

PROGRAM REVIEW UPDATE 2015-2016

Program: Economics

Division: BSBA

Date: 10/08/15

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Fall 2014:

- ✓ In collaboration with the College's Institutional Research Office, Economics faculty begun gathering data on Economics majors on campus in order to assess the need for LPC Economics degree. It is important to note that several months earlier the Academic Senates for California Community Colleges and California State University developed new Associate Degrees for Transfer in Economics (approved on November 26, 2013).

Spring 2015:

- ✓ Several CEMC changes were made in the Program's offerings, including the following:
 - Econ 10 – General Economics – was added to the Program's schedule.
 - Econ 5 – Economic History of U.S. – was eliminated from the Program's schedule (due to low enrollments).
 - Econ 1 – Principles of Microeconomics – additional sections were added (due to high enrollments).

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Fall 2014:

- ✓ The updated outlines of the two corner-stone Economics Courses - Economics 1 and Economics 2 - were approved by C-ID.
- ✓ The AA-T in Economics was closely reviewed and discussed with the LPC Articulation Officer.
- ✓ As indicated in the 2014 Economics Program Planning Update, the Economics faculty intended to develop alternative SLO assessment rubrics which were to replace the existing measures in Spring 2015. However, closer evaluation of Economics SLOs led the faculty to decide that new Course SLOs (along with new assessment rubrics) need to be developed.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Major obstacle/challenge:

- ✓ Limited part-time faculty participation in departmental activities/responsibilities.

D. What are your most important plans (either new or continuing) for next year?

Fall 2015:

- ✓ Revise and update all existing Economics Course Outlines.
- ✓ Develop a new set of 3-5 SLOs for Econ 10.
- ✓ Develop new assessment rubrics for Econ 10 SLOs.
- ✓ Begin assessing Econ 10 SLOs in a 2-year cycle.

Spring 2016:

- ✓ Develop a new set of 3-5 SLOs for Econ 1, Econ 2 and Econ 5.

- ✓ Develop new assessment rubrics for Econ 1, Econ 2 and Econ 5 SLOs.
- ✓ Begin assessing Econ 1, Econ 2 and Econ 5 SLOs in a 2-year cycle.

E. Do plans listed under question (D) connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Plans listed above connect to the following planning priorities:

- ✓ *“Provide necessary institutional support for curriculum development and maintenance”*
- ✓ *“Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.”*

F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

N/A

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Economics Program has continued to provide high-quality transferable courses accessible to all students in the Tri-Valley community.

Since 2014 Program Planning Update, the offerings of the Economics Program have been extended to include Econ 10 – General Economics and additional sections of Econ 1 – Principles of Microeconomics to accommodate greater number of students.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

The aggregate SLO assessment results indicate that targeted 95 percent rate of "Proficiency and Above" was met in both Econ 1 and Econ 2 Courses.

- B. Discuss assessment results that indicate a need for improvement.**

With the SLO targets met no changes in pedagogy were made. However, the Economics faculty begun working on a new set of Course SLOs and assessment rubrics. The faculty intends to develop 3 new SLOs per Course to be assessed in a 2-year cycle.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

N/A

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

The SLO assessment results indicate that face-to-face and DE Economics sections follow similar trends with “Proficiency and Above” exceeding targeted rate of 95 percent in all Economics 1 and Economics 2 sections.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

N/A

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

As indicated above, with the SLO targets met no changes in pedagogy were deemed necessary. However, that is likely to change as new assessment results of new Course SLOs become available.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	4
Estimated number of SAOs that will be written or revised:	3 per Course = total of 12 SLOs

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

Econ 10 – General Economics

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	3
Spring 2016	2