Program Review - Academic - Economics Latest Version

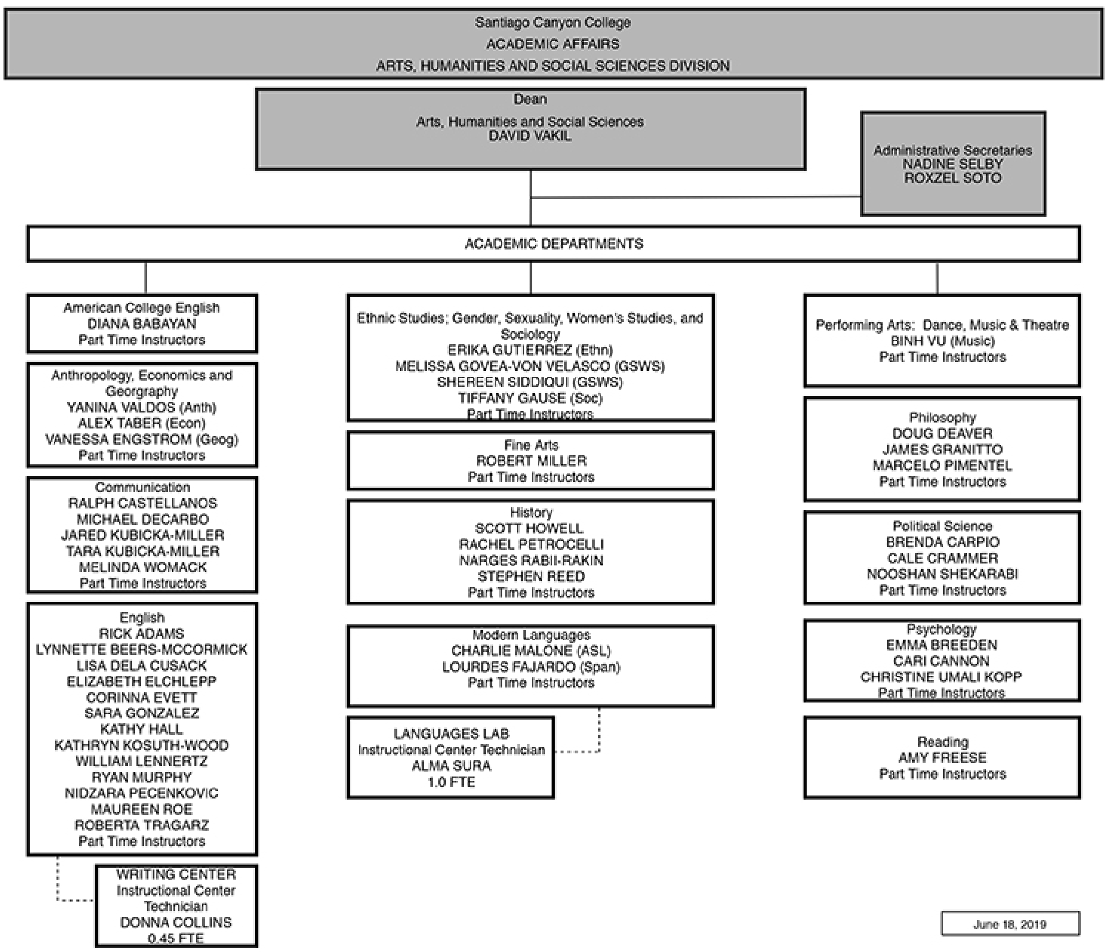
Overview

Program Review - Collaborators : Version by **Taber, Alexander** on **10/26/2019 21:01**

Collaborators
Alexander G Taber

Program Review Overview - Organizational Chart : Version by **Taber, Alexander** on **11/30/2019 22:41**

Please insert the organizational chart for this program or service area.
The Economics department consists of one full time faculty/department chair. The number of part-time faculty varied from four to five over the period from 2014-2018.



Program Review Overview - Award Programs : Version by **Taber, Alexander** on **10/26/2019 21:02**

The Economics department offers two degrees: the Economics AA degree and the Economics AA-T degree.

Award Programs
Economics, AA
Economics, AA-T

Program Review Overview - Course Offerings: Unique Courses : Version by **Taber, Alexander** on **10/26/2019 21:02**

For each academic year, the Economics department offered two unique courses: Economics 101 (Principles of Microeconomics) and Economics 102 (Principles of Macroeconomics).

