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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Arts, Media and Business Administration

Department Name
Business Administration

Department Chair Name
Jackie Martin

Discipline Name
Legal Studies (LS)

Department Chair email
ljmartin@palomar.edu

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

Website address for your discipline
<https://www2.palomar.edu/pages/business/legal/>

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).

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The Legal Studies program teaches our students to see both sides of an issue, engage in constructive academic discourse, to support one's argument with factual research and legal authority, and to argue fairly. This prepares them to engage effectively with our local and global communities, and, hopefully, to become a better version of themselves. Our faculty respect each of our student's experiences and support them to achieve academic success.

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

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.

AA-T, Law Public Policy & Society

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

0.2

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

0.2

List the classified and other permanent staff positions that support this discipline.

Business Department ADA

List additional hourly staff that support this discipline and/or department

N/A

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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?

Our 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 LPPS degree is based on a model curriculum and comprised mostly of C-ID courses that are pre-approved for transfer to 4-year schools. We also have an articulation with the paralegal program at UCSD to transfer 3 of our courses.

Describe your program's plan for assessing program learning outcomes.

Program Learning Outcomes (PLOs) are currently mapped to course level SLOs to show whether programmatic learning outcomes are being met. Course level SLOs are generally assessed annually or bi-annually, which, in turn, inform whether PLOs are being met.

Summarize the major findings of your program outcomes assessments.

When last assessed during the 2020-2021 school year, all four of our program outcome assessments were met or exceeded.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

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 AA-T for LPPS integrates a cooperative learning course.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

Our individual Legal Studies courses align as follows:

GE/ILO 1: Communication -- LS 121 assessed a closed universe pleading assignment, LS 240 assessed written essays, and LS 145 assessed a written paper on ethics. In both classes, the goal of 70% receiving a grade of 70% or better were met.

GE/ILO 3: Creative, Critical, and Analytical Thinking -- All LS courses require this learning outcome, and all assessed LS courses met the goal of 70% receiving a C or higher in the course.

GE/ILO 4: Community, Multicultural/Global Consciousness and Responsibility - All LS courses require this learning outcome, and all assessed LS courses met the goal of 70% receiving a C or higher in the course.

GE/ILO 5: Foundational Knowledge of Discipline - All LS courses align with this GE/ILO and all courses met or exceeded the goal of receiving a C or higher in the course and final examination.

GE/ILO 6: Integrative Learning - The cooperative learning course that aligns with the LPPS degree reports that 9 of 9 students identified connections between their current work experience and future education and career goals.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Academic Year Ending 2016 2017 2018 2019 2020

Associate in Arts Degree 2 6 1 1 1

Certificate of Proficiency (discontinued) 3 3 1 0 1

Total 5 9 2 1 2

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

Decreased

What factors have influenced your completion trends?

We have changed the stand-alone AA degree to a transferable AA-T in Law, Public Policy & Society. This degree was approved in 2019, and is just gaining traction. Given that this is a 2-year transfer degree, we hope to see our completions grow going forward.

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

Yes

Please list them

Two courses, LS 121 and LS 240, are crossed listed with POSC and included in the new POSC transfer degree.

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

Yes

What steps are you taking to address these completions?

In 2018-2019, we sponsored high profile events to raise awareness about the new LPPS degree, including a Law Careers Panel and a Meet the Judges Luncheon, in which students were speed mentored by Superior Court judges. These events were scheduled to continue in 2020, but were cancelled due to COVID-19. We also reinstated the Law Club, which diminished after COVID. We have ensured that all courses required to complete the AA-T LPPS have been offered.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?

7

Why did you choose this standard?

Although we have not met this standard for program completion through the transition, we hope annual completions will increase to at least 7 to justify the long term continuance of the Legal Studies program.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

20

How did you decide upon your stretch goal?

This stretch goal is a target above what we expect to accomplish in the short-term, but within realistic reach in the long-term.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

Increased

Were these trends expected? Please explain.

Our enrollment from 2015-2019 decreased and then started to increase after 2018: 80 68 40 31 60

This trend enrollment correlates with the sunseting of the stand-alone AA in Legal Studies and the introduction of the new AA-T in Law, Public Policy & Society in 2019.

