

Entry #: 35 - Arts, Media and Business Administration**Status:** Submitted**Submitted:** 3/20/2024 12:03 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Arts, Media and Business Administration

Department Name

Business Administration

Microsoft_List_ID**Discipline Name**

Legal Studies (LS)

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

Are any of your programs TOP coded as vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

AA-T in Law, Public Policy & Society

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

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

0

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

0.2

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

Business Department ADA

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

To support the Pathway to Law grant, there is a cross-functional team of four hourly overload employees (2 counselors, one dual enrollment, and one FT faculty). Three hours a week have been budgeted for each person, although some have spent closer to 6 hours/week and some closer to 1-2 hours/week. The Business Department ADA and AMBA Dean also are assist with the grant but have not submitted NOHE's for hourly pay.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Increased

Was this expected? Please explain.

For Fall semesters, the success rate improved from 66% in Fall 2019 to 71% in Fall 2023. Fall 2020 had a peak of 79% followed by the second highest success rate of 68% in Fall 2021. This increase may be related to pandemic related (e.g., leniency or students having more time to focus on school work because of the pandemic). Since there is only one LS course offered in fall, there may also be changes in success rates with changes in faculty teaching the course.

For Spring 2023, the success rate essentially stayed the same with 61% in Spring 2019 and 60% for Spring 2023. There was also a spike in success rates during the pandemic-era (Spring 2020 (67%) and Spring 2021 (70%)).

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

Decreased

Was this expected? Please explain.

Retention rates for Fall stayed at 93% for Fall 2019 and Fall 2023 with a small drop in Fall 2021 to 90% and a small increase to 94% in Fall 2022. Spring retention dropped 5% with from Spring 2019 (93%) and and Spring 2023 retention dropped 5% to 89%. Unlike student success rates that increased during the pandemic, student retention decreased to 86% in Spring 2020 and 77% in Spring 2021. As there is only one LS course in the Fall and two in the Spring, changes in professors can make a difference in both success and retention rates.

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

Modality (Online, Face to Face, Hyflex, etc.)

Age

Gender

Ethnicity

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Fall semester success rates for day (in-person) courses (80%) are higher than online courses (69%), although retention rates are relatively similar with a dip to 69.8% for Spring 2021 during the pandemic when only online courses were offered. In contrast, Spring success rates were higher for online courses than for live, day courses. Both modalities offered similar retention in the spring. Since success rates are increasing for fall online courses, I would like to wait a couple of years before making changes to see if the trend continues.

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Interestingly, men had higher success rates in both fall (92%) and spring (70%) as compared to their female counter parts in fall and (70%) spring (47%). I do not know why this is the case and need to probe further, perhaps offering a mid-semester evaluation in my own courses and talking with students during office hours.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

There is a slight difference in success rates for students 19 and under. These students are more likely to be in high school or directly out of high school and may not be used to a course that predominantly uses analysis and application of theory to facts (as opposed to memorization). Professors may need to consider adding an optional module on how to be successful in the course or an introduction to legal analysis to help students get used to analyzing fact patterns. We may also need to give examples of A, B, C, D and F answers to discussion questions.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

For Fall 2023, success rates for White students (92%) were higher than the success rates for Hispanic students (73%). Retention rates were relatively similar with Hispanic students at 100% and White students at 92%. For Spring the success rates were 88% for White students and 56% for Hispanic students. Spring retention rates were 100% for White students and 80% for Hispanic students.

Given the inverse pattern of success and retention during the fall semester, we may need to make sure students are informed about how and when to drop a course when they are unable to complete it. Also, our adjunct faculty may need to be trained on dropping students for census. Unfortunately, W's and FW's count as unsuccessful outcomes, so it's important to drop students who are not actively participating as of the census date, even if they participated in the first week.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Our department shares a best practices during our department meetings. We are also very mindful of scheduling formats and times to accommodate students in high school, students who work, and students who need live interaction to be most successful.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

I have not been able to collect SLO data from the adjunct faculty member who taught Legal Ethics (LS 145) in 2022 and 2023. As a result, course and program SLO's related to this course are not current. I also reached out to the professor currently teaching the course, but she does not yet have outcomes to report based on assignments or exams this semester.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[LS SLO Spring 2024.xls](#)
6 KB

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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 17-18 18-19 19-20 20-21 21-22

AA-T 6 1 1 1 2

CP 3 1 0 1 0

Total 9 2 1 2 2

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

The PLO's related to LS 145 are not updated because I was unable to collect this data from the adjunct who taught the course in 2022 and 2023. It is likely that she is not currently checking her Palomar email account during this academic year.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[2. Legal Studieis Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
26 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

We recently received a grant for the Pathway to Law program that has allowed us to offer law-related programming for our students, which I hope will expand adoption of the AA-T and forthcoming Pathway to Law certificate. We currently have 10 students who have registered for the Pathway to Law program, all of which would be eligible for a Pathway to Law certificate. It will take a year or two to determine the success of our program in terms of completions.