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
2	2	2	2

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Taber, Alexander** on **10/26/2019 21:03**

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
Face-to-Face	18	17	18	18
Hybrid	2	2	2	2
Online	0	1	0	3
Total	20	20	20	23

Program Review Overview - Course Offerings - Total Enrollment : Version by **Taber, Alexander** on **10/26/2019 21:03**

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
Face-to-Face	519	633	626	522
Hybrid	49	59	51	49
Online	0	21	0	87
Total	568	713	677	658

Program Review Overview - Course Offerings - Students per Offered Section : Version by **Taber, Alexander** on **10/26/2019 21:03**

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
Face-to-Face	29	37	35	29
Hybrid	25	30	26	25
Online	0	21	0	29
Average	28.40	35.65	33.85	28.61

Program Review Overview - Faculty Workload LHE : Version by **Taber, Alexander** on **10/26/2019 23:02**

In the table above, the first row is for academic year 2014-2015, the second row is for academic year 2015-2016, the third row is for academic year 2016-2017, and the fourth row is for academic year 2017-2018.

Overload LHE is for department chair duties for the full time faculty. For 2014-2015, the department consisted of Economics, History, Political Science, and Geography with one chair. For 2015-2016, the department consisted of Economics, Geography, and Anthropology with one chair. For 2016-2017 and 2017-2018, the department consisted of Economics, Geography, and Anthropology with two co-chairs: one overseeing Economics and one overseeing Geography and Anthropology.

The department falls short of the 75%/25% FT/PT ratio.

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
30	50.00%	30	50.00%	9.5	undefined	undefined	undefined
30	50.00%	30	50.00%	4			
30	50.00%	30	50.00%	2			
30	43.48%	39	56.25%	2			

Program Review Overview - Faculty Workload Faculty Headcount : Version by **Taber, Alexander** on **10/26/2019 21:12**

In the table above, the first row is for academic year 2014-2015, the second row is for academic year 2015-2016, the third row is for academic year 2016-2017, and the fourth row is for academic year 2017-2018.

Overload LHE is for department chair duties for the full time faculty. For 2014-2015, the department consisted of Economics, History, Political Science, and Geography with one chair. For 2015-2016, the department consisted of Economics, Geography, and Anthropology with one chair. For 2016-2017 and 2017-2018, the department consisted of Economics, Geography, and Anthropology with two co-chairs: one overseeing Economics and one overseeing Geography and Anthropology.

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
1	4	1	5
1	5	1	6
1	5	1	6
1	4	1	5

Program Review Overview - Faculty Workload LHE per Faculty : Version by **Taber, Alexander** on **10/26/2019 21:12**

In the table above, the first row is for academic year 2014-2015, the second row is for academic year 2015-2016, the third row is for academic year 2016-2017, and the fourth row is for academic year 2017-2018.

Overload LHE is for department chair duties for the full time faculty. For 2014-2015, the department consisted of Economics, History, Political Science, and Geography with one chair. For 2015-2016, the department consisted of Economics, Geography, and Anthropology with one chair. For 2016-2017 and 2017-2018, the department consisted of Economics, Geography, and Anthropology with two co-chairs: one overseeing Economics and one overseeing Geography and Anthropology.

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
30	7.5	9.5	12
30	6	4	10
30	6	2	10
30	9.75	2	13.8

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by **Taber, Alexander** on **10/26/2019 21:17**

In the table above, the first row is for academic year 2014-2015, the second row is for academic year 2015-2016, the third row is for academic year 2016-2017, and the fourth row is for academic year 2017-2018.

Overload LHE is for department chair duties for the full time faculty. For 2014-2015, the department consisted of Economics, History, Political Science, and Geography with one chair. For 2015-2016, the department consisted of Economics, Geography, and Anthropology with one chair. For 2016-2017 and 2017-2018, the department consisted of Economics, Geography, and Anthropology with two co-chairs: one overseeing Economics and one overseeing Geography and Anthropology.

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
1	1	0.32	2
1	1	0.13	2
1	1	0.07	2
1	1.3	0.07	2.3

Program Review Overview - Faculty Workload FTES and Efficiency : Version by **Taber, Alexander** on **10/26/2019 21:19**

In the table above, the first row is for academic year 2014-2015, the second row is for academic year 2015-2016, the third row is for academic year 2016-2017, and the fourth row is for academic year 2017-2018.

Total FTES	Overall Efficiency (FTES/FTEF)
67.17	39.15
84.99	47.22
79.65	44.25
81.14	40.57

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Taber, Alexander** on **11/30/2019 22:41**

What processes does your program/service area follow to create, evaluate, and update annual plan 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/Annual Plan as a direct result of past academic program review cycles and additional goals will be added as a result of completion of this academic program review cycle.

The program consists of one full time faculty member and between three and five 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 Annual Plan (formerly DPP) and 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.

How is SCC's mission statement (https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx) reflected in your goals?
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 Annual Plan (formerly 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.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Taber, Alexander** on **02/03/2020 21:33**

Annual Plan Goal
The Economics department does not have any goals that do not directly support any of the Educational Master Plan Goals.

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by **Taber, Alexander** on **02/03/2020 22:23**

The department needs to monitor and devise ways to improve the success and retention of students in online courses and students from the following groups: Latino, DSPS, low income, foster youth, and ages other than the traditional 18-21 years old.

