recommendations .....	14

## 3-Year Program Assessment 2018-2019

### Paralegal Studies

#### Program Profile

##### History, Mission and Vision of the Program

*Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)*

The Paralegal Studies Program has been offered at WWU for over 50 years. The program has been offered in a number of different formats during this time, including an on-campus night program; full-time day program; accelerated program at satellite locations; a degree completion program; and now as an online program. The program has never received the institutional support necessary for it to maximize its' enrollment potential and has suffered from constant moves within the University administrative structure. The professional paralegal field has remained one of the top 10 employment growth fields according to the US Department of Labor for decades, making the program a viable professions-oriented program in keeping with the University's mission statement. The program produces highly successful alumni in all areas of legal practice.

	Incoming Freshmen	Transfer	Total
2017-2018	2	22	30
2016-2017	0	0	19
2015-2016	0	0	25

##### Concentrations

*List any concentrations for the program and student enrollment for the 3 years noted in the report if applicable.*

None

##### Reflection on Program Demographic Information

*Clearly describe the approach of the program maintain or improve student retention and graduation rates. Provide clarification or explanation for any positive or negative trends indicated in the data. Does the program have an active plan on retention of current students? if so, specify the details of the plan.*

Assuming demographic means number of students enrolled in the program and the number of students who stay in the program until graduation, no, we have no specific plan for student retention. The field of law can be academically challenging and many students enter law-related programs without any advising about the requirements of the program. The most serious detriment to retention in the online program is the admission of students who are not really capable of completing the amount of work required in each class. This may be due to family and work commitments; lack of adequate funding to proceed; or unrealistic expectations about the amount of work required. Informally, I, as program manager, personally attempt to reach out to students who are struggling but I am not always aware of who those students are as the online students are not assigned an academic advisor in this department. In addition, I believe retention would be improved if this department had contact with prospective students.

### Program Demographic Data

Upload the program page from the Institutional Research office with the program data.

Paralegal\_Program\_Demographics.pdf

### Graduate Data

	2017-2016	2016-2017	2015-2016
<b>Graduates</b>	11	5	6

### Definition of Field

*What types of positions are considered relevant to the "field" of study with this program? Please define what it means for students to be employed "within the field" of the professional discipline.*

The legal field can encompass any industry and many forms of employment. So "within the field" includes, but is not limited to any work that involves utilization of an understanding of law, regulation, negotiation, drafting or rulemaking. Within the field includes but is not limited to employment in a law-related entity, such as a law firm, the courts, the legislative, executive or judicial branch of government (state, local, federal), and corporate/not-for-profit/NGO legal departments. "Within the field" can include, but is not limited to, employment in collateral legal or political fields such as human resources, advocacy, purchasing, compliance, public policy, political campaigning, political/legal analysis, banking, intellectual property, public interest, corrections, or law enforcement. Students may also be considered still moving within the field by pursuing graduate and professional degrees in law, forensics, specialized branches of psychology, business, public administration, advanced legal studies, and others.

### Employment

	2017-2016	2016-2017	2015-2016
<b>Employed within the Field</b>	9	4	4
<b>Employed outside the Field</b>	0	0	0
<b>Graduate School</b>	2	1	2
<b>Unknown</b>			

## Curriculum

### Program Course Enrollment Data

Paralegal\_Enrollment\_Statistics.pdf

### Program Checklist

*Attach checklist from the current academic catalog*

Paralegal\_Checklist\_2013\_2014.pdf

Paralegal\_Checklist\_2017\_2018.pdf

### Course Descriptions

*Attach the program course descriptions from the current academic catalog.*

Paralegal\_Studies\_OLC\_Course\_Description.pdf

### Curriculum: Rotation

*Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?*

All of the courses fail to meet enrollment goals periodically due to the frequency of program start dates and rotation.

### Curriculum: Delivery Mode

*Does online enrollment impact campus enrollment? Is there a notable difference in enrollment between online and campus classes, where one is regularly more full than the other?*

No, although enrollment in specific online courses are increased by the enrollment of on-ground students.

### Curriculum: Revision

*Explain any curricular revisions made since start of the program. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?*

A few curriculum changes were made prompted by assessment data. We are currently considering additional changes, due primarily to attempts to increase enrollment.

### Curriculum: Shared Curriculum

*List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect?) How often is the shared course offered? Has the rotation changed for shared classes?*

None.

### Student Internship Opportunities

*Please detail what if any internship placements outside of the university are used for internship/practicum? List the name of the business or location with town, state where the student did the internship. You do not need to list every student internship, but enough to provide a solid view of the internship program.*

None as this is an online program. The program utilizes a virtual law office program to simulate an internship experience. However a large percentage of the students in the online program are already employed in the legal field, and several

who are not obtained internship experiences on their own during the final semester of the program or shortly thereafter.

### **Advising**

*Describe the advising load including the number of advisees for each faculty member in the program. What are the strategies of program faculty pertaining to advising to achieve successful degree completion and graduation success?*

None as the program is not designated as providing student advising.

### **Summary of Teaching Effectiveness**

*This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q\* "creates an atmosphere for student learning", Q16 "sets high expectations for learning", and Q22 "instructor challenges me intellectually".*

NA

### **Faculty Response to Teaching Effectiveness**

*How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review, or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?*

The summary of teaching effectiveness cannot be completed at this time for the online programs. The end of course survey does not ask questions pertaining to the rigor and academic content of the course, but is focused on the ease of the LMS and the usability of the online format. For the initial phase of an online program those questions are important, but the university is looking to create a standard set of questions that focus on content/curriculum that will be used on every course no matter the format.

## **Faculty and Resources**

### **Physical Resources**

*Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and equipment and how they impact student learning. (If none, put N/A)*

NA

### **Upgrades to Physical Space/Resources**

*Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.*

NA

### **Recommendations to Improve Resources**

*Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.*

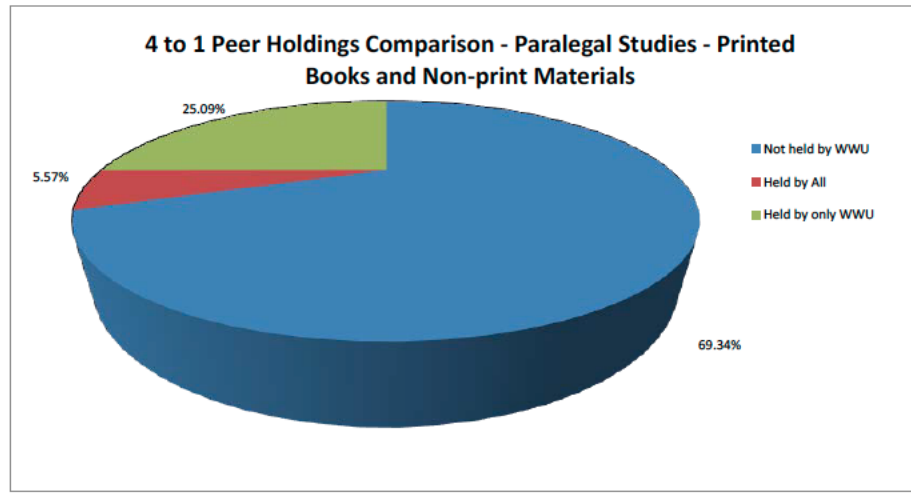
NA

### **Library Holdings**

*Insert the Comparison with Peer Institution chart here with the Library comparative report. The remaining documentation on holdings and library resources can be found in the Appendix.*

