

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

We have 92.6% and 88.0% retention in face-to-face and online classes respectively. This is similar to the college as a whole where Palomar College has 92.5% and 84.2% respectively. The distance learning course retention rate has improved from 85.6% last year. 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. These rates would likely 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 We have instituted more comprehensive orientations and learning strategies to aid our students' understanding of the concepts including tutorials that Jose Esteban created. We now offer econ 100, 101, and 102 online, but in limited quantities. We believe strongly that students benefit from face-to-face interaction with their professors; however, we understand the need for some students to access our curriculum via distance learning.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) 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.

Discipline Level Course Success Rate:

- The College's institutional standard for course success rate is **70%**.
- Review your discipline's course success rates over the past five years.
- Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

Economics requires basic math skills and most students don't have confidence in math. Our students struggle with the math concepts required to be successful in Economics.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

Former students have mentioned that they are successful in Economics at Universities – something we would like to track formally.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Using more online resources such as newly created tutorials, new economic software from textbook publishers and teaching our core courses online

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

Our course offerings have been cut significantly. This is a problem when it comes to encouraging our economics majors. They cannot take our electives and thus will transfer without getting their AA degree.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

The Economics discipline use embedded questions in select final exams to assess student learning outcomes. These embedded questions are graded with a 1-5 scale where a 3 on the question is passing. Although a majority of students successfully pass the embedded questions with a 3 or more, they still struggle in three areas:

- graph interpretation
- basic computation
- analyzing data that is in a different format than they are used to.

In response to these problems, Jose Esteban has created online tutorials. In addition, all of the economists share curriculum and successful strategies to combat these chronic problems.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Create a vibrant, technologically sophisticated, and supportive learning environment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Increase the number of Economic certificates that students complete	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Increase communication with Mira Costa and Cal State San Marcos regarding	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Increase tutoring services that are available
Strategies for implementation	encourage our A students to become tutors
Timeline for Implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	more economics tutors
GOAL #2	
Program or discipline goal	Meet more regularly with Economists to share curriculum
Strategies for implementation	Set up meetings
Timeline for Implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	networking with colleagues
GOAL #3	
Program or discipline goal	
Strategies for implementation	
Timeline for Implementation	
Outcome(s) expected (qualitative/quantitative)	

Department Chair/ Designee Signature: _____

Date: _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____