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of **63%**?

Drag lower right window corner to enlarge to show all comments.

Overall, the success rate exceeds the institution-set standard of 63% in each year.

Below is a breakdown of success rates based on other slicer panel criteria. Data tables compiled from Power BI follow.

Course: in 2017-2018 only, the success rate for Econ 101 is slightly below the institution-set standard at 60.4%. The success rate for Econ 102 is above the institution-set standard for all years.

Method of Instruction: For lecture, the success rate is above the institution-set standard for all years. For hybrid, it is only above in 2015-2016; in the other years it is between 53.5% and 59.7%. For online, it is not above in any year, although it ihas risen over time from a low of 45.7% in 2015-2016 and is close at 62.3% in 2017-2018. One part-time instructor taught hybrid and online sections over the period from fall 2014-spring 2017 and a different part-time instructor taught hybrid and online sections beginning in fall 2017. Hybrid sections were abandoned and a third part-time instructor took over teaching online sections beginning in fall 2018, but data for this period are not part of the analysis for this program review cycle.

Characteristics for which the success rate is lower include online/hybrid, age 22-29, Latino, DSPS, low income, foster youth.

SUCCESS

Academic Year	Success Overall	Success Lecture Only	Success Hybrid Only	Success Online Only
2014-15	69.0%	70.7%	53.5%	NA
2015-16	67.4%	68.3%	67.6%	45.7%
2016-17	70.1%	71.4%	55.6%	NA%
2017-18	65.0%	66.0%	59.7%	62.3%

Success By Class

Academic Year	ECON 101	ECON 102
2014-15	68.4%	70.0%
2015-16	67%	68.2%
2016-17	67.4%	74.6%
2017-18	60.4%	72.9%

Success By Class By Modality

Academic Year	ECON 101 Lecture	ECON 101 Hybrid	ECON 101 Online	ECON 102 Lecture	ECON 102 Hybrid	ECON 102 Online

Academic Year	ECON 101 Lecture	ECON 101 Hybrid	ECON 101 Online	ECON 102 Lecture	ECON 102 Hybrid	ECON 102 Online
2014-15	69.1%	61.0%	NA	73.4%	43.3%	NA
2015-16	67.2%	63.9%	NA	71.0%	71.1%	45.7%
2016-17	68.9%	45.7%	NA	75.9%	64.9%	NA
2017-18	59.4%	64.1%	64.6%	77.6%	53.6%	58.1%

Success By Gender

Academic Year	Female	Male	Unknown
2014-15	67.1%	70.0%	NA
2015-16	70.6%	65.7%	100%
2016-17	68.6%	71.3%	50%
2017-18	64.0%	65.2%	100%

Success By Age

Academic Year	17 or Younger	18-21	22-24	25-29	30-39	40-49	50 and Over
2014-15	100%	71.9%	61.8%	62.3%	76.0%	71.4%	100%
2015-16	85.7%	69.5%	63.3%	56.0%	77.8%	76.9%	66.7%
2016-17	NA	69.6%	69.1%	77.3%	72.7%	64.3%	50%
2017-18	71.4%	66.3%	61.7%	63.4%	60.9%	75.0%	0%

Success By DSPS

Academic Year	DSPS	Non DSPS
2014-15	64.7%	69.2%
2015-16	62.2%	67.6%
2016-17	65.1%	70.4%
2017-18	68.1%	64.8%

Success By Income

Academic Year	Low Income	Not Low Income
2014-15	51.7%	72.3%
2015-16	51.9%	70.6%
2016-17	62.7%	71.5%
2017-18	54.7%	66.5%

Success By Veterans

Academic Year	Veterans	Not Veterans
2014-15	90.0%	68.7%
2015-16	72.7%	67.2%
2016-17	73.3%	70.0%
2017-18	80.0%	64.9%

Success By Foster Youth

Academic Year	Foster Youth	Not Foster Youth
2014-15	NA	69.0%
2015-16	100%	67.3%
2016-17	60.0%	70.2%
2017-18	12.5%	65.5%

Success By Ethnicity

Academic Year	African American	American Indian/ Alaskan	Asian	Filipino	Latino	Multi Race	Other	Pacific Islander	Unknown	White
2014-15	71.4%	NA	72.6%	69.2%	57.9%	85.3%	100%	50.0%	72.7%	73.5%
2015-16	80.0%	NA	74.5%	54.5%	58.8%	67.1%	100%	16.7%	86.4%	73.4%
2016-17	66.7%	NA	69.0%	68.8%	65.4%	69.2%	100%	50.0%	71.4%	75.2%
2017-18	55.6%	75.0%	68.4%	66.7%	59.4%	61.9%	NA	33.3%	68.2%	71.5%

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?
Not applicable. The department does not offer any basic skills courses.