Our efficiency rates have improved over time, rising from 254.31 in 2015 to 510.00 in 2019. This was expected because we eliminated duplication of degrees. We also eliminated courses that did not align with the LPPS degree.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

As mentioned previously, this program has been in a state of transition, but we believe we have laid the groundwork for program efficiency and growth going forward.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Our LPPS transfer degree is new, so there is necessarily a ramp-up period during which students and counseling staff are becoming more aware of the degree and its transferability. There are also areas of growth within the degree (e.g., public administration) that we have not yet been able to capitalize upon. The financial and pandemic constraints of 2020 contributed to these challenges.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Our course success rate decreased from 73.5% in 2016 to 66.7% in 2020. While this was not expected, it may be explained by the changing course demographic from a vocational paralegal program to a transfer degree program. We also switched to a fully online curriculum in Fall 2020 because of the pandemic.

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

Decreased

Was this expected? Please explain.

Our retention rate decreased from 89.7% in 2016 to 83.3% in 2020. This may be explained, in part, by a switch to a fully online curriculum in Fall 2020, as distance education generally trends towards lower completion rates.

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

Gender

Age

Ethnicity

Gender: Why do you think gender differences exist? What do you need to help close the gap?

In Fall 2020, women had higher success (69%) rates than men (61%), but lower retention rates (81% v. 89%). In Spring 2021, men had higher success and retention rates (87% and 93%) than women (50% and 57%), so the gender difference may not be systemic for success, although it does appear the retention rate among women is consistently lower. I would be interested to know how gender correlates with age and full-time/part-time student status to better understand this issue. As mentioned below, we may need to consider scheduling online or evening scheduling to help the full-time/part-time divide. Methods to help close the gender gap may include:

1. Be aware of the gap.
2. Manage classroom to minimize interruptions when students are speaking.
3. Actively amplify female or male voices, as necessary, if gross gender imbalance evolves in class discussions.
4. Faculty self-reflection to determine if there is implicit bias.

Age: Why do you think age differences exist? What do you need to help close the gap?

For the Legal Studies program, younger students (aged 19 and under, and 20-24) had higher success rates (75% and 74%) and retention rates (88% and 87%) than older students aged 25-49 (success rates of 52% and retention rates of 76%). Given that there is also a difference in success and retention rates between full-time students (76% and 89%) and part-time students (55% and 76%), there may be a correlation between age and part-time status. For example, full-time students are more likely to be younger. Also, it is possible that students who attend school part-time and potentially have more obligations outside of school may find it difficult more difficult to attend classes that are scheduled during the day, in-person, or with the heavy course load involved in legal studies courses.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

In Fall 2020, White students had higher success and retention rates (75% and 89%) than Hispanic students. In Spring 2021, however, Hispanic had higher success and retention rates (75% and 81%) than White students (61% and 67%). While two semesters' worth of data drawn during COVID-19 may be insufficient to draw firm conclusions about systemic differences based on ethnicity, certain variables are acknowledged to account for such differences, such as parental education, family income, and perhaps even age. Accordingly, factors that may help close the ethnicity gap include:

1. Be aware of the gap.
2. Make classroom norms explicit - including mutual respect.
3. Make it safe for everyone to voice their opinions.
4. Get to know all students individually, to the extent possible.
5. Present all sides of an issue and play devil's advocate for less popular views.
6. Try to pick a lower cost textbook or make free/low cost textbooks available to borrow (to the extent socioeconomic status may be correlated).
7. Inform class of scholarships, grants, and textbook assistance available through the Palomar Foundation (to the extent there is correlation with income).
8. First generation Black and Hispanic students may benefit Umoja and Puente, respectively, to help them navigate college.

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

N/A

Please share any best practice methods you use for online courses.

1. Develop explicit expectations for what is expected of students throughout the course and how they should interact with one another and with you.
2. Use group discussion to encourage class interaction along with individual work submission assignments.
3. Use synchronous and asynchronous learning activities.
4. Use content available in digital format, where possible; create assignments that take advantage of the online format, instead of using it to their detriment.
5. Reach out to students who are not participating and try to give them a path back to being successful in the course.

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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

70.0%

Why did you choose this standard?

We have aligned our course success rates with the College's institutional standard for course success rates; we believe this is a good baseline for measuring course success.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

Our aspirational goal is for all students to succeed. A more realistic stretch goal, however, is a 75% success rate, as this represents an increase to our baseline while also recognizing that not all students will be able to complete a course for reasons predominating outside of the classroom.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning outcomes assessments.**

When last assessed, all of our SLO assessments met or exceeded our goal, except in Legal Ethics where only 61% achieved a C or higher on an exam covering the major Western theories of ethical philosophy. As this content was newly added to the LS 145 curriculum to match the C-ID model curriculum, it is possible that the faculty may need to work to improve the teaching or assessment in this area to help more students succeed.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

In what ways can we provide additional support for students who are struggling with difficult concepts/course expectations?

