

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: ECONOMICS

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

- 1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

Economics is one of the three disciplines offered in the Social Sciences department. Over the past 5 years, all the Economics offerings have been stable and maintained high productivity. The productivity data shows high enrollments with FTES/FTEF ratios of 20.2, 19.1, 18.0, 19.6, 18.9 and 19.5 from FA 2014 through SP 2017 respectively.

We have consistently offered ECON 5 (American Economic History); ECON 10 (Principles of Microeconomics) and ECON 11 (Principle of Macroeconomics). These courses are transferrable, articulated and satisfy LMC GE requirements and the student demand for these courses has remained stable over the past five years.

- 1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

The demand for Economics courses is driven by students from Business, Nursing and other majors seeking to satisfy their GE requirements. We plan to maintain our high productivity in the current course offerings in Economics. If the market trends warrant additional sections, we will require additional adjunct faculty. We will begin exploring the AA-T degree in Economics.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

N/A

| Name of Degree or Certificate | | | | |
|--|--|--|--|------------|
| Semester | Semester 1 | Semester 2 | Semester 3 | Semester 4 |
| List Courses Needed for Degree or Certificate in each semester. | ECON 10 Principles of Microeconomics | ECON 11 Principles of Macroeconomics | ECON 5 Economic History of United States | TBD |

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

N/A: All three Economics courses have been consistently offered and have maintained high productivity as evidenced by the data – refer to response in section 1.1 above.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

N/A:

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

| Course | Estimated Number of Sections Offered by Semester | | | |
|--|--|-------------|-----------|-------------|
| | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 |
| ECON 005 | 4 | 4 | 4 | 4 |
| ECON 010 | 3-4 | 3-4 | 3-4 | 3-4 |
| ECON 011 | 2-3 | 2-3 | 2-3 | 2-3 |
| Rationale for any Major Changes | | | | |

An examination of the given data for headcount, seat count, course success rates and productivity does not appear to warrant any major changes in the number of sections to be offered. However, if trends warrant changes we will make the necessary adjustments.

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

| Course | Faculty Responsible for COOR Update |
|-----------------|-------------------------------------|
| <i>ECON 005</i> | Dr. Shalini Lugani |
| <i>ECON 010</i> | Dr. Shalini Lugani |
| <i>ECON 011</i> | Dr. Shalini Lugani |

Please Note: The COORs have been updated and are currently under GE review and will make their way to the curriculum committee during Spring 2018.

4.2. Course Offerings/Content

| | |
|---|--|
| How have your courses changed over the past 5 years (new courses, significant changes to existing courses)? | The addition of pre-requisites MATH 030 or equivalent for ECON 10 and ECON 11. |
| How have these changes enhanced your program? | The addition of pre-requisite has expanded options for the students. |

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

| | |
|---|-----|
| What additional courses will need to be created to support the new degree or certificate? | N/A |
|---|-----|

| | |
|---|-----|
| What significant changes to existing course content would need to be made to support the new degree or certificate? | N/A |
|---|-----|

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

ECON 10 was assessed in 2015-2016
 ECON 005 was assessed in 2013-2014
 ECON 11 was assessed in 2012 -2013

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

N/A

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

| 1 | 2 | 3 |
|---|--|---|
| The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes. | The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear. | Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly. |

Measurable:

| 1 | 2 | ③ |
|--|---|--|
| The data collected did not inform teaching and learning. | The assessment produced some measurable information, but created more questions than answers. | Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected. |

Manageable:

| 1 | ② | 3 |
|--------------------------------|---|--|
| Assessment was not manageable. | The assessment process was somewhat manageable, but posed challenges to implement across the program. | The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes. |

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

The student learning assessment process has been streamlined and can be effectively implemented.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Based on one of our assessment instruments, we were able to improve critical reading that required the application of economic principles to analyze current events. The discussion generated an appreciation of the usefulness of economic principles as tools of analysis.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

N/A – We do not yet have a program for Economics.

7.2.2. What was the biggest challenge in conducting program level assessment?
N/A

7.2.3. What resource needs, if any, were identified in your program level assessment?
N/A

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low-income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

| | African-American | Low Income Students | All students in program/discipline |
|---|----------------------------------|----------------------------------|------------------------------------|
| Completion Rate (program/discipline) | 97.4 % (FA 16) 90.6 % (SP 17) | 92.2 % (FA 16) 91.3 % (SP 17) | 93.6 % (FA 16) 90.8% (SP 17) |
| Success Rate (program/discipline) | 87.2 % (FA 16) 86.8 % (SP 17) | 87.6 % (FA 16) 86.3 % (SP 17) | 88.4 % (FA 16) 85.8 % (SP 17) |

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

The completion rates for African American students in Economics for FA 16 are 4 percentage points higher than completion rates for All Students in the discipline. For SP17 the percentages are comparable.