What is the course retention rate (any grade except W) for courses within the program?
Drag lower right window corner to enlarge to show all comments.

Overall, the retention rate exceeds the institution-set standard of 63% in each year.

Below is a breakdown of retention rates based on other slicer panel criteria. Data tables compiled from Power BI follow.

Course: The retention rates for Econ 101 and 102 are above the institution-set standard for all years.

Method of Instruction: For lecture and hybrid, the retention rate is above the institution-set standard for all years and highest overall for lecture. For online, it ihas risen over time from a low of 60.0% in 2015-2016 to 74.6% in 2017-2018. One part-time instructor taught hybrid and online sections over the period from fall 2014-spring 2017 and a different part-time instructor taught hybrid and online sections beginning in fall 2017. Hybrid sections were abandoned and a third part-time instructor took over teaching online sections beginning in fall 2018, but data for this period are not part of the analysis for this program review cycle.

Characteristics for which the retention rate is lower include online/hybrid, DSPS and low income.

RETENTION

Academic Year	Retention Overall	Retention Lecture Only	Retention Hybrid Only	Retention Online Only
2014-15	80.2%	81.5%	69.0%	NA
2015-16	81.3%	82.1%	82.4%	60.0%
2016-17	83.1%	84.1%	72.2%	NA
2017-18	77.3%	77.9%	76.1%	74.6

Retention By Class

Academic Year	ECON 101	ECON 102
2014-15	78.8%	82.8%
2015-16	80.9%	82.0%
2016-17	80.2%	87.9%
2017-18	73.9%	83.4%

Retention By Class By Modality

Academic Year	ECON 101 Lecture	ECON 101 Hybrid	ECON 101 Online	ECON 102 Lecture	ECON 102 Hybrid	ECON 102 Online
2014-15	79.6%	70.7%	NA	84.8%	66.7%	NA
2015-16	81.1%	77.8%	NA	84.5%	86.8%	60.0
2016-17	81.2%	65.7%	NA	89.2%	78.4%	NA
2017-18	72.3%	64.1%	78.5%	87.8%	67.9%	67.4%

Retention By Gender

Academic Year	Female	Male	Unknown
2014-15	79.0%	80.9%	NA
2015-16	82.0%	80.9%	100%
2016-17	81.3%	84.7%	50%
2017-18	74.2%	78.5%	100

Retention By Age

Academic Year	17 or Younger	18-21	22-24	25-29	30-39	40-49	50 and Over
2014-15	100%	82.5%	74.1%	80.3%	80.0%	71.4%	100%
2015-16	85.7%	83.6%	78.3%	73.8%	82.2%	84.6%	66.7%
2016-17	NA	83.3%	80.9%	89.3%	90.9%	64.3%	50%
2017-18	78.6%	78.7%	75.0%	73.2%	73.9%	83.3%	50%

Retention By DSPS

Academic Year	DSPS	Non DSPS
2014-15	82.4%	80.1%
2015-16	78.4%	81.4%
2016-17	83.7%	83.1%
2017-18	74.5%	77.5%

Retention By Income

Academic Year	Low Income	Not Low Income
2014-15	66.4%	82.9%
2015-16	67.9%	84.1%
2016-17	79.9%	83.7%
2017-18	70.1%	78.4%

Retention By Veterans

Academic Year	Veterans	Not Veterans
2014-15	90.0%	80.1%
2015-16	86.4%	81.2%
2016-17	86.7%	83.1%
2017-18	80.0%	77.3%

Retention By Foster Youth

Academic Year	Foster Youth	Not Foster Youth
2014-15	NA	80.2%
2015-16	100%	81.3%
2016-17	80.0%	83.1%
2017-18	37.5%	77.7%

Retention By Ethnicity

Academic Year	African American	American Indian/ Alaskan	Asian	Filipino	Latino	Multi Race	Other	Pacific Islander	Unknown	White
2014-15	85.7%	NA	83.2%	69.2%	72.2%	89.7%	100%	100%	81.8%	84.3%
2015-16	80.0%	NA	87.3%	63.6%	75.6%	83.6%	100%	50.0%	86.4%	85.3%
2016-17	100%	NA	85.0%	93.8%	79.1%	80.2%	100%	100%	85.7%	85.4%
2017-18	100%	75.0%	78.1%	66.7%	77.5%	69.1%	NA	33.3%	77.3%	79.9%

What is the course retention rate in basic skills courses (any grade except W) within the program?
Not applicable. The department does not offer any basic skills courses.

Program Review Data Analysis - 5 : Version by **Taber, Alexander** on **10/27/2019 02:22**

AA Degree:
Numbers of AA degrees are declining, most likely due to the introduction of the AA-T degree in 2015-2016. Characteristics for which the AA degree award rate is lower include females, age 30-49, Latino, multi-race, unknown race, DSPS, low income, veteran, foster youth.

