



Program Review and Planning

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
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

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.

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

Permanent issue is the lack of preparation in math and analytical skills - this is an issue that affects the entire country.

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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Our courses support GE requirements by providing students with basic knowledge of how the economy operates.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Our students continue to have steady completion rates and success rates. We are optimistic that we may slight improvement in our SLO's as they pertain to the Institutions SLO's.

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

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

Yes

Please list them

Econ 101, 102 for Business Majors

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

Yes

What steps are you taking to address these completions?

Advertising in our classes for Econ majors

What is your program standard for program completion?

5.0%

Why did you choose this standard?

Most econ students are looking towards a BA in Econ so the Certificate and AA are not a priority.

What is your Stretch goal for program completion?

7.0%

How did you decide upon your stretch goal?

Reasonable increase given that we appear to allow electives to go forward with less than stellar enrollment.

ENROLLMENT TRENDS

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).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Up and down - expected since enrollment is tied to the Economy and many other factors.

89% and 601 latest. Lowest 78% and 440 in 2013-14

What factors have influenced your efficiency trends?

Efficiency mantra - cancelling elective classes. Also external factors such as the economy and the jobless rate. Increasing the number of online courses as increased our enrollment and fill rates. Success rate remains questionable.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

Elective courses have suffered this fate - efficiency rates. Efficiency doesn't allow for elective courses to be offered - although this trend has changed over the last year.

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.

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

Stayed the same

Was this expected?

Our success depends to a large degree on the academic preparation of our students which has deteriorated. Our collaborative efforts, sharing best practices etc., have managed to make up the difference.

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.

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

Was this expected? Please explain.

On trend.

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

When or where (time of day, term, location)

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.

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

Yes

Do you have any best practice methods you use for online courses to share with the community?

Every instructor has different approaches - we continue to explore options to improve online learning.

Please explain.

No one method works all the time - we use group work, handouts and online tutorials.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

We are on a three year cycle in which we assess all sections of our classes.

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.

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

n/a

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?

Small group interaction where students practice math skills. Writing assignments that strengthen their writing skills.

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.

How do your course outcomes help your students achieve their program outcomes?

Successful completion of our Courses will help students achieve a Certificate.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

Degree maps have an intentional timeline so students take preparation courses to help success in future courses - i.e. encourage students to take a certain Math class before taking Econ 101.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

We schedule class at all times that historically students have wanted. Block scheduling and online courses have grown in the last five years.

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

Communication is constant with other Departments.

Does your discipline offer cross-listed courses?

No

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

No.

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?

Constant communication among the full time teachers - we also encourage Part-time faculty to participate.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

No

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Scheduling team input plus our expertise in planning schedules.

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

Fill rates have become a very important part of scheduling so we follow the data carefully.

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.

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.

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

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

Loss of 1 FT due to reassignment - which is ongoing.

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

2016-2017 % FTEF (on-going reassigned time)	2017-2018 % FTEF (on-going reassigned time)	2018-2019 % FTEF (on-going reassigned time)
1.5	2.0	2.0

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)	2017-2018 % FTEF (temporary reassigned time)	2018-2019 % FTEF (temporary reassigned time)
0.6	0.6	0.6

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.