### III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



Paralegal Studies as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through Woods OneSearch. The Library subscribes to two databases with a wealth of legal resources: Nexis Uni (formerly Lexis Nexis) and Westlaw, both of which are available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

### Library Report

*Complete report as provided by the Library Staff*

### IV. Analysis

Paralegal Studies as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through Woods OneSearch. The Library subscribes to two databases with a wealth of legal resources: **Nexis Uni** (formerly Lexis Nexis) and **Westlaw**, both of which are available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of

the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

## Faculty and Staff Resources

### Faculty Resources

*1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.*

Cynthia H. Kramer, LLM - University of Missouri; JD - University of Tulsa; 22 years WWU, full-time faculty.  
Helen "Peggy" Nickerson, MA - University of Missouri; 25 years teaching at WWU, 6-9 classes per semester  
Stephen Pratte, JD , 4 years teaching at WWU, 3-9 courses per semester  
Carol England, JD , 8 years teaching at WWU, 3-9 courses per semester  
Stephen Saravara, JD , 3 years teaching at WWU, 1 course per semester (full-time faculty in another program)  
Ted Ardini, JD , 1 year teaching a WWU, 1 course per year

### Faculty Vitae

*Upload Faculty Vita that is on file with the university*

Stephen\_Saravara.pdf

### Adjunct Faculty Vitae

*Upload Adjunct faculty vitae that is on file with the university.*

Carol\_England.pdf

## Faculty Percentage of Courses Taught by Full-time vs. Part time

*Please insert a chart of the number of classes taught within the program that are taught by full time and part time faculty.*

	Adjunct/ Total Faculty	Taught by Adjunct Faculty
Spring 2016	11/11	100%
Summer 2016	4/5	75%
Fall 2016	8/9	90%
Spring 2017	9/9	100%
Summer 2017	5/8	62%
Fall 2017	6/9	66.6%
Spring 2018	8/8	100%
Summer 2018	5/8	62.5%
Fall 2018	6/9	66.6%
Spring 2019	5/6	83.3%

## Faculty Reflection on Teaching Load Distribution

*Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on*



students and/or the curriculum?

There is a high reliance on adjunct faculty. The adjunct faculty bring valuable real-life experience to the courses that they teach. The adjunct faculty are not paid sufficiently to engage in assessment of the program, so that is the weakness in using adjunct faculty for many of the courses.

### Recommendation on Personnel

*What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?*

Higher pay for adjunct faculty to justify utilization of their experience with the courses and insights in the assessment and curriculum development would be extremely helpful.

### Financial Analysis

#### Program Cost Per Major

\$ 1356.00

#### Reflection on the Financial Analysis

*Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.*

The data available was for the 2016-2017 and 2017-2018 academic year. This cost per major includes the cost of the program director as well as any affiliated costs with teaching and updating courses. As an online program the courses are staffed mostly by adjuncts which allows for a lower cost. You cannot compare this program to a campus program legitimately, but this program costs less than all of the on campus programs, largely due to faculty staffing.

## Assessment of Program

### Standards/Outcomes

Identifier	Description
<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.

### University Objectives

*Explain how the academic program aligns with the University objectives.*

WWU2016.1 - Paralegal studies is a professional discipline that requires academic excellence. The legal field is a demanding, fast-paced field that requires students to engage in critical thinking and self-directed discovery throughout the coursework.

WWU2016.2 - Paralegals are required to adhere to the same ethical code of Professional Responsibility that is required of attorneys.

WWU2016.3 - By utilizing the case problem model used in law schools, the paralegal studies program requires students to explore and reflect on legal issues that involve a deep understanding of the perspectives of others as well as forces students to engage in decision-making processes designed to increase their ability to have empathy and understanding of various positions.

WWU2016.4 - The legal field requires constant and continuing education beyond any degree program due to the changing and oftentimes volatile nature of law and legal processes.

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program building 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.*

Critical thinking – 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. Students are expected to understand the moral and ethical questions involved in law and specifically the ethical structure of law. Courses include PRL 309 . Meaning: 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 PLS 201 reading various essays and watching videos to determine ethical and moral questions reflected in law; examples include PRL 450 torts; PRL 440 supplemental readings.

Creative Expression: all program courses require students to engage in written and oral communication. Specific examples include, PRL 304 legal memorandums; PRL 306 civil practice, petitions; PRL 440 constitutional issues: written case briefs and oral presentation of case briefs. Creative and aesthetic sensibility – both law and politics enforce social conduct related to what constitutes "art" and what might instead be criminalized or marginalized as illegal or immoral.

Quantitative inquiry: students are expected to understand and use statistical data to evaluate the legal/political social and economic implications of law. Examples include PLS 450 torts, utilizing damages and actuarial data; PLS 430 contracts utilizing evaluative processes to determine obligations

Natural Science: students must understand the general principles of natural sciences in order to construct and evaluate political arguments/legal decisions related to life, the environment and values related to criminalization of conduct. Examples include the courses cited above.

Society and the Individual: historical perspective: students are expected to understand the historical basis and evolution of political systems and legal principles. Examples include PRL 306 law and paralegalism which deals specifically with the evolution of American legal system over the past 200 years.

Diversity – 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 in regard to supreme court decisions in the area of diversity in the application of law, especially as applied to minority groups and based on economic diversity. Social science: this major is grouped with either humanities or social science. Legal practice utilizes the methodology of thesis, experiment/data collection. All courses rely on an understanding of the social science general education objectives.

GECluster\_Version4.0.docx

### **Snapshot on Assessment**

*Please refer back to the program Annual Assessment report and create a graph showing a trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.*

### **Paralegal Program OLC**

This data is pulled from the Annual Assessment Reports. The 2015-2016 academic year there was not a completed report due to the complete overhaul of the program curriculum. It did not get finished. The report was reviewed by the Graduate Academic Council overall and noted that the assessment was lacking and that the program needed consistency in the offerings in order to comply with assessment measures. The amount of changes within the program were vast and inhibited the ability of faculty to work through the assessment process. The 2016-17 academic year the report was completed but there was no data given. This was the year that the program moved to Via as an assessment software and the online format of the program with all faculty being part time created complications of how to comply with assessment strategies. Through meetings with Carrie McCray, the administration of assessment is now set up and as noticed in the 2017-2018 report, data is now available. Continued training on how to assess student work is required, as the program manager is currently doing all the assessment components. See below for the Snapshot on of program assessment.