AA-T Degree:
Numbers of AA-T degrees are increasing except for 2017-2018. Characteristics for which AA-T degree award rate is lower include females, age other than 18-21, Latino, multi-race, unknown race, DSPS, low income, veteran, foster youth.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
Economics, AA	8	5	1	4
Economics, AA-T	0	5	10	5

Program Review Data Analysis - 6 to 13 : Version by **Taber, Alexander** on **12/01/2019 00:12**

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.

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?
Students are approximately 2/3 male vs. 1/3 female. Approximately 60% of students are between 18 and 21 years of age, approximately 25% are between 22 and 24 years of age, and approximately 10% are between 25 and 29 years of age. Latino and white students make up approximately 33% each, with Asian and multi-race students each at approximately 10%. Very few students are African-American, American Indian, Filipino, Pacific Islander, and other.

DSPS students make up approximately 4.5% of the total, foster youth students make up less than 1%, veterans make up approximately 1.5% and and low income students make up approximately 15%.

Labor market trends and needs: Review the labor market data on the California Employment Development Department (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for 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)

I collected data on the projected numeric change and the percent change in projected employment for 2016-2026 for Orange County for each of the above occupations. The following data were available at the California Employment Development Department website.

Occupation	Employment Projected	Annual Average Openings	Numeric Change in Projected Employment (2016-2026)	Percent Change in Projected Employment (2016-2026)	Mean or Median Earnings (Q1 2019)
Economists	1,700*	130*	100*	6.3%*	$60.86* (hourly wage)
Economics Teachers, Postsecondary	1,200*	100*	200*	20%*	N/A**
Accountants and Auditors	179,700	166,400	17,700	10.9%	$77,156* (salary)
Chief Executives	41,600	2,840	-1,000	-2.3%	$111.881* (hourly wage)
Financial Managers	89,800	75,300	16,000	21.7%	$141,938* (salary)

Lawyers	108,000	53,300	10,600	10.9%	$155,593* (salary)
Management Analysts	144,300	130,600	16,800	13.2%	$84,149* (salary)
Managers, All Other	116,900	8,820	11,500	10.9%	$70.26* (hourly wage)
Operations Research Analysts	19,200	1,440	4,400	29.7%	$46.70* (hourly wage)

* 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.

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.

Please provide comment on the 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 (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).
Not applicable.
Please provide comment on student survey results administered by the program, if any.
Not applicable.
Please provide comment on program exit exams or other assessments of graduating students, if any.
Not applicable.
Please provide the number of students who take and pass external license examinations, if relevant to the program.

Not applicable.
Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.
Not applicable.
Please provide data pertaining to the instruction or delivery of service, if any.
Not applicable.

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by **Taber, Alexander** on **02/04/2020 03:59**

Courses	Section Count
ECON101 - Principles/Micro	14
ECON101 - Principles/Micro	5
ECON102 - Principles/Macro	11
ECON102 - Principles/Macro	4

Program Review Outcomes Assessment - CSLOs : Version by **Taber, Alexander** on **02/04/2020 03:59**

Student Learning Outcomes	CSLO Count	CSLOs Measured
ECON101 - Principles/Micro		
Analyze and explain economic behavior and formulate predictions at the individual consumer, firm, and industry levels.	1	1
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.	1	1
ECON102 - Principles/Macro		
Analyze and explain economic behavior and formulate predictions at the aggregate economic level.	1	1
Explain the processes through which a market system allocates scarce resources at the aggregate level and analyze the efficiency of and the effects of government policies on the resulting allocation.	1	

Program Review Outcomes Assessment - PSLOs : Version by **Taber, Alexander** on **02/04/2020 03:59**

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Economics*		
PSLO	1	1
Economics, AA	1	1
Describe the economic approach to analyzing and explaining human behavior, communicate using basic economic terminology, interpret relevant economic data, and follow and construct fundamental economic arguments using verbal, graphical, and basic mathematical tools.	1	1
Apply analytical reasoning and problem solving skills to formulat predictions and deduce cause-and-effect relationships in hypothetical scenarios and actual real world situations.	1	1
Identify study skills, methods, and strategies that are effective for the student's learning style and likely to be effective for the student in further study of economics and other fields.	1	1
Economics, AA-T	1	1
Identify and explain the fundamental economic problem of allocating scarce resources and the role of positive economics in explaining choices.	1	1
Communicate using basic economic terminology, interpret relevant economic data, and follow and construct fundamental economic arguments.	1	1

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by **Taber, Alexander** on **02/04/2020 05:55**

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?
Each course has 2 student learning outcomes.

Econ 101 - Microeconomic Principles

- Econ 101 SLO 1: Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.
- Econ 101 SLO 2: 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.

