Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Business Administration

Discipline Name
Legal Studies

Department Chair Name
Jackie Martin

Division Name
Arts, Media and Business Administration

Website address for your discipline
https://www.palomar.edu/business

Discipline Mission statement
The mission of the Legal Studies program is to prepare students for the legal field by providing courses that emphasize critical thinking, writing, and argument, guidance towards preparation for a legal/paralegal career and/or law school, and activities that simulate events in the legal community.

This interdisciplinary transfer degree in Law, Public Policy & Society provides the preparatory skills and knowledge for a variety of majors related to careers in law, public policy, and public administration. It also provides students with the knowledge they need to be effective and informed global citizens through the study of U.S. government and ethical decision-making, qualitative and quantitative analysis of legal and policy solutions to social problems, and developing the advocacy and communication skills required to form strong, supported and persuasive arguments.

The coursework required to earn an AA-T in Law, Public Policy, and Society has been identified as good preparation for law school upon completion of a bachelor's degree in addition to Public Administration, Public Relations, American Studies, Criminal Justice, Criminology, Global Intelligence and National Security, International Relations, Philosophy, Political Science, and Social and Behavioral Sciences (Political Economy Concentration).

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Legal Studies, AA
Legal Support Assistant (CP)
AAT, Law, Public Policy and Society (forthcoming 2019-2020)

Please list the names and positions of everyone who helped to complete this document.
Jackie Martin, Lakshmi Paranthaman

Full-time faculty (FTEF)
1

Part-time faculty (FTEF)
6

Classified & other staff positions that support this discipline
None.

Additional hourly staff that support this discipline and/or department
None.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
The new program outcomes are well-aligned with the scope and depth of degree/certificates and employer/transfer expectations and reflect knowledge, skills, and attitudinal outcomes.

Describe your program's plan for assessing program learning outcomes.
Program Learning Outcomes are currently mapped to courses, but individual course SLO's need revision and need to be linked back up to the PLO's in TracDat. Ideally, assessment of programmatic outcomes should be linked to course level SLO's, and course level SLO's in aggregate should then show whether programmatic learning outcomes are being met.

Summarize the major findings of your program outcomes assessments.
The course level SLO's indicate an attainment of programmatic learning outcomes for communication, foundational knowledge, analysis and problem solving/critical reasoning, but have not yet been mapped to assess attitudinal outcomes based on ethics in the newly created PLO's.

Reflecting on the major findings you summarized, what are some questions you still have about

students' learning in your program that you have not yet been able to address with your outcomes assessments?
Whether (and how) the change from a more formal paralegal program to the new AAT in Law, Public Policy & Society, will change student demographics and whether the program will need to adapt to effectively meet the needs of a new student population (if the change is substantial).

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
Our Program Learning Outcomes align as follows (LPPS = Law, Public Policy & Society & LA = Legal Assisting):

1.   GE/ILO 1: Communication
    a.   LPPS PLO 2 - Demonstrate competence in reading comprehension and written and oral communication to suit a variety of rhetorical situations.
    b.   LA PLO 2 - Develop clear, concise, and persuasive letters, memoranda, and reports for legal and business communication.

2.   GE/ILO 2: Computation
    a.   LPPS PLO 3 - Critically research, read, analyze, compare, interpret, and evaluate complex sources of information and to compose, communicate, and defend logical, thesis or hypothesis-driven arguments. (Includes Quantitative Analysis & Required Course in Statistics)
    b.   LPS PLO 4 - Implement the critical reasoning and problem solving skills to evaluate the strength of an argument or policy proposal and weigh the likely outcome of a case or policy decision. (Includes Quantitative Analysis & Required Course in Statistics)
    c.   LA PLO 3 - Analyze and solve legal practice administration and business problems using computers and software packages including data processing systems, decision support systems, and systems analysis.

