Santiago Canyon College

# Academic
# Program Review
# 2014-2016

**Department:** ECONOMICS

**Date of Submission:** November 6, 2015

**List the full-time and part-time faculty that worked on this document:**

| | |
|---|---|
| Alexander G. Taber | |
| | |
| | |
| | |
| | |
| | |

# Program Review - *Departments*
# Getting Started: Guidelines and Materials

## Overview and Planning

Welcome to the Santiago Canyon College (SCC) *Academic Program Review Template*. Each department will complete its program review during the Fall 2015 semester. Program review is an integral part of institutional success, starting with important evaluations of student success and progress and ending with thoughtful projections of where you'd like to go as a department, in large part based on *student achievement data* and *outcomes assessment data*; your careful analysis and honest assessments make positive change possible and likely.

## Purpose

Program review produces a "bridge document" that serves to connect ***local*** considerations, like student performance, SLO assessment, curricula development, department dialogue with ***global*** considerations, like SCC's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long term planning and Accreditation.


## Support

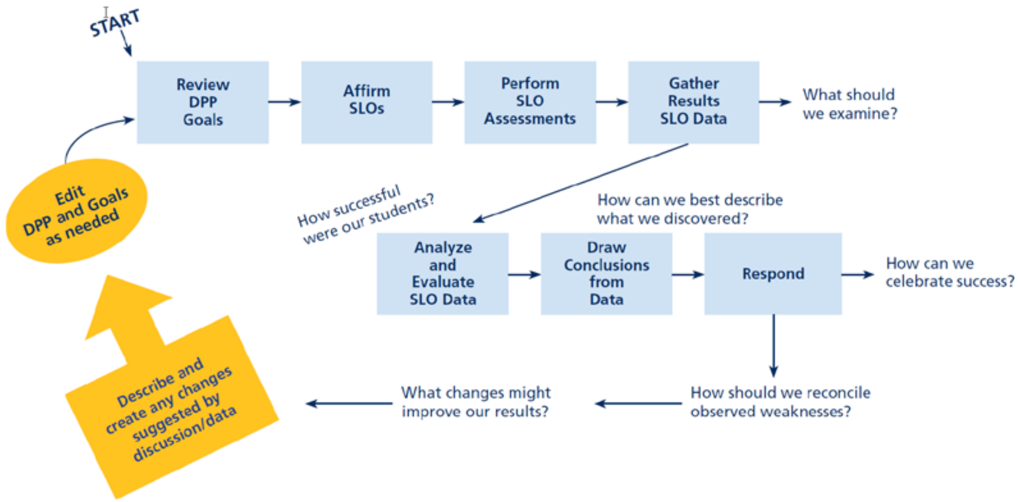
Because most of the program review is done by you in your department, capturing the results of your own processes and conversations is an important element. Some of the questions that follow will help you bring this into light. But you may need some information or assistance in certain areas, such as, data collection/analysis. You might also want help gathering and interpreting student demographic data. Some offices and individuals who are at your service to assist in your program review process are listed below:

- Office of Institutional Effectiveness and Outcomes Assessment – Aaron Voelcker, Assistant Dean
- Members of the Educational Master Plan Committee (EMPC) – Roberta Tragarz, Chair
- RSCCD Department of Research – Nga Pham, Director
- Supporting departments and documents (See Appendix 1)
- Lexicon of essential terms (See Appendix 2)

## Process and Expectations

Program Review fits into a larger cycle which brings together your annual Department Planning Portfolios (DPPs) and informs the Educational Master Planning process and prepares the college for Accreditation (See Appendix 3).

The natural flow of this work is outlined in the following steps:




### *Departmental Conversation*

- Departments gather to review their DPPs (*Where should we start?*)
- General and SLO assessment data is gathered on student success and progress (*What should we examine?*)
- Data is analyzed and results described (*How successful were our students? How can we best describe that?*)
- Conclusions lead to conversations about effectiveness of current SLOs, department initiatives, curricula, and resources (*Where there is success, how might we celebrate and promote that? Where there is weakness, how might we adjust to intervene and improve?*)
- Success is noted, and changes or recommendations considered (*In what ways will we describe our plan going forward?*)

### *Documentation and Reporting*

- Program Review is completed and approved by department
- Program Review is submitted to EMPC and distributed to program faculty and the division office.
- Meeting is scheduled in which department shares its results and considerations with EMPC (format is discussion, not presentation – committee members typically ask questions and interact with department representative about items/issues presented in their report)
- EMPC uses that review to inform: the PIE; the budgeting process; revisions to the Educational Master Plan; and Accreditation processes.

## The Optimal Result

A well-conceived Program Review describes in **concrete** terms the department's successes, challenges and directions for change and growth based on **evaluation of student achievement and outcomes assessment data**. It's the document that periodically validates a department's ability to meet its goals and objectives for student success and highlights the resources needed to meet those outcomes in the future.

## Part I: Overview of Academic Program Information

### 1. Award Programs

Please list the degrees and certificates offered by this program:

Economics AA/AA-T

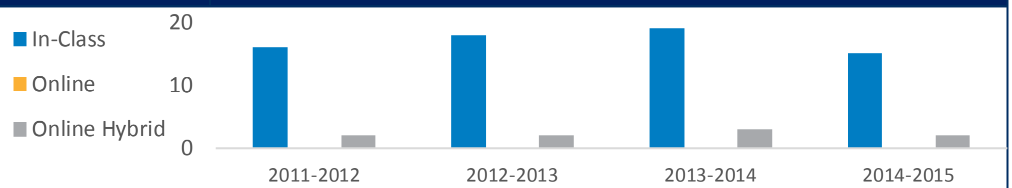
### 2. Course Offerings – if you require different breakdowns that are discipline sensitive or particularly meaningful (e.g. day/night, lecture/lab) please contact the [RSCCD Research Department](#).

**Course Offerings**

| Unique Courses |
|---|
| **2** |

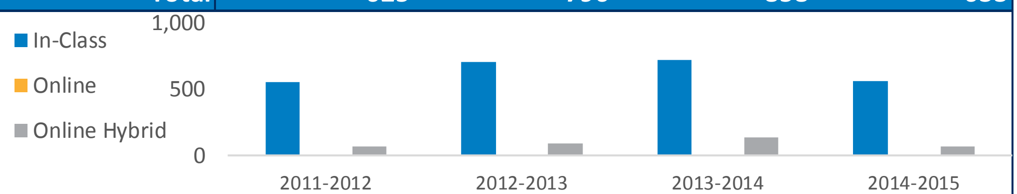
**Section Count**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| In-Class | 16 | 18 | 19 | 15 |
| Online | 0 | 0 | 0 | 0 |
| Online Hybrid | 2 | 2 | 3 | 2 |
| **Total** | **18** | **20** | **22** | **17** |



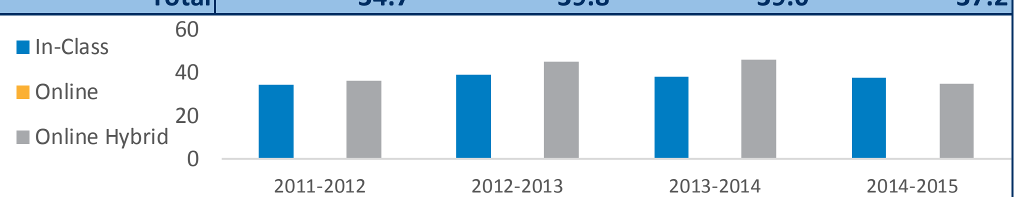

**Enrollment Total**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| In-Class | 553 | 706 | 720 | 563 |
| Online | 0 | 0 | 0 | 0 |
| Online Hybrid | 72 | 90 | 138 | 70 |
| **Total** | **625** | **796** | **858** | **633** |




**Avg. Class Size**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| In-Class | 34.6 | 39.2 | 37.9 | 37.5 |
| Online | 0.0 | 0.0 | 0.0 | 0.0 |
| Online Hybrid | 36.0 | 45.0 | 46.0 | 35.0 |
| **Total** | **34.7** | **39.8** | **39.0** | **37.2** |

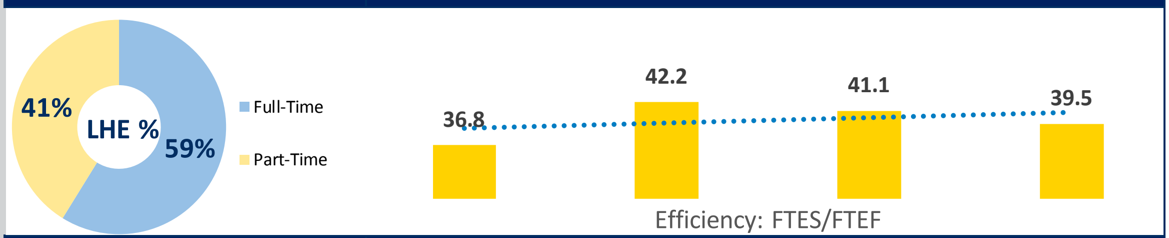


Fall 2014 was when the department's classes all moved from room E-304 in the E building to room H-228 in the H building. This is also when the Math 80 prerequisite of 2010-2012 was reinstated and when the renumbering of microeconomics to Econ 101 and macroeconomics to Econ 102 occurred. Further, enrollments softened in various other areas within the AHSS division in fall 2014. This partly explains why the enrollment total and section count both declined in 2014-2015. The removal of the Math 80 prerequisite beginning in fall 2012 is evident in the increase in enrollment at that time and its reintroduction in fall 2014 is evident in the decline beginning in fall 2014. The fact that the average class size did not increase in 2014-2015 is puzzling since the room capacity increased from 34 to 45 at that time. Perhaps that upward influence is offset by the reintroduction of the Math 80 prerequisite.