Econ 102 - Macroeconomic Principles

- Econ 102 SLO 1: Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the aggregate economic level.
- Econ 102 SLO 2: Explain the processes through which a market system allocates scarce resources at the aggregate level and analyze the efficiency of and the effects of government policies on the resulting allocation.

The department currently uses 20 embedded questions to assess the student learning outcomes in each course. A subset of theses questions is geared toward assessing student learning outcome 1 and another subset is is geared toward assessing student learning outcome 2. There is some degree of overlap across the two subsets of questions - a single question can be used to asses both student learning outcome 1 and student learning outcome 2.

The program has established at least 70% of students scoring at least 70% on the 20 questions as its criterion for success:

Econ 101 Course SLO 1
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct

Econ 101 Course SLO 2
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct

Econ 102 Course SLO 1
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct

Econ 102 Course SLO 2
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct

Before making significant changes to the questions, the department analyzes data over two to four full assessment cycles to evaluate its effectiveness in helping students achieve the student learning outcomes.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?
Course student learning outcomes are assessed once per academic year. All (2) student learning outcomes for both classes are assessed during the same semester. The department currently uses 20 questions that all instructors ask on exams.

There are two student learning outcomes and a subset of the 20 questions is geared toward assessing each outcome. For example, of the 20 questions used in Econ 101, questions 1, 2, 3, 4, 7, 10, 11, 12, 13, 14, and 18 are used to assess student learning outcome 1 while questions 1, 5, 6, 8, 9, 10, 15, 16, 17, 19, and 20 are used to assess student learning outcome 2. There is some overlap: for example questions 1 and 10 are used to assess student learning outcomes 1 and 2.

Similarly, of the 20 questions used in Econ 102, questions 1, 2, 3, 4, 7, 9, 10, 13, 19, and 20 are used to assess student learning outcome 1 while questions 1, 5, 6, 11, 12, 14, 15, 16, 17, 18, and 20 are used to assess student learning outcome 2.

During department meetings and/or by email, the full time and part time faculty agree in advance upon the 20 questions to ensure that all instructors cover the material similarly. Individual instructors can edit the wording of the questions so long as the essence and integrity of the question is not affected (for example, some instructors use the term "potential GDP" while others may use the term "full employment output" -- these commonly used terms refer to the same concept and instructors may substitute these terms to more closely align with the language the instructor typically uses.)

In recent years, the questions have remained more or less the same for two or three years. This is done so that the department has several cycles worth of assessments to evaluate before making significant changes.

Once the department members have agreed on the 20 questions, instructors ask the questions on exams spread throughout the semester. Each exam will contain some of the questions. Some of the questions relate to material covered early on in the course and instructors will typically ask these questions on midterm 1. Questions relating to material covered later in the course will appear on later midterms or on the final exam. Not all instructors give the same number of exams: some give two midterms and a final exam; others give 3 midterms and a final exam. However, all of the questions are asked by each instructor during the semester.

At the end of trhe semester, the data is given to the full time faculty/department chair who consolidates it and analyzes the results. At the first department meeting during the subsequent semester, the results are discussed and faculty share experiences and ideas for improving student outcomes and/or improving the process.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

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

The program has established at least 70% of students scoring at least 70% on the 20 questions as its criterion for success

The program currently does not have an example of a course student learning outcome which students have definitely met. Percentage success rates have varied but are typically in the mid/upper 50s to mid 60s. During the 2017-2018 assessment cycle, the 65% success rate for Econ 102 Course SLO 1 (65% of students scoring 70% or higher) is the closest to a case where the outcome has been met, so I will analyze that example.

Course SLO 1 for Econ 102 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 aggregate economic level.”

The questions used to assess this SLO involve setting up and solving either qualitative or quantitative problems. Coverage of these skills occurs early in the semester and these skills are used and reinforced repeatedly subsequently throughout the course. Further, the success rate tends to be slightly higher in Econ 102 than in Econ 101. This is most likely because, although Econ 101 and Econ 102 are not officially sequential (students can take either course first), the majority of students take Econ 101 first. While the content and applications differ across the two courses, the way of thinking and methods of solving problems are similar - many students in Econ 102 already have one semester of training in Economics. There is also some degree of sample selection bias present: some students who were not successful in Econ 101 might not advance to Econ 102 or, to put it another way, students who were successful in Econ 101 are more likely to be present in a sample of Econ 102 students.

During the 2017-2018 assessment cycle, the 59% success rate for Econ 101 Course SLO 2 (59% of students scoring 70% or higher) is an example where the outcome has <u>not</u> been met.

Course SLO 2 for Econ 101 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, especially several examples of government policy such as regulation of monopoly, externalities, and public goods, are covered later in the semester (usually in the last two to three weeks) and they are not used and reinforced as repeatedly as other topics subsequently throughout the course. While the concept of efficiency is introduced earlier, it is more abstract and harder for students to grasp than the concepts that SLO 1 covers. As mentioned above, unlike in Econ 102, many of the individuals in a sample of Econ 101 students will not have had prior exposure to Economics at the college level. One change that the department has considered making involve moving some of this material earlier in the semester to the extent that this is possible.

