#12

`INCOMPLETE`

Collector:	Email Invitation 1 (Email)
Started:	Saturday, February 09, 2019 6:25:24 PM
Last Modified:	Tuesday, February 12, 2019 8:33:39 PM
Time Spent:	Over a day
First Name:	Mary
Last Name:	Sessom
Email:	mary.sessom@gcccd.edu
Custom Data:	Economics
IP Address:	72.192.151.10

Page 1: I. Program Reflection and Description

Q1 Department(s) Reviewed:

Economics

Q2 Lead Author and Collaborators:

Mary Sessom, Pat Newman, Michael Aubry, Tony Zambelli

Q3 Dean:

Larry McLemore

Q4 Provide a list of the recommendations from your last program review and explain how you have addressed them. Previous years' program reviews can be found here, on the IPRPC Intranet site.

The last program review of any type was for 2014-2015. After that, it was not considered a program. A transfer degree was added in 2018 so Economics is now a program. The recommendations from 2014-2015 and the program's response is as follows:

1.There is no evidence of progress in the development of SLOs for this discipline and this approach continues to jeopardize the Accreditation of the college.

The program has written SLOs for all courses as well as PLOs. However, there is an issue with their entry into TracDac so analysis will be difficult.

2.Based on the information submitted in this report, the department appears not to have a vested interest in planning for this discipline as evidenced by the lack of involvement by full time and part-time faculty in the planning process. The future plans for the discipline needs to be communicated through the program review report.

When this was written, there was no FT ECON instructor. A BUS instructor wrote the last program review with the assistance of 2 PT ECON faculty. In the 2017-2018 annual update in BUS, the department co-chairs along with PT BUS/ECON faculty wrote the faculty request. That request was successful.

Q5 Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

A new tenure track instructor was hired to start in Fall 2019.

Q6 Provide your program's mission statement.

The mission of the economics discipline is to enhance student understanding of economic principles that prepare students for transfer to four-year institutions and entry-level positions within the field of business.

Q7 Describe how your program supports the mission and goals of the College.

The program has recently added an AA-T degree.
The program, B&PS department and the college provide support for the Center for Economic Education which promotes economic and civic development from k-12 to adult learning beyond, and not necessarily including, college.

Q8 Provide the description of your program as it appears in the current college catalog, available here.

The AA-T in Economics for Transfer provides a broad exposure to the field of economics. Students will learn about the factors that determine the production, distribution and consumption of goods and services. They will come to understand the behavior and interactions of economic agents and how economies work. This major prepares student to transfer to a California State University, where a baccalaureate degree may be earned in Economics or a closely related field.

Page 2: II. Program Degrees and Certificates

Q9 Degree/Certificate #1

ECON has not been considered a program until the AD-T degree was added in 2018. Therefore, there have been no degrees or certificates awarded. At this time, students can complete this degree within a two year period.

Q10 Degree/Certificate #2   **Respondent skipped this question**

Q11 Degree/Certificate #3   **Respondent skipped this question**

Q12 Degree/Certificate #4   **Respondent skipped this question**

Q13 Please upload the awards data tables for your   **Respondent skipped this question**
program. You can print that worksheet from the program
review data report to PDF or copy and paste into a Word
document the awards data table rows for your program
from the college-wide program review data report,
accessible here.

Page 3: III. Curriculum Review, Development and Assessment

Q14 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?

Yes

Q15 Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

A new FT ECON instructor will start in Fall, 2019. Anything as significant as considering areas of revision or development/growth will be deferred until that instructor can weigh in. It is anticipated that some new ECON courses will be added that will complement the degree and certificate.

Q16 Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Yes

Q17 Following that assessment plan, is your program's data up-to-date and complete in Nuventive/TracDat (including methods of assessment, results, dialogue/actions and follow-up)? If you are not sure, please contact Institutional Effectiveness Specialist, Erich Kevari, at erich.kevari@gcccd.edu to submit your assessment data.

No

Q18 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

TracDat results are only posted through Spring 2018. All of those outcomes are above the baseline 70% set by the department.

Q19 Do you have a PLO assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Yes

Q20 Please provide an analysis of your program learning outcomes (PLO) findings and what changes, if any were made as a result.

An analysis could not be conducted. The Economics PLOs are not entered in TracDat. The PLOs therefore could not be mapped to SLOs or ILOs. Additionally, the SLOs for Economics 110 have not been updated to reflect the current course outline. This was recently discovered and communicated to the SLO coordinator and IESE office. The co-chairs will work with the newly hired tenure track Economics instructor starting in Fall to review and revise SLOs and PLOs, as needed. Plans are to produce a new SLO/PLO assessment plan to do a deep dive on each course once or twice in a three-year period for continuous improvement, with the fourth year to analyze all data for the comprehensive program review. This schedule will be based on the new comprehensive Program Review schedule.

