

Entry #: 85 - Social and Behavioral Sciences

Status: Submitted

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**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**

Social and Behavioral Sciences

**Department Name**

Economics/History/Political Science

**Microsoft\_List\_ID****Discipline Name**

Economics (ECON)

**Department Chair Name**

Bill Jahnel

**Department Chair email**

bjahnel@palomar.edu

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

Jonathan Smith, Professor of Economics and Discipline Lead ,Paul Park Assistant Professor of Economics

**Website address for your discipline**<https://www.palomar.edu/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, AA-T

## 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 links shown in red.

**Enter the number of 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?**

2

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

3.4

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

Academic Department Assistant, 1

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

0

## 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.**

This is expected as we have navigated the post Covid era and allowed for more flexibility with schedules.

**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 we usually maintain high retention.

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

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

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.)**

The only difference in the data is there are higher success rates in our distance education courses.

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

There is a significant gap in success rates between African American students (45%) and Asian students (80%). We could use more tutoring!

**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.**

We are consistently evaluating our course design and method of instruction to best meet our students' needs.

**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)?**

Yes

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



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32.6 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 "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Degrees and Certificates Awarded (Count)

Academic Year AT APD Student Count Column Labels

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA/AS

Associate in Arts Degree 2 3 1

Associate in Arts Degree for Transfer 3 12 8 7 12

AA/AS Total 5 15 8 8 12

Certificate

Certificate of Achievement 1 1 3 1

Certificate Total 1 1 3 1

Grand Total 1 6 18 8 9 12

## PROGRAM LEARNING OUTCOMES

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

Yes

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



[adHoc - DJR\\_9351.pdf](#)  
30.8 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 have adapted our methods of instruction to better meet the needs of our students. We are offering more distance education, elective courses and have recently offered a special topics class.

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

Our students' math preparation and prerequisites remains the greatest challenge. Since we have removed the Math 60 requirement, we spend more time in class teaching basic graphing and algebra skills.

## 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?**

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)**

Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data. Ability to study economic and statistical data in area of specialization, such as finance, labor, or agriculture. Conduct research on economic issues, and disseminate research findings through technical reports or scientific articles in journals. Compile, analyze, and report data to explain economic phenomena and forecast market trends, applying mathematical models and statistical techniques. Supervise research projects and students' study projects. Teach theories, principles, and methods of economics. Study the socioeconomic impacts of new public policies, such as proposed legislation, taxes, services, and regulations. Formulate recommendations, policies, or plans to solve economic problems or to interpret markets. Explain economic impact of policies to the public. Provide advice and consultation on economic relationships to businesses, public and private agencies, and other employers. Forecast production and consumption of renewable resources and supply, consumption, and depletion of non-renewable resources. Develop economic guidelines and standards, and prepare points of view used in forecasting trends and formulating economic policy. Testify at regulatory or legislative hearings concerning the estimated effects of changes in legislation or public policy, and present recommendations based on cost-benefit analyses.

Provide litigation support, such as writing reports for expert testimony or testifying as an expert witness.

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

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

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 the number of Economic certificates that students complete.

**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 offered electives including unpaid special topics course.

### Prior Year PRP Goal 2

**Brief Description**

Encourage students to finish a Certificate and or a 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 use LMS Canvas, interactive technology in class and we share research to improve our techniques.

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

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

No

## 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

**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?**

No



## 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 CTE 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?**

Yes

#### Technology Request

### 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



## Feedback and Review

### Department Chair

I confirm that the PRP is complete.

Yes

### Department Chair Name

Matthew Estes

### Date

4/2/2024