3.   GE/ILO 3: Creative, Critical, and Analytical Thinking
    a.   LPPS PLO 3 - Critically research, read, analyze, compare, interpret, and evaluate complex sources of information and to compose, communicate, and defend logical, thesis or hypothesis-driven arguments. (Includes Quantitative Analysis & Required Course in Statistics)
    b.   LPPS PLO 4 - Implement the critical reasoning and problem solving skills to evaluate the strength of an argument or policy proposal and weigh the likely outcome of a case or policy decision. (Includes Quantitative Analysis & Required Course in Statistics)
    c.   LA PLO 3 - Analyze and solve legal practice administration and business problems using computers and software packages including data processing systems, decision support systems, and systems analysis.

4.   GE/ILO 4: Community, Multicultural/Global Consciousness and Responsibility
    a.   LPPS PLO 6 - Identify ethical issues and conflicting priorities that arise in the contexts of the justice

system, public policy, and the legal profession and identify tools, methods, and approaches to resolve these dilemmas.

   b.   LA PLO 5: Identify ethical issues and conflicting priorities that arise in the contexts of the legal profession and approaches to resolve these dilemmas.

5.   GE/ILO 5: Foundation Knowledge of Discipline
   a.   LPPS PLO 1 & LA PLO 1 - Understand the structure, processes, and fundamental legal principles of the U.S. government and legal system.
   b.   LPPS PLO 5 & LA PLO 4 - Demonstrate knowledge and an understanding of key concepts in selected areas of substantive law and public policy.

6.   GE/ILO 6: Integrative Learning (e.g. learning communities, service learning, engagement through the arts)
   a.   The AA-T in Law, Public Policy & Society includes a cooperative learning course that is required for the Pathways to Law School initiative.

Our individual Legal Studies courses align as follows:

GE/ILO 1: Communication -- All legal studies courses require at least one assessed written communication through a written research memo, paper, or legal document. Some have an additional oral communication assessment component through presentation/debate projects. Additionally, there are interdisciplinary requirements that also meet these GE/ILOs with English, Speech, History, etc.

GE/ILO 3: Creative, Critical, and Analytical Thinking -- All legal studies course require analytical thinking in applying the law to different fact patterns and weighing arguments for and against a case outcome or policy decision.

GE/ILO 4: Community, Multicultural/Global Consciousness and Responsibility - LS 121 (Intro to Law) and LS 240 (Civil Liberties) all focus on ethical issues through the class and discuss the policy framework that underlies areas of law. LS 145 (Legal Ethics) is completely devoted to professional ethics.

GE/ILO 5: Foundational Knowledge of Discipline - All LS courses (LS 105, LS 110, LS 121, LS 145, and LS 240) provide foundational knowledge needed to understand the law and American legal system.

GE/ILO 6: Integrative Learning - Some LS courses require trial observation as part of the course. The new AA-T for LPPs integrates a cooperative learning course, but this TMC is still in the approval process.

 Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
Faculty report that the legal memorandum serves as a useful assessment tool for communication, critical/analytical thinking, and foundational knowledge.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward)

for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
2017-18, Total 8

AA degree, 5
CP, 3

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?
New hire, increased enrollment and focus on making sure students were properly advised regarding completion. Dual listing with Poli Sci several key courses as well, LS121 and LS240.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
LS 145, and LS 121 are part of the new TMC, "Law, Public Policy and Society." They are also articulated with the UCSD Extension Paralegal Program. This agreement with UCSD was renewed last year.

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
Yes, however, the good news is that in 2017-2018 the number of completions rose to 8! :)
The new TMC that was approved by our local curriculum committee 2018-19 will ensure more completions of the LS AA degree and CP as students complete these stackable certificates and degrees.
Also the hiring of a new FT faculty member to lead this program will also ensure program growth and success. We are already experiencing increased enrollment in two key courses: LS 121 and LS 145 and a new transfer degree has been created within the first year of hire.
Additionally we will add two new dual enrollment courses to our schedule next year at Vista High School.
Chair Jackie Martin and Professor Paranthaman is also leading the Pathways to Law School Initiative and has held two highly visible and well attended events at Palomar and the Vista Courthouse spring 2019.
Professor Paranthaman and Professor Limer created the Law Club in 2018-2019.

