

PROGRAM REVIEW Fall 2018

Program: Economics

Division: BHAWK

Date: 10/20/2018

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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

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

Help: Contact Karin Spirm: kspirm@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 _____.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by _____.

Links:

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

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

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

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

The LPC Economics Program continues to provide high-quality transferable courses to students in the Tri-Valley community and beyond.

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 2017).

Since 2017 Program Review, the following changes occurred:

- ✓ 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.
- ✓ An Associate Degree for Transfer in Economics was then developed and approved.
- ✓ 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. In particular,

- Econ 1 and Econ 2 course sections were added.
- ✓ Several SLO changes were made. In particular,
 - “Old” CSLOs were retired and “new” CSLOs were recorded and analyzed.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
X	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

The 2017 short term plans included the following:

- ✓ Transition all Economics Courses from Blackboard into Canvas - Accomplished.
- ✓ Retire “old” CSLOs and record and analyze “new” CSLO data in a 3-year cycle – Accomplished.
- ✓ Develop the LPC Economics degree – Accomplished.
- ✓ The Economics faculty also planned to explore opportunities to expand the offerings of the Economics Program to include “career-oriented” curriculum/certificates – Pending.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
X	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	X Technology Use
	External Factors		Learning Support		Professional Development	

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: this information will be available in August 2018. Not all Programs have IR data packets available; if your program does not have a data packet, you

may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

Since 2017 Program Review, Economics Program has continued to provide high-quality transferable courses to students in the Tri-Valley community and beyond.

- ✓ While student headcount, total course enrollment and FTES were slightly down from Fall 2016 to Fall 2017, they were all up from Spring 2017 to Spring 2018:
 - Student headcount decreased 3.4% Fall-to-Fall (from 465 to 449) but increased 6.5% Spring-to-Spring (from 400 to 426);
 - Total course enrollments decreased 2.9% Fall-to-Fall (from 487 to 473) but increased 3.0% Spring-to-Spring (from 436 to 449);
 - FTES decreased 3.6% Fall-to-Fall (from 46.7 to 45.0) but increased 5.4% Spring-to-Spring (from 41.0 to 43.2).
- ✓ While productivity (WSCH/FTEF) and fill rates were down only slightly Fall 2016 to Fall 2017, they decreased significantly Spring 2017 to Spring 2018:
 - WSCH/FTEF decreased 2.9% Fall-to-Fall (from 608.8 to 591.3) and 14.2% Spring-to-Spring (from 654.0 to 561.0);
 - Fill rates decreased 2.2% Fall-to-Fall (From 92% to 90%) and 14.4% Spring-to-Spring (from 99% to 85%).

The noted above statistical changes reflect the “last-minute” addition of course sections offered in Spring 2018. The data indicates that Economics Program “over-scheduled” its Spring 2018 term.

- ✓ While course success rates were up from Fall 2017 to Fall 2017 as well and Spring 2017 to Spring 2018, withdrawals were down:
 - Course success rate increased 5.3% Fall-to-Fall (from 75% to 79%) and 2.6% Spring-to-Spring (from 77% to 79%). In particular,
 - In DE courses, the rate increased from 85% in Fall 2016 to 89% in Fall 2017 and remained largely unchanged from Spring 2017 to Spring 2018;
 - In F2F courses, the rate increased from 69% in Fall 2016 to 72% in Fall 2017 and from 65% in Spring 2017 to 69% in Spring 2018.
 - Withdrawals decreased in majority of sections. In particular,
 - In DE courses, “Ws” decreased from 9% in Fall 2016 to 6% in Fall 2017 and from 6% in Spring 2017 to 5% Spring 2018;
 - In F2F courses, “Ws” decreased from 18% in Fall 2016 to 14% in Fall 2017 but increased from 19% in Spring 2017 to 21% in Spring 2018.

The data presented above points to a continued success of the Program’s offerings, in particular the DE courses.

Since 2017 Program Review, there were no significant changes in the composition of the Program’s student body, with the following notable exceptions:

- ✓ Student population “became younger” with students 19 years old and younger accounting for 43% of the population in Fall 2017 (as compared to 38% in Fall 2016) and 39% in Spring 2018 (as compared to 33% in Spring 2017).
- ✓ Greater number of students opted for DE education. In particular,
 - Students enrolled in both F2F and DE Economics courses increased from 31% in Fall 2016 to 40% in Fall 2017 and from 40% in Spring 2017 to 42% in Spring 2018;
 - Students enrolled only in F2F Economics courses decreased from 50% in Fall 2016 to 44% in Fall 2017 and from 42% in Spring 2017 to 37% in Spring 2018.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
x	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

According to the *Bureau of Labor Statistics* (BLS), “employment of economists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Businesses and organizations across many industries use economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. Demand for economists should come from the increasing complexity of the global economy, additional financial regulations, and a more competitive business environment.” Furthermore, the BLS states that “job prospects should be best for those with a master’s degree or Ph.D., strong analytical skills, and experience using statistical analysis software.”

