



# **Comprehensive Program Review and Analysis** (6 year review)

## **Social Science (Economics)**

### **Economics**

**February 7, 2013**

**[Click here to enter Review Committee Chair](#)**

**[Click here to enter Review Committee Members](#)**



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scrogins (Academic Senate for California Community Colleges):

*The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement,...*

*The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved,...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March.** Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

### **Cañada College Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

### **Vision**

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

**Program Title** Economics    **Date Submitted** Feb. 20<sup>th</sup> 2013

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Paul Roscelli (F/T) , Mario Digneo (P/T), Michele Williams (P/T)  
Kevin Nelson (currently on leave) (P/T)

**2. Contact Person** (include e-mail and telephone): Paul Roscelli: [Roscelli@smccd.edu](mailto:Roscelli@smccd.edu) 3414

**3. Program Information**

**A. Program Personnel**

Identify all personnel (faculty, classified, volunteers, and student workers) in the program: 4 Paul Roscelli (F/T) , Mario Digneo (P/T), Michele Williams (P/T) Kevin Nelson (currently on leave) (P/T)

**FT Faculty** Paul Roscelli **PT Faculty FTE** See above **FT Classified** none

**PT Classified (hrs/wk)** none **Volunteers** none **Student Workers** none

**B. Program mission and vision**

**Mission** It is the mission of this economics program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the area of economics. (200 word limit)

**Vision** The program strives to provide opportunities for student success through in class, online and hybrid courses in economics. Additionally, the program supports the college's honors program by offering honors opportunities in economics.

See above

**C. Program Student Learning Outcomes**

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

- Analyze social science concepts and theories.
- Evaluate diverse viewpoints related to the human experience.
- Produce evidence-based arguments.

## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Assessment of PLO's to be done indirectly via the SLO's at the course level. Will look into the feasibility of direct assessment using e-portfolios.

### Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

### Trends in SLO data and changes to program:

From the beginning the faculty members measured the same SLO in each class (e.g. SLO 1 in Macro 100 and Micro 102 were measured by all faculty in the same semester). The same was true for SLO 2 and 3. This produced a greater pool of data from which we could reflect. Trends, however, are hard to establish since it is a requirement that ALL SLOs' be assessed within three years. One can either, collect longitudinal data on a single SLO for multiple semesters or one can assess different SLO's over that same time frame. Thus there is a trade off: trends vs breadth. Since this is a one full time person department and, since we have all been told that ALL SLOs must be measured for accreditation purposes over a relatively short time frame, we opted to assess and reflect on all of SLOs. This meant that the trend analysis of any single SLO would necessarily be lost. What we can say, upon thoughtful reflection, is that it appears most students (70%) succeeded at a rate of about 70% on each SLO assessed. As these rates seem reasonable, therefore, no material changes to the program were deemed necessary. Each faculty member did, however, examine his or her own data and propose tweaking both the measurement tool and teaching pedagogy as a consequence of his or her reflection. With respect to Econ 230, this class has only been taught twice since the institution of the SLOs. Results are similar to the ones discussed above, however class is small (16-20) so data is limited. Overall, I cannot put into words how worthwhile effort we all felt this effort was.

### How did PLO's measure the quality of Social Sciences Program and summarize the results

PLO's were assessed indirectly by reviewing which of the economics SLO advanced the broader objective of the social sciences PLO's. Economics correlated the SLO's with the PLO advancement and found:



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## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

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- **Econ 100**
- **SLO 1 (O/C) advances All SS PLO's and ILOs 1, 3, 4**
  - Opportunity cost fluency requires selection, evaluation and use of information to investigate and come to a conclusion. It also necessitates understanding other points of view, while using data in mathematical forms (ILO 1,3,4)
  - Opportunity cost fluency advances ALL SS PLO'. Arguments are evidence based, using SS concepts and, as they are often about people's choices are related to the human experience (ALL SS PLOs)
- **SLO2 (Growth) advances 2<sup>nd</sup> SS PLO 2 and ILO's 1,3,4**
  - Long-term growth fluency requires selection, evaluation and use of information to investigate and come to a conclusion. It also necessitates understanding other points of view, while using data in mathematical formulas (ILO 1,3,4)
  - Lon-term growth fluency advances the use of Solow growth model and attendant economic theories (PLO 2)
- **SLO3 (Positive vs Normative) advances SS PLO 2 and ILO's 2,3**
  - Differentiation between fact and opinion advances the use of language and facts from source materials as well as understanding different points of view. (ILO 2,3)
  - Differentiation between fact and opinion help student to understand SS concepts and theories. (PLO 2)
- **ECON 102**
- **SLO 1 (O/C) advances All SS PLO's and ILOs 1, 3, 4**
  - Opportunity cost fluency requires selection, evaluation and use of information to investigate and come to a conclusion. It also necessitates understanding other points of view, while using data in mathematical forms (ILO 1,3,4)
  - Opportunity cost fluency advances ALL SS PLO'. Arguments are evidence based, using SS concepts and, as they are often about people's choices are related to the human experience (ALL SS PLOs)