What is your program standard for program completion?
70.0%

Why did you choose this standard?
We have aligned our course success rates with that of the College's institutional standard for course success rates, as we
believe this is a good baseline for measuring student success in our courses.

What is your Stretch goal for program completion?
75.0%

How did you decide upon your stretch goal?
The overall increase in Legal Studies enrollment will help to increase the likelihood that required courses will be offered consistently, which should help increase program completions.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?
Efficiency decreased from 62% in 2013-14 to 49% 2017-18. Yes, due to the discontinuance of the Paralegal Program, and the retirement of the FT faculty member several years ago with the SERP, who was leading the LS Program.

What factors have influenced your efficiency trends?
See above.
We have hired a new FT faculty member to oversee this program, and we expect to see an upward trend in the next few years.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
LS 105, LS110, LS 261, LS 290 have not been offered for some time. Program review and updates will occur in the 2019-2020 academic year for both the LS AA degree and the CP. This will eliminate duplication of degrees and make the single certificate stackable to the TMC in Law, PP and Society.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
The college's course success rate, as well as many other college's success rates are 70% and above.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Increased

Was this expected?
Increase from 59% 2013-2014 to 70% 2017-18.

What is your Stretch goal for COURSE success rates?
75.0%

How did you decide upon the goal?
Students who are majoring in the field of law need to learn their course material well. They may take industry exams such as the LSAT, and competition for jobs in their field is high.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
From 2013-14 through 2017-18 these rates have stayed quite high, 95%, 90%, 93%, 89%, 94% respectively.

Are there differences in success or retention rates in the following groups? (choose all that apply)
Ethnicity
Age

Age: Why do you think age differences exist? What do you need to help close the gap?
There seems to be some differences in success rates between the 25-40 age group and the younger age demographic groups, however, the older age groups had higher success rates from 2013-2016 and lower success rates from 2016-2018. Simultaneously, the distribution of age in overall enrollment has changed and may reflect the decrease in paralegal enrollment with an increase in pre-law students (change in student make up and goals). Given the number of changing variables, it is hard to make a meaningful conclusion at this time.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
There is a percentage gap in student success rates between white students and other ethnicities in 4 of the last 5 years, however, there are also changes in this data that may be attributed to the programmatic causes outlined above. However, there are often hidden third variables like socio-economic class that may correlate with ethnicity explaining variations in success due to competing work and family commitments and family support for education. Cohort programs like Puente and Umoja that help provide additional support and guidance to students may help in continuing to close the success gap.

Are there differences in success/retention between on-campus and online courses?
Yes

Do you have any best practice methods you use for online courses to share with the community?
Early outreach to students who fall behind or score poorly on an assignment and several sources of practice/review for course learning. I'd love to learn about best practices from other faculty.

Please explain.
Online courses have a lower success rate than on-campus classes, however, the gap in success rates is inline with the gap for online courses in general. (https://www.ppic.org/press-release/online-courses-in-community-colleges-see-major-growth-but-student-success-rates-lag/). This may be due to the challenges of asynchronous communication and slower recognition of the need for faculty intervention. It may also be due to self-selection variables of students for online courses, a diminished sense of accountability without classmate/faculty relationships, difficulty with self-pacing for students, etc. Additional resources for pedagogical training and technology support for online courses may be helpful in improving online courses, in general.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
All FT and adjunct faculty are asked to assess course SLO's and provide supporting data and their interpretation of that data for course evaluation at periodic intervals (yearly or bi-annually).

How have you improved course-level assessment methods since the last PRP?
We collected course-level assessment data from faculty in Spring 2018 to ensure data compliance in all recently offered courses, and mapped all courses to newly articulated program level outcomes in Fall 2018 with adjunct faculty input.

Summarize the major findings of your course outcomes assessments.
All assessed courses met the goals outlined for the courses at the 70% or higher mark.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
How to provide additional options for learning to students who are struggling with difficult concepts in a format that is accessible to them.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
Improving course SLO's and linking them to PLO's.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
By completing course outcomes that build into higher level program outcomes. We have program maps available that map course learning to program outcomes that we are happy to share. (It would be great to be able to share them as an attachment here).

