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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

2020-2021

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 TOP coded as vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

1

Full-time Faculty (FTEF)

0.2

Part-time faculty (FTEF)

0.4

Classified and other permanent staff positions that support this discipline

None (other than department administrative support)

Additional hourly staff that support this discipline and/or department

None.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

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.

How do they align with employer and transfer expectations?

The Legal Studies AA-T aligns with the Transfer Model Curriculum for Law, Public Policy & Society. Many of the component courses are also C-ID approved.

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.

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.

2019-2020, Total 8

CP (discontinued), 3

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

Increased

What factors have influenced your completion trends?

AA-T is a newly approved degree that is growing in popularity. It is important that all the required courses are offered and have been recently. It is also important that the introduction class is introduction level. The year prior we had 8 completions, and I believe we may have decreased last year in alignment with the overall completion trend at Palomar.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

The degree and metrics are solid, but the completions need to improve. This semester 45 students enrolled in our introductory course, LS 121, so I hope enrollment will improve.

How have these factors presented challenges for your program(s)?

The AA-T was created to address challenges in the Legal Studies AA. It has to be given enough time for students to complete 2 years of the 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.

This group began to diminish, but in Fall 2019, started to increase again. This may simply be because older adults have more responsibilities and must be more disciplined in getting the work and reading done. They may also be more motivated to complete a degree, but I cannot decisively conclude anything without good data on these factors.

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.

COURSE LEARNING 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.

Fall 2019 data shows a 67% success rate, slightly lower than the school's 69.4% overall success rate. And our Fall 2019 retention rate was 88.3% retention rate, again lower than the school's overall 91.7% retention rate.

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

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

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.

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?

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?

High level critical thinking, writing, active listening and speaking are all skills taught in the LS classes. 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.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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.

This Potential Program on hold due to COVID:

Lakshmi and Suzanne Sebring have discussed 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).

Because of COVID this year, we are doing a webinar with a San Diego DA and a pre-taped interview with a Public Defender and Judge.

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

Completed

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 (Put on Hold During Financial Turnaround)

Is this a new or existing goal?**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

8/17/2023

Goal 3

Brief Description

Increase Enrollment in LPPS AA-T Degree

Is this a new or existing goal?

New

How will you complete this goal?

This will be more difficult with online classes, but for LPPS AA-T, hopefully, a good introductory class experience will lead to continued program growth.

Outcome(s) expected (qualitative/quantitative)

Growth to at least 20 graduates in our program each year

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

It aligns with the overall goals of program growth and profitability. It also aligns with transferability and with the Guided Pathway for legal careers.

Expected Goal Completion Date

1/1/2025

Goal 4**Brief Description**

Deactivate the Legal Studies A.A. degree and the Legal Support Assistant Certificate of Proficiency

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

Deactivate programs following college guidelines.

Outcome(s) expected (qualitative/quantitative)

Course no longer offered, degrees not in demand.
Will counsel these students into the new LPPS AA-T

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

It creates a recent, updated transfer program pathway for students interested in law related careers.

Expected Goal Completion Date

5/20/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

lparanthaman@palomar.edu

Review

Chair Review

Chair Comments

Reviewed and approved.

Chair Name

Jackie Martin

Chair Sign Date

10/26/2020

Dean Review

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

There has been tremendous work in this discipline over the last few years. With the addition of the AA-T in Law, Public Policy and Society this program will continue to grow. There have been exciting outreach events and connections to the legal community.

Areas of Concern, if any:

None

Recommendations for improvement:

None

Dean Name

Justin Smiley

Dean Sign Date

11/6/2020

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:

strong, new program -- lots of possibility; WBL

Areas of Concern, if any:

low success and retention rates
vague outcomes provided for goals

Recommendations for improvement:

1. As part of SLO assessment, discussing ways to impact instruction to help more students master the material
2. Rewrite goal outcomes with more specific detail

Vice President Name

Shayla Sivert

Vice President Sign Date

1/3/2021