

Status: **Read** Status: **Reviewed**

Entry #: 72

Date Submitted: 10/12/2021 11:34 AM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Social and Behavioral Sciences

Department Name

Economics/History/Political Science

Department Chair Name

Matt Estes and Bill Jahnel

Discipline Name

Economics (ECON)

Department Chair email

MEstes@palomar.edu

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

Teresa Laughlin, Professor of Economics

Jonathan Smith, Professor of Economics

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

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The economics department mission is to create experiences that support students to engage with their local and global communities in a positive and productive manner. Our goal is to bring real life economic situations into the classroom for critical analysis so our students can themselves adapt these skills and become better decision makers in their lives outside the classroom.

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

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

BASIC PROGRAM INFORMATION: 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 two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

2

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

1.6

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

4.6

List the classified and other permanent staff positions that support this discipline.

Kellis Neidiffer (ADA for EHPS)

List additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

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

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in **Nuventive Improve** (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?

There are two learning outcomes. First, students must demonstrate ability to critically analyze data in multiple formats. Second, students will identify and make connections to current events. These align with the scope and depth expectations of an AA degree and Certificate in economics.

How do they align with employer and transfer expectations?

Employers and transfer colleges/universities expect students will have fully developed these skills upon arrival at their respective institutions. Hence, They match mainly with employer and transfer expectations.

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

We systematically review and and assign multi part assessments to measure our students progress with regard to the learning outcomes.

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, there are three different GE pathways to choose from:

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

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

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

The critical analysis student learning outcomes map to institutional education learning outcomes in written communication, quantitative literacy, critical thinking, information literacy and teamwork. Student will also identify themes and make connections to current events which support the general education learning outcomes of quantitative literacy, critical thinking, information literacy, intercultural knowledge and ethnic awareness.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

The majority of our students successfully complete the student learning outcomes. The main weakness as always pertains to their mathematical skills and critical thinking/judgement regarding information sources.

PROGRAM COMPLETIONS

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

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

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to [Program: Completions](#)

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 2 2 3 1

Associate in Arts Degree for Transfer 3 12 8 7

AA/AS Total 2 5 15 8 8

Certificate

Certificate of Achievement 2 1 1 3 1

Certificate Total 2 1 1 3 1

Grand Total 4 1 6 18 8 9

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

Stayed the same

What factors have influenced your completion trends?

We had one off increase the year we instituted the transfer degree, but otherwise we are stable as we support the business degree.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

What is your program standard for program completion?

2

Why did you choose this standard?

This corresponds to our lowest number in past 6 years. Although not many students receive the AA, the courses are integral to many other programs.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

8

How did you decide upon your stretch goal?

Annually, this many students completing would be more than average.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Increased

Were these trends expected? Please explain.

We have increased in enrollment and efficiency. Note we find the efficiency data problematic as it represents outcome of fewer classes offered and classes being cut immediately before the semesters' start. Also, 42 student cap may serve the institution financially, but is detrimental to the student learning objectives and thereby the institutions stated vision and goals./

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The incredible dedication of both full and part time faculty. It is noteworthy that our part time faculty have made themselves available to both the students and the institution well beyond the paid scope of their contract.

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

The most notable challenges are our students' consistent lack of mathematical preparation and/or critical thinking. The past three semesters have been particularly challenging as we have had to adapt to the Covid pandemic limitations and distance education. Economics relies heavily on visual addenda to lectures which makes distance education particularly difficult. For example, when discussing the effectiveness of a tax cut on the aggregate demand of the economy it is much easier to show a line shifting than to describe said line in words.

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 stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

Yes, we have seen this success rate hover at 70% for decades.

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

Stayed the same

Was this expected? Please explain.

Yes, including Fall 2020's dip due to Covid.

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

Are there differences in success/retention between on-campus and online courses?

No

Please share any best practice methods you use for online courses.

Given the data provided, it is ill advised to armchair this very important question with a heuristic data review. Instead, we advise you to engage in proper statistical analysis to make such inferences. It may in fact be the case that the data are not sufficient to generate the answers this question is asking. Regardless, this analysis must be conducted by those equipped to do it, not faculty's cursory observation.

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

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

70.0%

Why did you choose this standard?

We are following the college's set standard.

What is your stretch goal for course success rates?

72.0%

How did you decide upon the goal?

It seems achievable given the past.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

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

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

We notice that the students are not capable to perform at a mathematical level that they have either tested in at or passed equivalent math course preparation. We allocate a significant proportion of class to review and teach these basic math skills.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Due to Covid, faculty in economics have become very creative in their presentation of material remotely. This creativity will continue to serve the students well as we return to campus for traditional face to face courses.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

In the past, we have used historical data to identify the optimal allocation of classes.

How do you work with other departments that require your course(s) for program completion?

We do not currently.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Not applicable

Are there courses that should be added or removed from your program - please explain?

No

How is the potential need for program/course deactivation addressed by the department?

The faculty meet regularly to discuss this need and identify a path to resolve any deficiency.

Are there areas you would like to expand?

Not presently

Describe any data and/or information that you have considered as part of the evaluation of your program.

We have taken into consideration how the Covid pandemic has affected enrollment, success, and pedagogy. We consistently use qualitative and quantitative data to improve best practices.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

Yes

Is the content in the catalog accurate?

Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We are actively pursuing opportunities to decolonize our syllabus and bring forward more relatable examples.

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? 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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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 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

6/1/2022

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?

No

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.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

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

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

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

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

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.

jsmith@palomar.edu