## 3. Faculty Workload

**Faculty Workload**

| 2014-2015 | Full-Time | Part-Time | Overload | Total |
|---|---|---|---|---|
| LHE | 30 | 21 | 0 | 51 |
| LHE % | 59% | 41% | 0% | 100% |
| Faculty # | 1 | 4 | 0 | 5 |
| LHE / Faculty | 30.0 | 5.3 | 0.0 | 10.2 |
| FTEF | 1.0 | 0.7 | 0.0 | 1.7 |




| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| FTES | 66.3 | 84.4 | 90.5 | 67.2 |

The department falls short of the 75%/25% FT/PT ratio. FTES is showing a slow upward trend. Again, the reintroduction of the Math 80 prerequisite shows up in 2014. The slowdown in the upward trend in FTES reflects this.

4. **Support Staff as of fall 2015** (instructional aide, student assistant, lab coordinator, etc.)

| Title of Position | Number | Full-time or Part-time | Months per Year | Hours per Week |
|---|---|---|---|---|
| None | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## 5. Facilities as of fall 2015

| | | |
|---|---|---|
| Number of classrooms used exclusively by the program | **1** | |
| Number of classrooms shared with other programs | **0** | |
| Number of labs or other learning spaces used exclusively by the program | **0** | |
| Number of labs or other learning spaces shared with other programs | **0** | |
| Number of office spaces used exclusively by program faculty and staff | **0** | |
| Number of office spaces shared with other programs' faculty and staff | **1** | |
| Number of storerooms used exclusively by the program | **0** | |
| Number of storerooms shared with other programs | **0** | |
| Number of conference rooms and collaborative spaces used exclusively by program faculty and staff | **0** | |
| Number of conference rooms and collaborative spaces shared with other programs' faculty and staff | **0** | |

## 6. Resources as of fall 20__

List and describe any specialized equipment or resources that are used exclusively by the program:

**None beyond the instructor's computer and media equipment installed in the single classroom (H-228) used by the program and the computer in the shared office space (H-308) used by the program that are identified in part 5 above.**

## Part II: Program Goals and Objectives

1. What processes does your program follow to create, evaluate, and update DPP goals?

**When creating its goals, the program utilizes analysis of outcomes assessment data, data from student performances on assignments and exams, data on persistence and completion rates, recommendations from collegial governance committees and councils, feedback from accreditation, and formal and informal feedback from students and from instructors. The program also takes into consideration the District and College mission statements and goals.**

**The program attempts to make its goals S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and specifying a Timeline for completion).**

**Many of the current goals were added to the program's DPP as a direct result of past academic program review cycles and additional goals will be added as a result of completion of Part X of this (2015) academic program review cycle.**

**The program consists of one full time faculty member and four part time faculty members. The full time faculty member discusses data and issues that pertain to creation of program goals with the part time faculty members, but ultimately, it is the full time faculty member that creates the goals.**

**The evaluation and updating of goals occurs twice per academic year as specified in the SCC Year-At-A-Glance timeline. In the spring semester and again in the fall semester, the program reviews and analyzes its DPP mission and goals. Because the program attempts to make its goals S.M.A.R.T., it is generally straightforward to determine whether or not a goal has been completed and, if not, how close to completion the goal is. Some goals remain in progress because they are ongoing.**

**When goals are completed, the program attempts to assess the net impact on student learning and success in order to better inform future goal creation and management.**

2. How is SCC's mission statement reflected in your goals? ("Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community.")

**Most of the students that the program serves are planning to transfer to a four year institution. The program primarily focuses on transfer preparation and thus supports that facet of the college's mission. Many of the program's DPP goals pertain to establishing and maintaining an environment where intellectual growth and student success can flourish and to helping students to develop a solid foundation for their future academic endeavors. Central to the study of economics as a social science is the development of the abilities to think critically and abstractly, to solve problems, and to use empirical data to test hypotheses. These directly support the "learn" and "think critically" components of the SCC mission statement.**

3. Below are the strategic goals from the 2012-2016 SCC Educational Master Plan. In the second column, fill in any of your specific DPP goals that support that EMP goal. A department goal may fit with multiple EMP goals and it is possible that some EMP goals might not match with any of your department goals. *Note: see Part II.4 if you have additional DPP goals you're currently managing.*

| Education Master Plan Goals | Department Goals Directly from DPP |
|---|---|
| 1. Strengthen outreach and recruitment | N/A |
| 2. Align the college curriculum to focus on student completion of pathways | N/A |
| 3. Promote an integrated approach to supporting student success | (2) Offer incentives and resources to encourage students to spend 2 hours outside class for every 1 hour in class. |
| 4. Promote a college identity of high quality, academic excellence, and personalized education | (5) Publish SLO assessment results at Economics department website by Spring 2016. |
| 5. Support faculty in offering high quality instruction to students in the classroom and online | (1) Expand offerings of Econ 101 and 102 by Fall 2016 as enrollments increase. |
| 6. Maintain and enhance the college's technological infrastructure | (6) Incorporate the use of clicker technology in PowerPoint lecture notes by spring 2016. |
| 7. Maintain the facilities infrastructure | N/A |
| 8. Support and encourage focused green practices on campus | N/A |
| 9. Develop and support an infrastructure related to web and social media | N/A |
| 10. Support faculty development in the areas of innovative pedagogies and curriculum design | (6) Incorporate the use of clicker technology in PowerPoint lecture notes by spring 2016. |
| 11. Increase educational goal completion for university transfer, degrees, and certificates | (3) Increase retention and successful course completion rates of Economics courses by Fall 2016. |
| 12. Increase student learning and achievement through a culture of continuous quality improvement | (4) Assess all PSLOs in Econ 101 and 102 every year beginning Spring 2016 and use the results to improve the program's effectiveness in serving students. |
| 13. Strengthen and develop relationships with key partners and stakeholders | N/A |
| 14. Develop sustainable, alternative revenue streams utilizing existing resources | N/A |
| 15. Strengthen capacity to seek and acquire grant funding for the purpose of developing innovative programs and services that align with the college mission and vision | N/A |

## Part II: Program Goals and Objectives (Continued)

4. If you have department goals that do not support any of the Educational Master Plan Goals, please list them in the space provided below.

   **N/A**

## Part III: Student Achievement Data Analysis

Please provide a summary of the data and indicate any significant patterns, trends, or anomalies that the department has identified, especially including, but not limited to, disproportionate impact. Describe how the data were used and what changes to the program were made (or will be made) based on analysis of the data.

## Required

1. Institution-Set Standard for student success: **63%**
2. Student success rate (grades of A, B, C, Credit or Pass):
   a. How does the success rate for your program compare to the institution-set standard for success?

| Subject | 2012-13 | | | 2013-14 | | | 2014-15 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Grades Given | Success n | Success % | Grades Given | Success n | Success % | Grades Given | Success n | Success % |
| Economics | 799 | 482 | 60% | 952 | 606 | 64% | 729 | 503 | 69% |

### By Demographic Groups

| Demographic Categories | 2012-13 | | | 2013-14 | | | 2014-15 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Grades Given | Success n | Success % | Grades Given | Success n | Success % | Grades Given | Success n | Success % |
| **GENDER** | | | | | | | | | |
| *Female* | 252 | 132 | 52% | 328 | 197 | 60% | 252 | 169 | 67% |
| *Male* | 547 | 350 | 64% | 624 | 412 | 66% | 477 | 334 | 70% |
| *Other* | - | - | - | - | - | - | - | - | - |
| **ETHNICITY** | | | | | | | | | |
| *African-American* | 21 | 12 | 57% | 23 | 14 | 61% | 17 | 14 | 82% |
| *American Indian/Alaska Native* | 23 | 16 | 70% | 26 | 18 | 69% | 15 | 10 | 67% |
| *Asian* | 92 | 62 | 67% | 135 | 100 | 74% | 129 | 96 | 74% |
| *Filipino* | 23 | 7 | 30% | 40 | 27 | 68% | 23 | 18 | 78% |
| *Latino* | 276 | 144 | 52% | 342 | 197 | 58% | 253 | 147 | 58% |
| *Pacific Islander* | 11 | 6 | 55% | 13 | 8 | 62% | 9 | 6 | 67% |
| *White* | 490 | 318 | 65% | 554 | 368 | 66% | 433 | 312 | 72% |
| *Other/Decline to state* | 45 | 25 | 56% | 29 | 18 | 62% | 18 | 13 | 72% |
| *Multi-Race/Multi-Ethnic* | 160 | 97 | 61% | 189 | 125 | 66% | 152 | 102 | 67% |
| **AGE** | | | | | | | | | |
| *17 and under* | 9 | 8 | 89% | 7 | 5 | 71% | 2 | 2 | 100% |
| *18 - 19* | 303 | 181 | 60% | 331 | 215 | 65% | 242 | 176 | 73% |
| *20 - 21* | 264 | 150 | 57% | 309 | 217 | 70% | 248 | 174 | 70% |
| *22 - 24* | 117 | 72 | 62% | 152 | 85 | 56% | 150 | 94 | 63% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *25 - 29* | 73 | 48 | 66% | 92 | 50 | 54% | 54 | 32 | 59% |
| *30 - 39* | 19 | 16 | 84% | 45 | 28 | 62% | 25 | 18 | 72% |
| *40 – 49* | 13 | 6 | 46% | 12 | 7 | 58% | 6 | 5 | 83% |
| *50 and over* | 1 | 1 | 100% | 4 | 2 | 50% | 2 | 2 | 100% |
| **SPECIAL POPULATIONS** | | | | | | | | | |
| *Low Income* | 353 | 194 | 55% | 464 | 287 | 62% | 304 | 191 | 63% |
| *Students with Disability* | 32 | 17 | 53% | 31 | 16 | 52% | 30 | 20 | 67% |
| *Veterans* | 12 | 8 | 67% | 15 | 9 | 60% | 13 | 13 | 100% |
| *Foster Youth* | 1 | 1 | 100% | 4 | 2 | 50% | - | - | - |

