

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Economics	BSBA	Gina Webster

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The Mission of the Las Positas Economics Program is to provide high-quality transferable courses accessible to all students in the Tri-Valley community, and superior faculty committed to facilitating

student success.

Economics is central to many issues facing us today; job creation, wage determination, health-care reform, future of social security, economic prosperity, and environmental sustainability all require knowledge of Economics.

Economics, often called the “science of choice,” analyses how individuals, households, firms, and governments interact. Understanding of those interactions is a distinctive feature of Economics as a discipline, and explains why so many every-day issues have an important economic dimension.

The Economics Program provides students with the education necessary to embark on rewarding careers in business, law, and/or public sector. The Economics courses, which combine economic theory with a wide range of real-world applications, help develop and master problem solving skills, analytical clarity, as well as writing and communication abilities.

The Economics Program prepares students for future coursework in Economics and Business, and most importantly, it provides an analytical framework for analyzing economic issues within the context of the business environment. The program fulfills lower-division requirements at four-year transfer institutions.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The college’s mission is as follows: Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

The Economics Program is central to the academic mission of the College. As a vital part of the GE requirements, the Economics Program “enables students to transfer to baccalaureate-granting institution” including the UC and CSU systems. The Program “prepares students for career entry and advancement, [...] fosters student success through committed, exceptional faculty” and “offers a strong instructional foundation for its students and aims to cultivate in them: the ability to think critically; an understanding and respect for difference and diversity; [...] the willingness to adopt to change in the workplace; and the desire to participate in society as responsible citizens.”

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Econ 1	Last revision – October 2009
Econ 2	Last revision – October 2009
Econ 5	Last revision – October 2009
Econ 10	Last revision – March 2010

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

Transfer Model Curriculum (TMC) in Economics is being developed. As soon as it is approved several new Economics course will need to be added to current offerings. The new course may include Global or International Economics, Business Economics, Environmental Economic, Behavioral or Consumer Economics and/or Economic Development, to name a few.
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B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

As indicated above TMC will need to be adopted.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
2	2	2

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Every semester.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	N/A

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

SLO assessment results were shared with Dr. Shumaker, the Economics part-time faculty, electronically. The evidence of the dialog, which includes written messages exchanged between the SLO Economics coordinator, Dr. Webster and Dr. Shumaker, are stored in Dr. Webster's "Program Review" electronic file and can be provided upon request.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

The analysis of SLO assessment results revealed the following:

- Economics 1 Aggregate "Proficiency and Above" rates (eLumen scores 2, 3, 4 aggregated across all sections) decreased slightly from 98.6 in Fall 2011 to 97.2 percent in Spring 2012.
- Economics 1 face-to-face "Proficiency and Above" rates (eLumen scores 2, 3, 4 aggregated across face-to-face sections) decreased slightly from 98.7 in Fall 2011 to 97.2 percent in Spring 2012.
- Economics 1 DE "Proficiency and Above" rates (eLumen scores 2, 3, 4 aggregated across DE sections) decreased slightly from 98.4 in Fall 2011 to 97.1 percent in Spring 2012.
- Economics 2 Aggregate "Proficiency and Above" rates (eLumen scores 2, 3, 4

aggregated across all sections) increased slightly from 96.5 in Fall 2011 to 97.8 percent in Spring 2012.

- Economics 2 face-to-face “Proficiency and Above” rates (eLumen scores 2, 3, 4 aggregated across face-to-face sections) increased from 97.2 in Fall 2011 to 100 percent in Spring 2012.
- Economics 2 DE “Proficiency and Above” rates (eLumen scores 2, 3, 4 aggregated across DE sections) increased slightly from 96.2 in Fall 2011 to 96.8 percent in Spring 2012.
- The SLO assessment results in face-to-face and DE Economics sections seem to follow same trends and with “Proficiency and Above” rates of over 95 percent in all sections no improvements are planned at this moment.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

There are no resource requests for AY 2014-15.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

The plan is to continue assessments in all Economics sections.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program’s dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Economics Coordinator, Dr Webster, consulted with the College’s Institutional Researcher in regards to student data. The data was then analyzed and shared electronically with Dr. Shumaker, the Economics part-time faculty. The evidence of the dialog, which includes written messages exchanged between Discipline Coordinator, Dr. Webster and Dr. Shumaker, are stored in Dr. Webster’s “Program Review” electronic file and can be provided upon request.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

The analysis of student data revealed the following:

