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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Economics

Q2

2. Lead Author:

Josh Franco, Ph.D.

Q3

3. Collaborator(s) - List any person that participated in the preparation of this report:

- Anastasia Zavodny, M.A.
 - Heather Micelli, M.A.
 - Michael Aubry, D.B.A.
 - Department Co-Chairs – Patricia Newman, Joan Rettinger, Esq., and Angham Yousif
 - Dean
-

Q4

4. Dean/Manager:

George Dowden, M.A.

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:
10/18/2022
MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

The program does not have a mission statement. The timeline for creating a mission statement depends on whether the program secures a line to hire a full-time tenure track ECON faculty member.

Q7

Yes

7. Is the program description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

The program advances the college's vision of equity, excellence, and social justice by ensuring every student enrolled at the college has the opportunity to successfully complete an introductory course in economics, microeconomics, and macroeconomics.

The program is advancing the college's mission and values by implementing updated Program Learning Outcomes that serve the college's "diverse community of students" and meets students' "needs for transfer education".

Page 3: III. Course Curriculum, Assessment and Student Success

Q9

Yes

9. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active course outlines been reviewed within the last five years?

Q10

10. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

Anything as significant as considering areas of revision or development/growth will be deferred until a FT Economics instructor is hired. It is anticipated that with a new FT instructor some new ECON courses will be added that will complement the degree.

Q11

11. How is your program meeting the needs of students, and/or articulation with four-year institutions?

AA-T in Economics is transferrable to UC and CSU.

Q12

12. Please upload the most recent version of your program's course SLO assessment plan. Click here for Assessment Plan Template.

ECON%20SLO%20assessment%20plan.pdf (62.7KB)

Q13

13. Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

ECON 110 CSLOs were assessed, ECON 120 CSLOs were not assessed, and ECON 121 CSLOs were assessed.

ECON 110 has 3 CSLOs and all three appear to be assessed with an exam/quiz. The success rate for all 3 CSLOs across the 2 course sections that were evaluate show a 95%+ success rate. One interpretation of the SLO findings is that course content and materials need to be kept current. For example, the Russian invasion of the Ukraine has disrupted economic markets, supply chains, and trade. This disruption needs to be incorporated into the explanation of economic theories, and thereby make their applicability more relevant to what students are observing and experiencing.

ECON 121 has 4 CSLOs and all four appear to be assessed with an Exam/Quiz and specifically students earning 70% or more on homework, quiz, and test questions. The success rate for all four CSLOs across the 3 course sections that were evaluated show a 90%+ success rate. One interpretation of the SLO findings is the challenging environment of teaching and learning in online only courses. Students did better when given flexibility in due dates for assessments. Additionally, videos that explained concepts were helpful to students and is a practice that should be continued for other courses.

Q14

14. Discuss what changes, if any, were made as a result of your SLO findings. Include any student learning-related successes and/or challenges SLO results have revealed for your department.

According to the instructor notes in TracDat, it appears that current events, such as the Russian invasion of Ukraine, need to be included in course content, given the impact the invasion and subsequent war have on economics both internationally and domestically.

Page 4: IV. Degree and Certificate Programs

Q15

Yes

15. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16

16. For each degree and certificate, indicate how many awards were conferred in the past 5-years. Please comment on any trends and provide context to explain any increases or decreases.

ECON%20degrees%20awarded.pdf (42.4KB)

Q17

17. Please indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes). If you are unable to locate this information, please state that.

- AA-T was added during 2016-2017 academic year, with statewide approval on June 2, 2017.
- ECON 120 and 121 were modified in Spring 2019.
- ECON 120 and 121 SLOs were modified in Spring 2020.
- AA-T was modified in Spring 2020 to update PLOs.
- ECON 120 and 121 were modified again in Spring 2021 to update prerequisite to "Appropriate Mathematics placement"

Q18

Yes

18. Can students complete the degree/certificate requirements within a two-year period? **Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Q19

Yes

19. Have you updated your program learning outcomes (PLOs) since 2020?

Q20

No

20. Does your program share some PLOs across its Academic and Career Pathway (ACP)?

Q21

21. How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

Course SLOs are mapped to program PLOs. The PLOs are assessed when the course SLOs are assessed. Any further changes for assessing PLOs will wait for the hiring of a FT Economics instructor.

Q22

22. How are your PLO assessments informing improvements/changes to your program?

As there is currently no FT Economics instructor to lead this program, and the Business & Professional Studies department is understaffed with FT Faculty (currently 3.5 FTEF compared to normal staffing of 7.0 FTEF), the use of PLO assessments to inform program changes is not currently happening. Plans are to do this when a FT instructor is hired for Economics.