**The overall success rate for the program is satisfactory compared to the institution-set standard for success of 63%. From the data presented in the prior (2012-2014) academic program review cycle, the success rate increased from 2010-2011 (66%) to 2011-2012 (71%). The new data being analyzed in this current (2014-2016) academic program review cycle reveal that the success rate was reduced in 2012-2013 (60%) and 2013-2014 (64%) before increasing again (69%) in 2014-2015.**

**The program instituted a prerequisite of Math 80 (Intermediate Algebra) at the request of several California State Universities for articulation and LDTP purposes beginning in fall 2010. The prerequisite was removed when the California State Universities relaxed this requirement and this change went into effect just prior to the start of the fall 2012 semester. The data from 2010 – 2013 did suggest that having the Math 60 prerequisite in place from fall 2010 to spring 2012 had a positive impact on student success. As a result of this data (and also for C-ID compatibility reasons) the program reinstated the Math 80 prerequisite beginning in fall 2014. With the reinstatement of the Math 80 prerequisite beginning in fall 2014, the program is seeing evidence again that the success rates are higher with the Math 80 prerequisite in place.**

**This pattern is evident across each of the genders, ethnicities, ages, and special populations. The only exceptions to this pattern appear for American Indian/Alaska Native ethnicity and for the 25-29 and 30-39 age groups. The decline in the case of the American Indian/Alaska Native ethnicity group is slight and not highly significant. The decline in the 25-29 and 30-29 age groups is more pronounced. The department is not sure how to interpret these results and will be monitoring future data to determine if this pattern remains significant.**

**The program made another significant curriculum change beginning in fall 2014. Historically, macroeconomics has been offered as Econ 120 and microeconomics has been offered as Econ 121. Pedagogically, this was not optimal since microeconomics is the more fundamental course and arguably the better introduction for first-time economics students to the economic way of thinking. Even though neither course is officially required as a prerequisite for the other, most colleges and universities number microeconomics lower than macroeconomics. The Economics C-ID descriptors include Microeconomics as Econ 201 and Macroeconomics as Econ 202.**

**The SCC Economics department decided to change the numbering of the two courses as part of its efforts to make the SCC Economics curriculum more closely align with the C-ID descriptors. Starting in fall 2014, Microeconomics at SCC became Econ 101 and Macroeconomics at SCC became Econ 102 (Santa Ana College kept the old Econ 120 and Econ 121 numberings). In terms of course content and substance, nothing changed: the new courses are taught as separate stand-alone courses exactly as they have been taught in the past. However, because microeconomics is now numbered lower than macroeconomics at SCC, most students are taking microeconomics prior to macroeconomics. Because microeconomics is the more fundamental course, the program hoped that success rates in macroeconomics would improve without significantly hurting success rates in microeconomics. The data from 2.5 semesters appears to confirm that this is the case.**

**In the previous (2012-2014) academic program review cycle, the department wrote that it hoped that, between the change in course numbering and the reinstatement of the Math 80 prerequisites (both prompted by C-ID considerations), success rates would improve. The data since fall 2014 appear to confirm this.**

3. Student success rate in basic skills courses (grades of A, B, C, Credit or Pass):
**N/A**

4. Student retention rates (any grade except W):

| Subject | 2012-13 | | | 2013-14 | | | 2014-15 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Grades Given | Retention n | Retention % | Grades Given | Retention n | Retention % | Grades Given | Retention n | Retention % |
| Economics | 799 | 594 | 74% | 952 | 720 | 76% | 729 | 585 | 80% |

By Demographic Groups

| Demographic Categories | 2012-13 | | | 2013-14 | | | 2014-15 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Grades Given | Retention n | Retention % | Grades Given | Retention n | Retention % | Grades Given | Retention n | Retention % |
| **GENDER** | | | | | | | | | |
| *Female* | 252 | 171 | 68% | 328 | 228 | 70% | 252 | 199 | 79% |
| *Male* | 547 | 423 | 77% | 624 | 492 | 79% | 477 | 386 | 81% |
| *Other* | - | - | - | - | - | - | - | - | - |
| **ETHNICITY** | | | | | | | | | |
| *African-American* | 21 | 16 | 76% | 23 | 16 | 70% | 17 | 16 | 94% |
| *American Indian/Alaska Native* | 23 | 19 | 83% | 26 | 19 | 73% | 15 | 12 | 80% |
| *Asian* | 92 | 73 | 79% | 135 | 111 | 82% | 129 | 108 | 84% |
| *Filipino* | 23 | 10 | 44% | 40 | 30 | 75% | 23 | 19 | 83% |
| *Latino* | 276 | 193 | 70% | 342 | 248 | 72% | 253 | 183 | 72% |
| *Pacific Islander* | 11 | 9 | 82% | 13 | 9 | 69% | 9 | 9 | 100% |
| *White* | 490 | 380 | 78% | 554 | 430 | 78% | 433 | 358 | 83% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| *Other/Decline to state* | 45 | 31 | 69% | 29 | 21 | 72% | 18 | 15 | 83% |
| *Multi-Race/Multi-Ethnic* | 160 | 122 | 76% | 189 | 146 | 77% | 152 | 121 | 80% |
| **AGE** | | | | | | | | | |
| *17 and under* | 9 | 8 | 89% | 7 | 5 | 71% | 2 | 2 | 100% |
| *18 - 19* | 303 | 224 | 74% | 331 | 255 | 77% | 242 | 199 | 82% |
| *20 - 21* | 264 | 193 | 73% | 309 | 248 | 80% | 248 | 202 | 82% |
| *22 - 24* | 117 | 85 | 73% | 152 | 110 | 72% | 150 | 114 | 76% |
| *25 - 29* | 73 | 56 | 77% | 92 | 59 | 64% | 54 | 42 | 78% |
| *30 - 39* | 19 | 19 | 100% | 45 | 32 | 71% | 25 | 19 | 76% |
| *40 – 49* | 13 | 8 | 62% | 12 | 9 | 75% | 6 | 5 | 83% |
| *50 and over* | 1 | 1 | 100% | 4 | 2 | 50% | 2 | 2 | 100% |
| **SPECIAL POPULATIONS** | | | | | | | | | |
| *Low Income* | 353 | 255 | 72% | 464 | 345 | 74% | 304 | 230 | 76% |
| *Students with Disability* | 32 | 22 | 69% | 31 | 20 | 64% | 30 | 25 | 83% |
| *Veterans* | 12 | 11 | 92% | 15 | 13 | 87% | 13 | 13 | 100% |
| *Foster Youth* | 1 | 1 | 100% | 4 | 4 | 100% | - | - | - |

**Considering that Economics is a difficult subject for many students, retention rates are satisfactory overall. The reintroduction of the Math 80 prerequisite in fall 2014 appears to have increased the retention rate beginning in fall 2014. This shows up in the overall data, in the data for all genders, and for many of the ethnicities, ages, and special populations.**

**One area of concern is that of the Latino ethnicity group. For this group, retention has not declined, but the increase in retention coinciding with the Math 80 prerequisite is small compared to several of the other groups. This cannot be explained by sampling variability due to a small sample size – this group is sizeable and is the second largest ethnicity.**

**The department will be monitoring these trends and that of the Latino ethnicity in particular.**

**The program will work with the Office of Student Equity and Success to develop strategies for addressing student equity group disparities.**

5. Student retention rates in basic skills courses (any grade except W):
**N/A**

6. Number of degrees and certificates awarded. [Use the list from Part I]

| Award | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| Economics AA/AA-T | 8 | 3 | 6 |
| | | | |

**The program awards a very small percentage of the total number of degrees and certificates earned at SCC. These numbers are not likely to become very large due to the fact that most of the students that the department serves are planning to major in Business rather than in pure Economics.**

7. Student Demographic Data (See Appendix 4) (Ethnicity, Age, Gender, Veteran Status)

**Comparing the demographic data for the Economics program in Appendix 4 with the overall SCC (credit only) figures from the RSCCD Research Demographic Data from the hyperlink in Appendix 1, it appears that the program's data are generally in line with that of the college for African American students, Asian/Pacific students, and students in most of the age brackets. One exception is the 20-21 age bracket where the department serves more students than are represented in the SCC credit student population (34% vs. 27%). The program serves fewer Latino students (36% vs. 45%) and more Caucasian students (59% vs. 36%) and more male students (65% vs. 50%). These results are not very different from what was reported in the previous academic program review cycle.**

8. Labor market trends and needs: Review the labor market data on the California Employment Development Department website for jobs related to your program.

    a. What occupations are related to your program?