Objective	Benchmark	Results	
		2016-2017	Fall 2017-2018
1. Student 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	The program faculty expect that a minimum of 70% of students will achieve Exemplary and a minimum of 75% will achieve Proficient.	No Data Reported	83.3% met the benchmark of Proficient or above. 75% met the benchmark of Exemplary. N=12
PRL 420	Program faculty expect that a minimum of 85% of students will achieve Exemplary and a minimum of 80% will achieve Proficient.	No Data Reported	100% met the benchmark of Proficient. 0% met the benchmark of Exemplary. N=2
PRL 475	Program faculty expect that a minimum of 90% of student will achieve Exemplary and a minimum of 90% will achieve Proficient.	No Data Reported	100% met the benchmark of Exemplary. N=1
2. Students will demonstrate knowledge of the standards of conduct expected of the legal profession in general and the paralegal profession in particular, as well as an awareness of ethical, moral, and social issues that contain legal implications.			
PRL 309	The program faculty expect that a minimum of 80% of students will achieve Exemplary and a minimum of 85% will achieve Proficient.	No Data Reported	77% met the benchmark of Proficient or above. 44% met the benchmark of Exemplary. N=9
PRL 420	The program faculty expect that a minimum of 785% of students will achieve Exemplary and a minimum of 80% will achieve Proficient.	No Data Reported	100% met the benchmark of Proficient. 0% met the benchmark of Exemplary. N=2
PRL 475	The program faculty expect that a minimum of 90% of students will achieve Exemplary and a minimum of 90% will achieve Proficient.	No Data Reported	100% met the benchmark of Exemplary. N=1

## Annual Assessment 2017-2018

Paralegal\_Studies\_Annual\_Assessment\_2017\_2018.pdf

## Annual Assessment 2016-2017

Paralegal\_Annual\_Assessment\_2016\_2017.pdf

## Annual Assessment 2015-2016

None submitted

## Analysis of Assessment

*What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?*

The assessment process is outlined in the assessment reports. Certain assignments in certain courses are identified as "assessment artifacts". These are then loaded by the students to VIA and are evaluated using the program objectives. The assessment of the artifacts is done either by the program manager or by the individual faculty member.

## Survey Of Constituents

### Survey of Constituents of the Program

#### Program Constituents

*The program needs to identify the constituents of the program, both internal and external.*

the constituents of the program were all graduates of the online paralegal program. The group was specifically enrolled between 2016-2018 as this would reflect some if not all of the curricular changes that were made to the program.

#### Survey Administration

*Please outline the process in which the survey was administered. What protocols were followed? How was the data collected(task force/email survey)? What was the return rate?*

The survey is a standard list of questions that was provided by the Associate Dean of Academic Assessment and then modified to fit the language of the program. The survey was administered on Qualtrics by the Office of Institutional Research. The survey was sent out in December by an individual email asking students to participate in the survey.

#### Demographics of the Respondents

*Please detail the demographics of the respondents*

There were only 2 students who responded to the program out of 16 total graduates during the time frame.

#### Survey Results

*Upload the full result summary or attache the summary here. Makesure each question along with the aggregated response is provided. It is the expectation of Academic Council that the program will respond to each question asked as to how the program intends to move forward.*

The full survey is attached to this report. Highlights from the survey are:

Of the 2 respondents, one is working in the field, and the other is in graduate school (University of MD, and University of Baltimore accepted, not yet decided on where will be attending)

Majority of the questions, students were "Extremely Satisfied", with a few "Somewhat Satisfied", there were no negative comments here on the program.

Both students stated that they would recommend the program to others

**Strengths:**

Staff and courses made my life so much easier than most universities would have.

**Weaknesses:**

Some of the courses don't teach you the terminology or all forms that you may need in your career. Knowing the legal terminology can really help in a paralegal career.

**Program Conclusions and Recommendations**

*The program outlines and discusses the strengths and challenges of the program as they see them. What they would like to do to move the program forward and what they need to be successful. This is the official conclusion to the report for the program faculty.*

There are a number of challenges to moving the program forward. The primary challenge is recruitment of qualified students in sufficient numbers to have full classes (6 or more students).

The program belongs to the American Association of Paralegal Educators. They provide a list serve that includes hundreds of directors of paralegal studies programs. Most of the programs report waiting lists of students wanting to enroll. I believe some of our problem can be attributed to a lack of presence for the program on the WWU website compared to many of these other schools, and possibly the need to have prospective students be put in contact with program faculty as soon as they contact the University for information.

Lack of recruitment also relates to the second challenge, which is keeping and expanding qualified faculty who are willing to teach, improve and assess our courses and curriculum when the pay structure is so below any reasonable level. Most of the Paralegal faculty average less than \$1000 for an 8 week course. These faculty include professionals with decades of experience, as well as circuit and appellate level judges. The students in this program are getting highly qualified instructors and the instructors should be paid accordingly.

Finally, we may need to broaden the program by changing the name to Legal Studies instead of Paralegal Studies. This possible solution to increasing enrollment has been suggested by admissions as they believe they have difficulty with the name Paralegal Studies. This might also entail some tweaks to the curriculum offerings, to broaden the program's interest to prelaw or other specific law-related potential students.

## Conclusion and Recommendations

**Academic Council Recommendations****Recommendation of Academic Council**

Accept Report as submitted, no further action.

Accept Report with recommended changes (selected)

Revisions requested and resubmit the report

Program did not meet minimum standards and is placed on an improvement plan.

**Program Strengths as identified by Academic Council****Strengths:**

- Program faculty are knowledgeable in the field and actively working in the profession.
- The content is needed and we are providing a niche program that meets a need in the community.
- The program is well defined, it covers a specific task and teaches that task well.
- The program has been fortunate in that it has a consistent group of adjunct faculty. This might not always be the case but for right now, that consistency has been beneficial to the stability of the new curriculum.
- Students are provided opportunities for authentic practice with their internship locations, we just need to showcase that more.

- The major is cost effective as it has minimal expenses. The cost come from the program director and the cost to teach with adjunct faculty, so it is one of the cheapest majors for the university to host.

### **Program Weaknesses as identified by Academic Council**

#### **Challenges:**

- It is challenging to find adjuncts to teach the classes for the pay that we offer. We are fortunate that right now we have local people who have connections with the university willing to teach. This might not be the case when they are making next to nothing because they are teaching a class of 2-3 students each session.
- There is no data that speaks to the effectiveness of the teaching in the program and that is a weakness in the report. This is not necessarily a product of the program not asking for the data, as the EOC that is used for online programs does not ask content based questions. The program's only input from students is from the constituent survey and that had minimal responses so it is not representative of the majority of the alumni.
- It is hard to convince someone who is already doing the work that they need a paralegal degree. The numbers in the degree are hovering around 30 and don't seem to get larger.
- The assessment of the program is improving but still needs to get stronger. The assessment should be completed by the program faculty to strengthen the diversity of the evaluation. More training should be completed so that the faculty could complete the assessment when they are grading the assignments for the course.
- Curriculum rotations are a challenge due to the low numbers. It is hard to teach small groups effectively. Students do not get the benefit of peer learning and that makes it more challenging in an online environment. The enrollment needs about 10-15 more students to make the enrollment in the classes feel like a more academic class.