Q23

23. Looking at the past 4-5 years of enrollment in your program, what trends do you notice? Has enrollment increased or decreased, and what factors may be contributing to this?

- Reviewing the data from the last 4-5 years, the following trends appear.
- Overall enrollment is declining from 384 in Fall 2017 to 312 in Spring 2022. Enrollment was highest in spring 2020 with 475 students, and lowest in Fall 2021 with 211. I want to note that the data on the Student Characteristic tab of Spring spreadsheet is not the same as data on the Success Rates by Demographics tab.
- Gap between men and women enrolled in ECON courses has increased from 1% in fall 2017 (female 49% and male 50%) to 13% (56% female and 43% male) fall 2021. Looking at spring data comparing spring 2018 to spring 2022, women account for 52% of ECON students while men account for 47%.
- Using Fall 2021 data, the following race/ethnicity groups were under enrolled in ECON courses: African-American, American Indian, Asian, Hispanic, and Pacific Islander. The following race/ethnicity groups were overenrolled in ECON courses: Middle Eastern, White, and Multiple Races. Students aged less than 20 and over 40 were under-enrolled, while students aged 20-24 and 25-39 were overenrolled in ECON courses. Most students have Transfer with Degree as their goal with 65% in fall 2021 compared to 51% college-wide. And 39% of students were part-time compared to 57% college-wide.
- The program's fill rate has declined from 88% in fall 2017 to 83% in fall 2021. And the program's fill rate has increased from 78% in spring 2018 to 90% in spring 2022. The fall fill rate is above the college wide fill rates of 74-72%. And the spring fill rate is below college wide fill rates of 71-68%.
- Increase in Hispanic/Latino students from 29% to 39% from fall 2016 to fall 2020. Using spring term data, African-American students have increased from 5% in spring 2017 to 7% in spring 2021. Hispanic/Latino students have increased from 27% in spring 2017 to 31% in spring 2021. And White students have decreased from 46% in spring 2017 to 34% in spring 2021.
- Generally steady across ages, with largest increase for 25-39 year old students from 18% to 26% from fall 2016 to fall 2020. And using spring term data, the largest decline has been with <20 year old students from 32% in spring 2017 to 23% in spring 2021.
- The main factor contributing to declining enrollment is that the number of sections offered each semester was reduced after the previous FT instructor resigned in August 2020 after only one year. The number of sections offered had been increased to provide a full load of classes for the FT instructor. Fall 2019 we offered 8 sections and Spring 2020 there were 11 sections (2 of these were during intersession). Currently we are offering 5 sections in the Fall and 6 sections in the Spring.
- Other factors contributing to declining enrollment include COVID-19, shifting from mix of face-to-face and online courses to only online courses in last few semesters, and uncertain economic futures that affect student decision-making in attending college. Additionally, the data suggest that the program can do a better job reaching out to under-enrolled student populations, such as having a Economists of Color Week and former ECON students participate in panels.
- In addition to a review of the regular Program Review data, I requested data from Institutional Effectiveness, Success, and Equity Office that allows for analysis enrollment, retention, and success at the intersection of gender and race. Attached are the reports by Term and Gender, and within each report it disaggregates further by race. Below are a few enrollment highlights:
 - o Black Women, Asian Women, and Latinas are under-represented in ECON courses.
 - o Black Men, Asian Men, and Latinos are under-represented in ECON courses.

Q24

24. What is your department's overall course success rate? How has it changed over the past 4-5 years? Please note any trends and context for the data.

- The program's overall success rate has held between the range of 82% to 78% in fall 2017 to fall 2021 data. In spring data, overall success rates have ranged from 82% to 74% from spring 2018 to spring 2022.
 - Spring data, from spring 2017 to spring 2021, indicate that female student success rates have increased from 77% to 82% and male student success rates have decreased from 83% to 77%.
 - Course level success rates are lower for ECON 120 Macroeconomics compared to ECON 121 Microeconomics. For example, in fall 2020, retention versus success rates were 89% v 75% for ECON 120 and 90% v 78% for ECON 121. In reviewing spring 2021 data, there appears to be no difference between ECON 120 and ECON 121 in terms of retention or success rates. However, the success rate for ECON 110 is 10% less than the other two ECON courses.
 - During the 4-5 year time frame, a full-time faculty retired and another full-time faculty was hired in August 2019. Unfortunately, the hired full-time faculty member resigned in August 2020. Thus, the program has been without a full-time faculty member since fall 2020. The 4 part-time faculty members, two men and two women, have carried the load since then.
 - Also, COVID has dramatically impacted students and their families. We are approaching three years since the onset of the pandemic, but anecdotal evidence from fall 2022 suggests that students are still struggling with learning loss, health effects on themselves or their families, and an uncertain economic outlook.
-

Q25

25. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.