**The jobs directly related to the program that I was able to find at the California Employment Development Department website were:**

**Economists (SOC Code : 19-3011) (This appears to include academic and nonacademic research and consulting positions)**

**Economics Teachers, Postsecondary (SOC Code : 25-1063)**

**Most of the students that the program serves are not planning to become economists – this career path requires considerable training in mathematics and statistics and at least an M.A. in economics. Many of the students that the program serves are planning to be undergraduate business majors and some will pursue degrees in law. As a result, I also collected data for related careers in business and law:**

**Accountants and Auditors (SOC Code : 13-2011)**
**Chief Executives (SOC Code : 11-1011)**
**Financial Managers (SOC Code : 11-3031)**
**Lawyers (SOC Code : 23-1011)**
**Management Analysts (SOC Code : 13-1111)**
**Managers, All Other (SOC Code : 11-9199)**
**Operations Research Analysts (SOC Code : 15-2031)**

b. What are the occupational projections for employment?

**I collected data on the projected numeric change and the percent change in projected employment for 2012-2022 for Orange County for each of the above occupations. The following data were available at the California Employment Development Department website.**

| Occupation | Numeric Change in Projected Employment (2012-2022) | Percent Change in Projected Employment (2012-2022) | Mean Hourly Wage (Q1 2015) |
|---|---|---|---|
| Economists | 190 | 51.4% | $48.06* |
| Economics Teachers, Postsecondary | N/A** | N/A** | N/A** |
| | | | |
| Accountants and Auditors | 3,330 | 19.9% | $38.06* |
| Chief Executives | 360 | 11.1% | $96.11* |
| Financial Managers | 1,360 | 17.0% | $70.52* |
| Lawyers | 1,530 | 19.5% | $77.12 |
| Management Analysts | 3,050 | 30.3% | $46.98* |
| Managers, All Other | 1,430 | 16.0% | $63.83* |
| Operations Research Analysts | 200 | 40.8% | $46.95* |

*** No wage data were available for Orange County, so I listed the data for California overall.**
**** For Economics Teachers, no data was available for any county nor for the state.**

**For all of these occupations for which data is available, projected employment growth is positive and modest to strong. All figures have increased since the prior academic program review cycle.**

c. How do these projections affect planning for your program?

**As mentioned above, growth in projected employment in occupations for which the program prepares students is positive and modest to strong. The program plans to expand course offerings gradually as enrollment demand indicates. This will most likely involve adding three to four additional sections (based on an estimate of 15% to 20% growth in number of students taking both Econ 101 and 102) over the next decade.**

9. Rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart Basic Skills Progress Tracker (see Appendix 5).

**N/A**

**Optional** [Discuss if your department has access to any of the following data]

10. Student surveys

**N/A**

11. Program exit exams or other assessments of graduating students

**N/A**

12. Number of students who take and pass external license examinations

**N/A**

13. Data on former students' post-SCC experiences (e.g. transfer success, career advances, post graduation surveys)

**N/A**

14. Other data pertaining to the program's instructional effectiveness

**Although admittedly informal, numerous unsolicited emails and visits from former students that have transferred indicate that the program is effective in preparing students for upper division coursework in economics, business and related fields. A common comment from former students is that they remember their Economics courses at SCC as being challenging, but they appreciated the preparation that those courses provided once they had transferred and started taking upper division courses.**

## Part IV: Course Student Learning Outcomes Assessment

1. How does the program systematically assess its course student learning outcomes using specific and measurable performance criteria? How is this assessment carried out and who is involved in the assessment process?

**Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.**

**For the 2014-2015 cycle, the department decided to create a separate set of 10 assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. A subset of these questions pertained to course SLO 1, a different subset pertained to course SLO 2, and two additional subsets pertained to program SLOs 1 and 2. There was overlap across these 4 subsets of the 10 questions. The results being presented here are for course SLOs from the fall 2014 semester. This is one recent change.**

**Two other recent changes have been the re-institution of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120).**

### Econ 101 – Microeconomics – Fall 2014

**Econ 101 Course SLO 1**
**4 of 10 embedded questions used in a standalone assessment quiz**
**Criteria for success: 70% of students with at least 3 of 4 questions correct**
**Number of students assessed: 174**
**Percent of students successful for SLO 1: 69%**

**Econ 101 Course SLO 2**
**2 of 10 embedded questions used in a standalone assessment quiz**
**Criteria for success: 70% of students with both questions correct**
**Number of students assessed: 174**
**Percent of students successful for SLO 2: 29%**

### Econ 102 – Macroeconomics – Fall 2014

**Econ 102 Course SLO 1**
**4 of 10 embedded questions used in a standalone assessment quiz**
**Criteria for success: 70% of students with at least 3 of 4 questions correct**
**Number of students assessed: 77**
**Percent of students successful for SLO 1: 57%**

**Econ 102 Course SLO 2**
**2 of 10 embedded questions used in a standalone assessment quiz**
**Criteria for success: 70% of students with both questions correct**
**Number of students assessed: 77**
**Percent of students successful for SLO 2: 29%**

**The department plans to evaluate the impacts of these recent changes. The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes. These cycles will be the 2014-2015 cycle (already assessed and reported here) and the 2015-2016 cycle (not yet assessed at the time of this writing).**

**The department will continue with its prior plan of action with two modifications: it will go back to embedded questions on exams (as opposed to a standalone assessment quiz) and it will increase the number of questions being used. The department noticed that students' degree of studying appears to higher in preparation for an exam worth a significant number of points as opposed to a standalone assessment worth fewer points. The department also feels that the small number of questions (10 total with 4 for SLO 1 and only 2 for SLO 2) may introduce variability into the results that obscure their analysis and interpretation.**

**The return to embedded questions and the increase in the number of questions will be implemented beginning in fall 2015.**

2. Upon review of course student learning assessment data, give at least one specific example of
   a. A course student learning outcome which students have definitely met and why you think students were successful.

**The program has established 70% of students demonstrating achievement of each course SLO as its criterion for success. This is based on a normal distribution or "curve" of overall course scores where (approximately) the top 15% are As, the next 20% are Bs, and the middle 30% are Cs.**

**The program currently does not have an example of a course student learning outcome which students have definitely met. The 69% success rate for Econ 101 Course SLO 1 is the closest to a case where the outcome has been met, so I will analyze that example.**

**Course SLO 1 for Econ 101 states that a student who successfully completes the course should be able to "Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels."**

**The questions used to assess this SLO involve setting up and solving either qualitative or quantitative problems. These topics are covered early in the semester and they are used and reinforced repeatedly subsequently throughout the course. Also, 4 of the 10 questions on the assessment quiz were used to assess this SLO, so a student missing any one of the four questions would be at 75% and could still demonstrate success on this SLO. This is the likely reason why a larger percentage of students successfully answered this question.**

b. A course student learning outcome which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

**Course SLO 2 for Econ 101 with its 29% success rate is an example of a student learning outcome which students have definitely not met. This SLO states that a student who successfully completes the course should be able to "Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation."**

**The questions used to assess this SLO also involve setting up and solving either qualitative or quantitative problems. These topics are covered later in the semester and they are not used and reinforced as repeatedly subsequently throughout the course. Further, only 2 of the 10 questions on the assessment quiz were used to assess this SLO, so a student missing any one of the two questions would be at 50% and would not demonstrate success on this SLO. Finally, the assessment took place in the context of a standalone quiz as opposed to an exam worth a significant number of points. The department suspects that, since this was not worth a very large portion of students' grades, the students were somewhat less prepared for it. These are the likely reasons why fewer students demonstrated success on this SLO.**

**During fall 2015, the department will expand the number of questions being asked to 20, the questions will once again be embedded in exams (as opposed to a standalone quiz), and we will attempt to formulate more questions that students earning A, B, and C grades should be able to answer.**

3. What changes has the program ***already*** made based on its assessment of course student learning outcomes? Give specific examples.

**Evidence suggests that the majority of students are attempting to put in the minimal time necessary to pass the course rather than the expected time of 2 hours outside of class for every hour in class. Further, the faculty in the program hope that students will strive to understand and be able to explain and apply the material rather than memorize content without deeper understanding. The major changes that the program has undertaken in response to the disappointing assessment results have focused on creating incentives and encouragement for students to spend more quality study time outside of class and to spend that time sharpening their skills in applying concepts to solve problems. These changes include:**

**Using the text's companion website for required homework, quizzes, review tutorials, and other activities that provide students with feedback and additional practice in mastering the material.**

**Spending less time in class on content (definitions are expected to be mastered outside of and prior to class). More class time is devoted to applying and discussing concepts – activities that are more suited to time in the presence of the instructor.**

**Making expectations clear to students. Syllabi and first day discussions attempt to impress upon students the level of mastery expected and that they are expected to arrive to class prepared and are expected to keep up with material each week. Especially early on in the semester, instructors emphasize the importance of proper study habits and personal responsibility for the students' success.**

**Emphasizing instructors' availabilities and office hours. Student support services are also emphasized and encouraged early in the semester.**

**Choosing engaging examples, in-class activities, discussion topics, and in-class experiments to maintain students' interest and keep class morale and enthusiasm high.**

**The program continues to make every effort to create incentives and to maintain a supportive environment for all students to succeed, but the program recognizes that a certain significant percentage of SCC students are lacking the motivation, preparation, and/or maturity to achieve the program's course SLOs.**

4. Describe how you know if the changes have increased success?

**A measure of whether or not the changes described in part 3 have increased success would be higher percentages of students demonstrating achievement of the SLO.**

**As was mentioned earlier, the program recognizes that the types of questions being asked thus far have tended to be those that only the top students are prepared to answer. Since the SLOs are phrased using the preface "upon successfully completing a course, the student should be able to …" and successful course completion means a grade of A, B, or C, the program will add more questions and rework existing questions so that students passing the course are more likely to be able to answer them correctly.**

## Part V: Program Student Learning Outcomes Assessment

1. How is your assessment process for program student learning outcomes ***different*** from the process by which you assess courses? What, if any, assessments does do you use specifically for your program outcomes?