### **Recommendations moving forward**

Academic Council met on May 5<sup>th</sup> to discuss program reviews. The Paralegal 3-year program review was one of the reviews discussed. The report provides a rough guide as to what the upcoming 5-year report will look like and when writing the next report the narrative should be much more specific and detailed. There are several improvements that need to be made before we get to the 5-year report. Look through the recommendations, strengths, and challenges to determine how to attack the needed improvements and work towards implementing the most critical components so that when it does come around for the 5-year report we have stronger data and conclusions to make about the program and student learning. The improvements that program made in data collection in the past year will help tremendously for future decisions, so continue making strides in that area.

- The program needs to determine detailed strategies for retention and persistence of program students.
- The program report discussed the options of changing the name of the program. This needs to be investigated to determine if that would really make a difference as there have been many changes to this program and stability is important. It appears that the program is meeting a need, so it is not clear if this is necessary or not for the program to grow.
- It would benefit the program to look at other university where the Paralegal program is strong and thriving and see what they are doing that we are not. Some work on what makes other programs successful might help to determine what changes we could make to our program to make it more attractive to interested students.
- Look at the rotation and provide rationale as to why the entrance to the program needs to be once a semester and not every 8-weeks.
- Alumni data is challenging but one of the components of the report that we need to strengthen.







**B.S. PARALEGAL STUDIES – 42 credits****2013-2014 Catalog**

ID#: \_\_\_\_\_

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

**\*\*\*Students are required to have 122 distinct credits for graduation\*\*\*****REQUIRED COURSES 21 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
LGS110 American Legal System	3			
LGS306 Civil Practice	3			
LGS309 Ethics and the Law Office	3			
LGS315 Family Law	3			
LGS324 Administrative & Federal Procdr	3			
LGS331 Contracts & Torts	3			
LGS420 Probate and Estate Planning	3			

**Required Electives 21 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
<b>Legal Research Elective:</b>	<b>3</b>			
LGS207 Fund Legal Resrch & Writing	3			
LGS217 Electronic Legal Research	3			
<b>Criminal Law Elective:</b>	<b>3</b>			
LGS305 Criminal Law	3			
LGS318 Criminal Practice	3			
<b>Evidence Elective:</b>	<b>3</b>			
LGS320 Evidence	3			
LGS321 Evidence & fact Gathering	3			
<b>Dispute Resolution Elective:</b>	<b>3</b>			
LGS328 ADR & Business Organizatns	3			
LGS329 Conflict & Dispute Resolution	3			
<b>Constitution Elective:</b>	<b>3</b>			
LGS445 Constitutional Law	4			
LGS446 Constitutional Issues	3			
<b>Capstone Elective(s):</b>	<b>6</b>			
LGS390 Internship I	3			
LGS415 Senior Seminar	3			
LGS450 Capstone & Practicum	6			

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Substitutions to the coursework above requires the signature of the division chair.



# Checklist

<b>Paralegal Studies - 42 Credits</b>	<b>1819 Catalog</b>
ID#:	
Name:	
Advisor:	

**\*\*Students are required to have 122 distinct credits for graduation\*\***

**Required Courses:42.00 credits**

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
PRL 302	Law and Paralegalism	3.00			
PRL 304	Electronic Legal Research	3.00			
PRL 306	Civil Practice	3.00			
PRL 309	Ethics and the Law Office	3.00			
PRL 311	Evidence and Fact Gathering	3.00			
PRL 315	Family Law	3.00			
PRL 318	Criminal Practice	3.00			
PRL 321	Administrative & Federal Procedure	3.00			
PRL 420	Probate and Estate Planning	3.00			
PRL 430	Contracts	3.00			
PRL 440	Constitutional Issues	3.00			
PRL 450	Torts Law	3.00			
PRL 475	Practicum and Capstone	6.00			

**Signatures:**

Student:	Date:
Advisor:	Date:
Division Chair:	Date:



### **PRL 302 - Law and Paralegalism**

This introductory course is designed to introduce students to the practical aspects of working within the paralegal field and will include examination of the American legal system, paralegal skills and competencies such as legal analysis, interviewing, investigating, legal research and writing and, regulatory and ethical issues facing paralegals, and career options for the paralegal.

### **PRL 304 - Electronic Research**

This course explains the what, how, and why of legal research. Students will learn Boolean searching and formation of queries in order to facilitate the location of primary legal authority and secondary sources. The skills learned in this course will allow students to research paid legal databases and the Internet for substantive and procedural law and to think critically while moving through the steps to locate statutes and case law in order to assist the attorney in representing a client and their legal issue.

### **PRL 306 - Civil Practice**

This course introduces the process of civil practice (procedural rules) and the law that governs it (substantive law) and to the skills of investigating and fact gathering which includes interviewing of clients and witnesses. Students will gain practice in drafting the documents necessary for civil matter to proceed through the legal system from filing through trial and post-trial.

### **PRL 309 - Ethics and the Law Office**

This course includes an overview of the ethical organization and management of the modern law office. Topics include: client billing, responsibilities concerning client funds, case management systems, law office technology and the Code of Professional Responsibility and Ethical Guidelines for both lawyers and non-lawyers. Rules, statutes and case law governing unauthorized practice of law will be covered. Students will analyze, evaluate, articulate and defend positions on ethical questions.

### **PRL 311 - Evidence and Fact Gathering**

This course examines the rules governing the admission, exclusion, and presentation of evidence in judicial proceedings. Topics covered in this course include relevancy, authentication, the "Best Evidence" rule: categorical rules of exclusion; character and habit evidence; competency of witnesses; examination and impeachment of witnesses; opinion and expert testimony; presentation of evidence, privilege; the hearsay rule and its exceptions, presumptions and burdens of proof and the scope of judicial notice. Additionally, the course covers strategies for fact-finding, investigation and interviewing techniques for gathering information. Also includes investigative techniques for determining what information is needed and finding, organizing, verifying and documenting the information.

### **PRL 315 – Family Law**

A study of the law of marriage, annulment, dissolution, guardianship, adoption, custody, legitimacy of children, and issues within the juvenile courts, with emphasis on development of skills pertinent to the paralegal function.

Prerequisites of PRL 207, PRL 110, or LGS 207, PLS 110

### **PRL 318 – Criminal Practice**

This course will provide a basic understanding of the substantive and procedural criminal law including due process, probable cause, statutory and case law authorities governing criminal law and the rules of criminal procedure. Students will also review the structure of the criminal courts system. This course provides application of the substantive law and

procedural safeguards to a case study in representing either the state or a defendant in a criminal law proceeding.  
Prerequisites: PLS110 and PRL304

### **PRL 321 – Administrative & Federal Procedure**

This course presents basic concepts of administrative law and procedure in federal and state agencies. Students will learn advocacy techniques for representing a client in an administrative process. Substantive topics will include administrative delegation of power, rulemaking, agency discretionary powers, remedies, and judicial appeals. Federal law will focus on procedure in Federal courts and applicable state rules. Prerequisites: PLS110 and PRL 304

### **PRL 420 – Probate and Estate Planning**

This course presents basic concepts of estate planning, elder law issues, and probate law. Students will learn how to assist clients in planning, procedure and conflict resolution related to testamentary and other advanced planning documents; the probate process, and special issues related to aging including minors and adults with physical and/or mental disabilities. This course will include both substantive and procedural law as applied through a hands-on problem-solving format.