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
We offer courses in a logical fashion with foundational knowledge courses occurring in the first part of the program, alongside relevant GE courses. We assume the program mapping initiative will provide opportunities for students to find program maps online and perhaps through an app?, but we currently offer printed marketing collateral outlining required and elective courses for each of our program degrees and certificates. We post all of these within our department and distribute them at relevant/related student programs. We also work with counseling faculty to ensure they are familiar with the Legal Studies certificates and programs.

We haven't finished the maps yet. How is the college going to be sharing them? They should be standardized, branded the same and be available everywhere including on an app.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
We offer classes during the day in prime time slots, F2F, for this program. It is small and we need to capture students when they are most likely to be taking other classes. The program is not yet large enough for us to use block scheduling for these classes, but regarding the transfer degree (that is forthcoming) it is inter-disciplinary so most of the classes in the degree are offered during various times, and in various modalities to include F2F, hybrid and fully online as well as some that are in FT block scheduling.

How do you work with other departments that require your course(s) for program completion?
We collaborated with LS (our reach out) to dually list LS121 and LS145 to increase enrollment and ensure course existence and growth. We created a TMC this year which incorporates classes from many different disciplines so it helps various departments and divisions and the college at large.

Does your discipline offer cross-listed courses?
Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?
We work one on one with them. We directly talk to and email the faculty member and the ADA.

Are there curriculum concerns that need to be resolved in your department? What are they?
"For the committee reading this I would add this for multi-disciplinary departments:

Are there curriculum concerns related to this program, that need...

No, there are not. Not related to this program, but yes, related to others."

Are there courses that should be added or removed from your program - please explain?
We will be making program changes fall 2019 to the LS AA degree and LS CP to align with the new AAT

LPPS degree and its transfer articulation agreements as well as with the outcomes of recent program initiatives (e.g., Pathways to Law School). We will also consider curriculum changes based on industry feedback in the next year to reevaluate the relevance of course content. This may result in the removal of courses to streamline our certificates and degrees.

How is the potential need for program/course deactivation addressed by the department?
See above.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
"I read this question as follows: ""Are there courses in this program that are being considered for not-for-credit or non-credit at this time?""

We have several pilot initiatives for this program and would like to see how they impact the Legal Studies program in the next year. At that time, we will consider areas for growth that may include not-for-credit options.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
Presently, this program offers one course in an online format, LS 110, although it has also been considered for LS 140. We consider the scheduling needs of our student population (as evidenced by course fill rates at different scheduling times), success rates of students in an online course, as well as the effective translation of legal studies pedagogy into an online format to ensure student learning, teaching effectiveness, and professional preparation. Potential new student populations through dual enrollment initiatives may also shape this discussion as the program grows.

Describe other data and/or information that you have considered as part of the evaluation of your program
We are exploring and considering current labor market demands and trends, the availability of competing programs in the discipline, ABA accreditation criteria for evaluating paralegal program viability, opportunities for interdisciplinary coordination at Palomar College and articulation with four year institutions, advisory board and community input, and the availability of internal resources and support.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI

- [LaunchBoard](#)

- [LaunchBoard Resource Library](#)

- [Chancellor's Office Data Mart](#)

- [San Diego Workforce Partnership](#)

- [State of CA EDD](#)

- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

File Clerks, Legal Secretaries, Legal Support Workers, Paralegals, Contracts Administration, Compliance Officer, Court Clerk. After completing this program. If they continue to a four year degree: Lawyers, Public Administration, Law Teachers, Adjudicators, Law Judges, Paralegals, Mediators, Arbitrators.

https://www.onetonline.org/find/quick?s=legal+studies

For Public Administration (Being Explored with AAT LPPS articulation):
Think Tank/Policy Analyst, Intelligence Analyst, Lobbyist, Politician, Civil Service Manager, Foreign Service Officer, Program Director, Program Analyst, Policy Director, Public Relations, Chief Executive/Executive Director, Consultant, Political Analyst, Legislative Analyst, City Manager, Education Administrator, Urban Planner