**The program has 2 PSLOs. The program has planned how it will assess its PSLOs using the document PLO Assessment Guide: A Simple Five Step Process which was produced by SLOARC.**

**Econ 101 and Econ 102 are not formally sequential and, while most students take only Econ 101 or take Econ 101 followed by Econ 102, some students take only Econ 102 or take Econ 102 before Econ 101.**

**As a result, the program has interpreted a program student learning outcome as something a student should be able to do after taking any course offered by the program. In other words, rather than being a union of skills acquired over several sequential courses, a program outcome in economics is a core skill set that exists in the common intersection of all economics courses.**

**The program has been using 3 questions embedded in the final exams in Econ 120 and Econ 121 to assess the 2 PSLOs. Two of the 3 questions are identical and the third uses content and terminology specific to each course.**

**For the 2014-2015 cycle, the department decided to create a separate set of 10 assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. A subset of 4 these questions pertained to course SLO 1, a different subset pertained of 2 questions pertained to course SLO 2, a different subset pertained of 2 questions pertained to course program SLO 1, and a final subset pertained of 2 questions pertained to program SLO 2. There was overlap across these 4 subsets of the 10 questions. The results being presented here are for program SLOs from the fall 2014 semester.**

2. Upon review of program learning assessment data, what patterns, trends, or anomalies did your program identify?

**The Program SLOs were most recently assessed in Fall 2014. The results were**

**Econ Program SLO 1**
**2 of 10 embedded questions used in a standalone assessment quiz**
**Criteria for success: 70% of students with both questions correct**
**Number of students assessed: 251**
**Percent of students successful for program SLO 1: 52%**

**Econ Program SLO 2**
**2 of 10 embedded questions used in a standalone assessment quiz**
**Criteria for success: 70% of students with both questions correct**
**Number of students assessed: 251**
**Percent of students successful for program SLO 2: 44%**

**The Economics program considers the beginning of the ability to think like an economist to be an outcome common to any course a student takes within the program. The questions relate to the fundamental ideas of this process: scarcity, opportunity cost, optimization, relative prices, and incentives. Question 2 addresses scientific method.**

**Once again, the program recognizes that the types of questions being asked tend to be those that only the top students are prepared to answer. Since the SLOs are phrased using the preface “upon successfully completing a course, the student should be able to …” and successful course completion means a grade of A, B, or C, the program will add more questions and rework existing questions so that students passing the course are more likely to be able to answer them correctly.**

3. It is understood that many programs have a small number of students who actually earn a degree or certificate in that program. If small sample size was not an issue, what additional techniques could you use to assess your program?

**The program would like to hear from all former students about how they feel their participation in Economics classes at SCC impacted (positively or negatively) their subsequent academic and career experiences.**

## Part VI: Curriculum and Program Management

1. With ***SCC's Mission Statement*** in mind, explain how your program meets the academic, developmental, and vocational needs of SCC's diverse student population? Does your program offer learning opportunities that extend beyond the traditional classroom experience?

**Most of the students that the program caters to are planning to transfer. The program offers the two Principles of Economics courses that form the lower division core Economics curriculum at UC, California State, and other four-year institutions. The text, Michael Parkin's *Economics*, is the same or similar to those used at these institutions. The full time faculty member has taught undergraduate and graduate courses in Economics at four-year institutions and, having taught it, is familiar with the curriculum students who transfer from SCC will encounter at the upper division level and beyond.**

**The program and courses are designed for students planning to transfer, primarily those planning to major in Economics, Business, and related fields and those satisfying general requirements for a liberal arts degree. The courses emphasize analytical problem-solving skills which the aforementioned students will need in their coursework. The material and skills are taught using a variety of methods including verbal, graphical (visual), and mathematical. Assessments include online exercises and quizzes, in-class discussions, and in-class exams. Faculty are skilled at making core concepts accessible by providing practical examples and relating them to issues that students can grasp.**

**The core of Economics consists of analytical problem-solving skills. Students are taught to set up problems, make assumptions, logically deduce conclusions or predictions and communicate their ideas using verbal, graphical, and basic mathematical methods. These skills are developed extensively in both courses and transcend the Economics curriculum at SCC.**

**All faculty in the program provide feedback to students who are struggling and emphasize that they are available to assist students if they are experiencing difficulties. The faculty members also recommend the SCC Tutoring Center to students. One of the strategies employed by the full time faculty member is to describe study strategies, expected time commitment, learning outcomes, and resources in the syllabus and discuss these at the first class meeting.**

**The full time faculty member and three of the part-time instructors utilize Blackboard for course content and online assessments. One part-time instructor has offered a hybrid distance education course each semester since the spring 2008 semester. While no online course was offered in fall 2008, the program has otherwise offered and plans to continue offering one or two online courses per semester. The full time faculty member and two of the part-time instructors utilize web sites maintained by the textbook publishers.**

**Beginning in fall 2014, the program renumbered its courses: the old Econ 120/Macroeconomics became Econ 102/Macroeconomics and the old Econ 121/Microeconomics became Econ 101/Microeconomics. At that same time, the department also reinstated the Math 80 (Intermediate Algebra) prerequisite that was in place from fall 2010 to spring 2012. This is discussed in detail earlier in Part III.**

2. Does your program offer sufficient courses, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education and elective needs of the student body? If not, list what changes would help accomplish this.

**The typical pattern is for the program to offer approximately 5-6 tickets of Econ 101 and 3-4 tickets of Econ 102 each semester. The peak demand periods are Monday through Thursday morning through early afternoon. The program attempts to offer courses at these times.**

**The demand for Monday through Thursday evening courses appears to have declined in recent years and this trend appears to affect other programs at the college. Currently, the department offers a maximum of one or two evening courses.**

**An attempt is made to offer at least one ticket of Econ 101 and one ticket of Econ 102 during intersession and summer session when applicable. A hybrid distance education course has been offered since the spring 2008 semester and the program plans to continue offering one or two online courses per semester.**

**The two Principles of Economics courses that the program offers articulate with UC and California State institutions as well as local private four year institutions. All classes transfer and can satisfy general education requirements. The classes satisfy degree requirements as well as program major requirements in Economics, Business, and related fields.**

3. How does the faculty ***review the processes*** it uses to manage the curriculum and program, including the process of introducing new courses, the process of conducting quadrennial reviews, and the process of creating new programs?

**The program consists of one full time faculty member and four part-time faculty members. Curriculum management is overseen by the full time faculty with feedback and input from the part-time instructors. Curriculum is reviewed quadrennially or more frequently.**

**Student learning outcomes are reviewed each year and all outcomes are assessed each year. Assessment results are used to inform changes to the structure of assignments and activities for students and how class time is allocated. An example of assessment results driving a curriculum change is the renumbering of the microeconomics and macroeconomics courses in 2014.**

**The process of managing the curriculum is sometimes affected by external factors. In fall of 2010, the program introduced a prerequisite of Math 80 in response to requirements from several California State Universities for articulation and LDTP reasons. Two years later, that requirement was eliminated and, driven by Santa Ana College's desire to do so, the Math 80 prerequisite was eliminated from the Economics curriculum. Since then, C-ID compliance has required Math 60 as a prerequisite. The program had included Math 80 as a prerequisite before and statistical data from 2010-2013 supported the hypothesis that student success rates were higher when the prerequisite was in place. As a result, the program was able to reinstate the Math 80 prerequisite which exceeds the Math 60 prerequisite necessary for C-ID compliance.**

**The program has not introduced new courses primarily because principles of microeconomics and macroeconomics (Econ 101 and Econ 102) are the two lower division courses typically offered at 4 year institutions. No new programs have been created.**

**Each semester adjustments are considered for the number and scheduling of assessments and activities (homework, quizzes, online activities, in-class activities) and made if appropriate.**

4. How does the faculty coordinate the program with other academic programs, including the Library, and with student services? How does the faculty maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program have with outside advisory groups?

**Coordination exists between the program and Admissions, Counseling, DSPS, the Testing Center, and the Tutoring Center. All faculty in the program are aware of the Tutoring Center and recommend it to students. Faculty are aware of other student services such as EOPS, the health center, and scholarship opportunities and make the existence of these resources known to students as appropriate.**

**The program has not coordinated with the Library apart from maintaining text copies on reserve. The principles of economics courses tend to emphasize learning about economic models and applying them to solve problems more than research.**

**The full time faculty member maintains currency in his knowledge of other programs and services at SCC primarily through participation in various committees (EMPC, EMC).**

**Contact with outside advisory groups does not apply to the Economics program.**

5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next <u>three</u> years?

**The program's curriculum and program currently meet students' needs. The program will formally and informally survey students and use data from RSCCD Research and continue to explore alternate teaching methods and scheduling arrangements. The program will also continue to communicate with other programs and look for ways to use these relationships to further improve its effectiveness.**

**The program will work with the Office of Student Equity and Success to develop strategies for addressing student equity group disparities.**

## Part VII: Resources

1. How well do the facilities (classrooms, labs, offices, meeting rooms, storage) used by the program meet its needs? Do facilities and equipment meet appropriate safety criteria?

