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| **Discipline: Economics** | **Date:** **9/28/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  Jonathan Smith, Teresa Laughlin, and Jose Esteban |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)   The Economics program in contrast with the entire college has had slightly higher enrollment this year. This comes as a small surprise as the economy improves and more seats are available in competing institutions, it is predictable that enrollments at college would fall. Last year, we were told to compensate by adding classes at Mount Carmel High School, but that brought our census load down to 77.9%. Our census load has improved to 79%. In fact, it was over 81% in the Spring. Economics classes, both Macro and Micro, are requirements in many AA degree programs on campus, as well as important to transfer students. In Economics, our WSCH/FTEF has improved from 440 to 450, again peaking in the Spring at 463. We have worked closely with our dean to trim the sections to increase the WSCH/FTEF. The most troubling trend that is apparent in the data is the overreliance we have on part-time instructors. Year to year our part time instructors have increased their overall share of courses taught, rising from 71.42% last year to 83%. This does a great disservice to our students who need to have faculty present beyond the scheduled course hours to help them understand the difficult Economic concepts. In addition, this increases the burden on full time faculty on institutional responsibilities such as SLO development and evaluations of part-time faculty.  Our course retention rates are pretty good overall. We have 92.2% and 93.4% retention in day and evening classes respectively. The distance learning course retention rate falls to 85.6%. Although this is an improvement over last year, we would like to see the retention rate higher. Much of that is the misunderstanding of students regarding the rigor of an online class. Similar trends in pass rates are evident in the data. We imagine that these rates would improve if we were to offer tutoring services. Economics is a particularly challenging subject and many of our distance education students cannot make it to our traditional office hours for in person assistance. Our night students are most successful with a pass rate of 73.7%, the day classes have 65.6%, whereas the distance learning classes the pass rate falls to 42.8%. We have had many meetings regarding this pass rate for our online classes. We have instituted more comprehensive orientations and learning strategies to aid our students' understanding of the concepts. Presently, we only offer econ 100 completely online; however, we are trying econ 101 and econ 102 online on a pilot basis for fall 2016. Although economics is part of many programs and degrees, the vast majority of our students are transfer students. That is why we have very few degree awards and certificates. |
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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   We have identified five SLOs in each of our three core classes as well as our three elective courses. Each of these SLOs is evaluated in the core classes on a rotating basis in the Spring semester with embedded questions on the final exam. The SLOS are also tested in each elective course every time it has sufficient enrollment to make. Each SLO has an accompanying assessment that is graded with a rubric and given a score of 0-5. The data is aggregated and is evaluated by the economics professors. The majority of our students scored very well on the embedded questions in the final exam in the spring of 2015. There continue to be several deficiencies that challenge our students including math skills, graphing literacy, and study skills. These are ongoing challenges which the Economics professors recognize and try to mitigate. We are using new textbooks in Econ 100 and 102 with many online resources for students.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   The economics faculty continue to meet regularly to discuss strategies to increase student success. There are two dominant concerns. First, we do not have sufficient full time faculty. Part-time faculty are teaching the majority of the sections in Economics. These faculty members are often teaching at several schools and are not well compensated for weekly office hours. Because of this, students are often not able to access the help outside of class that they require to successfully complete the learning outcomes. Second, there is a need to use more computer applications including games, simulations, graphing tutorials, and animations. This gives our students more options for homework assignments. We continue to research new online and face-to-face learning opportunities for our students that address the gaps in their math education. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   n/a |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   Our ongoing goals are to :  1. Create a vibrant, technologically sophisticated, and supportive learning environment for our students.  2. Increase the number of Economic certificates that students complete. Economics is part of many certificates and associate degrees; however very few students complete the Associates of Arts degree in Economics.  3. Increase communication with Mira Costa and Cal State San Marcos regarding Economics instruction.  These goals do not have an end. We strive for continuous improvement in these areas. We have researched and implemented new homework systems, games, and other study material for our students. We have several faculty members from Cal State San Marcos, San Diego State and UCSD economics departments that have presented during Political Economy Days. This helps to open lines of communication with our neighboring institution. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** |  | **600010** |  |  |  |  |
| **a2.** |  | **600010** |  |  |  |  |
| **a3.** |  | **600010** |  |  |  |  |
| **a4.** |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** | **2 iPads** | **600010** | **1 & 2** | **3 & 4** | **It is crucial to have iPads for use in and out of the classroom to facilitate student learning. Our job has changed significantly in the past decade. Students expect to be able to contact us for guidance on their assignments 24 hours a day, seven days a week. Our instruction is no longer limited to the classroom and office hours. We all teach online classes and there is a significant online component to our face-to-face courses via Blackboard. Moreover, our students have significant problems with graphing and applied math. The iPads are used to create and implement meaningful simulations. For example, one can use the ipad camera and video functions to give individual guidance to our students.** | **2 @ $1006.32 =$2012.64** |
| **b2.** | **iMac** | **600010** | **1 & 2** | **3 & 4** | **More and more the course software and learning resources support is better managed/integrated with Macintosh. Jonathan Smith needs a new office computer, and would like to switch to a Macintosh. However, since he currently has a PC, we must submit a request via the PRP channel to switch to the Macintosh platform. Professor Smith teaches distance learning and hybrid courses, thus this investment would greatly benefit our students and hopefully be able to engage with distance learning students more efficiently.** | **$3675.76** |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** |  | **400010** |  |  |  |  |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** | **Funding for 20 connect access codes for our poorest students** | **500010** | **1 & 2** | **1 & 3** | **Make homework and supplemental material available to our poorer students.** | **20 @ $80 =$1600** |
| **d2.** | **Funding for 3 copies of the text held on reserve at library for each of the three core classes.** | **500010** | **1 & 2** | **1 & 3** | **Make the textbooks available for our students who are unable to purchase the text book.** | **9 @$150=$1350** |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** |  | **500010** |  |  |  |  |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **f1.** |  | **230010** |  |  |  |  |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **1.** | **2 iPads** | **600010** | **1 & 2** | **3 & 4** | **It is crucial to have iPads for use in and out of the classroom to facilitate student learning. Our job has changed significantly in the past decade. Students expect to be able to contact us for guidance on their assignments 24 hours a day, seven days a week. Our instruction is no longer limited to the classroom and office hours. We all teach online classes and there is a significant online component to our face-to-face courses via Blackboard. Moreover, our students have significant problems with graphing and applied math. The iPads are used to create and implement meaningful simulations.** **For example, one can use the ipad camera and video functions to give individual guidance to our students.** | **2 @ $1006.32 =$2012.64** |
| **2.** | **iMac** | **600010** | **1 & 2** | **3 & 4** | **Jonathan Smith needs a new office computer, but since he had been using a PC, we must submit a request via this channel to switch to a Macintosh platform. More and more the course software and learning resources support is better managed/integrated with Macintosh. Since Jonathan Smith teaches distance learning and hybrid courses, he would like to utilize the exclusive features of a mac.** | **$3675.76** |
| **3.** | **Funding for 20 connect access codes for our poorest students** | **500010** | **1 & 2** | **1 & 3** | **Make homework and supplemental material available to our poorer students.** | **20 @ $80 =$1600** |
| **4.** | **Funding for 3 copies of the text held on reserve at library for each of the three core classes.** | **500010** | **1 & 2** | **1 & 3** | **Make the textbooks available for our students who are unable to purchase the text book.** | **9 @$150=$1350** |
| **5.** |  |  |  |  |  |  |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**