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
While KSA's can vary greatly by profession, these may include:

Knowledge of: Law and Government, English Language, Customer and Personal Service, Administration and Management, Personnel and Human Resources, Clerical, Applied Computer/Technology Proficiency, Education & Training, Public Safety & Security

Skills: Active Listening, Speaking, Reading Comprehension, Critical Thinking, Complex Problem Solving, Judgment and Decision Making, Negotiation, Persuasion, Writing, Active Learning, Time Management, Social Perceptiveness, Monitoring, Systems Analysis, Coordination, Instructing, Service Orientation, Learning Strategies, Systems Evaluation, Mathematics

Abilities: Oral Expression, Oral Comprehension Written Comprehension, Speech Clarity, Written Expression, Deductive Reasoning, Inductive Reasoning, Information Ordering, Problem Sensitivity, Category Flexibility, Fluency of Ideas, Originality, Selective Attention, Speech Recognition, Mathematical Reasoning

Knowledge (With Descriptions)
   Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
   English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
   Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
   Customer and Personal Service — Knowledge of principles and processes for providing customer and

personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

    Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Technology Skills (With Descriptions)

    Analytical or scientific software — a la mode WinTOTAL; LexisNexis CourtLink Strategic Profiles; Uniscribe; Wilson's Computer Applications RealEasy Appraisals

    Data base user interface and query software — Data entry software Hot technology ; Microsoft Access Hot technology ; Relativity e-Discovery; TrialWorks

    Desktop publishing software — Digital contract software; Microsoft Publisher; ProForce Paralegal Pro-Pack; Sure Will Writer

    Document management software — Adobe Systems Adobe Acrobat Hot technology ; CaseSoft DepPrep; LexisNexis HotDocs; Summation Blaze

    Information retrieval or search software — American LegalNet USCourtForms; LexisNexis; Thomson West FindLaw; Westlaw Real Property Deed Images

Skills (With Descriptions)

    Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

    Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

    Speaking — Talking to others to convey information effectively.

    Writing — Communicating effectively in writing as appropriate for the needs of the audience.

    Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Abilities (with Descriptions)

    Written Comprehension — The ability to read and understand information and ideas presented in writing.

    Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

    Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

    Written Expression — The ability to communicate information and ideas in writing so others will understand.

    Near Vision — The ability to see details at close range (within a few feet of the observer).

 How does your program help students build these KSA's?
The CP includes a Keyboarding course and a legal software course, LS 110, a hands-on legal technology course; high level critical thinking, writing, active listening and speaking are all skills that are taught in the LS classes. Mock court trials, visits to the courthouse, speed interviewing with judges, real world legal cases and news are used as case studies to learn legal terms and practices, and critical thinking at an application level.
Legal knowledge is taught through case studies, case precedent, and current news.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
Yes

What have you done to integrate work-based learning?
The new AAT LPPPS includes a cooperative learning course. We are working with Jason Jarvinen to create a more robust co-op/work experience program for students interested in legal internships.

Professor Paranthaman created a list of potential organizations in North County with which students might gain legal experience and is also partnering with Suzanne Sebring to explore the possibility of bringing the San Diego Clean Slate Clinic to Palomar College. (The San Diego Clean Slate Clinic is a nonprofit that provides free legal assistance with expungements, early termination of probation, and felony reductions to misdemeanors. (http://www.sd-csc.org/services.html)). Bringing this clinic to Palomar College would provide a supplemental service to the probation meetings/LiveScan services that Suzanne is working to offer at Palomar which benefits our Transitions population, and it provides a meaningful, on-campus, service learning/work experience opportunity for students interested in law, administration of justice, and social services.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
At this level the main areas for learning are written and verbal communication, professionalism, some foundational knowledge of law and legal processes, and career exploration.