**As of this writing, all Economics courses are scheduled in room H-228. Current office space is adequate and the program does not use any other facilities. The program has slowly expanded its offerings as excess demand for existing sections has justified. In the foreseeable future, space and room availability are not likely to be issues.**

**The program attempts to balance efficient facility use with times that students demand. The program's classroom use in the peak morning/early afternoon period is highly efficient. The period from 3:00pm to 5:00pm, early morning (7:00am) and Friday and weekend times are not used in the most efficient manner, but evidence suggests that student demand during these periods is not as strong.**

**Space availability is appropriate to optimal class size. The program perceives 45 students to be optimal in order to conduct appropriate discussions and in-class activities. Most courses are taught in H-228 which offers 45 desks and can accommodate up to 52 students with additional chairs. All courses in this room fully utilize all seating in the first few weeks of the semester (some attrition occurs throughout the semester).**

**The full time instructor's office is shared with another faculty member from another department. This space is adequate for small groups (three or less) of students. When more than three students come to the full time instructor's office hours, the students and the instructor relocate to an empty classroom elsewhere in the H building (a note is left on the instructor's door guiding students to the classroom). Part time instructors share office space. The privacy of the full time instructor's office is adequate for the occasional confidential meeting. The full time instructor has limited file cabinet space and the part time instructors have none.**

**To the best of the program's knowledge, safety criteria are fully met. The program does not use any equipment or supplies nor does it engage in any activity that could be considered unsafe.**

2. How sufficient are the program's equipment, supplies, and materials? Does the program have a budget and timeline for the purchase of needed equipment and supplies?

**The program does not use many supplies nor rely on equipment beyond that found in the mediated classroom. Aside from equipment to implement clicker technology in the classroom, the program does not currently have any extra equipment or supplies listed in its DPP, but should its needs change, it will incorporate them into its plans and its DPP.**

3. How well do technology resources (i.e., computers, software, media and presentation equipment) meet the instructional (classroom and laboratory) needs of the program?

**The instructor's computer, software, media, and presentation equipment in H-228 meet the instructional needs of the program.**

4. How well do technology resources (i.e., faculty computers and software), training, and technical support meet the administrative (i.e., faculty office work) needs of the program?

**The full time instructor's PC is adequate. The full time instructor and two of the part time instructors bring their own tablets or notebooks to use in class.**

5. How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and administrative needs of the program?

**The L/AHSS division office staff does an outstanding job in terms of supporting the program with scheduling/room availability and other support services.**

**The Curriculum office and the office of Institutional Effectiveness and Assessment have also been phenomenal in their support of the program's curriculum, planning, and assessment activities.**

**SCC Media Systems and ITS have also been prompt and thorough in their support and responses to the program's media and technology needs.**

6. Does your program receive any categorical (Basic Skills, STEM, Title V) funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program and what would be required to institutionalize them?

**N/A**

7. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next <u>three</u> years?

**The program does not forsee any issues in the next three years.**

## Part VIII: Faculty

1. What are faculty members doing to remain current in knowledge of learning theory, instructional strategies, and content? In which professional organizations and conferences do faculty members participate?

**The full time faculty member stays current in the field of Economics by reading journals, books, and periodicals. The full time faculty member attends workshops within the district on issues regarding student learning, assessment, and teaching methods when available.**

2. How do faculty members participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty and staff serve as resources for the community?

**Since the previous program review cycle in 2012, the full time faculty member has been involved in the college wide the SCC Educational Master Planning committee (2011-present), the SCC Accreditation committee (2013-2014), the RSCCD District Planning and Organizational Effectiveness (P.O.E.) Committee (2012-2014), and the SCC Enrollment Management Committee (2014-2016). As a member of the EMPC committees, the full time faculty member has assisted his colleagues with such tasks as DPP maintenance, program review, and SLO assessment.**

**The full time faculty member has on occasion fielded questions from the community, but primarily focuses on serving students enrolled at the college.**

3. Are adequate numbers of qualified faculty available to teach all sections in a program's offerings?

**The program typically offers 9 to 11 courses per semester. Five are taught by the full time faculty member and the remainder are taught by the four part time faculty members, each of whom is qualified and has a history of teaching for the program.**

4. Are adequate and appropriate mentoring and faculty development opportunities available and do department faculty regularly utilize these opportunities?

**At the start of each semester during Flex week, the college offers various faculty development workshops for faculty. Many are centered around the use of technology and student learning outcomes and their assessment, but some deal with academic, administrative, and student service issues.**

**There is no formal mentoring program, but part time faculty are invited to discuss teaching strategies with the full time faculty and do so regularly. The full and part-time faculty members also often discuss and share experiences with online teaching tools.**

5. To what extent are part-time faculty members knowledgeable about the program's practices and standards? What opportunities are provided for part time faculty members to become engaged in department activities and communication?

**The full time faculty member frequently communicates with the part time faculty regarding the program's practices and standards and scheduling. Course outlines and the full time faculty member's**

**syllabi, notes, and other course materials are available to the part time faculty as examples. All program members have input into the program's SLOs and utilize common SLO assessments.**

6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next <u>three</u> years?

**Aside from hiring additional faculty as enrollments increase, the program has not identified any areas needing attention in the next three years.**

**The program has one goal in its DPP in relation to the aforementioned expansion of tickets offered: Expand offerings of Econ 120 and 121 by Fall 2016 and enrollments increase.**

## Part IX: Internal and External Communication

1. When were the program's Departmental Planning Portfolio (DPP), catalog, and Educational Master Plan (EMP) entries last updated to ensure currency and accuracy?

**As of this writing, the program's DPP was updated in fall 2015 to reflect changes deriving from this program review cycle. It is typically reviewed every Fall and Spring semester as prescribed by the SCC Year-At-A Glance document.**

**Its catalog entries were last updated for Fall 2015 to incorporate the inclusion of the Math 80 (Intermediate Algebra) prerequisite and to incorporate a renumbering of its courses to be consistent with the C-ID descriptors: Econ 120 became Econ 102 and Econ 121 became Econ 101 beginning in fall 2014.**

**The most recent EMP document has de-emphasized individual program plans and now incorporates a college-wide planning paradigm. (The individual plans have not been abandoned; they are preserved in the DPP and program reviews). As such, the program no longer has a specific EMP document entry.**

2. How does the program keep its website comprehensive and current? Does the website contain the department's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program faculty and staff? Are program and course Student Learning Outcomes (SLOs) posted? Are outcomes assessment results posted?

**The program keeps its website current by updating each year. The website contains the program's mission, SLOs, all current contact information, and course and degree descriptions from the SCC Catalog.**

**SLO assessment results have not yet been posted. The program hopes to use TaskStream's publishing features to incorporate SLO assessment plans and results on its web page. This is expected to take place in spring 2016.**

3. How does the program keep counselors, advisors, and student service personnel informed about the program's courses, their sequencing, and the criteria for placement?

**A couple of the counselors have been in close contact with the full time faculty member regarding courses, their sequences, and criteria for placement. The full time faculty member is available and on occasion, other counselors have contacted him with specific questions.**

4. How well do faculty communicate about and coordinate the work of the program?

**The program is small (one full time faculty member and four part time faculty members) and the members are frequently in contact by phone, email, or face-to-face meetings.**

5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next <u>three</u> years?

**One area needing immediate attention is the posting of SLO assessment results at the program's website. The program has the following goal in its DPP:**

**Publish SLO assessment results at Economics program website by spring 2016.**

## **Part X: Planning Agenda** for: **Economics**

Please consider areas or issues that will need attention from your program in the next three years. From that information, complete the chart below. This document will be used to help college planning and resource allocation. It will also show that SCC is linking assessment and student success data to planning. Definitely include any action that may need institutional support, but also include your currently anticipated actions to let the college know what your program is planning. Feel free to add rows if necessary.

Action: Actions can include a pedagogical change at the department level (i.e. create supplemental activities for Psychology 100 OR try "flipping the classroom" for a pilot group of 3 instructors) or a specific resource request (i.e. increase the number of SI sections in Calculus OR develop an Engineering Library OR hire a new full-time faculty member).

Supporting Data: The data should justify the need for the action. It may give evidence of a deficiency you are trying to remedy or it may indicate a success that you wish to replicate. You can fill in this column by referring to information in this document (i.e. "IV-2b" to refer to student outcomes data given in Part IV question 2b), information in a completed course or program assessment report or reports (i.e. English 101 Fall 2014 or Art Spring 2015), information from an outside study (i.e. http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2381&context=etd), or any other data that you think is relevant. Do your best to find data, but feel free to include other justification.

Resources Needed: This should include any supplies/equipment, human resources, technological needs, and facilities needs. Include an estimated dollar amount whenever reasonably possible.