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

The program has transitioned from an unfunded paralegal program to a law preparation transfer program. One of the challenges is that the grant funding for the program is not permanent, so it may be difficult to sustain the same levels of effort and programming. There was also a drop off in promotion for the program during the pandemic because of the move to an online environment as well as the illness of full-time faculty who was unable to continue promotion during that time.

CAREER AND LABOR MARKET DATA

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

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

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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

New or Emerging Careers:

This is not from O'Net, but Large law firms are starting to become more "corporate" in their approach to service delivery. New roles include Legal Project Manager, Legal Operations Manager, and Client Manager. We may wish to explore whether there are CTE opportunities to prepare students for jobs in these fields.

O'Net identifies the following "bright careers": (1) Arbitrators, Mediators, and Conciliators, (2) Equal Opportunity Representatives and Officers, (3) Fraud Examiners, Investigators and Analysts, and (4) Compliance Officers.

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

How does your program help students build these KSA's?

Our program provides foundational knowledge, reading comprehension, written comprehension, and advanced English language vocabulary through course reading, cases, and lectures. It provides inductive and deductive reasoning, decision-making, information ordering, and critical thinking skills through course assignments and exams in which students derive law from primary authority and apply law to fact hypotheticals. Class discussion strengthens active listening, oral expression, oral comprehension, speech clarity, persuasion, and negotiation. Written assignments strengthen writing and word-processing skills. Small group discussions, class reflection, and learning games are some of the ways in which we implement active learning.

We do not currently offer legal research and software courses. However, to the extent students plan to go to law school, research and research software will be taught and used extensively. Practice management and Doc Review software will be learned in on-the-job settings like legal clinics, internships, and at work.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

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

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

Prior PRP Goals

Prior Year PRP Goal 1**Brief Description**

Increase Enrollment in LPPS AA-T Degree

Goal Status

Ongoing

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

We have engaged in many promotional strategies to encourage students interested in law to pursue an AA-T in law, public policy, and society. Examples include participation in the Pathway to Law program, hosting a Legal Careers & Diversity panel, a Navigating Law School Admissions webinar, a small "Mentor Meeting" lunch with a local judge, and speed-mentoring with 15 judges during the Meet the Judges Lunch. We have also presented our program to counselors to make sure students are learning about the program. I hope that we will see increased completions in the year or two based on our efforts.

Prior Year PRP Goal 2**Brief Description**

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

Goal Status

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.

This goal is on hold temporarily. We no longer offer LS 105 and we may have to change course content to comply with the common numbering initiative. I would like to wait until the appropriate changes have been made. They are still accepting our courses for transfer, so there is no set deadline.

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

My goal to increase enrollment has not changed. I hope to see an uptick in the coming years from our Pathway to Law efforts.

I would also like to see our students success metrics improve. From completing this annual update, I saw a sometimes inverse relationship between student success and retention, which leads me to believe that some students aren't dropping the course when they should. I will encourage faculty (myself included) to create a module explaining the deadlines for withdrawal and the circumstances for excused withdrawal, which may help students who have essentially dropped out to avoid an F. I will also encourage faculty (myself included) to create examples of A - F assignments so they can get a better idea of what is expected of them in online discussions and writing assignments, or a similar approaches like having a student grade a writing assignment and write about what could have been done better.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Create Pathway to Law Certificate of Achievement

How will you complete this goal? Include Strategies and Timeline for Implementation.

I will complete the required paperwork to request a new certificate for students who want to participate in the Pathway to Law program but are majoring in another subject.

Outcome(s) expected (qualitative/quantitative)

Approval of Pathway to Law program certificate

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This certificate will allow students in other majors to participate in the Pathway to Law program. It will also increase completions within Legal Studies.

Expected Goal Completion Date

6/1/2025

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 [Vision Plan 2035](#).

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 requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

\$5,000/year to participate in the Pathway to Law program for four years. (Year 1 of five year commitment paid by grant).

40% release time for the Pathway to Law program Faculty Lead after the current grant expires for work on the program.

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 and 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.

1.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?

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.

lparanthaman@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

No

Department Chair Name

Date