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?

We may want to consider whether English Literature and Composition or other reading and writing heavy courses required by our LPPS degree should be a recommended prerequisite for LS courses to improve outcomes.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

All of our current legal studies courses are offered during the day in-person. During the past year, however, due to COVID-19, all legal studies courses have been offered online. When these courses were switched to online, the success rate in the introductory legal studies class improved slightly, but the success rates in the more advanced electives, LS 145 (Ethics) and LS 240 (Civil Liberties & Civil Rights) decreased. Night time courses may be a way of addressing the full-time/part-time student status gap. Our transfer degree, however, is inter-disciplinary, so most of the non-law specific classes in the degree are offered during varied times and modalities.

How do you work with other departments that require your course(s) for program completion?

We regularly communicate with the Political Science department on course scheduling, student learning objectives, course evaluation, etc. Two Legal Studies courses are cross-listed with Political Science and Political Science faculty regularly teach Legal Studies courses.

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 and SLO assessment?

We regularly communicate with the Political Science department on course scheduling, student learning objectives, course evaluation, etc., through emails, calls, and in-person meetings. We use the same student learning objectives, however, because of departmental differences in SLO evaluation, Political Science presents a more narrative oriented evaluation and Legal Studies presents a more objective data approach.

Are there curriculum concerns that need to be resolved in your department? What are they?

We have recently made curriculum changes and need to provide more time to see if these changes are successful before making additional changes.

Are there courses that should be added or removed from your program - please explain?

Not currently. We recently deactivated a handful of courses and streamlined course offerings.

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

The Program Coordinator, Department Chair, and sometimes the Division Dean meet to discuss necessary changes, if necessary.

Are there areas you would like to expand?

I would ultimately like to look into expanding the LPPS degree into public administration, which aligns well with the Business Department.

Describe any data and/or information that you have considered as part of the evaluation of your program.

Enrollment data, Model C-ID course descriptions and transfer curriculum, four year transfer requirements.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

No

What needs to be corrected in the mapper?

Remove CP for Legal Support Assistant.

Is the content in the catalog accurate?

No

What needs to be corrected in the catalog?

The CP for Legal Support Assistant has been discontinued.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

LS 121 involves diversity conversations with regard to employment discrimination (directly with regard to all protected and non-protected classes) and criminal law (indirectly regarding enforcement). LS 240 discusses cases involving civil liberties and rights, which involve the struggle for justice and equality among diverse populations.

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? If so, how would the new or emerging careers impact your future planning?

For Legal Studies: 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 (and possibly graduate degrees): Lawyers, Public Administration, Law Teachers, Adjudicators, Law Judges, Paralegals, Mediators, Arbitrators.

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 computer software, including applications.

Technology Skills (With Descriptions)

Analytical or scientific software — a la mode WinTOTAL; LexisNexis CourtLink Strategic Profiles; Uniscribe

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

Desktop publishing software — Digital contract software; Microsoft Publisher; ProForce Paralegal ProPack; 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?

Our LS courses involve high level critical thinking, writing, active listening and speaking skills. Mock court trials, visits to the courthouse, speed interviewing with judges, and real world legal cases and current events are all used to learn legal terms and practices and develop critical thinking and application skills. Legal knowledge is taught through case studies, case precedent, and current news. Word processing and research software/databases are used to complete course assignments.

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.

Another potential program is 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, oncampus, 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?

We engage with the community through our Legal Studies website, the Palomar course catalog, participation at high school college night events, participation in Palomar events (House of Humanities participant), bringing students into the community (e.g., meet the judges event), bringing guest speakers from the community to Palomar College (law careers & diversity event), and connecting campus members to related community groups (connected counselors to the Earl B. Gilliam Foundation - African American Lawyers Association as well as to Puente - Latino Lawyers Association).

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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?

All Legal Studies Courses have at least two, recently reviewed course learning outcomes, and learning outcomes link to program outcomes.

Outcome(s) expected (qualitative/quantitative)

Completion of the above.

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

This aligns with the school's 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

Increase Enrollment in LPPS AA-T Degree

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Ensure all required courses are offered at least once per year. Offer a strong introduction course to increase interest in full program. Resume community outreach activities as the pandemic will allow.

Outcome(s) expected (qualitative/quantitative)

Our overall goal is to graduate 12 students in our program each year. Our short-term goal, however, is year-over-year growth to achieve the minimum threshold of 7 completions.

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

6/30/2023

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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

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

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