2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Arts, Media and Business Administration

Department Name

Business Administration

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Legal Studies (LS)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Mary Cassoni

Department Chair email

mcassoni@palomar.edu

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

Lakshmi Paranthaman, Assistant Professor, Legal Studies & Real Estate

Website address for your discipline

https://www.palomar.edu/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).

[(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 ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
○ Yes ◉ No

List all degrees and certificates offered within this discipline.

AA-T in Legal Studies

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

0.2

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.2

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Business Department ADA

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

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 - but this needs to be renewed.

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, all four of our program outcome assessments were met or exceeded.

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: ***Program Completions***

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Year	16-17	17-18		18-19		19-20 20-21
AA Degree	2	6	1	1	1	
CP	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?
◯ Increased ◯ Stayed the same ⊙ Decreased
Choose one

What factors have influenced your completion trends?

This program has transformed from a paralegal program with a stand alone AA and legal assistant CP to a multi-disciplinary Law, Public Policy & Society transfer degree for those aspiring to careers in law, public policy, public relations, and public administration, among others. As a result, there are fewer degrees and certificates offered. Also, students who qualify for the transfer AA may not request a formal certificate if they are transferring for a BA. I do not know whether there are Financial Aid implications for receiving an AA-T while pursuing a BA.

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.

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.

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.

When transitioning the program to an LPPS transfer degree, we also streamlined the courses that were offered to match those required by the C-ID disciplinary degree. This would help to explain increases in our efficiency rates.

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

The program transitioned to the AA-T in Fall 2018 - and we had hoped enrollment would increase, but the pandemic threw a wrench in some of our promotion activities. For example, we had planned another Meet the Judges event at the Vista Court in Spring 2020, but had to cancel it because of COVID and have not been able to resume similar activities since. In an unrelated manner, the full-time faculty member for legal studies had to take prolonged medical leave and was unable to assist in planning and executing promotional events.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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

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.

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%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

It is the institutional standard.

What is your stretch goal for course success rates?

77.0%

How did you decide upon the goal?

10% higher than the institutional standard.

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. This course will be taught again in Spring 2023 and we will be able to assess results after this course.

Course level SLOs can be accessed through Nuventive Improve

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⊙ Yes ○ No

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 O*net Link below) 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

Link: https://www.onetonline.org/

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):
1, 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.
2. English Language — Knowledge of the structure and content of the English language including the meaning and spelling
of words, rules of composition, and grammar.
3. Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations,
executive orders, agency rules, and the democratic political process.
4. 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.
5. Computers and Electronics — Knowledge of computer software, including applications.

Technology Skills (With Descriptions)
1. 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
2. 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

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Revise Course SLO's and link to Program Learning Objectives in Trac Dat.

Goal Status

⦿ Completed ○ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Goal 2

Brief Description

Increase Enrollment in LPPS AA-T Degree

Goal Status

○ Completed ⦿ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Ensure all required courses are offered at least once per year. Offer a strong introduction course to increase interest
in full program. Make sure course catalog and program mapper are updated to reflect the LPPS degree. Resume community outreach activities as the pandemic will allow.

Goal 3

Brief Description

Renew accreditation with UCSD paralegal program for three of our courses.

Goal Status
○ Completed ⦿ Ongoing ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

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 to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

Ensure that the program mapper and course catalog are properly updated to reflect current Legal Studies offerings.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How

will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ◉ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ◉ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ◉ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?
○ Yes ⊙ No

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

lparanthaman@palomar.edu