

PROGRAM REVIEW Fall 2017

Program: Economics

Division: BHAWK

Date: 10/10/2017

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Since 2016 Program Review Update, Economics Program has continued to provide high-quality transferable courses accessible to all students in the Tri-Valley community.

- ✓ Student headcount, total course enrollment and FTES were all up from Fall 2015 to Fall 2016 but down from Spring 2016 to Spring 2017:
 - Student headcount increase 2.9 % Fall-to-Fall (from 452 to 465) but decreased 6.3 % Spring-to-Spring (from 427 to 400);
 - Total course enrollments increased 2.7% Fall-to-Fall (from 474 to 487) but decreased 4.6% Spring-to-Spring (from 457 to 436);
 - FTES increased 1.3 % Fall-to-Fall (from 46.1 to 46.7) but decreased 5.5% Spring-to-Spring (from 43.4 to 41.0).
- ✓ Productivity (WSCH/FTEF), fill rates and course success rates increased, whereas completion rates remained unchanged:
 - WSCH/FTEF increased 2.6% Fall-to-Fall (from 592.5 to 608.8) and 4.9% Spring-to-Spring (from 623.2 to 654);
 - Fill rates increased 2.2% Fall-to-Fall (From 90% to 92%) and 5.3% Spring-to-Spring (from 94% to 99%);
 - Course success rate increased 1.4 % Fall-to-Fall (from 74% to 75%) and remained unchanged Spring-to-Spring (77%);
 - Course completion rate remained unchanged Fall-to-Fall (85%) as well as Spring-to-Spring (86%).

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>Since Fall of 2016 the following significant changes occurred:</p> <ul style="list-style-type: none"> ✓ In collaboration with the College's Institutional Research Office, Economics faculty gathered and analyzed data on Economics majors on campus and determined that LPC Economics Degree is needed (and will be developed). It is important to note that the Academic Senates for California Community Colleges and California State University have already developed new Associate Degree for Transfer in Economics. ✓ Economics faculty begun their efforts to identify/facilitate industry partnerships to develop "career-oriented" curriculum/certificates to expand the Program's limited offerings. ✓ Several CEMC changes were made, including the following: <ul style="list-style-type: none"> ▪ Econ 10 was added to the Program's schedule; ▪ Econ 5 was eliminated from the Program's schedule (due to low enrollments); ▪ Econ 1 and Econ 2 additional sections were added (due to high enrollments). ✓ Several SLO changes were made, including the following: <ul style="list-style-type: none"> ▪ Existing CSLOs were retired in Econ 1, 2 and 10; ▪ "New" CSLOs were developed in Econ 1, 2 and 10. 	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1" data-bbox="992 443 1404 1073"> <tr> <td style="text-align: center;">x</td> <td>Community Partnerships/Outreach Curriculum*</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Enrollment Management</td> </tr> <tr> <td></td> <td>External Factors</td> </tr> <tr> <td></td> <td>Facilities,** Supplies and Equipment (Including Software)</td> </tr> <tr> <td></td> <td>Financial/Budgetary</td> </tr> <tr> <td></td> <td>Human Resources</td> </tr> <tr> <td></td> <td>Learning Support</td> </tr> <tr> <td></td> <td>LPC Planning Priorities https://goo.gl/LU99m1</td> </tr> <tr> <td></td> <td>Pedagogy</td> </tr> <tr> <td></td> <td>Professional Development</td> </tr> <tr> <td></td> <td>Services to Students</td> </tr> <tr> <td style="text-align: center;">x</td> <td>SLO/SAO Process</td> </tr> <tr> <td></td> <td>Technology Use</td> </tr> </table> <p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p> <p>**Facilities will also be addressed in Question H.</p>	x	Community Partnerships/Outreach Curriculum*	x	Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary		Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1		Pedagogy		Professional Development		Services to Students	x	SLO/SAO Process		Technology Use
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>The following plans from 2016 Program Review Update have been successfully completed:</p> <ul style="list-style-type: none"> ✓ Revise existing and develop additional CSLOs - Completed in Econ 1, 2 and 10 ✓ Revise existing and develop additional CSLO assessment rubrics - Completed in Econ 1, 2 and 10 	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1" data-bbox="992 1766 1404 1921"> <tr> <td></td> <td>Community Partnerships/Outreach Curriculum*</td> </tr> <tr> <td></td> <td>Enrollment Management</td> </tr> <tr> <td></td> <td>External Factors</td> </tr> </table>		Community Partnerships/Outreach Curriculum*		Enrollment Management		External Factors
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	Enrollment Management						
	External Factors						

