

PROGRAM REVIEW Fall 2022

Program: Economics

Division: BSSL

Date: 10/30/2022

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 The Economics Program continues to provide high-quality transferable courses to students in the Tri-Valley community and beyond.
2 The Program continues to serve all students, regardless of their race, ethnicity, gender, sex, age, or disability status.
3 The Program continues to utilize a variety of modalities (online, in-person, and HyFlex) to maximize accessibility for students.
4 The Program revised its core offerings' pre-requisites to remove barriers to entry.
The noted above accomplishments support the College's efforts to promote greater equity and to establish an equity-focused Guided Pathways framework to provide all students with clear enrollment avenues and course-taking patterns, and to remove systemic obstacle to students' success.
6 Due to declining enrollment no faculty was hired (as planned in 21-22 AY).

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1 Declining enrollment presents an ongoing challenge.
2
3
4
5
6

Tab to add more lines as needed

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

In Fall of 2021 the full time Economics faculty completed the HyFlex training, which consisted of five, 2-hour long, synchronous online sessions conducted by Dr. Brian Beatt, an Associate Professor of Instructional Technologies in the Department of Equity, Leadership Studies and Instructional Technologies at San Francisco State University. The sessions covered topics ranging from HyFlex course design, HyFlex strategy and outcomes, as well as HyFlex student learning outcomes and learning assessments. The sessions included informative lectures as well as interactive activities and exercises designed to instruct faculty on the best practices of teaching in that "new" modality.

Upon completion of the faculty's training, the Program begun offering HyFlex Econ 1 and Econ 2 courses in the Spring of 2022.

As of Fall of 2022 all remaining Economics faculty were completing their HyFlex training.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

"Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning."

The Economics AA-T degree, which is accessible to all LPC students, regardless of their race, ethnicity, gender, sex, age, or disability status, prepares them for transfer to California State Universities (CSUs). Students who complete the Economics AA-T degree are ensured preferential transfer status to CSUs for Economics majors as well as majors in related disciplines.

The Economics Program's course offerings are also a vital part of the LPC's Business degree(s). They are the "required core" of the AS-T Business Administration 2.0 degree, and the optional selection ("List A" or "List D") of the AA Business Administration, AA Business Entrepreneurship, and AA Marketing degrees.

In addition to offering "educational opportunities for completion of students' transfer and degree goals" the Programs curriculum teaches students to think analytically about some of the most important economic concerns facing the world today.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
The Economics Program will continue providing high-quality transferable courses to students in the Tri-Valley community and beyond.		x		
The Program will continue serving all students, regardless of their race, ethnicity, gender, sex, age, or disability status.		x		
The Program will increase its HyFlex offerings (to include Econ 10, in addition to Econ 1 and Econ 2) to maximize accessibility for students.	x		x	
The Program will begin offering Economics courses at the Dublin Correctional Facility.	x		x	

Tab to add more lines as needed

F. 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 or in a HyFlex modality.
How will you use the feedback?	The Program will increase its HyFlex and/or Hybrid offerings in Spring of 2023 (to include Econ 10, in addition to Econ 1 and Econ 2) to maximize accessibility for students.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

___x___ N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>

- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

During the academic year 2021 – 2022 the LPC Economics Program experienced several (concerning) changes:

- ✓ Student headcount, total course enrollments and FTES declined from Fall 2020 to Fall 2021, and plummeted even further from Spring 2021 to Spring 2022 (following already large declines in AY 2020 – 2021):
 - Student headcount decreased 4.9% Fall-to-Fall (from 390 to 371) and 19.1% Spring-to-Spring (from 373 to 302),
 - Total course enrollments decreased 3.5% Fall-to-Fall (from 410 to 396) and 16.1% Spring-to-Spring (from 392 to 329),
 - FTES decreased 2.8% Fall-to-Fall (from 40.1 to 39.0) and 15.7% Spring-to-Spring (from 38.2 to 32.2).
- ✓ Productivity (WSCH/FTEF) plummeted from Fall 2020 to Fall 2021 and declined further from Spring 2021 to Spring 2022. Fill rates declined as well:
 - WSCH/FTEF decreased 12.4% Fall-to-Fall (from 615.0 to 539.1) and 7.7% Spring-to-Spring (from 534.5 to 493.5),
 - Fill rates decreased 3.3% Fall-to-Fall (from 93% to 90%) and 7.5% Spring-to-Spring (from 81% to 75%).
- ✓ While course success rates were down from Fall 2020 to Fall 2021, they increased significantly from Spring 2021 to Spring 2022. Withdrawals were high in the Fall but lower in the Spring:
 - Course success rate plummeted 21.2% Fall-to-Fall (from 80% to 71%) but increased 7.4% Spring-to-Spring (from 81% to 87%).
 - Withdrawals increased 11.8% Fall-to-Fall (from 17% to 19%) but decreased 42.9% Spring-to-Spring (from 14% to 8%).

The data presented above reflects unprecedented shifts brought by the COVID pandemic. These changes have resulted in a significant decline in productivity and consequently have led to a notable reduction of course offerings. On a positive note, the success rates improved Spring-to-Spring, while course withdrawals declined (likely due to the removal of the “extraordinary withdrawal” category).

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 are 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

PSLO 2: "Upon completion of the AA-T in Economics, students are able to define key economic indicators, including GDP, CPI, and unemployment rate, and use these quantitative measures to analyze the economy."

PSLO 2 was selected for review in the 2021-22 cycle as it is the second most imperative of the three Economics PSLOs. The most imperative PSLO, PSLO 1, was assessed and analyzed in the first year of the 3-year assessment cycle, the 2020-21 AY.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). 100 %
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

PSLO 2, which encompasses Econ 2 CSLO 2, was assessed in Spring 2022 (as planned). The collected assessment results clearly indicate that the targeted 95% "Proficiency and Above" rate was met. In fact, 95.6% of the participating students achieved "Proficiency and Above."

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient

- First Generation

- DE

- Online

- Hybrid

- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

The collected assessment data was disaggregated by course modality: DE (online asynchronous) vs. Face-to-Face (HyFlex). 94.8% of the participating students achieved "Proficiency and Above" in the DE sections, as compared to 100% in the Face-to-Face section(s).

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

The Economics department faces a challenge of balancing students' documented preference for online, asynchronous, courses and higher performance achieved in HyFlex section(s).

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

The findings noted above support the Program's decision to increase the number of HyFlex sections, going forward. They also suggest that students who failed to succeed in an online course should be recommended to retake the class in an alternative modality that includes an in-person component (HyFlex or Hybrid).

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

 x Yes No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____ YES ____ x ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process, please list those in the box below along with any items that would help you improve this process in the future.

N/A

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____ YES ☒ No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ☒ No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES x No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

 x YES _____ No

Course Name & Number
Econ 5 – The Economic History of the United States

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

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