- Slight declines for females and males of about 2% from fall 2016 to fall 2020.
 - Looking at fall 2020, there are double-digit percentage equity gaps for African-American, Asian, Hispanic Latino, Middle Eastern, and Multiple Races.
 - Most enduring equity gaps are for Hispanic/Latinos with double-digit percentage gaps from fall 2016 to fall 2020, with an overall total 20% equity gap.
 - Looking at spring term data, the most enduring equity gaps are for African-American, Hispanic/Latino, Multiple Races, and Asian students.
 - The equity gaps are stark and requires an all-hands-on deck discussion and approach to ensure that all students are supported in their ECON course experiences. Without a FT Economics instructor this effort will be difficult to achieve.
 - Economics, as a discipline, struggles with diversity, equity, and inclusion. Some approaches to improving the experience of under-represented students include highlighting economists of color. For example, the U.S. Federal Reserve, the central bank of the United States responsible for monetary policy to keep inflation in check and unemployment low, has had dozens of Board of Governors members. Each semester in ECON 120 Principles of Macroeconomic courses, faculty teaching the course can highlight Dr. Andrew F. Brimmer (<https://www.federalreservehistory.org/people/andrew-f-brimmer>) the first black Board member in the Federal Reserve's history. Additionally, the discipline faculty can create an assessment so students can submit an essay for the American Economics Association's The Andrew Brimmer Undergraduate Essay Prize (<https://www.aeaweb.org/about-aea/honors-awards/brimmer-undergrad-essay-prize>).
 - In addition to a review of the regular Program Review data, I requested data from Institutional Effectiveness, Success, and Equity Office that allows for analysis enrollment, retention, and success at the intersection of gender and race. Attached are the reports by Term and Gender, and within each report it disaggregates further by race. Below are a few success highlights:
 - o Equity gaps exist for Latinas and Latino.
-

Q26

26. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

- Economics is typically viewed as a “white man’s” discipline. For example, in *Lives of the Laureates, Fourth Edition* | The MIT Press, one of the Nobel Laureates notes that if you want to win a Nobel Prize in the field, you have a higher likelihood if you are a white male.
 - Economics is abstract in nature, and introductory courses are focused on a “way of thinking” as opposed to practical, real-life applications. While examples abound in available textbooks, this discipline requires the instructor to “make it real” for students.
 - While enrollment mirrors the racial/ethnic background of the college, this discipline could benefit from targeted outreach to students to increase access, retention, and success.
-

Q27

27. What action will the department or discipline take to address these equity gaps over the next four years? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

- Reviewing fall term data, equity gaps have decreased for African American students, have increased for Asian students, have persisted for Hispanic/Latino students, have emerged for Middle Eastern students, and have persisted for Multiple Races
 - Over the next four years, the program will encourage faculty to review their individualize data, create “Seeing Yourself in Economics” pages that features economists of color, women economists, and contemporary economists, and host at least 1 forum per year that highlight the increasing diversity of economics.
 - Additionally, several part-time ECON faculty have participated/will participate in the Strong Workforce Institute and/or EMTLI training.
-

Q28

28. Discuss your program’s plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015. For assistance with this, please contact Cuyamaca’s EEO site lead, Karen Marrujo at karen.marrujo@gcccd.edu.

- Recently, the program hired a Latino full-time political scientist with economics training to teach one ECON course per semester.
 - There was a tenure-track full-time faculty member who was hired in fall 2019, but they resigned within a year.
 - There are plans to request a full-time faculty member for ECON in the upcoming request cycle, per an email from the Department Chair.
-

Q29

29. What other qualitative or quantitative data, if any, is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

Additional data will be drawn from: the CCCCO Datamart to show AA-T in Economics awards over time across the state; the American Economics Association has data about undergraduate and graduate enrollments by gender and race; the Teaching Resources for Economics at Community Colleges website; and other sources as applicable.

Q30

30. What did your program learn from the transition to remote teaching over the past few years? How can this be used to improve the student experience in the future?

The program has learned the following from the transition. First, that Zoom is a useful tool for engaging students in online lectures and discussions. Hy-Flex modality may increase student access and success since it provides flexibility to the student. Being more flexible with students on due dates appears to help. And supporting the range of student learning styles, from students who need additional support to promote students who prefer to work independently.