What changes has the program ***already*** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?
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.

The full time faculty has implemented an extra credit opportunity whereby students meet individually or in small groups with the instructor to discuss their backgrounds, expectations, apprehensions, and studying strategies early in the semester (within the first 3 weeks). It is hoped that this "ice breaker" early in the semester wil encourage students to meet with the instructor subsequently should they have any questions about the course material or about how to best study for the course. Since it is an extra credit opportunity and thus optional, not all students meet with the instructor (about 75% do), but there appears to be a small but positive correlation between participating in this extra credit opportunity and subsequent visits to office hours, in-class participation, and successful performance in the course.

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.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?
The questions used to assess the course SLOs are also used to assess the program SLOs. The program SLOs were most recently assessed during the 2018-2019 cycle. The results were

Econ 101 Course SLO 1
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct
Percent of students successful for SLO 1: 64%

Econ 101 Course SLO 2
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct
Percent of students successful for SLO 2: 60%

Econ 102 Course SLO 1
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct
Percent of students successful for SLO 1: 67%

Econ 102 Course SLO 2
11 of 20 questions embedded throughout exams
Criteria for success: 70% of students with at 70% of the questions correct
Percent of students successful for SLO 2: 62%

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.

The outcomes assesmnet data suggests that a significant number 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.

Econ 101 and Econ 102 formerly had Mathematics 80 as a prerequisite. In response to AB705, this was modified to include enrollment through the Mathematics placement process. It may be too early to determine, but preliminary results suggest a slight decline in student performance since this went into effect. The department will monitor this over the next few assessment cycles.

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 consider revising the questions so that students passing the course are more likely to be able to answer them correctly.

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.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Taber, Alexander** on **02/03/2020 22:43**

With ***SCC's Mission Statement*** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?
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.

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 tutoring at SCC and other student services 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 the part-time instructors utilize Canvas for course content and online assessments. One part-time instructor has offered at least two fully online distance education course each semester since the fall 2017 semester. The full time faculty member and the part-time instructors utilize web sites maintained by the textbook publishers.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, 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 for face-tp-face classes 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. As a result of canceling evening classes for several semesters in succession due to insufficient enrollment, the department no longer offers 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 or fully online distance education course has been offered since the spring 2008 semester and the program currently offers two fully online courses (one Econ 101 and one Econ 102) per semester. Unlike the demand for evening classes, the demand for fully online courses is very strong.

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.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?
The core academic content in the Economics program is generally traditional. Face-to-face classes go beyond the traditional classroom experience by utilizing multimedia and online resources. The face-to-face instructors encourage and utilize individualized assistance through office hours and meetings with students before and after class. Online courses offer numerous learning opportunities that extend beyond the traditional classroom including discussion boards, online chat and office hours opportunities, instructor-created videos, and links to additional resources including textbook publisher-created content and news articles.
How do program/service area faculty and/or staff ***review the processes*** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?
The program consists of one full time faculty member and a small number of 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 program has not introduced new courses primarily because principles of microeconomics and macroeconomics (Econ 101 and Econ 102) are the two core lower-division Economics 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.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?
Coordination exists between the program and Admissions, Counseling, DSPS, and other student services. All faculty in the program are aware of academic student services offered at SCC and recommend them as appropriate to students. Faculty are aware of other student services such as EOPS, DSPS, TRIO, the Transfer Success Center, the Hawk's Nest Pantry, the First Year Support Center, the Health Center, and financial aid 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 introductory 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, Accreditation).

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

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
The program's curriculum currently meet students' needs. The program will formally and informally survey students and use data from the SCC Office of Institutional Effectiveness 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.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Taber, Alexander** on **02/03/2020 23:38**

The Economics department schedules all face-to-face classes in H-228. The full time faculty's office is in E-308. Part-time instructors use the two rooms available for part-time faculty on the 2nd and 3rd floors of the H Building.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	0	1	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Taber, Alexander** on **12/01/2019 01:34**

The full time faculty's office is in E-308. This office is shared with a full time faculty from Psychology.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	0	1	0	undefined

Program Review Resources - Specialized Equipment and Resources : Version by **Taber, Alexander** on **12/01/2019 01:35**

The Economics department does not use any specialized equipment or resources.

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by **Taber, Alexander** on **12/01/2019 01:36**

The Economics deparetment does not have any funding sources other than the college-wide PIE committee process.

Funding Source	Description
undefined	undefined

Program Review Resources : Version by **Taber, Alexander** on **02/03/2020 23:38**

How well do the facilities used by the program/service area 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 (four or less) of students. When more than four 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.