<ul style="list-style-type: none"> ✓ Complete new <i>eLumen</i> training - Completed ✓ Input all “new” CSLOs into new <i>eLumen</i> - Completed ✓ Revise CSLO assessment schedule - Completed 		Facilities,** Supplies and Equipment (Including Software)
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>Since 2016 Program Review Update, the Economics Program has been offering multiple sections of Econ 1 and Econ 2, as well as Econ 10 to accommodate as many as 427 students in Spring of 2016 and 465 students in Fall of 2016.</p>		Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrx	
		Community Partnerships/Outreach
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	addressed in Question H.
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>The Economics Program is “managed” by a single full time faculty, which present significant challenges.</p>	Mark an X next to each area that is addressed in your response.	
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**Facilities will also be addressed in Question H.		

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>The short term plans include the following:</p> <ul style="list-style-type: none"> ✓ Transition all Economics Courses from Blackboard into Canvas. ✓ Record and analyze CSLO data in a 3-year cycle. ✓ Develop the LPC Economics degree. ✓ The Economics faculty also plan to explore opportunities to 	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	x	Community Partnerships/Outreach
	x	Curriculum*
		Enrollment Management
		External Factors

expand the offerings of the Economics Program to include “career-oriented” curriculum/certificates. The faculty intend to develop industry/university partnerships to assess the curriculum needs and to identify the most efficient strategies to expand the Program.		Facilities,** Supplies and Equipment (Including Software)
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	**Facilities will also be addressed in Question H.	

G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>The long term plans include the following:</p> <ul style="list-style-type: none"> ✓ Expand the part time faculty pool. ✓ Hire full time faculty. ✓ If deemed desirable, Economics faculty plan to develop new “career-oriented” curriculum/certificates to supplement the Program’s current offerings. 	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	x	Community Partnerships/Outreach
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addressed in Question H.

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

No. However, Economics faculty who currently teach in the portable building (room 105) are concerned about the future classroom assignment.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

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

Economics Program inspires to facilitate a positive learning environment and to provide LPC students with the knowledge and skills that will help them realize their potential. With that goal in mind, Economics faculty have been continuously working on improving the quality of their teaching and instruction.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <https://goo.gl/b59nCy>)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Econ 1, Econ 2 and Econ 10
Text of the CSLO, SAO, or PSLO: ✓ Economics 1: Upon completion of Econ 1 students will be able to: <ul style="list-style-type: none">▪ 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.▪ Define opportunity cost and marginal analysis and explain how they relate to choices of

individuals in the economy.

- Define different market structures and explain how firms optimize their fiscal objectives in these markets.

✓ Economics 2: Upon completion of Econ 2 students will be able to:

- Define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.
- Define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these quantitative measures to analyze the economy.
- Describe monetary and fiscal policies and explain how they affect short-term economic fluctuations.

✓ Economics 10: Upon completion of Econ 10 students will be able to:

- Define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.
- Define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.
- Define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these quantitative measures to analyze the economy.

Describe the quantitative or qualitative results:

Results are not available. Since last year (2016-2017) Econ 1, Econ 2 and Econ 10 “old” CSLOs have been retired and “new” outcomes developed. The faculty will begin recording and analyzing assessments of the “new” CSLOs in the Fall of 2017.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

N/A (see above)

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

N/A (see above)

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

2017/2018: Econ 1 and Econ 10

Text of CSLO/PSLO/SAO:

- ✓ Economics 1: Upon completion of Econ 1 students will be 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.
 - Define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.
 - Define different market structures and explain how firms optimize their fiscal objectives in these markets.

- ✓ Economics 10: Upon completion of Econ 10 students will be able to:
 - Define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.
 - Define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.
 - Define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these quantitative measures to analyze the economy.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

N/A

**Section Two: Curriculum Review
(Programs with Courses Only)**

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

None

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

None

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

None

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

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

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? 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**? 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**? 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**? If not, what program improvements may be made to increase this metric?