Page 7: IV. Degree and Certificate Programs continued

Q31

Yes

31. Does your program offer courses via distance education, excluding emergency remote teaching 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 8: IV. Degree and Certificates Programs continued

Q32

32. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

- Yes, according to fall term data, there are differences between on-campus, 100% online, and less than 50% online courses. Overall, the on-campus success rate is 84%, compared to 72% for online only courses, compared to 66% half-online courses.
 - Yes, according to spring term data, there are differences between on-campus, 100% online, and less than 50% online courses. Overall, the on-campus success rate is 77% percent, compared to 81% for online only courses, compared to 78% for half-online courses.
 - The program will address these disparities by supporting faculty to review their individualized student success data and develop strategies to support their students in all three modalities more effectively, especially online since that is the larger gap.
-

Q33

33. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

There are no program level mechanisms in place to ensure regular and effective contact (REC). To remedy this gap, the program will support professional development opportunities for ECON part-time faculty in CVC-OEI, POOCR, and other online teaching training. Additionally, as faculty are evaluated by administration and fellow faculty, the evaluators can pay closer attention to how the instructor promotes and facilitates REC.

Q34

34. What innovative tools and strategies are you using in your online courses to engage students and support student success?

- Some tools that ECON faculty use include MyEconLab, Connect by McGraw-Hill, and Norton Publishing learning resources.
 - Additionally, a faculty member teaches online Zoom courses. Students are required to meet with the faculty once a week for 90 minutes via Zoom. During that time, the faculty presents the week's course content/materials, facilitate questions and answers, encourage peer-to-peer interaction using Breakout Rooms, requires peer-to-peer interaction using weekly Canvas Discussions, and is available after class to discuss general economics topics with interested students.
-
-

Page 9: IV. Degree and Certificate Programs continued

Q35

No

35. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 10: IV. Degree and Certificate Programs continued

Q36

Respondent skipped this question

36. Please share your observations about the employment rate for your program over the past several years.

Q37

Respondent skipped this question

37. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Q38

Respondent skipped this question

38. What would you like your program's employment rate to be, ideally (stretch goal)?

Page 11: IV. Degree and Certificate Programs continued

Q39

39. What is your program doing to prepare students for successful transition (e.g., transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

- The program will support students to successfully transition with the following efforts supported by the Division and when a new full-time ECON faculty is hired:
 - Update catalog description to list career opportunities.
 - Participate in Grossmont College's Political Economy Week.
 - Coordinate with Transfer Center about supporting ECON transfers.
 - Early outreach to ECON declared majors to increase their overall college engagement and success through campus-wide orientation days.
 - Using the Spring 2022 APR for ECON as guide, we can encourage faculty to include "Supporting Your Success" modules that include Academic Calendar, Counseling, Tutoring, Student Health Services, DSPS, and other Student Support Services.
-

Q40

40. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You may also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

Students earning an AA-T in Economics are primarily being prepared for transfer to a 4-year university to earn a BA or BS in economics or related field, like accounting, business, or managerial economics. Students can consider careers as Economists, Environmental Economists, and Economics Teachers, but these positions require graduate degrees.

Q41

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Page 12: IV. Degree and Certificate Programs continued

Q42

41. Please describe your program's strengths.

The ECON program's strengths include:

- 5 different part-time faculty, two of which are full-time in POSC (Franco) and BUS (Aubry) at the College. Both FT faculty are the sole faculty in their discipline so there is limited availability to teach classes or support the ECON program.
 - Increasing number of AA-T degrees awarded over last 4 years (18, 29, 34, and 34).
 - 3 ECON courses are offered on a regular rotation to meet the needs of students.
 - The College hosts the San Diego Center for Economic Education, the only one of its kind at a community college. The Center is led by Professor Emeritus Anthony (Tony) Zambelli.
-

Q43

42. Please describe your program's challenges.

The ECON program's challenges include:

- There is no full-time ECON only faculty member. However, a recent correspondence with the Business Department Chair is to request a full-time faculty in an upcoming cycle.
 - Professor Zambelli recently retired to Emeritus status, and recently took a step back from teaching courses at the College.
-

Q44

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

- External influences affect the ECON program include:
 - Positive:
 - o New College Mission, Vision, and Strategic Plan can help encourage ECON faculty to focus on identifying and addressing equity gaps.
 - o ECON courses are well integrated with other programs, particularly in BUS and related programs.
 - o Statewide, the number of AA-T in ECON awarded has increased from 1,219 in 2015-16 to 3,173 in 2020-21. For a national perspective, the number of Bachelor's degrees in Economics has increased from under 25,000 in 2003-2004 to about 35,000 in 2015-2016.
 - Negative:
 - o Overall decline in enrollment does not bode well for the college and possibly the program.
-

Q45

44. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

We have limited opportunities to contribute to the College's goals given there is no FT faculty in the ECON program. However, the department chairs will continue to encourage the ECON adjunct instructors to participate in equity-minded training and practices.