Q21 Is this a CTE Program?   **Yes**

Page 4: CTE Programs Only

Q22 If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (e.g., twice yearly)

This is a brand new program with no FT faculty. As the newly hired FT faculty gets established in the college, the CE requirements will be addressed.

ECON is not considered a typical CE program. However, it is housed in a CE department and, more importantly, it is transfer AND career oriented.

Q23 Summarize the recommendations from the Committee.

n/a

Q24 Describe changes that have been made to the program as a result of the committee's recommendations

n/a

Q25 If a CTE program, please discuss your labor market information. You can access labor market information on the CTE Launchboard, CTE Program Reports that have been prepared for the Governing Board, or by contacting the IESE Office at brianna.hays@gcccd.edu.

The Launchboard does not contain data for this discipline. However, the Bureau of Labor Statistics has ample data on jobs, job outlook, etc. For example, "Employment of economists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations.... Applicants with a bachelor's degree may face strong competition for jobs. As a result, bachelor's degree holders will likely find jobs in other occupations." Similar occupations are Actuaries, Budget Analysts, Financial Analysts, Market Research Analysts, etc. The pay range for these types of careers range from $63,000 to $101,560.

Page 5: IV. Program Data Analysis

Q26 How has the program's student population changed over the past 5 years (e.g., student demographics, enrollment, etc.)? Note that you can access your program's data report and the college-wide data report here.

The changes in the program's student population has not tracked closely with that of the college.

There was a 12% gap between the change in Female/Male for the college with Males actually making no gains. The program had a 16% gap between Female/Male with the growth being in Female. Overall, the college gained 5% in enrollment while the program grew by 25%.

Surprisingly, the program's age group 20-24 had an increase of 31.5%! The college suffered a -2.5% decrease in this group. Even more surprising are the data in the 40+ years group. The college had a growth of 4% while the program showed a 27% increase evidencing the old cliche that one should never stop learning.

There are many Race/Ethnicity rows to look at but the largest ones are Asian, African-American, Hispanic and White.

In the program, the African-American group grew by 27% while the college experienced a -8% change.

A similar change is found in the Asian group with the college experiencing a -3% change but the program had the reverse; an 8% growth.

Among Hispanics, the college experienced 10% growth and the program had only 8% growth.

The White group, college-wide, had 13% growth and the program had a 48% change (but that datum point looks suspicious).

Q27 How does the program's student population differ from the College's overall student population, if at all? Note that you can access your program's data report and the college-wide data report here.

One program that is fairly balanced between the genders is ECON. While the college has females out numbering males by 13%, ECON has a difference of 4%, balanced in favor of Mars.

A look at the Race/Ethnicity numbers for the period the data covers reveals a more marked difference. The groups where there are double digit students enrolled are in African-American, Asian, Hispanic and White. ECON had a 27% increase in the number of African-American students enrolled. The college, on the other hand, had only a 3% increase. Asian was not as markedly different. The ECON program had an increase of 8% and the college an increase of 1%. The Hispanic population did not grow by much in ECON for Hispanics, 8% for the program but took a leap college wide of 18.5%. The White group had a big increase of 24% in ECON and 26% college wide.

For fun and information, a look was taken at the Age category. Youngsters are finding ECON less appealing with only a 3.5% increase where the college rose by 20.5%. On the other hand, more mature folks at the other end of the data graph show ECON's 40+ population rose by 27% while the college attracted only 8.5% more. What does this say about ECON?!

Q28 What are the implications for ensuring the program is addressing the needs of its student population?

The goal of any student is career preparation. ECON will continue to prepare students for that goal. This data doesn't really lead one to conclude that any of these student demographic characteristics mean that a need isn't being addressed.

Q29 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Q30 How has the program's success rate across all courses changed over the past 5 years?

ECON has an overall student success rate of 75.5%. During the time covered by the data, the highest success rate was 82% and the lowest 67%. The area that should be paid attention to is ECON 110, which is not a course for the AD-T and, is only offered in the Spring. Its 65.8% average is out of line with the rest of the program. Its highest success rate was 77% with a low of 54%. This class will need to be addressed by the new FT faculty member.

Q31 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. Your program may have a program-specific goal for program-wide success rate that differs from the college goal, based on historical or contextual data/information. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year (2019/20) goal for success rate across all courses in the program?