- The gender composition of the Program remained largely unchanged, with males accounting for 63 percent of the total student population in Fall 2011 (as compared to 62 percent in Fall 2007).
- The age composition of the Program changed noticeably, with 19 yrs or younger accounting for 48 percent of the total student population in Fall 2011 (up from 43 percent in Fall 2007) and 20 – 21 yrs old accounting for 20 percent of the total student population in Fall 2011 (down from 27 percent in Fall 2007).
- The race/ethnicity composition of the Program changed as well, with White accounting for 48 percent of the total student population in Fall 2011 (down from 53 percent in Fall 2007) and Asian accounting for 18 percent of the total student population in Fall 2011 (up from 11 percent in Fall 2007).
- The number of students who plan to transfer (with or without AA/AS degree) increased to 85 percent in Fall 2011 (from 80 percent in Fall 2007), whereas the number of students pursuing Associated Degree only decreased to 2 percent in Fall 2011 (down from 4 percent in Fall 2007).
- The educational level of students changed as well, with freshman (less than 30 units) accounting for 52 percent of the total student population in Fall 2011 (down from 59 percent in Fall 2007), sophomore (30-59 units) accounting for 27 percent of the student population in Fall 2011 (up from 23 percent in Fall 2007) and undergraduate (60 units or more) accounting for 16 percent in Fall 2011 (up from 10 percent in Fall 2007).
- Student performance improved significantly, with course success rate increasing to 75 percent in Fall 2011 (up from 66 percent in Fall 2007) and course completion rate increasing to 90 percent in Fall 2011 (up from 78 percent in Fall 2007). The documented increase in students' performance, in particular course completion rates, may be due to a change in students' attitudes. With limited availability of classes across campus students seem to be more motivated to succeed and thus less likely to drop out.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

There are no resource requests for AY 2014-15.

2. Enrollment Management **(Instructional programs only)**

a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

3.6 FTEF in 2012 – 13.

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

4.2 FTEF in 2011 – 12. 3, 3-unit, sections were cut, including 2 Economics 5 and 1 Economics 2 sections. The elimination of 2 Economics 5 sections lead to the total eliminated the course.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

With development of TMC in Economics, numerous changes in course offerings are anticipated to occur for AY 2014 – 15. While Economics 1 and Economics 2 are expected to remain in schedule, additional courses may be added to Economics offerings, including Global or International Economics, Business Economics, Environmental Economics, Behavioral or Consumer Economics and/or Economic Development, to name a few.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
4.2	2.0	48%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

Since the anticipated adoption of TMC in Economics may require a large expansion of the Program's current offerings, additional full-time faculty may be needed.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

Click here to enter text.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Click here to enter text.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Click here to enter text.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

Click here to enter text.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

Since the anticipated adoption of TMC in Economics may require a large expansion of the Program's current offerings, the full-time Economics faculty may need to request release time for the development of the new curriculum.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program.

Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

The passage of SB 1440 *Student Transfer Achievement Reform Act* and SB 1415 *Common Course Numbering System*, which is intended to serve as catalyst for cross-cutting systemic changes that impact the transfer pathway and the course articulation process, will greatly impact LPC's Economics offerings. Since TMC in Economics is only now being developed, the exact impact of the new legislation remains unclear.

III. SUMMARY**A. Summarize objectives accomplished since the Program Review Update (2012)**

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Economics program continues to provide high-quality transferable courses accessible to all students in the Tri-Valley community, and superior faculty committed to facilitating student success. While the scope of the Program has been reduced to only two courses – Economics 1

and Economics 2 – the Program continues to draw a large number of highly-motivated students. All scheduled sections remain full, many with full wait-lists. As noted in the Student Data section of this report, students' success improved significantly, with course completion rates reaching 90 percent in Fall 2011. Importantly, the outlines of the two corner-stone Economics courses have been submitted to C-ID and are pending approval.

Economics Program faces a great challenge of limited FTEF. The challenge is expected to become even greater when TMC in Economics gets approved and a TMC-aligned *Associate Degree for Transfer* needs to be developed.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

Since Economics program was subjected to severe budget cuts the originally proposed initiatives of expanding the Program's offerings to include Global/International Economics (AY 2011-12) and Behavioral/Consumer Economics and Business/Managerial Economics (AY 2013-14) were put on hold.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

Develop a TMC-aligned *Associate Degree for Transfer* in Economics, when approved by C-ID.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

The indicated above Human and Financial Resources may be needed in order to develop the College's TMC-aligned AA-T or AS-T Economics degree in a timely fashion. The *Associate Degree for Transfer*, which would be composed of no more than 60 transferable units, including a general education plan for transfer and a minimum of 18 units in Economics, would guarantee LPC students admission into the CSU system.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	2	<i>Reevaluate the need for Global Economics</i>	N/A		<i>Decision regarding the addition of Global Economics will be made.</i>	other	N/A	Click here to enter text.
2	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.