### **PRL 430 – Contracts**

Will provide a basic understanding of the substantive law of contracts. The course focus is on both common law and the uniform commercial code in regard to the basic elements of contract formation and will involve practical research assignments to explore the practical application of the principles of contracts. Prerequisites: PRL302 and PRL304

### **PRL 440 – Constitutional Issues**

This course will introduce students to the principle concepts of government that underlay the structure of the United States Constitution. These concepts include federalism and judicial review. In addition, the course will examine the Court's methods of Constitutional interpretation. Through case study of major Supreme Court decisions, students will explore the meaning of the civil liberties contained in the first ten amendments to the constitution, also known as the Bill of Rights, including due process, equal protection, the rights of criminal defendants and the freedoms of speech, religion and privacy.  
Prerequisites: PLS110

### **PRL 450 – Torts Law**

Tort law is the area of law that provides a remedy for harms to private individuals. Tor law includes intentional torts and unintentional torts. This course will introduce students to the theory that forms the basis for society's interest in assigning blame and the economic distribution of liability.

### **PRL 475 – Practicum and Capstone**

The capstone/practicum course is the final course in the paralegal studies program. This course will provide students with an opportunity to demonstrate proficiency as a paralegal in two ways. First, through the practicum, students will demonstrate the ability to apply coursework in an actual law office setting, similar to participating in a virtual internship. Second, students will demonstrate their proficiency in legal reasoning through the capstone research and writing assignment.

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		Course enrollment throughout time	Percentage of enrollment over time
PRL 302	Law and Paralegalism	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	30/100	30.00%
PRL 304	Electronic Legal Research	/	/	/	/	/	/	/	/	/	/	/	66/225	29.30%
PRL 306	Civil Practice	8/25	3/25	4/25	9/25	9/25	NA	6/25	6/25	/	16/25	5/25	59/225	26.20%
PRL 309	Ethics & the Law Office	8/25	0/25	7/25	9/25	7/25	7/25	4/25	7/25	/	8/25	9/25	41/145	28.20%
PRL 311	Evidence & Fact Gathering	7/20	NA	NA	6/25	3/25	NA	9/25	6/25	/	10/25	/	42/150	28.00%
PRL 315	Family Law	NA	10/25	2/25	7/25	7/25	NA	/	8/25	7/25	/	8/25	25/170	14.70%
PRL 318	Criminal Practice	6/20	5/25	7/25	NA	7/25	NA	/	10/25	8/25	/	13/25	36/145	24.80%
PRL 321	Amin & Federal Procedure	3/20	NA	6/25	4/25	4/25	9/25	/	6/25	/	/	8/25	42/225	18.60%
PRL 420	Probate & Estate Planning	6/25	4/25	1/25	7/25	4/25	5/25	/	6/25	4/25	/	5/25	24/100	24.00%
PRL 430	Contracts	NA	10/25	NA	NA	NA	NA	NA	/	3/25	4/25	/	9/50	18.00%
PRL 440	Constitutional Issues	/	/	/	/	/	/	/	/	4/25	/	/	14/100	14.00%
PRL 450	Torts Law	4/25	NA	NA	NA	NA	NA	3/25	/	2/25	5/25	/	13/75	17.30%
PRL 475	Capstone & Practicum	/	/	/	/	/	/	4/25	/	4/25	5/25	/	27/200	13.50%
		NA	NA	2/25	1/25	4/25	1/25	2/25	3/25	/	8/25	6/25		
Total Enrollment by term		42/140	32/150	29/175	39/150	31/150	22/100	44/225	58/175	32/175	71/200	59/200		
Percentage of enrollment by term		30.00%	21.30%	16.50%	26.00%	20.60%	22.00%	19.50%	33.10%	18.20%	35.50%	29.50%		

LGS 110	American Legal System	18/30	NA	NA	13/30	NA								
LGS 110 OLC	American Legal System	3/20	24/25	14/25	8/25	10/25								
LGS 217	Electronic Legal Research	3/25	NA	NA	NA	NA								
LGS 306	Civil Practice	6/25	NA	NA	NA	NA								
LGS 309	Ethics & the Law Office	NA	NA	NA	NA	NA								
LGS 315	Family Law	8/25	NA	NA	NA	NA								
LGS 324	Amin & Federal Procedure	1/25	NA	NA	NA	NA								
LGS 331	Contracts & Torts	NA	NA	NA	NA	NA								
LGS 305	Criminal Law	4/30	NA	NA	6/30	NA								
LGS 318	Criminal Practice	6/25	NA	NA	NA	NA								
LGS 320	Evidence	3/25	8/25	NA	NA	NA								
LGS 321	Evidence & Fact Gathering	6/25	10/25	NA	NA	NA								
LGS 328	ADR & Business Organizatns	6/25	NA	NA	NA	NA								
LGS 328 OLC	ADR & Business Organizatns	4/25	4/25	5/25	0/25	9/25								
LGS 329	Conflict & Dispute Resolut	NA	4/25	NA	NA	NA								
LGS 445	Constitutional Law	NA	7/30	NA	NA	11/30								
LGS 390	Internship I	10/10	NA	1/1	NA	NA								
LGS 415	Senior Seminar	1/1	5/30	NA	NA	6/30								
LGS 450	Capstone & Practicum	2/25	1/25	NA	NA	NA								





**William Woods University - Dulany Library**  
**COLLECTION ANALYSIS**

March 2019

In Support of the Following Academic Program: Paralegal Studies

**I. MOBIUS Holdings (Subject Search):**

Law—United States – 55,009 catalog entries

International law – 26,036 catalog entries

Justice, Administration of – 17,227 catalog entries

Legal assistants – 567 catalog entries

**II. William Woods University Holdings:**

**Ebooks:**

Law—United States – 174 catalog entries

International law – 119 catalog entries

Justice, Administration of – 180 catalog entries

Legal assistants – 5 catalog entries

**Journals (entire journal is on the topic)**

**Electronic Full-text:**

Law – 627 titles

International law – 95 titles

Civil law – 41 titles

Corporate law – 40 titles

Environmental law – 39 titles

Law enforcement & intelligence – 29 titles

Constitutional law – 21 titles

Employment law- 20 titles

Intellectual property law- 20 titles

Diplomacy & international relations – 19 titles

Education law – 17 titles

Entertainment law- 16 titles

Human rights – 15 titles  
Criminal law -12 titles  
Family law – 11 titles  
Forensic medicine – 11 titles  
Maritime law – 9 titles  
Banking law – 6 titles  
Law/administrative law & regulatory practice – 6 titles  
Legal profession – 6 titles  
Tax law – 6 titles  
Estate planning – 4 titles  
Real estate – 4 titles

### **Streaming Video**

Law—United States – 0 titles  
International law – 6 titles  
Justice, Administration of – 33 titles  
Legal assistants – 0 titles

**Westlaw** is one of the primary online legal research services for lawyers and legal professionals in the United States. Information resources on Westlaw include more than 40,000 databases of case law, state and federal statutes, administrative codes, newspaper and magazine articles, public records, law journals, law reviews, treatises, legal forms and other information resources.