**Please see next page.**

| PLANNING AGENDA – 2016-2019 | | |
|---|---|---|
| Actions | Supporting Data | Resources Needed |
| **Incorporate the use of clicker technology in PowerPoint lecture notes by spring 2016.** | **The department's experience is that students learn and perform better when they are engaged in interactive classroom activities.** | **Funding to obtain one or two sets (45 students each) of clicker devices.** |
| **Modify student learning outcomes assessment questions so that success rate on SLO assessments are more closely aligned with course success rates.** | **Currently, SLO assessment success rates are aligned with the number of students earning As rather than the number of students passing classes with A, B, or C grades.** | **None.** |
| **Continue to monitor student success data to assess the impact of changing Microeconomics and Macroeconomics course numbers (and thus the sequence in which most students will take the courses) and the reinstatement of the Math 80 prerequisite.** | **Most colleges, textbooks, and instructors put Microeconomics before Macroeconomics. Success rates in Microeconomics have been higher than in Macroeconomics – this could simply be because it has been taken second by students, but it could also be because it is the class to which students relate better and, if so, it would make a better initial class.** | **None.** |
| **Hire additional full and/or part time faculty as enrollments increase.** | **Wait lists for Econ 120 and Econ 121.** | **Funding to add full or part time faculty.** |

# Program Review Summary Report

This "executive summary" report is intended to be shared with College Council and other areas of the college that may not see your department's entire program review document. This report allows you to provide an update of your department's plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

**Department**: Economics **Date:** November 6, 2015

**Briefly describe and explain what is working well in your department.**

Quality and rigor of curriculum and instruction prepares students for success upon transfer. High student satisfaction rate. Faculty involvement in college governance and activities relating to planning, program review, and outcomes assessment.

**Briefly describe and explain what is not working well or needs attention in your department.**

SLO achievement rates have thus far been lower than ideal. Students are not spending appropriate time outside of class (2 for 1).

**List and briefly explain the plans your department has in the areas of facilities, technology, equipment, and personnel in the next 3 years. Please provide an expected date for each item.**

Facilities: No plans for facilities in the next 3 years.

Technology: Incorporate the use of clicker technology in PowerPoint lecture notes.

Equipment: Incorporate the use of clicker technology in PowerPoint lecture notes. One or two sets of clickers for students (45 per set) will be requested.

Personnel: As budget improves and section offerings expand according to enrollment demand, the department will eventually need to hire an additional full time faculty member.

**Summarize any other findings from your program review and planning process that you would like to share with the college community.**

The program will monitor student success data to assess the impact of changing Microeconomics and Macroeconomics course numbers (and thus the sequence in which most students will take the courses) and the reinstatement of the Math 80 prerequisite. With data from 2014-2015 and part of the fall 2015 semester in, it appears that success and retention rates have increased as a result of these changes.

## Appendix 1 - Supporting Departments and Documents

**Checklist of recommended supporting documents to compile prior to beginning program review.**

Some documents might not apply to your program and you may want to add additional documents if relevant.

The RSCCD Research department is available to help departments construct student surveys and graduate surveys. The RSCCD Research department can also furnish data specific to your program that has not already been provided in this document. Please contact Nga Pham at (714) 480-7467 or email Pham_Nga@rsccd.edu .

**RSCCD Website**

- ❑ RSCCD Vision and Goals
- ❑ RSCCD Reports Directory
- ❑ RSCCD Demographic Data

**RSCCD Research**

- ❑ AA/AS Degrees Awarded, 2007-2012
- ❑ Certificates Awarded, 2007-2012
- ❑ 2009-2012 FTES Generated by Department by Semester
- ❑ Fall 2008 - Fall 2012 Course Grade Distribution by Department
- ❑ Fall 2012 Course Grade Distribution by Department by Ethnicity
- ❑ Fall 2012 Demographics by Department by Course

**SCC Website**

- ❑ SCC Catalog and Schedule of Classes
- ❑ SCC Mission
- ❑ SCC Institutional Student Learning Outcomes
- ❑ SCC Goals (p. 71-75) 2012-2016 Educational Master Plan
- ❑ Community/student demographics and trends (p. 17-51) 2012-2016 Educational Master Plan
- ❑ Department Web Pages
- ❑ SCC Curriculum and Instruction Council

**Department Planning Portfolio (DPP)** (login required)

- ❑ Departmental vision and mission statement
- ❑ Department Goals

**Assist.org**

- ❑ Articulation agreements with colleges

**Department Documents**

- ❑ Course syllabi
- ❑ Curriculum course outlines
- ❑ Program SLOs
- ❑ Course SLOs
- ❑ Assessment results
- ❑ Mapping from course SLOs to General Education SLOs from course outlines
- ❑ Minutes from department meetings
- ❑ Previous program review documents
- ❑ Department and instructors' websites
- ❑ Course sequence chart
- ❑ Scheduling matrix
- ❑ Equipment request forms
- ❑ Graduate surveys
- ❑ Student surveys
- ❑ Department accomplishment List
- ❑ Coordinator and committee List
- ❑ Department Flex schedule
- ❑ Articulation agreements with high schools
- ❑ Data on enrollment, excess demand, retention, cancelled classes

## Appendix 2 - Lexicon of Essential Terms

**Award Programs –** a series of courses and activities that leads to a degree or certificate

**Department Planning Portfolio (DPP) – is** a document that departments/units use to annually review progress and set goals.

**Efficiency –** is the ratio of FTES divided by FTEF. Demonstrates how many full-time equivalent students are served by one full-time equivalent faculty.

**Educational Master Plan –** is the primary campus-wide planning document and contains the overview planning piece: those elements that have broad implications for the college as a whole, that bridge more than one department or unit, or that reside apart from the units as currently configured.

**FTEF –** Full-time equivalent faculty, which is measured in terms of lecture hour equivalents (LHE), is a unit of measurement that defines the calculated (not actual) number of faculty that are equivalent to the number carrying a full "load" of work. One FTEF is equal to 15 LHE.

**FTES –** Full-time equivalent student is a unit of measurement that defines the calculated (not actual) number of students that are equivalent to the number carrying a full "load" of coursework.

**Institution-Set Standard –** is a standard set by an institution, derived from historical student achievement data, that serves as a minimum threshold for student performance. If student achievement data falls below the institution-set standard, a course of action must be defined in order to address performance deficiencies.

**LHE –** lecture hour equivalent is the first step in computing faculty load. It standardizes the number of lecture and lab hours taught by faculty. A full load is equal to 15 LHE.

**Outcomes Assessment Data –** these data are derived from course and/or program assessment efforts and allow institutions the ability to determine the degree to which students are learning the defined curriculum for a course or program.

**Retention Rate –** is the proportion of students who stay in the course to the end of the term and receive a letter grade. It is the proportion of all letter grades that are not Withdrawals of a grade of W.

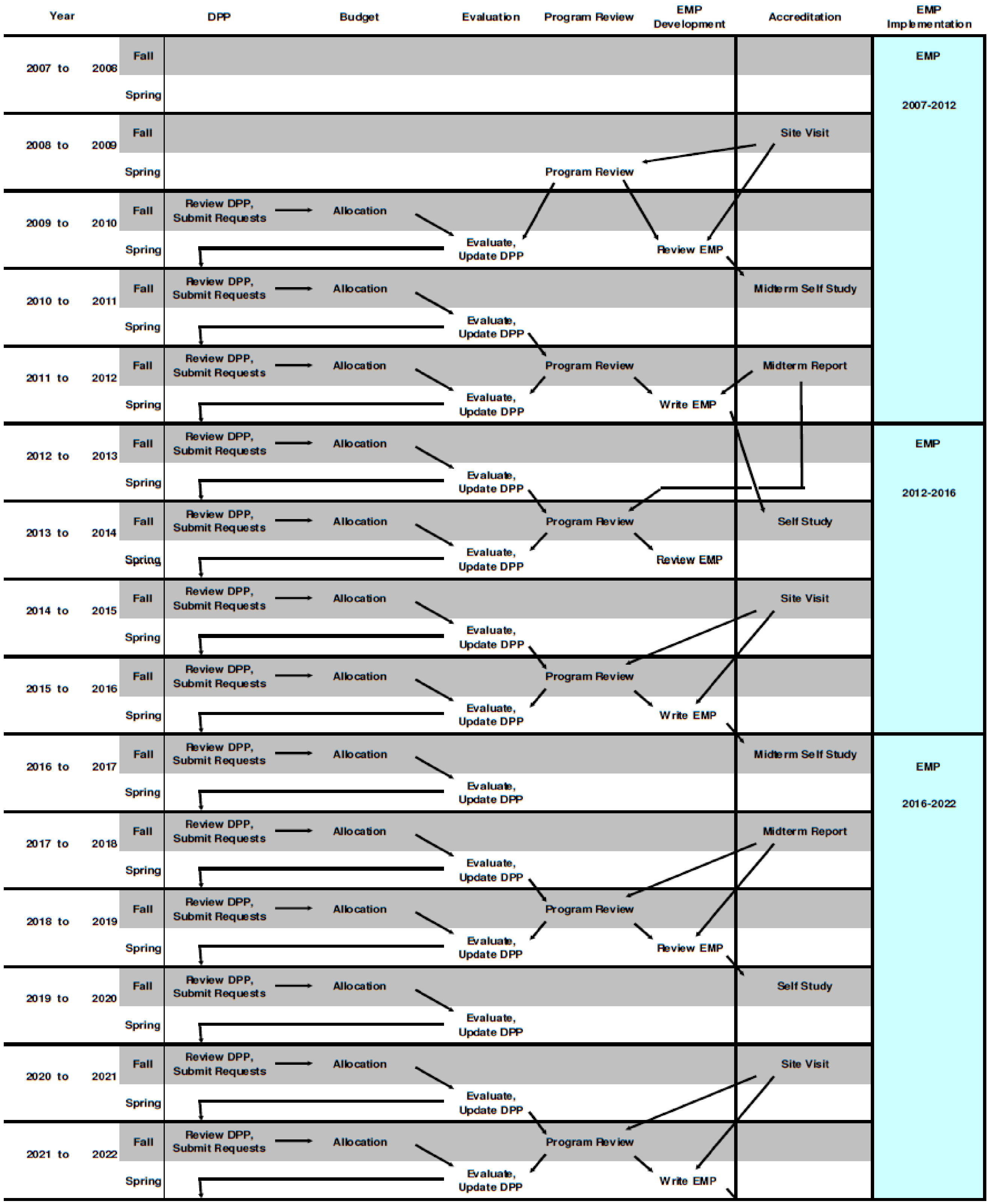
**Student Achievement Data –** are measures of student achievement of short, near, and long term educational goals. Examples include course retention, course success, attainment of unit benchmarks, graduation and/or transfer.