If one pulls ECON 110 out of the overall success averages, the program has a success rate of 76.65%. Subject to input from the new ECON instructor, if the success rates for ECON 110 are improved by 2% per year and the balance of the program improves by .5% each year, the program's success rate will meet and exceed the 77% goal.

Q32 Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

The overall student success rate was 75.5%.

The Hispanic students over all had a success rate of only 67.4% The year by year trend is upwards. The first year of the data showed an average success rate of 64.5%. The last year of date showed an average success rate of 72.5%. This represents an increase of .8% per semester. If this rate of success continues, the Hispanic students will have a success rate of 76.5% exceeding the overall program success rate if that says static.

African American students pose a conundrum as the average group for each semesters averages 14.6 enrolled. The entire program averages 316.9 students per semester. This group is less than .5% of the ECON students. Their success rate is 68%. The semesters when there were 4 or 6 students greatly skewed the averages. In two semesters when the enrollments were their highest, the percentage of success exceeded the program average; 17 students and 85% success; 21 students and 75% success rate. Perhaps the question isn't why is this group experiencing less success but rather, how do we attract more African American students to ECON?

Q33 What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Based on the analysis above, it seems as though success rates are on the rise.

Q34 What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

There is a new FT ECON instructor starting in the Fall. It will be appropriate to wait until he is on board. However, if things continue as they are for the Hispanic students, next year's annual update should be on the rise.

Q35 How do these activities inform the long-term program goals that you are setting in this comprehensive program review?

These long term goals are actually going to be deferred until next year's annual update. The FT instructor needs to have input on these goals with an understanding of the institution and the students. We believe that ECON 110 needs an overhaul. We believe that another ECON course needs added that does not conflict with Grossmont. We do not want to negatively disturb the success and enrollment rates as discussed in this report.

Q36 If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Q37 Does your program offer any courses via distance education (online)?

Yes

Page 6: Distance Education Course Success

Q38 Are there differences in success rates for distance education (online) versus in-person sections?

Yes

Q39 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Respondent skipped this question

Page 7: Strengths, Challenges & External Influences

Q40 Please describe your program's strengths.

This program has not yet awarded an ECON degree as that is a new addition. That, in and of itself, is a strength.

The core courses in ECON are required for transfer in ECON, BUS and ACCT. That leads to strong enrollment numbers.

The program has a new FT tenure track instructor starting in FA19.

CE designation brings with it a new funding stream.

Strong enrollment and success figures.

Q41 Please describe your program's challenges.

The program has a new FT tenure track instructor starting in FA19.

The program is nested in the CE division and in a CE department. It may be an adjustment for the new FT instructor to be CE.

Increasing already strong enrollment and success figures.

Q42 Please describe external influences that affect your program (both positively and negatively).

Up until FA19, a negative influence would have been lack of a FT instructor. Hopefully, that is not longer the case.

The San Diego Center for Economic Education proved to be a vital link in the advertising of the FT faculty position. We believe we have hired a premier FT ECON faculty member, who is an experienced educator and understands the CA community college system.

Page 8: V. Previous Goals: Update (If Applicable)

Q43 Would you like to provide an update for your previous Goal(s)?   **No**

Page 9: Previous Goal 1

Q44 Previous Goal 1:   **Respondent skipped this question**

Q45 Link to College Strategic Goal(s):   **Respondent skipped this question**

Q46 Goal Status   **Respondent skipped this question**

Q47 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?   **Respondent skipped this question**

Q48 Please provide the rationale for this goal: **Respondent skipped this question**

Q49 Please provide the goal action steps for the year (previously "Activities"):   **Respondent skipped this question**

Q50 Do you have another goal to update?   **Respondent skipped this question**

Page 10: Previous Goal 2

Q51 Previous Goal 2:   **Respondent skipped this question**

Q52 Link to College Strategic Goal(s):   **Respondent skipped this question**

Q53 Goal Status   **Respondent skipped this question**

Q54 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?   **Respondent skipped this question**

Q55 Please provide the rationale for this goal: **Respondent skipped this question**

Q56 Please provide the goal action steps for the year (previously "Activities"):   **Respondent skipped this question**

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 11: Previous Goal 3

Q58 Previous Goal 3:   **Respondent skipped this question**

Q59 Link to College Strategic Goal(s)   **Respondent skipped this question**

Q60 Goal Status   **Respondent skipped this question**

Q61 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?   **Respondent skipped this question**

Q62 Please provide the rationale for this goal: **Respondent skipped this question**

Q63 Please provide the goal action steps for the year (previously "Activities"):   **Respondent skipped this question**

Q64 Do you have another goal to update?   **Respondent skipped this question**

Page 12: Previous Goal 4

Q65 Previous Goal 4:   **Respondent skipped this question**

Q66 Link to College Strategic Goal(s)   **Respondent skipped this question**

Q67 Goal Status   **Respondent skipped this question**

Q68 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?   **Respondent skipped this question**

Q69 Please provide the rationale for this goal: **Respondent skipped this question**

Q70 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Page 13: VI. New Goals

Q71 Would you like to submit any new goal(s)?