How sufficient are the program/service area’s equipment, supplies, and materials? Does the program/service area 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. Should its needs change, it will incorporate them into its Annual Plan and submit resource requests through the college's planning and institutional effectiveness process.
How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?
The instructor’s computer, software, media, and presentation equipment in H-228 meet the instructional needs of the program. The full time instructor primarily uses a Macintosh notebook computer and does not use the Windows PC in the office except to print documents. When the Windows PC is due for replacement, the full time faculty would prefer a Macintosh computer.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?
The full time instructor’s PC is adequate. The full time instructor and the part time instructors bring their own tablets or notebooks to use in class. The full time instructor primarily uses a Macintosh notebook computer and does not use the Windows PC in the office except to print documents. When the Windows PC is due for replacement, the full time faculty would prefer a Macintosh computer.

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 operational needs of the program/service area?
The 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 Publications in the A Building and District Publications in the M Building have both been outstanding in terms of providing prompt and accurate paper printing services for exams.

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

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are

critical to your program/service area and what would be required to institutionalize them?
Not applicable.
Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
The program does not forsee any issues in the next three years.

Human Resources

Program Review Human Resources - Support Staff : Version by **Taber, Alexander** on **12/01/2019 01:45**

Aside from the staff in the AHSS division office, no additional classified staff positions directly support the Economics department.

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
NA	0	0	0	NA

Program Review Human Resources : Version by **Taber, Alexander** on **02/03/2020 23:43**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?
The full time faculty member stays current in the field of Economics by reading journals, books, and periodicals. The full time faculty member evaluates alternative textbooks and meets with representatives from various textbook publishers to discuss pedagogical innovations relating to the field of Economics. The full time faculty member attends workshops within the district on issues regarding student learning, assessment, use of technology, and teaching methods when available.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?
Since the previous program review cycle in 2016, the full time faculty member has been involved in the college wide the SCC Educational Master Planning committee 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.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?
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 part time faculty members, each of whom is qualified and has a history of teaching for the program.The part-time instructor who teaches the online sections has completed the SCC online teaching certificate program.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators 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.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area 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.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
Aside from hiring additional faculty as enrollments increase or as part-time faculty leave to accept full-time teaching assignments at other colleges, the program has not identified any areas needing attention in the next three years.

The program has one goal in its Annual Plan in relation to the aforementioned expansion of tickets offered: Expand offerings of Econ 101 and 102 by Fall 2021 and as enrollments increase.

Internal and External Communication

Program Review Internal & External Communication : Version by **Taber, Alexander** on **12/01/2019 01:59**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?
As of this writing, the program's catalog entries were last updated for Fall 2019 to incorporate the inclusion of the Math placement process in addition to the Math 80 (Intermediate Algebra) prerequisite.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?
As of this writing, the program's Annual Plan was updated in fall 2019 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.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome 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 eLumen's features to incorporate SLO assessment plans and results on its web page. This is expected to take place in fall 2020.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?
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.

How well do faculty and staff communicate about and coordinate the work of the program/service area?
The program is small (one full time faculty member and a small number of part time faculty members) and the members are frequently in contact by phone, email, or face-to-face meetings.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
One area needing attention is the posting of SLO assessment results at the program's website.

Planning Agenda

Program Review Planning Agenda : Version by **Taber, Alexander** on **02/03/2020 23:55**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Post SLO assessment results at the program's website	The program's website currently does not contain results of SLO assessment	NA	NA
Hire additional faculty for online sections	Online sections fill rapidly and have wait lists	Funding to hire more part time faculty	NA
Macintosh computer for full time faculty's office when current Windows PC is due for replacement.	Full time faculty uses Macintosh computers and no longer uses Windows.	Office computers are periodically replaced. During the next replacement cycle, a Macintosh computer is preferred.	NA

Summary Report

Program Review Summary Report - What is and is not working : Version by **Taber, Alexander** on **12/01/2019 03:51**

Briefly describe and explain what is working well in your program/service area.
Quality and rigor of curriculum and instruction prepares students for success upon transfer. High student satisfaction rate. Retention and success rates are good. 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 program/service area.
SLO achievement rates have thus far been lower than ideal. Students are not spending appropriate time outside of class (2 for 1).

Program Review Summary Report - Resources : Version by **Taber, Alexander** on **02/03/2020 23:55**

Facilities	Technology	Equipment	Personnel
NA	Macintosh computer for full time faculty's office when current Windows PC is due for replacement.	NA	Hire additional faculty for online sections

Program Review Summary Report - Initiatives and Other Findings : Version by **Taber, Alexander** on **12/01/2019 04:02**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)
The department serves several international students every semester. The department has changed its mathematics prerequisite to include alignment with AB 705. The department plans to increase online course offerings.
Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.
The program will continue to monitor and try to improve student success.