### **Westlaw resources include:**

American Jurisprudence 2d  
American Law Reports  
Federal and State Cases  
Federal and State Statutes (USCA)  
Congressional Record  
Legislative Histories  
Federal Register  
Code of Federal Regulations

**Nexis Uni** (formerly LexisNexis Academic) provides full text access to 15,000 news, business and legal sources including U.S. Federal and State case law, statutes and regulations; law journals; U.S. and international news; and company and industry financial information. It is possible to create a free Nexis Uni profile in order to access personal folders, alerts, and a collaborative workspace. Updated daily.

**Nexis Uni** resources include:

- Federal and State Case Law
- Shepard's for Supreme Court
- Code of Federal Regulations
- State Codes
- Tax Law
- EU Law (CELEX)
- Patents
- Martindale Law Directory
- Congressional Materials
- Legislative Histories
- Public Laws
- Federal Register
- Law Reviews

**Books (Printed) and Non-print Materials:**

**A. By Publication Date**

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
<b><u>Law Totals</u></b>	<b>1762</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>11</b>	<b>18</b>	<b>23</b>	<b>30</b>	<b>99</b>	<b>147</b>	<b>225</b>	<b>591</b>	<b>260</b>	<b>204</b>	<b>61</b>	<b>47</b>	<b>30</b>
<u>International Law &amp; Relations</u>	14	0	0	0	0	0	0	1	3	1	0	2	3	4	0	0	0
<u>Law - U.S. Cities</u>	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
<u>Law - United States, Federal</u>	829	1	0	1	0	1	5	3	29	47	80	288	139	125	55	40	15
<u>Law of Africa</u>	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
<u>Law of Asia &amp; Eurasia</u>	8	0	0	0	0	0	0	0	4	0	1	1	1	1	0	0	0
<u>Law of Canada</u>	4	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0
<u>Law of Europe, except UK &amp; Ireland</u>	10	0	0	0	0	0	1	0	1	0	1	3	0	3	0	1	0
<u>Law of the Americas, except the US &amp; Canada</u>	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0
<u>Law of the Pacific Area &amp; Antarctica</u>	5	0	0	0	0	0	0	0	0	0	2	2	0	1	0	0	0
<u>Law of the Sea</u>	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
<u>Law of the United Kingdom and Ireland</u>	29	1	0	0	0	0	0	1	12	4	2	3	3	2	1	0	0
<u>Law, General</u>	707	2	3	8	11	16	17	24	47	90	122	236	78	38	1	3	11
<u>U.S. States &amp; Territories</u>	149	0	0	0	0	1	0	0	3	5	16	52	34	28	4	2	4

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
<b>Law - United States, Federal Totals</b>	<b>829</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>29</b>	<b>47</b>	<b>80</b>	<b>288</b>	<b>139</b>	<b>125</b>	<b>55</b>	<b>40</b>	<b>15</b>
Associations	20	0	0	0	0	0	0	0	0	0	4	7	5	2	1	1	0
Banking	4	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0
Bibliography	4	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	1
Commercial Law, Sale of Goods	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Computers - Laws & Legislation	5	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0
Constitutional Law	119	1	0	0	0	0	0	0	4	7	13	37	19	20	9	9	0
Contracts, General	4	0	0	0	0	0	0	0	0	0	0	1	0	2	1	0	0
Control of Social Activities, Sports	5	0	0	0	0	0	0	0	0	1	0	2	1	1	0	0	0
Courts, Procedure	85	0	0	0	0	0	3	0	4	2	4	40	5	12	4	11	0
Criminal Law	47	0	0	0	0	0	0	0	7	5	3	15	8	6	1	2	0
Criminal Procedure	17	0	0	0	0	0	0	0	1	3	0	6	2	3	1	1	0
Criminal Trials	25	0	0	0	0	0	0	0	4	3	0	9	2	4	3	0	0
Education	72	0	0	0	0	0	0	1	0	3	5	20	12	19	6	6	0
Estate Planning	2	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0
General and Comprehensive Works	15	0	0	0	0	0	0	0	0	1	1	4	4	2	2	1	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
Government Contracts	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Indians	15	0	0	0	0	0	0	0	0	1	0	7	6	1	0	0	0
Insolvency & Bankruptcy, Creditors Rights	3	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0
Insurance	4	0	0	0	0	0	0	0	0	0	1	0	3	0	0	0	0
Intellectual Property	24	0	0	0	0	0	0	0	0	0	2	6	10	4	2	0	0
Jurisprudence & Philosophy of American Law	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Juvenile Criminal Law & Procedure	9	0	0	0	0	0	0	0	0	0	1	4	3	0	0	1	0
Law - United States, Federal	85	0	0	1	0	0	2	2	6	7	9	22	6	12	9	6	3
Law Reports & Related Materials	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Legal Aid, Legal Aid Societies	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Legal Education	3	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0
Legal Profession	59	0	0	0	0	0	0	0	1	2	7	19	11	10	7	0	2
Legal Research, Bibliography & Composition	10	0	0	0	0	0	0	0	0	1	1	3	2	2	1	0	0
Legislative Documents	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Local Government	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
Medical Legislation	10	0	0	0	0	0	0	0	0	0	1	2	4	1	0	1	1
Military, Tax, Commerce, Industrial Law	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
National Defense, Military Law	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Natural Resources	3	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1
Periodicals	2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Persons	46	0	0	0	0	0	0	0	1	2	8	17	8	6	4	0	0
Property	7	0	0	0	0	0	0	0	0	0	1	1	1	2	0	0	2
Public Finance	17	0	0	0	0	1	0	0	0	1	2	5	5	2	0	0	1
Public Health, Sanitation, inc. Environmental Law	14	0	0	0	0	0	0	0	0	1	0	10	1	2	0	0	0
Public Land Law	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Public Safety	3	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0
Records & Briefs of Individual Civil Suits	7	0	0	0	0	0	0	0	0	0	0	3	1	2	1	0	0
Regional & City Planning, Zoning, Building	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Science & the Arts, Research	7	0	0	0	0	0	0	0	0	1	1	2	1	2	0	0	0
Securities, Investments, Stock	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0



Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
Transactions																	
Social Legislation	23	0	0	0	0	0	0	0	0	1	1	15	4	1	0	1	0
Succession Upon Death, Wills, Probate	2	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0
Torts	14	0	0	0	0	0	0	0	0	0	4	5	2	3	0	0	0
Trade & Commerce	13	0	0	0	0	0	0	0	1	0	1	5	3	1	1	0	1
Trade Regulation, Control of Trade Practices - Gen	12	0	0	0	0	0	0	0	0	2	0	9	1	0	0	0	0
Trusts & Trustees	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015-2019	Other
<u>Law, General Totals</u>	<u>707</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>11</u>	<u>16</u>	<u>17</u>	<u>24</u>	<u>47</u>	<u>90</u>	<u>122</u>	<u>236</u>	<u>78</u>	<u>38</u>	<u>1</u>	<u>3</u>	<u>11</u>
Civil Law	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Comparative & Intl. Uniform Law, General	52	0	0	0	0	0	0	0	2	2	3	18	8	16	1	1	1
Constitutional Law	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Ecclesiastical Law of the Church of England	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0

<b>Subject</b>	<b>Totals</b>	<b>1850-1899</b>	<b>1900-1909</b>	<b>1910-1919</b>	<b>1920-1929</b>	<b>1930-1939</b>	<b>1940-1949</b>	<b>1950-1959</b>	<b>1960-1969</b>	<b>1970-1979</b>	<b>1980-1989</b>	<b>1990-1999</b>	<b>2000-2004</b>	<b>2005-2009</b>	<b>2010-2014</b>	<b>2015-2019</b>	<b>Other</b>
Jurisprudence, Philosophy & Theory of Law, Ancient	15	0	0	0	0	0	1	0	1	0	7	2	2	0	2	0	
Labor, Social, Education, Cultural Law	19	0	0	0	0	0	0	0	0	0	1	15	1	0	0	0	2
Law, General	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
Legal																	
Research & Education, Law Societies	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Military, Tax, Commerce, Industrial Law	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Periodicals, Dictionaries, Directories	612	2	3	8	11	16	17	23	44	86	118	191	65	20	0	0	8
Religious Law in General	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

## B. By Format

<b>Subject</b>	<b>Totals</b>	<b>Audiobooks</b>	<b>Books</b>	<b>Computer Files</b>	<b>Journals/Magazines</b>	<b>Newspapers</b>	<b>Videos</b>
<b>Law Totals</b>	<b>1762</b>	<b>2</b>	<b>844</b>	<b>2</b>	<b>878</b>	<b>2</b>	<b>34</b>
<u>International Law &amp; Relations</u>	14	0	12	0	2	0	0
<u>Law - U.S. Cities</u>	1	0	1	0	0	0	0
<u>Law - United States, Federal</u>	829	2	646	2	151	0	28
<u>Law of Africa</u>	2	0	0	0	1	0	1

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Newspapers	Videos
<u>Law of Asia &amp; Eurasia</u>	8	0	8	0	0	0	0
<u>Law of Canada</u>	4	0	1	0	3	0	0
<u>Law of Europe, except UK &amp; Ireland</u>	10	0	5	0	5	0	0
<u>Law of the Americas, except the US &amp; Canada</u>	3	0	1	0	2	0	0
<u>Law of the Pacific Area &amp; Antarctica</u>	5	0	0	0	5	0	0
<u>Law of the Sea</u>	1	0	1	0	0	0	0
<u>Law of the United Kingdom and Ireland</u>	29	0	26	0	3	0	0
<u>Law, General</u>	707	0	46	0	656	1	4
<u>U.S. States &amp; Territories</u>	149	0	97	0	50	1	1

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Videos
<u>Law - United States, Federal Totals</u>	829	2	646	2	151	28
Associations	20	0	10	0	10	0
Banking	4	0	1	0	3	0
Bibliography	4	0	1	0	3	0
Commercial Law, Sale of Goods	1	0	1	0	0	0
Computers - Laws & Legislation	5	0	2	0	3	0
Constitutional Law	119	1	112	0	2	4
Contracts, General	4	0	4	0	0	0
			10			

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Videos
Control of Social Activities, Sports	5	0	4	0	1	0
Courts, Procedure	85	0	78	0	6	1
Criminal Law	47	0	44	0	0	3
Criminal Procedure	17	0	15	0	1	1
Criminal Trials	25	0	21	0	0	4
Education	72	0	56	0	9	7
Estate Planning	2	0	1	0	1	0
General and Comprehensive Works	15	0	15	0	0	0
Government Contracts	1	0	0	0	1	0
Indians	15	0	15	0	0	0
Insolvency & Bankruptcy, Creditors Rights	3	0	2	0	1	0
Insurance	4	0	0	0	4	0
Intellectual Property	24	0	15	0	8	1
Jurisprudence & Philosophy of American Law	1	0	1	0	0	0
Juvenile Criminal Law & Procedure	9	1	6	0	2	0
Law - United States, Federal	85	0	57	1	21	6
Law Reports & Related Materials	1	0	1	0	0	0
Legal Aid, Legal Aid Societies	1	0	1	0	0	0
Legal Education	3	0	2	0	1	0
Legal Profession	59	0	37	0	22	0
			11			

