



Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Business Administration

Discipline Name
Legal Studies (LS)

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).

[\(click here for information on how to create a mission statement\)](#)

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.

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.](#)

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.

2018-2019, Total 2

AA degree, 1

CP, 1

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

Decreased

What factors have influenced your completion trends?

Switching to AA-T in Law, Public Policy & Society, and we received news today, October 30th 2019 that the degree was approved at the Chancellor's Office! This is wonderful news for our students.

Also, LS 145 (a required course) was not offered in 2018-2019, but is being offered this fall. Program completions should increase upon approval of the AA-T LPPS degree.

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.

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.

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.

Note for Fall 2018 data: I don't think the age data is correct for Fall 2018 LS 121. There were several students over 24 years old who competed the course (at least 15%), but the data says that everyone in the class was 24 or younger. Spring 2019 data is not currently available on the Institutional Research & Planning website.

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.

Note for Fall 2018 data: I don't think the Fall 2018 ethnicity data is accurate for LS 121. Approximately 10% of the class was African America and 3.5% was Asian, but the data shows 0%. Spring 2019 data is

not currently available on the Institutional Research & Planning website.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have not made any major change to assessment method in the last six months (comprehensive report submitted April 2019).

Summarize the major findings of your course outcomes assessments.

Spring 2019 data is not currently available and only one LS course was offered in Fall 2018. Although the PRP data shows a 61% success rate, my grade roster shows a 68% success rate for the course (success = students achieving a grade of 70% or higher). Of those who actually continued to come to class and participated through the final, only two did not pass. Of the students who did not continue in the class, one had health challenges and one had transportation challenges.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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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?

Existing

Goal Status

Ongoing

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

1/1/2020

Goal 2

Brief Description

Launch Pathway to Law Initiative

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

Are there processes that need to be examined to ensure we are being the most efficient with funding?

No

Are there ongoing needs in your department budget that you currently do not have the resources for?

No

Do you have non-general fund sources of funding?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?

No

Review

Chair Review

Chair Comments

Reviewed and approved.

Chair Name

Jackie Martin

Chair Sign Date

10/30/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Dean Sign Date

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Thank you for identifying needs for outcomes.
Congrats on AAT news!

Really appreciate the idea son Guided Pathways- looking forward.

Areas of Concern, if any:

Recommendations for improvement:

Summary of data makes sense - i think iut will take a few cycles with new program and students to draw conclusions that can be acted upon etc.

Vice President Name

Jack S. Kahn, Ph.D.

Vice President Sign Date

1/2/2020