**Success Rate –** is the proportion of students who successfully complete a course. It is the proportion of all letter grades that are an A, B, C, Credit or Pass.

## Appendix 3 - Long Term Planning Highlights

### Long Term Planning Highlights

Beginning in 2016, the published EMP follows a 6-year cycle, program review follows a 3-year cycle, and these cycles are synchronized and in phase with the 6-year accreditation cycle. There are some irregular periods prior to 2016. This was designed so that all processes are synchronized beginning in 2016. For example, given that the 2007-2012 EMP was already in place, a shorter 4-year EMP for 2012-2016 was necessary to achieve synchronization with the accreditation cycle beginning in 2016.



## Appendix 4 - Student Demographic Data *(2014-15 Academic Year)*

### ETHNICITY*

| Unique Headcount | African-American | | Am. Indian/ Alaskan | | Asian/ Filipino/ Pacific Isl. | | Latino | | White | | Other/ Decline to State | | Multi-Race | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| 602 | 16 | 3% | 13 | 2% | 129 | 21% | 215 | 36% | 355 | 59% | 13 | 2% | 127 | 21% |

**Percentage total exceeds 100% because some students reported multiple ethnicities/races. Multi-Race category is calculated separately and is a unique headcount of students who reported multiple races other than "Other," "Unknown," and "Declined to State."*

### AGE

| Unique Headcount | 17 and under | | 18-19 | | 20-21 | | 22-24 | | 25-29 | | 30-39 | | 40-49 | | 50 and over | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| 602 | 2 | <1% | 202 | 34% | 203 | 34% | 122 | 20% | 43 | 7% | 23 | 4% | 6 | 1% | 1 | <1% |

### GENDER

| Unique Headcount | Female | | Male | | Unreported | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| 602 | 208 | 35% | 394 | 65% | 0 | 0% |

### SPECIAL POPULATIONS

| Unique Headcount | Low Income | | DSPS | | Veterans | | Foster Youth | |
|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % |
| 602 | 254 | 42% | 23 | 4% | 9 | 1% | | 0% |

*Source: RSCCD Research Data Warehouse, SCC Admissions & Records, DSPS*

## Appendix 5 - Basic Skills Progress Tracker – Introduction and Instructions

The Basic Skills Progress Tracker (or Progress Tracker, for short) tracks cohorts of students in four general areas: English reading, English writing, ESL, and math. ESL may be subdivided into four related areas (integrated, reading, writing, & listening) depending on the curriculum of the college(s) included in the query. The Progress Tracker establishes cohorts of students by looking at the <u>first</u> basic skills course ever taken by a student in a basic skills subject area. This starting cohort will be in a yellow highlighted cell in the final report. Basic skills courses in the four major basic skills areas are identified by TOP code and by CB21 code (COURSE-PRIOR-TO-COLLEGE-LEVEL).

<u>How to use the Basic Skills Progress Tracker (aka Progress Tracker)</u>
Progress Tracker query selections are made in a left to right fashion, just as one would read the text on a page. You must go in order from the top left of the query page to the top right of the query page, then drop to the second row of selections and proceed from left to right. When all selections have been made, click on the "View Report" button to see the report for your selected options. The following steps provide a walk-through for the successful operation of the Progress Tracker query. You should proceed as follows (in the given order):

1. **Select a specific college** as the focus of your query (or select "Statewide" for a query that includes the entire CCC system)
2. Select a "**Cohort Start Term**". This term defines the beginning point for the basic skills cohort you will be tracking. All students who first enrolled in a given basic skills subject area in the term selected here will be included in the tracker. They need not be first time students in that term; they may be, but that is incidental. The cohort is defined here based on this term being identified as the first term they ever took a course in the given subject area at the selected college. Note that only courses at the focus college are considered when evaluating "first time in a basic skills subject area", i.e., courses taken at other colleges are not evaluated. This focus is part of the design, as the tool is intended to help with the evaluation of local curriculum (unless the "Statewide" option is chosen, then the evaluation crosses all colleges).
3. **Choose an "End Term"** for your cohort tracking. This selection, in combination with the start term selected in step 2 will define the window of time being evaluated by the query. A typical time window is three years, though it is informative to process a variety of different time frames to see how that affects the progress of cohorts. Note that it is possible to set the start term and the end term to the same term in which case not much progress would be expected, though some patterns of cross-enrollment may be noted, particularly in the ESL and reading basic skills subject areas.
4. **Select a basic skills subject**; this is where you choose which basic skills area to focus on. The choices you see are dependent on the curriculum offered at the focus college selected in step 1 during the term selected in step 2. For instance, you may see only ESL – Integrated, if that is the only type of ESL course offered at the focus college, or you may see more options such as ESL – Listening, ESL – Writing, etc. Moreover, if the curriculum at the focus college was different at different points in times, the basic skills subject choices will reflect those changes when a new start term is selected. The four general basic skills areas (English – Reading, English – Writing, ESL, and Math) are defined by the Taxonomy of Program (TOP) coding used by the focus college.

5. **Select starting cohort level**; this drop down box allows you to select the starting level in the basic skills subject area. Courses that are "One Level Below Transfer" are the courses immediately prior to the transfer level course (i.e., the prerequisite for the transfer course). Courses that are "Two Levels Below Transfer" are the course prior to the prerequisite for the transfer level course, and so on.[1]
6. The "**Customize Cohort**" selection is the final drop-down box and it is optional. It allows you to de-select courses that have been identified as belonging to a certain basic skills area at a certain level. In a typical query, there will be no need to use the "Customize Cohort" option, but there are several reasons why it may be useful in certain situations. For instance, you may click on the "Customize Cohort" button and see that some courses are improperly identified as courses at the level of interest. You could use this option to exclude those courses from being used in the formation of the basic skills cohort presented in the Progress Tracker report (you should also make a note of the improperly coded courses so that you can look into getting them coded properly, see FAQ below for more details). Another potential use of the "Customize Cohort" option is to refine a report so that you are focusing only on certain classes. Perhaps your college has some accelerated curriculum and some non-accelerated curriculum at a given level; you could use the "Customize Cohort" option to run a report for each type of course, as long as they have separate Course IDs. Cohort progress rates could then be compared across the different types of curriculum offered at the same level.
7. Click on "**View Report**" and after a brief wait the report should appear below your query selections.
8. If you wish, you may select to disaggregate the report by the demographic and programmatic categories provided in the "**Report Format Selection Area**" below the generated Progress Tracker report. Once you have checked the boxes corresponding to your areas of interest, click on the "**Update Report**" button in the bottom right of the screen.
9. Once a report is generated, clicking the "**Advanced Layout**" button provides new options are useful for customizing the look and content of your report. The advanced layout options replace the checkboxes of the "**Report Format Selection Area**" with a more complex set of options. You can filter the report area to show only selected categories of Gender, Age, Ethnicity, Financial Aid, etc. Filter categories can be dragged into the Row or Column display area and content that is displayed in rows can be dragged over to the column display area and vice versa. It may take some experimenting to see how to best use these options to create the custom report that best meets your needs. The "Data Area" allows you to arrange the order of the displayed data (Headcount, Attempts, and Success) to suit your reporting needs. One important use of the "Course IDs" field in the "Columns" area is to de-select the Course IDs of courses that do not necessarily belong in your final report. For instance, you may wish to de-select non-gatekeeper transfer level English courses. That is, if English 1A is the first transfer level English

---

[1] The CB21 MIS data element (COURSE-PRIOR-TO-COLLEGE-LEVEL) determines whether courses are identified as transfer level, one level below, etc. Only courses with TOP codes in English reading, English writing, math, and ESL are assigned CB21 codes. CB21 codes can be viewed for a given TOP code with the "Course Details" query on the CCCCO Data Mart 2.0. Oftentimes, issues with a Progress Tracker report have to do with improper coding of the CB21 data element. Your local academic specialist and/or MIS guru should be able to work with you to get your college's CB21 codes (or other MIS codes) coded properly and reported to the Chancellor's Office.

course (aka, the gatekeeper course) you may wish to deselect English 2 or English 1B (for example) as those courses are subsequent to English 1A and do not carry the same significance in the context of a report that is focused on the progression of cohorts of students through the basic skills sequence. Also, if your college does not have pre-requisites on transferable English electives like literature or creative writing courses, you might also want to exclude these. By de-selecting those courses in the "Course IDs" field in the "Column Area", headcount, attempts, and success in those courses are no longer counted or displayed in the report area of the Progress Tracker. Finally, if checked, the "Defer Layout Update" checkbox may improve performance by allowing you to make all your selections first and then apply all of your selections at the same time by clicking on the "Update" button in the lower right of the screen.

**Data Fields:**

- Student: Students number is the headcount.
- Attempts: Attempts is the count of enrollments by the students.
- Success: Success is the count of successful enrollments (grade of 'A', 'B', 'C', 'P', 'IA', 'IB', 'IC', 'IPP')