



Outcomes Assessment Timeline

Contact Person: Christie Highlander		Date Submitted: 10/19/2016	
Division: Business	Discipline/Program/Department: Paralegal Studies	Program Review Year: 2017	

Program Review Year of 2017

Goal	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Goal 1 1. Students will identify a legal issue in a fact pattern.	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	
Goal 2 2. Students will apply a rule of law to a fact pattern.	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	
Goal 3 8. Students will apply the Code of Ethics to a fact pattern.	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	
Goal 4 4. Students will analyze a case file and produce discovery documents that will result in material that is relevant and admissible at trial. (These documents must be deemed satisfactory by a licensed attorney.)	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	<input checked="" type="checkbox"/> I

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Goal	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
<p>Goal 5</p> <p>5. Students will analyze a fact pattern and produce a complaint or petition setting forth the relevant facts and requesting the appropriate relief. (These documents must be deemed satisfactory by a licensed attorney.)</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	
<p>Goal 6</p> <p>6. Students will research a legal issue using the Illinois law library in book form.</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	
<p>Goal 7</p> <p>7. Students will research a legal issue using computer-aided research such as Westlaw as well as other reputable online free legal resources such as government websites and bar association research databases.</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	<input checked="" type="checkbox"/> I
<p>Goal 8</p> <p>9. Students will demonstrate the appropriate way to deal with, and interview, a client or witness.</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	<input checked="" type="checkbox"/> I
<p>Goal 9</p> <p>10. Students will draft legal documents such as a will, bankruptcy petition, or divorce documents. (These documents must be deemed satisfactory by a licensed attorney.)</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	
<p>Goal 10</p> <p>11. Students will explain e-Discovery and e-Investigation as it pertains to the requirements of full disclosure in litigation.</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	
<p>Goal 11</p> <p>12. Students will identify common types of software utilized in law firms for document production, file management, case management and court document filing.</p>	<input checked="" type="checkbox"/> P	<input checked="" type="checkbox"/> P		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I		<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R	

Goal 12 Review Year of 2017	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R
13. Students will demonstrate professional behavior in the legal setting by completing a 225 hour internship. (All their activities will be supervised and deemed satisfactory by a licensed attorney.)									3			4				
Goal 13	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> R
3. Students will analyze statutes and case law and draft a memorandum of law that effectively synthesizes the material and conveys to the reader the status of the law on a legal issue.																

Comments:
 We conduct standatdized tests in Parl 120, Parl 230 and Parl 270 each semester, excluding most summer semesters. We require all students completing Parl 225 to become WestlawNext Certified which requires the students to take WestlawNext webinars and successfully pass a test with a 70% or higher. All students are required to complete an internship, Parl 290, and each employer completes an evaluation at the end of the internship. On those evaluations, we ask the employers to evaluate everything from their communication skills, both written and verbal, to their reasoning skills in their ability to follow instructions and to complete legal documents and their citizenship skills as we ask about their attendance, their dependability, their ability to work with others, etc. Therefore, the evaluation of this capstone course, Parl 290, implemented every semester, including summer, ensures that all students graduating with an AAS in Paralegal Studies, not only has practiced these skills but has attained competency and a skill level required in the legal profession. Please see the SLR from Fall 2015 as evidence of this. Going forward, we recognize that the detailed list of goals, all 13, expressed above are difficult to individually assess and therefore have been amended to reflect a more concise, stream-lined evaluation of the Core Competencies.

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