

PROGRAM REVIEW Fall 2021

Program: Economics

Division: BSSL

Date: 10/30/2021

Writer(s): Gina Webster

SLO/SAO Point-Person: Gina Webster

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 The Economics Program continues to provide high-quality transferable courses to students in the Tri-Valley community and beyond.	X	X	X
2 The Program serves all students, regardless of their race, ethnicity, gender, sex, age, or disability status.	X	X	X
3 The Program facilitates an inclusive learning environment and provides participating students with the knowledge and skills necessary for their success.	X	X	X
4 The Program's faculty go beyond their regular responsibilities to accommodate students who are disproportionately impacted by the recent shift to remote instruction.	X	X	X
5			
6			

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

___x___ N/A

Description	Mission	Master Plan	Presidential Task Force
1			
2			
3			
4			
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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Hire additional part-time faculty.		x	x	
Hire additional full-time faculty.		x		x

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
Professional Development Committee	I, the discipline coordinator, had a pleasure to attend several informative and engaging professional development sessions, including a fascinating disussion regarding "The Transision to Distance/Hybrid Learning With a Focus on Diversity". This well-attended presentation provided guiding principles for designing inclusive courses and discussed a variety of teaching models, including the so-called "Multidimensional Model", which goes beyond course content and considers the multiple variables within a learning environment that express culturally specific values.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Informal surveys and conversations.
What did you learn?	Majority of students look forward to completing Economics courses online.
How will you use the feedback?	With the Program being required to offer majority of courses as in-person sections, the

	collected feedback will not be used in the Program's scheduling process.
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Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

During the academic year 2020 – 2021 the LPC Economics Program continued to provide high-quality transferable courses to students in the Tri-Valley community and beyond. However, the Program experienced several notable changes:

- ☐ Student headcount, total course enrollments and FTES were all significantly down from Fall 2019 to Fall 2020, and from Spring 2020 to Spring 2021 (well below the pre-pandemic levels):
 - ☐ Student headcount decreased 8.9% Fall-to-Fall (from 428 to 390) and 0.5% Spring-to-Spring (from 375 to 373);
 - ☐ Total course enrollments decreased 9.1% Fall-to-Fall (from 451 to 410) and 3.7% Spring-to-Spring (from 407 to 392);
 - ☐ FTES decreased 7.6% Fall-to-Fall (from 43.4 to 40.1) and 3.5% Spring-to-Spring (from 39.6 to 38.2).
- ☐ While productivity (WSCH/FTEF) and fill rates remained unchanged from Fall 2019 to Fall 2020, they decreased significantly from Spring 2020 to Spring 2021:
 - ☐ WSCH/FTEF remained unchanged Fall-to-Fall (at 615) but decreased 12.4% Spring-to-Spring (from 610.5 to 534.5);
 - ☐ Fill rates remained unchanged Fall-to-Fall (at 93%) but decreased 13.0% Spring-to-Spring (from 93% to 81%).
- ☐ Course success rates were up from Fall 2019 to Fall 2020 and from Spring 2020 to Spring 2021, while course withdrawals remained unchanged:
 - ☐ Course success rate increased 17.6% Fall-to-Fall (from 68% to 80%) and 6.6% Spring-to-Spring (from 76% to 81%).

- ☐ In DE courses, the rate remained unchanged Fall-to-Fall (at 80%) and was 81% in Spring 2021;
- ☐ In F2F courses, the rate was 59% in Fall 2019 and 76% in Spring 2020. No F2F classes have been offered since.
- ☐ Withdrawals remained unchanged Fall-to-Fall (at 17%) and were significantly down Spring-to-Spring (from 23% to 14%):
- ☐ In DE courses, “Ws” increase from 9% in Fall 2019 to 17% in Fall 2020 and were 14% in Spring 2021;
- ☐ In F2F courses, “Ws” were 22% in Fall 2019 and 23% in Spring 2020. No F2F classes have been offered since.

The data presented above points to a continued success of the Economics DE offerings in unprecedented circumstances of a global pandemic.

During the academic year 2020 – 2021 the composition of the Program’s student body has changed slightly:

- ☐ Student population “became younger” with students 19 years old and younger accounting for 47% of the population in Fall 2020 (as compared to 44% in Fall 2019) and 46% in Spring 2021 (as compared to 44% in Spring 2020).
- ☐ The number of female students increased Fall-to-Fall from 35% to 38%, and Spring-to-Spring from 37% to 38%.
- ☐ The number of African American students increased from 2% in Fall 2019 to 4% in Fall 2020, while the number of Asian students increased from 25% in Spring 2020 to 30% in Spring 2021.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
☒ yes ☐ no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

PSLO 1: "Upon completion of the AA-T in Economics, students are able to explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production."

PSLO 1 was selected for review in the 2020-21 cycle as it is the most imperative of the three Economics PSLOs. The reviewed PSLO "covers" the fundamentally important in economic theory model of the market forces of supply and demand.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 100%

- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. x YES _____ No

N/A

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

The assessed PSLO 1 encompasses one Econ 1 CSLO and one Econ 2 CSLO. According to the Discipline's 3-year planning template, the Econ 1 CSLO - "Upon completion of Econ 1, students are able to define market and its failures and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production" - was assessed in Fall 2020, whereas the Econ 2 CSLO - "Upon completion of Econ 2, students are able to define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production" - was assessed in Spring 2021.

The collected assessment results clearly indicate that the targeted 95% "Proficiency and Above" rate was met. In fact, 98.1% of the participating students achieved "Proficiency and Above".

In particular 97.8% of the participating students achieved "Proficiency and Above" in Econ 1 assessed in Fall 2020, and 98.5% of the participating students achieved "Proficiency and Above" in Econ 2 assessed in Spring 2021.

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

Due to the unprecedented circumstances of the COVID pandemic all assessed sections were administered online and thus the data collected could not be disaggregated into F2F vs DE.

- (6) List changes that you plan on making to improve student learning and address inequities.

With the targeted 95% "Proficiency and Above" rate met, no pedagogical changes are recommended nor planend.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

It is important to note that the collected assessment data may be skewed by the availability of the "extraordinary withdrawal" (since CSLO data was collected at the end of the terms). It is the availability of this extraordinary option that may also be responsible for the increase in the overall course success rate from 68% in Fall 2019 to 80% in Fall 2020 and from 76% in Spring 2020 to 81% in Spring 2021.

- (8) Are you planning on revising on your 3-year planning template? If so, describe.

____ YES x No

N/A

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

N/A

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

- (2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
Econ 1
Econ 2
Econ 10
Econ 5

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES x Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES x No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?