How do you engage with the community to keep them apprised of opportunities in your program?
regular meetings with community stakeholders, forthcoming dual enrollment with Vista High School, participation in Palomar events (House of Humanities participant), news articles in the Palomar newsletter about programming, bringing students into the community (e.g., meet the judges event), bringing guest speakers from the community to Palomar College (law careers & diversity event), connecting member of campus to related community groups (connected counselors to the Earl B. Gilliam Foundation - African American Lawyers Association as well as to Puente - Latino Lawyers Association).

What is the regional three-year projected occupational growth for your program(s)?

 What is being done at the program level to assist students with job placement and workforce preparedness?
Career Programming
In Spring 2019, Professor Paranthaman coordinated two career-related programs – A Legal Careers & Diversity Panel in February and a "Meet the Judges Lunch" in April, which included a MentorJet session with attorneys and judges. During both events, successful legal professionals gave career advice and mentoring to students interested in legal careers. JusticeCorps (a program of AmeriCorps) also spoke about opportunities to participate at the courts upon transfer to CSU San Marcos, UCSD, or SDSU. Similarly, Professor Paranthaman brought a law school admissions speaker to the Law Club in spring 2018 and the club is coordinating law school tours for participants. Legal internship information and programs like the LSAC PLUS program at Chapman Law School this summer, the CalWestern AIM for Law School Program, and the Temecula Legal Scholars program is regularly disseminated to legal studies and law club students. Some faculty also offer extra credit for informational interviews with legal professionals and for attending professional events with local law organizations.

Career Resources
Professor Paranthaman has a background in career advising and has created informational interviewing guides with scripts and step-by-step instructions for all Legal Studies students in addition to a list of local organizations with member databases to find contact information for local professionals.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
Community Advisory Meeting on April 10th, 2019, at Urge in San Marcos. The Advisory Program in the business department brings in professionals from the community to advise the department administration and discipline experts on potential internship opportunities as well as to provide input on needed skills for professional success. The advisors gave support to the new AAT in Law, Public Policy & Society and one advisor offered a public policy internship (as she is a San Marcos City Council member). Professor

Paranthaman is scheduled to meet with the City of Escondido to discuss potential internship opportunities for students interested in exploring public administration careers and Tina Ngo said she would assist us in analyzing whether public administration is a needed area for training in the region.

What are the San Diego County/Imperial County Job Openings?
San Diego County - EDD Data 2012-2022

Job Title	Industry	Job Openings	Job Postings
Legal Secretaries	Professional and Technical Services	499	296
Paralegals	Professional and Technical Services	1,248	430
Lawyers	Professional and Technical Services	1,480	436
Lawyers	Financial Services and Real Estate	95	436
Lawyers	Biotechnology	59	436
Law Teachers	Education and Training	64	2
San Diego Openings Total		3,445	

Imperial County Data

Job Title	Industry	Job Openings	Job Postings
Lawyers	Professional and Technical Services	15	7

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Revise course SLO's and link to Program Learning Objectives in Trac Dat.

Is this a new or existing goal?
New

How will you complete this goal?
Research methods of assessment and meet with adjunct faculty for buy-in.

Outcome(s) expected (qualitative/quantitative)
Revise course SLO's and enter into TracDat tied to PLO's

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This aligns with the school mission of excellence in teaching and learning by assessing the accomplishment of our learning goals and objectives and making changes, if necessary.

Expected Goal Completion Date

Goal 2

Brief Description
Launch Pathway to Law Initiative

Is this a new or existing goal?
New

How will you complete this goal?
Continue building infrastructure required to comply with Pathway to Law requirements.
Complete Pathway to Law application (and hopefully, be accepted).
Create first cohort for the Pathway to Law program.

Outcome(s) expected (qualitative/quantitative)
Clearer articulation of career pathway for students interested in legal careers.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal aligns with guided pathways in creating formal structure, programming, and support around those pursuing legal careers. It also supports the school mission of diversity and equity in serving as a talent pipeline for underrepresented groups into the legal profession.

Expected Goal Completion Date
8/17/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No