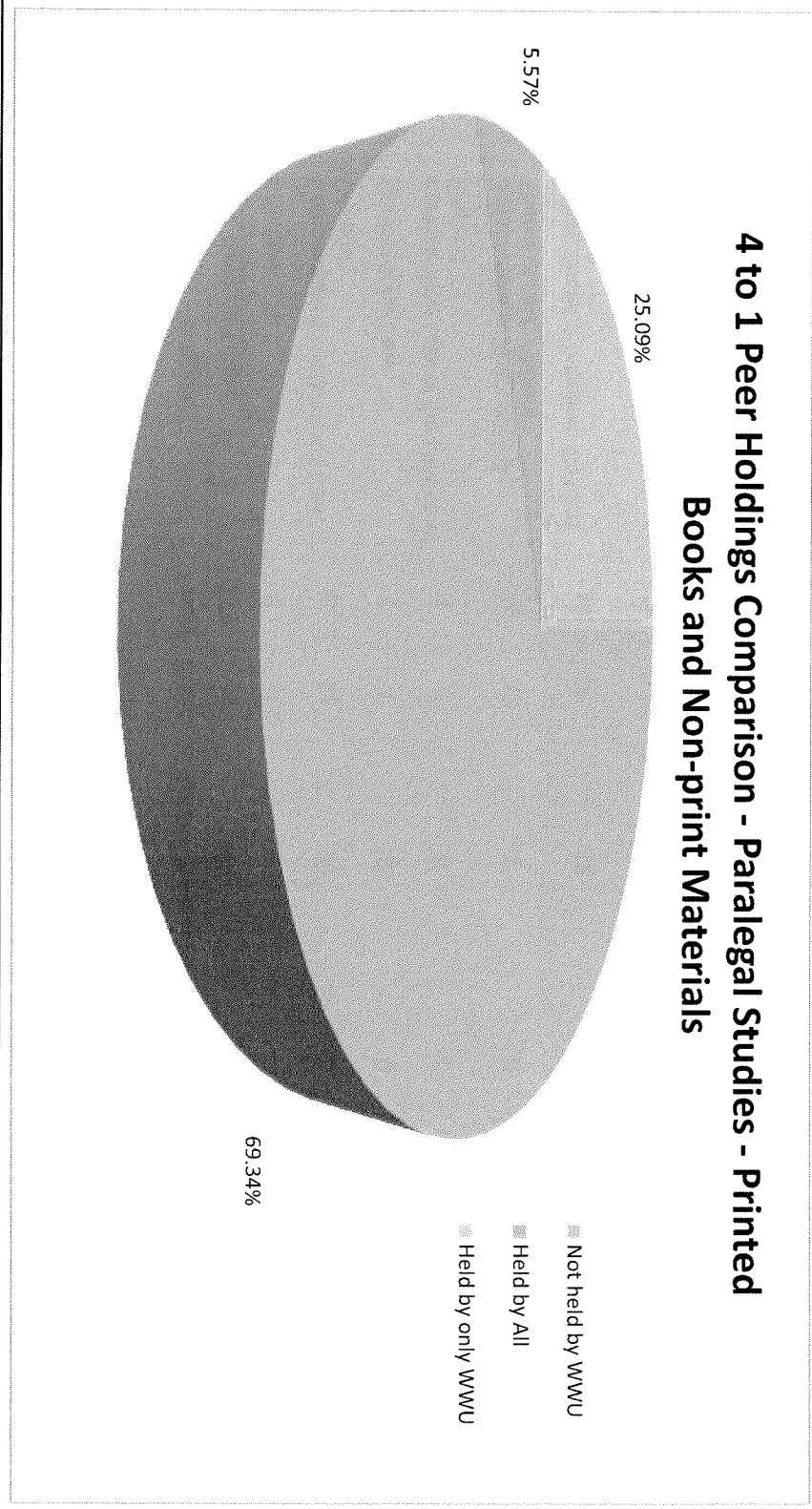
Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Videos
Legal Research, Bibliography & Composition	10	0	9	0	1	0
Legislative Documents	1	0	1	0	0	0
Local Government	1	0	0	0	1	0
Medical Legislation	10	0	5	0	5	0
Military, Tax, Commerce, Industrial Law	1	0	0	0	1	0
National Defense, Military Law	1	0	1	0	0	0
Natural Resources	3	0	2	0	1	0
Periodicals	2	0	0	0	2	0
Persons	46	0	45	1	0	0
Property	7	0	4	0	3	0
Public Finance	17	0	6	0	11	0
Public Health, Sanitation, inc. Environmental Law	14	0	10	0	4	0
Public Land Law	1	0	1	0	0	0
Public Safety	3	0	3	0	0	0
Records & Briefs of Individual Civil Suits	7	0	6	0	0	1
Regional & City Planning, Zoning, Building	1	0	0	0	1	0
Science & the Arts, Research	7	0	5	0	2	0
Securities, Investments, Stock Transactions	1	0	0	0	1	0
Social Legislation	23	0	15	0	8	0
			12			

Subject	Totals	Audiobooks	Books	Computer Files	Journals/Magazines	Videos
Succession Upon Death, Wills, Probate	2	0	2	0	0	0
Torts	14	0	11	0	3	0
Trade & Commerce	13	0	8	0	5	0
Trade Regulation, Control of Trade Practices - Gen	12	0	10	0	2	0
Trusts & Trustees	1	0	0	0	1	0

Subject	Totals	Books	Journals/Magazines	Newspapers	Videos
<b><u>Law, General Totals</u></b>	<b>707</b>	<b>46</b>	<b>656</b>	<b>1</b>	<b>4</b>
Civil Law	2	0	2	0	0
Comparative & Intl. Uniform Law, General	52	28	20	0	4
Constitutional Law	1	1	0	0	0
Ecclesiastical Law of the Church of England	1	1	0	0	0
Jurisprudence, Philosophy & Theory of Law, Ancient	15	13	2	0	0
Labor, Social, Education, Cultural Law	19	0	19	0	0
Law, General	2	1	1	0	0
Legal Research & Education. Law Societies	1	1	0	0	0
Military, Tax, Commerce, Industrial Law	1	0	1	0	0
Periodicals, Dictionaries, Directories	612	1	610	1	0
Religious Law in General	1	0	1	0	0

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



#### IV. Analysis

Paralegal Studies as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to two databases with a wealth of legal resources: ***Nexis Uni*** (formerly Lexis Nexis) and ***Westlaw***, both of which are available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBILUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBILUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBILUS and Prospector are delivered by courier, thereby reducing the delivery time.





## **Paralegal Studies Annual Assessment 2017-2018**

# Annual Assessment 17-18

## 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 2016-17

30

##### Student Majors 2017-18

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
<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.*

**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 PSL 105 data regarding political opinions, voting patterns; PLS 329 evaluating cost of adversarial 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 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

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

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 Findings

### Assessment Findings for the Assessment Measure level 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.				
Assessment Measures				
<b>PRL 306</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 70% of students will achieve Exemplary and a minimum of 75% 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?			

<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>				
Assessment Measures				
<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?			

ITP 475				
<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.*

~ there was no narrative provided.

### Improvement Narrative List

~ there was no narrative provided.

### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

~ there was no narrative provided.

## 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?*

NA - 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?*

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

## Annual Assessment Rubric

4,000 pts (26.67%)

	1. <u>Assessment Reflects Best Practices</u>	2. <u>Assessment Meets the Expectations of the University</u>	3. <u>Assessment Needs Development</u>	4. <u>Assessment is Inadequate</u>	N/A
Learning Objectives	<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 program currently has many objectives. They are large and broad in scope. The objectives are effective for the program but if they wanted to break down the objectives to 4-5 point objectives that would also be appropriate.				
Assessment Measures	<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 provided.</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	<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	The assessment of the program is slowly coming along. The faculty involved are mostly adjunct faculty and in 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	<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	<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	There is no data submitted into the Assessment findings of the report.				



## **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

Identifier	Description
<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**

	<b>PRL 302</b>	<b>PRL 217</b>	<b>PRL 306</b>	<b>PRL 309</b>	<b>PRL 311</b>	<b>PRL 315</b>	<b>PRL 318</b>	<b>PRL 321</b>	<b>PRL 420</b>	<b>PRL 430</b>	<b>PRL 450</b>	<b>PRL 475</b>
<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

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	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.

<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.*

1.000 Total Assessment Rating

4.000 pts 26.67%

	1.000 <b>Assessment Reflects Best Practices</b>	2.000 <b>Assessment Meets the Expectations of the University</b>	3.000 <b>Assessment Needs Development</b>	4.000 <b>Assessment is Inadequate</b>	N/A
Learning Objectives	<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:	174 objectives given, but the 1 one connect area and could be broken into 2 more straight red was also				
Assessment Measures	<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	<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 performance was not assessed.				
Faculty Analysis and Conclusions	<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	<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 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:					