Page 13: V. Previous Goals

Q46

Previous Goal 1:

Apply a student-centered class schedule development process

Q47

In Progress

Goal Status

Page 14: V. Previous Goals continued

Q48

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q49

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q50

Increase equitable access (enrollment)

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q51

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Scheduling options will be reviewed post-pandemic and optimized to meet student needs.

Start reviewing alternative course lengths. This has already been discussed with faculty within the department. Scheduling will also be reviewed to make any appropriate adjustments. This will be done to see if student needs have changed following the impact of COVID-19.

Course length and modality will be evaluated with the department chairs to determine if alternative offerings could be feasible.

Q52

New faculty position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q53

Yes

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q54

1. Previous Goal 2:

Promote economics department within the community

Q55

In Progress

3. Goal Status

Page 17: V. Previous Goals continued

Q56

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q57

Respondent skipped this question

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

Q58

Increase equitable access (enrollment)

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q59

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Increase outreach, recruitment, and engagement in the community. Network with on and off campus resources (i.e., Federal Reserve, SDSU, UCSD, high schools, San Diego Center for Economic Education).

This coming year the Business & Professional Studies department is going to start a unified social media campaign to reach out to students where they are. This will increase access and visibility of our divisions and show students why they should continue to complete programs and get engaged with Cuyamaca.

Faculty input will be reviewed throughout the year to see what new contacts have been created.

Q60

New faculty position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q61

No

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q62

Respondent skipped this question

1. Previous Goal 3:

Q63

Respondent skipped this question

3. Goal Status

Page 20: V. Previous Goals continued

Q64

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Q65

Respondent skipped this question

Would you like to submit another previous goal?

Page 21: V. Previous Goals continued

Q66

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q67

Respondent skipped this question

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q68

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q69

Respondent skipped this question

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q70

Respondent skipped this question

1. Previous Goal 4:

Q71

Respondent skipped this question

Goal Status

Page 23: V. Previous Goals continued

Q72

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Page 24: V. Previous Goals continued

Q73

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q74

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q75

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 25: VI. New 4-Year Goals

Q76

New Goal 1:

Identify funds and faculty to strengthen equity-minded training

Q77

Eliminate equity gaps in course success (passing grade in class)

Which College Strategic Goal does this department goal most directly address? (Check only one)

Q78

Please describe how this goal advances the college strategic goal(s) identified above:

This goal will give faculty the opportunities to learn about equity-minded practices and how to implement these practices into their courses to increase persistence, to increase completion, and to eliminate equity gaps.

Q79

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

This goal was informed by the faculty who have completed the various types of Equity training, incorporated tools and techniques into their courses, and surveyed the results. It is all qualitative data. This is in line with the college's equity goals and its current anti-racism efforts. The program will continue to engage in activities and training that supports the college's strategic priorities.

Q80

Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Encourage instructors to participate in equity-minded training opportunities.

Q81

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q82

How will this goal be evaluated?

This will be evaluated by reviewing what training opportunities are completed by program faculty. Additionally, we will monitor for improvements in eliminating equity gaps for success and completion.

Q83

Yes

Would you like to propose another new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q84

Goal 2:

Hire a full-time Economics instructor

Q85

Increase hiring and retention of diverse employees to reflect the students and communities we serve

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q86

Please describe how this goal advances the college strategic goal(s) identified above:

A full-time instructor will improve equitable student access, eliminate equity gaps, increase persistence, increase completion, and increase hiring and retention of diverse instructors.

Q87

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Student data shows there is work to do in recruiting diverse students to the program, and in eliminating equity gaps in success and retention.

Q88

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Submit the instructor request form.

Q89

New faculty position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q90

How will this goal be evaluated?

Faculty request ranking by Faculty Hiring Priority Committee.

Q91

No

Would you like to propose another new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q92

Respondent skipped this question

Goal 3:

Q93

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q94

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q95

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q96

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q97

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q98

Respondent skipped this question

How will this goal be evaluated?

Q99

Respondent skipped this question

Would you like to propose another new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q100

Respondent skipped this question

Goal 4:

Q101

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q102

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q103

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q104

Respondent skipped this question

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q105

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q106

Respondent skipped this question

How will this goal be evaluated?

Page 30: Final Check

Q107

I am ready to submit my program review

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."