The completion rates for Low Income students in Economics for FA 16 are 1.3 % lower compared to the completion rates for All Students in the discipline. For SP17 the percentages are 0.5% higher than the completion rates for All Students in the discipline.

The success rates for African American students in Economics for FA 16 are 1.2 percentage points lower than the success rates for All Students in the discipline. For SP17 the percentages are comparable.

The success rates for Low Income students in Economics for FA 16 are 0.8 % lower compared to the success rates for All Students in the discipline. For SP17 the percentages are 0.5% higher than the success rates for All Students in the discipline.

Based on the above data, there does not appear to be a statistically significant variation in either the completion or the success rates in Economics for African American and Low Income students when compared to All Students in the discipline.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low-income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

- ✓ Continue to motivate, support, and engage our students both in and outside the class room.
- ✓ Follow the FAIM model working closely with the adjunct faculty.
- ✓ Work with UMOJA and build relationships with student services that target disadvantaged students.
- ✓ Continue with “soft” intervention to encourage students to stay with the program and develop their self-esteem. Remind them that education is an investment in their future.
- ✓ Explicitly incorporating socially diverse and inclusive examples in the curriculum.
- ✓ Getting to know the students’ individual situations.

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

| | |
|--|---|
| <p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p> | <p>Please note that these goals were established when the Social Sciences program review process included all three disciplines: Economics, History and Political Science. The assessment below is only indicative of the Economics discipline.</p> <p>Goal #1: Promote the academic success of social science students.</p> <p>Please refer to section 8.1 and 8.2 above. Utilized varied pedagogical techniques including debates, role playing, cooperative learning models and enhanced use of technology.</p> <p>Goal #2: Increase projects/programs outside the classroom environment.</p> <p>Collaboration and engagement with other academic programs and initiatives including the Honors program. Expanded opportunities to transfer students. Increased mentoring and support for disadvantaged student categories.</p> <p>Goal #3: Encourage professional development both on the departmental and campus-wide levels.</p> |
|--|---|

| | |
|---|--|
| | <p>In my role as chair of the Social Sciences department:</p> <ol style="list-style-type: none"> 1. Served as interim lead for History following the retirement of Don Kaiper. Hired several adjunct faculty to fill the gaps and ensure a seamless transition for his full-time replacement. 2. Participated in college wide hiring workshops. Served on the interview committees for the History and Political Science full time faculty hires. 3. Participated twice on the interview committees for hiring the Dean of Social Sciences/CTE |
| <p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p> | <p>N/A</p> |

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

| College Strategic Directions 2014-2019 | Integrated Planning Goals |
|---|--|
| <ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. | <ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of |

| | |
|--|--|
| | culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students. |
|--|--|

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

| Goals | Aligned College Strategic Direction(s) | Aligned Integrated Planning Goal(s) |
|---|---|---|
| Goal 1: Establish student centered initiatives i.e. additional Honors sections to enrich the learning process and support student success | | 4. PERSISTENCE & COMPLETION 5. EQUITABLE SUCCESS 6. LEARNING CULTURE |
| Goal 2: Encourage professional development within the Economics discipline both at the department level and campus wide | 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. | |
| Goal 3: Increase engagement of the adjunct faculty in building relationship with learning communities and other student services (e.g.: Umoja, Puente, FAIM). | | 1. ACCESS 6. LEARNING CULTURE |
| Goal 4: | | |
| Goal 5: | | |

OPTIONAL

9.3 Resource needs to meet five-year goals

| <u>Faculty/Staff Resource Request</u> | | | |
|--|-------------------------|--|-----------------------------------|
| Department/Unit Goal - Reference # | | Strategic Objective - Reference # | |
| | | | |
| Department/Unit Name | | Position Name/Classification | FTE |
| | | | |
| Position Type | Funding Duration | Funding Source | Est. Salary & Benefits |
| | | | |

| | | | |
|---|--|---|--|
| <input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student | <input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time | <input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/> | |
| Justification: | | | |
| | | | |

| <u>Operating Resource Request</u> | |
|--|---|
| Department/Unit Goal - Reference # | Strategic Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | <input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other |
| General Description | Est. Expense |
| | |
| Justification: | |
| | |

| <u>Professional Development Resource Request</u> | |
|---|-----------------------------------|
| Department/Unit Goal - Reference # | Strategic Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | |

Instructional Comprehensive Program Review

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|----------------------------|--|---|---|
| | | <input type="checkbox"/> Conference/Meeting | <input type="checkbox"/> Materials/Supplies |
| | | <input type="checkbox"/> Online Learning | <input type="checkbox"/> IT Hardware/Software |
| | | <input type="checkbox"/> Other | |
| General Description | | Est. Expense | |
| | | | |
| Justification: | | | |
| | | | |