The BLS also notes that “the median annual wage for economists was \$102,490* in May 2017, which is significantly higher than the median annual wage for all occupations of \$37,690.”

*In May 2017, the median annual wages for economists in the top industries in which they worked were as follows:

Finance and insurance	\$121,920
Federal government, excluding postal service	113,950
Scientific research and development services	109,010
Management, scientific, and technical consulting services	106,710
State government, excluding education and hospitals	70,390

Since majority of Economics students pursue Business degrees, it is important to note that BLS projects the “employment of business and financial operations to grow 10 percent from 2016 to 2026, faster than the average for all occupations, adding about 773,800 new jobs. In particular, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts”, positions that require strong background in Economics. The BLS also notes that “the median annual wage for business and financial occupations was \$67,710 in May 2017.”

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input checked="" type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. 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 B-E).

Since 2017 Program Review, the Economics Program has been offering multiple sections of Econ 1 and Econ 2, as well as Econ 10 to accommodate as many as 465 students in Fall of 2016 and 426 students in Spring of 2018.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

The Economics Program is “managed” by a single full-time faculty, which present significant challenges.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
x	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

The Discipline's short-term plans are to:

- ✓ Continue regular CSLO assessment (in a 3-year cycle).
- ✓ Begin PSLO assessment.
- ✓ Hire additional part-time Economics faculty.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	x	SLO/SAO Process
	Enrollment Management	x	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

I. 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).

The Discipline's long-term plans are to:

- ✓ Hire additional full-time Economics faculty.
- ✓ Develop new "career-oriented" curriculum/certificates to supplement the Program's current offerings.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
x	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
x	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	x	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here: (<https://goo.gl/1AefkX>). If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

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.

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

(Note: this information will be available in August 2018)

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

- C. Facilities:** Do you have any facilities needs that are currently unmet? If yes, please describe.

No

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

- D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.**

Economics faculty appreciate the Professional Development Committee's efforts to address the professional and personal growth needs of the LPC faculty, staff, and administration in accordance with the California Education Code. The on-campus workshops and training sessions, including *eLumen* and Canvas training, have been particularly beneficial to the members of the Discipline.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

The Economics faculty plan to explore opportunities to 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. These efforts are conditional upon adequate funding.

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

N/A

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: <input checked="" type="checkbox"/> CSLO <input type="checkbox"/> PSLO <input type="checkbox"/> SAO
Course, Program Name, or Student Service Area: 2017/2018: Econ 1 and Econ 10 (Fall 2017 and Fall 2018)
Text of CSLO/PSLO/SAO: <ul style="list-style-type: none">✓ 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 10: Upon completion of Econ 10 students will be able to:<ul style="list-style-type: none">▪ 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 to analyze a PSLO, identify the courses that are mapped to the PSLO. N/A

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:

According to the Discipline's CSLO Assessment Plan, the following Econ 1 and Econ 10 CSLOs were to be assessed and analyzed in Fall 2017 and Fall 2018:

- ✓ 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.

While Fall 2018 assessments are pending at this moment, Econ 1 CSLO assessment data was recorded and analyzed for a majority (4 out of 6) of Fall 2017 Econ 1 sections, including 2 F2F and 2 DE sections. However, Fall 2017 Econ 10 assessment data was not recorded in the *eLumen* by the course's instructor.

SLOs: Assessment data collected from 4 sections over 1 semesters.

SAOs: Assessment data collected from students over semesters.

Describe the quantitative or qualitative results:

- ✓ Economics 1 SLO1: 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.
 - The targeted 95 percent rate of "Proficiency and Above" was met in all assessed sections.

- ✓ Economics 1 SLO2: Define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.
 - The targeted 95 percent rate of "Proficiency and Above" was met in all assessed sections.

<p>✓ Economics 1 SLO3: Define different market structures and explain how firms optimize their fiscal objectives in these markets.</p> <ul style="list-style-type: none"> ▪ The targeted 95 percent rate of “Proficiency and Above” was met in 3 out of 4 assessed sections.
<p>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:</p> <p>I an attempt to improve students’ achievement additional class time will be allocated to Economics 1 SLO3. Results will be analyzed as soon as they become available.</p>
<p>What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?</p> <p>N/A</p>
<p>DO you plan to continue tracking this SLO in the next year? Explain.</p> <p>While Econ 1 and Econ 10 CSLOs will be assessed next year, the assessment results will be recorded in the <i>eLumen</i> and analyzed in Fall 2019 and Fall 2020.</p>

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (Copy the box below as needed.)

<p>Circle One:</p> <p>CSLO PSLO SAO</p>
<p>Course, Program Name, or Student Service Area:</p> <p>2018/2019: Econ 2 (Spring 2018 and Spring 2019)</p>
<p>Text of CSLO/PSLO/SAO:</p> <p>✓ Economics 2: Upon completion of Econ 2 students will be able to:</p> <ul style="list-style-type: none"> ▪ 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.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

N/A

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

N/A

**Section Four: 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.

No

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.

No

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.

N/A