Status: **Submitted**

Entry #: 313

Date Submitted: 10/13/2020 3:11 PM

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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Economics/History/Political Science

Discipline Name
Economics (ECON)

Department Chair Name
Bill Jahnel / Matthew Estes

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 TOP coded as 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.
Teresa Laughlin and Jonathan Smith

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
2

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
2   3.6

Classified and other permanent staff positions that support this discipline
ADA

Additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
They match mainly with scope and depth expectations of an AA degree and Certificate in economics.

How do they align with employer and transfer expectations?
They match mainly with employer and 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.

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.
8 degrees, 0 certificates

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. Also enrollment was down causing some students to be disinterested in our classes.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

How have these factors presented challenges for your program(s)?
It is challenging to develop coursework for the electives and hire adjuncts for specific classes, only to have those classes cut. This decreases morale.

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.

COURSE LEARNING 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.

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 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-word 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?   **Goal Status**

Existing   Ongoing

How will you complete this goal?
Encourage students to finish a Certificate and or a degree

Outcome(s) expected (qualitative/quantitative)
More students to get the Certificate or degree

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our new funding formula from the Sate includes Certificate completions.

Expected Goal Completion Date
6/1/2021

Goal 2

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

Is this a new or existing goal?   **Goal Status**

Existing   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
6/1/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
Yes

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 Professor

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

Utilizing your PRP data, 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.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
-1

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

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

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: 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 the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
jsmith@palomar.edu

Review

Chair Review

Chair Comments

Chair Name
Matthew Estes

Chair Sign Date
10/30/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
1. The department offers students the opportunity to meet with scholars, politicians, lawyers, and other professionals through the Political Economy Days.
2. Good work with increased program completions (8 AA, 0 Certificate), an increase of over 33% from the previous year (5 AA and 1 Certificate).

Areas of Concern, if any:
Although the program completions slightly increased over the last year, the program completions have been decreasing over the last 5 years.

Recommendations for improvement:
1. Continue streamlining their courses to make their online classes accessible by aligning them using the CVC-OEI Course Design Rubric that has been adopted by Palomar College Faculty Senate.
2. Encourage faculty to continue aligning their courses' activities with the integrated SLOs within Canvas.
3. A fully online ECON degree would also help completions if there is interest in developing an online econ elective.

Dean Name
Najib Manea covering for Dean Ly

Dean Sign Date
11/25/2020

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:

Areas of Concern, if any:
1. PRP lacked evidence of thoughtful review.
2. explanation and discussion re: program scope and depth is minimal at best; same for discussion of course success and retention.
3. lack of connection to WBL
4. goal outcomes vague
5. with respect to the offering of electives with low enrollment, it won't necessarily be quite that simple.

Recommendations for improvement:
1. Provide more thoughtfully developed discussion of program learning outcome alignment and evaluation.
2. Look to use of Canvas to provide increased and more regular course outcome assessment
3. Connect with Nichol Roe to understand WBL and Career Continuum and its value to students in your program.
4. Provide goals with measurable outcomes
5. Provide more thorough analysis of your program; the information you provide is meant to inform planning beyond your own area and impacts accreditation as well.

Vice President Name
Shayla Sivert

Vice President Sign Date
12/31/2020