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WILLIAM WOODS  
UNIVERSITY

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**Paralegal Studies Annual Assessment 2023-2024**

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# Annual Assessment 2023-2024

## 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. However during the 23/24 AY, the program was changed to Legal Studies and the mission statement needs to be revised.

#### Program Data

##### Delivery Method

Traditional On Campus  
Online (selected)  
Hybrid

##### Students Majors 2023-2024

19

##### Student Majors 2022-2023

15

##### Student Minors 2023-2024

##### Student Minors 2022-2023

#### Concentrations 2023-2024

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

None

#### Concentrations 2022-2023

*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 was 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. Students have very good employment prospects in this major. Non-traditional students are frequently already working in a legal environment. Due to the change in the program to Legal Studies, and the Woods Global, the demographics have changed to primarily out of state students, many of whom are in law enforcement. Many of these students are planning to apply to law school. I do not know what to expect in regard to attrition and retention with this change in the emphasis of the program.

### **Optimal Enrollment**

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

30

### **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?*

I do not know how Woods Global markets the online programs. The website is better, but still needs improvement, especially in regard to highlighting the variety of employment opportunities and advanced education as well as the value of understanding law and politics to be an informed citizen.

### **Marketing Material**

## 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 Institutional Objectives

*Please discuss the Program alignment to the Institutional 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.*

The Paralegal Studies degree was aligned as to educational expertise in a profession. As Legal Studies, the program will continue to meet this criteria, with a broader base of knowledge to prepare students for prelaw, other professions, and employment in law related professional level positions in addition to paralegal practice.

Institutional\_objectives\_2.docx

### 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)?*

Cultures and communities - The PLS curriculum includes course and material that includes multiple cultures and communities in both political and legal contexts. Courses such as Law, Ethics and Morality, International Politics and Law and Politics and Government all include aspects of this general education objective.

Information Literacy - All law and political academic inquiry requires information literacy. In particular Critical Thinking About Politics requires student's to evaluate and explore authority, as does Electronic Legal Research.

Inquiry and Analysis - Many PLS courses are directed at inquiry and analysis through research assignments, structured argument and review and discussion of primary source documents and cases.

Communication - Students are required to extensively write and engage in oral communication through debate and argument.

Expression and Invention - PLS courses require students to structure and defend innovative solutions to case studies and political issues.



### NSSE Objectives Discussed Spring 2022

### Program Alignment to NSSE Objectives

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

Not applicable

## 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
<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

### 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?*

This program was changed from Paralegal Studies (a BS degree completion program) to Legal Studies (a BA program). Unfortunately, courses that were deleted were still offered and courses that were added were not offered to students. In addition the change in the focus of the program from paralegal studies to legal studies requires a change to the curriculum map and the assessment assignments..

## 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.*

Students are assessed on completion of written assignments that are tied to the program objectives. Based on the planned changes to the program curriculum; subsequent problems with course scheduling; university plans to change the number of courseweeks; and move to OER, the assignments have not yet been adjusted to reflect the change from Paralegal Studies to Legal Studies.

#### 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?*

Not applicable

### 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?*

Not applicable

### 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?*

Not applicable

### 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.*

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 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).*

None

**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

# Assessment Rubric

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:				
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:				
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:	this is an online degree and the program did not include the NSSE objectives to their courses. The institution uses the NSSE for only the on ground cohort.			
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:	hopefully the curriculum can get cleaned up and the correct courses will be offered when expected			
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:				

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:				
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 data did not populate due to the program not labeling the assessment activities in the assessment map.			
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 - in the past the online programs were not expected to participate.			
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 - in the past the online programs were not expected to participate.			
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:				
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:				