



WILLIAM WOODS
UNIVERSITY

Paralegal Studies Annual Assessment 2021-2022

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Annual Assessment 2021-2022

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

	Student Majors	Student Minors
2020-2021	15	-
2021-2022	8	-

Concentrations 2020-2021

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

None

Concentrations 2021-2022

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

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

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

Optimal Enrollment

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

25

Is the Program Externally Accredited

- Yes
- No (selected)

External Accreditation

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

Not applicable

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

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

Marketing Material

Marketingattachment.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

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

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

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

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

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

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

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills

learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Quantitative Inquiry: students are expected to understand and use statistical data to evaluate the legal, social and economic implications of law. Examples include PRL 302 data regarding legal opinions; PRL 304 evaluating research; PRL 450 torts evaluating damages.

Society and the Individual: students are expected to read various fiction and nonfiction texts, watch videos and other material to ascertain the values and meaning of law in society. Examples include PRL 302 law and 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

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

The Paralegal program utilizes current events in law in multiple classes to address objective #2. For example, PRL 321 and; PRL 450 both have weekly forum posts that are centered on student identification and discussion of a current event article or case. In regard to #3, students are required in ALL PRL courses, to respond to prompts using the IRAC method: Fact summary; Legal/Policy Issue presented; Relevant Law; Analysis; Conclusion. The analysis section requires students to argue both facts and law that supports and is contra to their position.

Curriculum Map

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

Paralegal Studies

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

Changes to Curriculum

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

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for Paralegal Studies

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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.

Due to the extremely low numbers of students in the courses during the reporting period (average of 1-3 students per class) no data was gathered that would be statistically relevant to making determinations of student performance for review.

Improvement Narrative List

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

None - online program

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

None - online program

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

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?

None - online program

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

None - online program

Student Accomplishments

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

None

Alumni Accomplishments

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

Several graduates of the PRL remain in the Armed Services. Several graduates of the PRL program applied to and were admitted to various law schools, including Krystal Jarvis, who was admitted to the University of Maryland Francis King Carey School of Law upon recommendation of the program manager.

Faculty Accomplishments

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

None

Appendix

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	updates to the marketing material are suggested			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the program is aligned to the old mission, only objective 1 is active at this time.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	no curriculum changes			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	no assessment changes -but the assessment map needs to articulate the assessment activities so that an assessment findings will populate			

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	the program did not have sufficient student numbers to pull reliable data.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	the assessment findings did not populate and so there was no place to upload findings.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with Intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any Improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	this is an online program so it is not required to participate in this activity			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	this is an online program so it is not required to participate in this activity			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:	this is an online program so it is not required to participate in this activity			
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Documentation

The screenshot shows a web browser window with the URL www.williamwoods.edu/academics/online/undergraduate/bachelors_in_paralegal_studies.html. The page features the William Woods University logo and navigation menus. The main content area is titled "Online Bachelor of Science in Paralegal Studies" and includes a sub-header "Be an indispensable resource in the fields of law". Below this, there is a paragraph describing the program and a list of topics to be studied. A right-hand sidebar contains a list of program categories with expand/collapse icons.

William Woods University

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Online Bachelor of Science in Paralegal Studies

Be an indispensable resource in the fields of law

Either as a stepping stone to law school, or as a satisfying career in itself, the legal professions offer intellectual challenge and financial reward. The William Woods University online Bachelor of Science in Paralegal Studies has been a leader in the field for more than 40 years. We'll prepare you for a wide range of roles and a variety of industries, through academic excellence and hands-on experience, with the convenience and flexibility of online education.

As a part of William Woods online Bachelor's in Paralegal Studies, you will study:

- Substantive and procedural law
- American legal system
- Delivery of legal services
- Legal research and writing
- Law-related computer skills

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