



Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Economics/History/Political Science

Discipline Name
Economics (ECON)

Department Chair Name
Jose Esteban

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/ehp/economics/>

Discipline Mission statement

Economics Discipline mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. Students will receive a comprehensive education in Economics including several meaningful, relevant, and transferrable electives which encourage students to think critically and creatively. Our offerings promote students to communicate their ideas in a thoughtful and cogent manner. We support students who are pursuing transfer readiness, general education, and lifelong learning.

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

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
AA - T and AA Degree
Certificate

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

Jose Esteban, Teresa Laughlin and Jonathan Smith

Full-time faculty (FTEF)

2

Part-time faculty (FTEF)

3.6

Classified & other staff positions that support this discipline

ADA

Additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **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 and align with employer and transfer expectations?

They match mainly with transfer expectations.

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

Test all Econ students with specific SLO's per class.

Summarize the major findings of your program outcomes assessments.

Results show that we are making steady progress - we remain hampered by the weakness in math skills.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

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

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

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major

goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

5 AA and 1 Certificate

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

Decreased

What factors have influenced your completion trends?

We were mandated to cancel elective classes which are necessary for the Certificate.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

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

70.0%

Why did you choose this standard?

It matches the school's and our historic data.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

Now that the District is allowing our electives to meet even with low enrollment, we feel we can reach more students.

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Online courses have lower success rates - we believe this happens because many students are not ready for the online environment.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We have instituted a staggered three-year cycle so we are not assessing all outcomes at the same time

Summarize the major findings of your course outcomes assessments.

Our students have deficiencies in Math and Writing which we continually address.

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

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CAREER AND LABOR MARKET DATA

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

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

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Economic Analysis Director, Economic Analyst, Economic Consultant, Economist, Forensic Economist, Health Researcher, Professor, Professor of Economics, Project Economist, Research Analyst

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Analytical or scientific software — Aptech Systems GAUSS; SAS Hot technology ; The MathWorks MATLAB Hot technology ; Timberlake Consultants OxMetrics

Data base user interface and query software — Microsoft Access Hot technology ; Structured query language SQL Hot technology

Internet browser software — Microsoft Internet Explorer; Mozilla Firefox; Web browser software

Object or component oriented development software — C++ Hot technology ; Microsoft Visual C# .NET;

Oracle Java Hot technology ; Python Hot technology

Spreadsheet software

Economics and Accounting — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
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.
Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Mathematics — Using mathematics to solve problems.
Speaking — Talking to others to convey information effectively.
Writing — Communicating effectively in writing as appropriate for the needs of the audience.

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

Our Program provides training and knowledge in many of the KSA's listed above.

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?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

We let the Marketing Department at the School do this task, we do engage the community through Political Economy Days by offering Lectures by Economists

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Increase the number of Economic certificates that students complete.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Encourage students to finish a Certificate.

Outcome(s) expected (qualitative/quantitative)

More students to get the Certificate.

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

Our new funding formula from the State includes Certificate completions.

Expected Goal Completion Date

6/1/2020

Goal 2

Brief Description

Create a vibrant, technologically sophisticated, and supportive learning environment.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We use LMS Canvas, interactive technology in class and we share research to improve our techniques.

Outcome(s) expected (qualitative/quantitative)

More engagement and relevance for students.

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

Very well.

Expected Goal Completion Date

6/4/2021

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

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.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Economics Teacher

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Econ classes are part of AAT, Certificate of Economics and transfer purposes.

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

Economics is a lucrative field in the private sector so getting Part-Faculty can be a challenging matter.

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

No

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Fill rates are very high in Economics.

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

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

Are there processes that need to be examined to ensure we are being the most efficient with funding?

No

Are there ongoing needs in your department budget that you currently do not have the resources for?

No

Do you have non-general fund sources of funding?

No

One Time Needs

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

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?

No

Review

Chair Review

Chair Comments

Good job Econ!

Chair Name

Jose L. Esteban

Chair Sign Date

10/24/2019

Dean Review

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

Strong mission statement and goals. Thanks for the continued participation in Political Economy Days.

Areas of Concern, if any:

Course and Program Learning Outcomes assessment and analysis should be expanded; help is available from the SLO Co-Coordinator, Katy Farrell and Mark Bealo.

Recommendations for improvement:

To increase online student success rates, I recommend that online instructors are aligning their classes to the CVC-OEI Course Design Rubric to implement best practices that have already been adopted by Faculty Senate. Assistance is available from the online CTE grant for ECON 101 and 102 since they are part of CTE degrees.

A fully online ECON degree would also help completions if there is interest in developing an online econ elective.

Dean Name

Pearl Ly

Dean Sign Date

12/19/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

See above. Career data was interesting to read.

Areas of Concern, if any:

A bit brief.

Recommendations for improvement:

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

2/2/2020