

**Program: Economics**

**Division: BSSL**

**Date: 10/31/2024**

**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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Please note:** Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

#### **Helpful Links:**

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

---

## **Sections**

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

#### **Instructions**

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

***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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A \_\_\_\_\_

The Economics Program continues to provide high-quality transferable courses to students in the Tri-Valley community and beyond. By embedding equity in its decision-making processes and focusing on removing barriers to student success, the Program plays a vital role in advancing the College's priorities.

To align with the first of the two 2023-24 College planning priorities, the Economics Program began working on its curriculum to incorporate topics related to economic inequities, social justice, and policies that address disparities. The Program's goal is to ultimately ensure that all Economics courses taught at LPC examine issues of income inequality, gender wage gaps, racial economic disparities, and the economic impacts of discrimination.

The Program encourages its faculty to use inclusive teaching practices. This includes, but is not limited to, using diverse case studies, making course materials accessible to students of all backgrounds, and actively working to minimize biases in grading and classroom engagement.

Also, the Program continues to collect and analyze data on student outcomes, disaggregated by demographics, to identify any inequities. The Programs remains committed to implementing necessary changes aimed at reducing performance gaps.

To align with the second of the two 2023-24 College planning priorities, the Economics Program continues to focus on developing practical, career-relevant economic skills, to ensure that students are well prepared for transfer and/or job opportunities, increasing their long-term success.

The Program encourages its faculty to explore and employ the most effective teaching practices, integrate new learning technologies, and foster student engagement, as these efforts lead to a more dynamic classroom environment that enhances learning and retention.

The Program also attempts to identify and address structural barriers to student success, such as inflexible course scheduling, or financial challenges. The Program utilizes all available modalities – online asynchronous,

synchronous, HyFlex, Hybrid and in-person – to provide maximum flexibility for all students, while its faculty continuously search for the most cost-effective course materials.

**B. Challenges, Pain Points, and Needs**

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A\_\_\_\_\_

The Economics Program needs to expand its part-time faculty pool.

While challenging, hiring a high-quality adjunct faculty will ensure that students continue to receive a rigorous, up-to-date, and engaging education. The Program is looking to hire an experienced expert in the field of Economics who can communicate complex concepts effectively and foster intellectual growth of students. We are particularly interested in a faculty who can design innovative and relevant curricula that prepare students for real-world challenges and opportunities. Someone who can serve as a mentor, guiding students not just academically but also in their career paths, internships, etc.

The Economics Program also needs to reassess and potentially restructure its Honors offerings.

While the number of Honors contracts has increased exponentially over the past few terms (from approximately 3 to 11), the Program lacks the resources needed to accommodate the growing student demand.

**C. Planning: What are your program's most important plans, either new or continuing?**

N/A\_\_\_\_\_

The Economics Program plans to expand its part-time faculty pool ASAP.

The Program recognizes that high-quality faculty are the backbone of the Program's and the College's mission to provide top tier education and foster a thriving learning community. We believe that the faculty's influence extends beyond the classroom, affecting the institution's reputation, student outcomes, and overall success.

**D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?**

Barriers: N/A

Suggestions:

N/A\_\_x\_\_\_\_\_

**E. Curriculum Updates**

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?  
Yes\_\_\_ No\_\_x\_\_
  2. Comments (Optional):
  3. Please review your program [maps](#). Do you need to make any modifications?  
Yes\_\_\_ No\_\_x\_\_
  4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
    - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
    - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).
- 

## Section 2: Data Analysis – Quantitative and Qualitative

**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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

During the academic year 2023-24 the Economics Program continued to provide high-quality transferable courses in a variety of modalities. The Program experienced several notable changes from the year prior:

- ✓ Student headcount, total course enrollments and FTES were all significantly up from Fall 2022 to Fall 2023, and from Spring 2023 to Spring 2024 (although slightly below the pre-pandemic levels):
  - Student headcount increased 22% Fall-to-Fall (from 308 to 376) and 15% Spring-to-Spring (from 315 to 363)
  - Total course enrollments increased 21% Fall-to-Fall (from 319 to 386) and 11% Spring-to-Spring (from 336 to 373)

- FTES increased 20.7% Fall-to-Fall (from 30.9 to 37.3) and 9.8% Spring-to-Spring (from 32.6 to 35.8)
- ✓ Productivity (WSCH/FTEF) and fill rates were also significantly up from Fall 2022 to Fall 2023, and from Spring 2023 to Spring 2024 (all above the pre-pandemic levels):
  - WSCH/FTEF increased 20.9% Fall-to-Fall (from 531.7 to 643.3) and 35.6% Spring-to-Spring (from 458.2 to 621.7)
  - Fill rates increased 16% Fall-to-Fall (from 81% to 97%) and 9% Spring-to-Spring (from 85% to 94%)
- ✓ Course success rates were up from Fall 2022 to Fall 2023 but down from Spring 2023 to Spring 2024, while course withdrawals varied by modality and term:
  - Course success rate increased 6% Fall-to-Fall (from 75% to 81%) but decreased 3% Spring-to-Spring (from 82% to 79%):
    - In DE courses, the rate increased 10% Fall-to-Fall (from 75% to 85%) but decreased 3% Spring-to-Spring (from 82% to 79%)
    - In F2F courses, the rate was 77% in Fall 2022, 75% in Spring 2023, and only 40% in Fall 2023 (no data is available for Spring 2024)
  - Withdrawals decrease 3% Fall-to-Fall (from 14% to 11%) but increased 5% Spring-to-Spring (from 6% to 11%)
    - In DE courses, withdrawals decreased 6% Fall-to-Fall (from 14% to 8%) but increased 5% Spring-to-Spring (from 6% to 11%)
    - In F2F courses, withdrawals were 16% in Fall 2022, 13% in Spring 2023, and 43% in Fall 2023 (no data is available for Spring 2024)

The data presented above points to a continued success of the Economics courses, particularly the DE sections. The data also highlights the need for careful reevaluation of the HyFlex sections, as the Program returns to its pre-pandemic composition of modalities. E.g. It is worth noting that the dramatic increase of withdrawals recorded in the Fall of 2023 occurred predominantly in the asynchronous HyFlex population.

During the academic year 2023-24 the composition of the Program's student body remained largely unchanged:

- ✓ The number of students 19-year-old or younger accounted for 52% - 58% of the student body, while 20 – 21-year-olds accounted for 22% - 26%
- ✓ The number of female students accounted for 38% - 42% of the student body, while the number of male students accounted for 58% - 62%
- ✓ The number of African American students accounted for 2% - 4% of the student body, while the number of Latino students accounted for 24% - 27% Asian students accounted for 25% - 29%, and White students accounted for 26% - 29%

**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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard;

when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes\_\_x\_\_ No\_\_\_\_

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

---

### Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- 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)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes\_\_x\_\_ No\_\_\_\_

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

None.

The most imperative of the 3 Economics PSLOs - 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.”* - was assessed in the 2020-21 cycle, while the second most imperative PSLO - 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.”* - was analyzed in the 2021-22 cycle.

The third of the 3 PSLOs - PSLO 3 – is being assessed in the current cycle.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).

\_\_\_N/A\_\_\_%

The planned CSLO assessments will be recorded in the eLumen at the end of the Fall 2024 term.

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

N/A

The disaggregated data will be analyzed at the end of the Fall 2024 term.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

N/A

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

N/A



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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).*

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. 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.

#### **Section 4: Suggestions for the Program Review Committee (optional)**

What questions or suggestions about this year's Program Review forms or process do you have?

N/A