No

Page 14: New Goal 1

Q72 New Goal 1:

Respondent skipped this question

Q73 Link to College Strategic Goal

Respondent skipped this question

Q74 Please provide the rationale for this goal:

Respondent skipped this question

Q75 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q76 How will the goal be evaluated?

Respondent skipped this question

Q77 Do you have another new goal?

Respondent skipped this question

Page 15: New Goal 2

Q78 New Goal 2:

Respondent skipped this question

Q79 Link to College Strategic Goal

Respondent skipped this question

Q80 Please provide the rationale for this goal:

Respondent skipped this question

Q81 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q82 How will the goal be evaluated?

Respondent skipped this question

Q83 Do you have another new goal?

Respondent skipped this question

Page 16: New Goal 3

Q84 New Goal 3:   **Respondent skipped this question**

Q85 Link to College Strategic Goal   **Respondent skipped this question**

Q86 Please provide the rationale for this goal: **Respondent skipped this question**

Q87 Please provide the goal action steps for the year   **Respondent skipped this question**
(previously "Activities"):

Q88 How will the goal be evaluated?   **Respondent skipped this question**

Q89 Do you have another new goal?   **Respondent skipped this question**

Page 17: New Goal 4

Q90 New Goal 4:   **Respondent skipped this question**

Q91 Link to College Strategic Goal   **Respondent skipped this question**

Q92 Please provide the rationale for this goal: **Respondent skipped this question**

Q93 Please provide the goal action steps for the year   **Respondent skipped this question**
(previously "Activities"):

Q94 How will the goal be evaluated?   **Respondent skipped this question**

Q95 Do you have another new goal?   **Respondent skipped this question**

Page 18: Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to   **Respondent skipped this question**
achieve this goal?

Page 19: VII. Faculty Resource Needs

Q97 Are you requesting one or more faculty positions to   **No**
achieve this goal?

Page 20: Faculty Position Request(s)

Q98 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of the Position Requested:

Respondent skipped this question

Q99 Faculty Position Request 1 - Related Program Goal(s):

Respondent skipped this question

Q100 Faculty Position Request Upload 1: Please upload the completed faculty request form using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Q101 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested:

Respondent skipped this question

Q102 Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

Q103 Faculty Position Request Upload 2: Please upload the completed faculty request form button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 21: VIII. Classified Staff Resource Needs

Q104 Are you requesting one or more classified positions to achieve this goal?

No

Page 22: Classified Staff Position Request(s)

Q105 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q106 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q107 Classified Staff Position Request Upload 1: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Q108 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q109 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

Q110 Classified Staff Position Request Upload 2: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

Page 23: IX. Technology Resource Needs

Q111 Are you requesting technology resources to achieve this goal?

No

Page 24: Technology Request(s)

Q112 Technology Request 1: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

Q113 Technology Request 2: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

Page 25: X. Perkins and Strong Workforce Resource Needs

Q114 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

No

Page 26: Perkins Request and Strong Workforce

Q115 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q116 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 27: XI. Supplies/Equipment Resource Needs

Q117 Are you requesting supplies and/or equipment resources to achieve this goal?

No

Page 28: Supplies/Equipment Request(s)

Q118 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q119 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q120 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q121 Supplies/Equipment Documentation 2: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 29: XII. Facilities Resource Needs

Q122 Are you requesting facilities resources to achieve this goal?

No

Page 30: Facilities Request

Q123 Facilities Request 1: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Q124 Facilities Request 2: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form

Respondent skipped this question

Page 31: XIII. Professional Development Resource Needs

Q125 Are you requesting professional development resources to achieve this goal?

No

Page 32: Professional Development Request

Q126 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q127 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 33: XIV. Other Resource Needs

Q128 Are you requesting any other resources to achieve this goal?

No

Page 34: Other Resource Request

Q129 Other Resource Request 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q130 Other Resource Request 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 35: Executive Summary

Q131 Executive Summary

Respondent skipped this question

Q132 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question