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- **SLO 2 (Firm Costs) advances PLO 2 and ILO's 1,4**
  - Naming identifying and calculating firm production and cost functions requires selection, evaluation and use of information to investigate and come to a conclusion. It also necessitates understanding other points of view, while using data in mathematical forms (ILOs 1,4)
  - Calculating firm production and cost functions facilitates the application of economic theories, as an example, marginal cost as the decision cost (SS SLO 2)
- **SLO3 (Positive vs Normative) advances SS PLO 2 and ILO's 2,3**
  - Differentiation between fact and opinion advances the use of language and facts from source materials as well as understanding different points of view. (ILO 2,3)
  - Differentiation between fact and opinion help student to understand SS concepts and theories. (PLO 2)
- **ECON 230**
- **SLO1 (Econ theory/plantation economy)**
  - Application of economic principles to the antebellum slave system creates a fluency in selection and use of information, puzzle solving and conclusion building. It also requires the use of language to effectively convey ideas from source materials. It builds an ability to differentiate points of views (ILOs 1, 2 3)
  - Students provide evidence, not emotion, based arguments as well as recognize the inherent complexity of this system and the views associated with that complexity (SS PLO's 2, 3)
- **SLO2 (correlation of Great Depression factors)**
  - Research, collection, and correlation of the factors that affected the GD advance the use of original source information to advance an evidenced based argument and suggest a causality (ies) for the GD (ILOs 1,2)
  - Research, collection, and correlation of the factors that affected the GD advance the use of original source information will facilitate the development of student skills in producing evidence based arguments based on economic theory (PLO 1,2)



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- **SLO 3 (Keynes/Hayek/Monetarists)**
  - The ability to identify, explain and apply the central principles of competing mainline economic macro theory as it relates to the GD necessitates the student to be fluent in the use of original source material effectively create a language based argument as well as discuss complex data in mathematical forms such as graphs, tables etc...and draw appropriate conclusions while recognizing the inherent different assumptions (i.e. points of view) that are often built into the theories (ILO 2,3, 4)
  - The successful response to any question involving these theorists or schools of thought, require the correct application of their respective ideas (PLO 2)

### **Other Data that reveals program success**

Quality and success of the program can, in part, be measured by how students succeed in understanding fundamental ideas specific to a certain discipline. These fundamental principles can and will be used by students long after they exit the program and in areas not necessarily directly linked to the subject by which they initially student them. They cannot however, always be measured at the time the student takes the course. It is hoped that the students, like the professors who teach them, will in time reflect on their studies and employ those fundamental principles in their lives.

### **4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle**

Tools:TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricUNET.com/smcccd>

**All curriculum and SLOAC updates must be completed when planning documents are due.**

#### **A. Attach the following TracDat and CurricUNET data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

**Courses:** Econ 100, Econ 102, Econ 230



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### B. Identify Patterns of Curriculum Offerings

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

College offers multiple online and traditional courses in both macro (100) and micro (102) economics as well as a dual CRN course ECON 230 and 230H (honors) The Economic History of the US. These classes are offered day, evening and online. Over the two-year cycle the College offers between 10-12 sections of 100 and 4-6 sections of 102. These are the only courses needed for transfer. The Econ 230 course was offered spring 2011 and will continued to be offered. We piloted an additional econ 100 class later in the day (mid afternoon) in fall 2012. We have discussed offering a short course in economics 102, to be paired with a short course in science. Will explore creating a UC/CSU transferable environmental economics course. No issues need be discussed.

### 5. Program Level Data

#### A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

[http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends

- **My Response:**

- Enrollments in econ are marginally (>1%) up relative to the prior years. Section offerings are also up over this same time frame, suggesting the department can support more fully enrolled classes in economics. LOAD is up about 4% over the same time frame. Higher enrollments are to be expected given the economy is still mired in a slow recovery and there are reductions in class offerings at the CSUs UCs. Retention rates are inline with the college average (around





## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

80%) however success rates (60%) are below by over 10%. This has not changed from year to year as far as five years back. This may be due to a variety of factors including difficulty of the course material and the absence of any prerequisites. The variation in these rates does not appear material and are similar to Sociology and Anthropology. GPA shows little if any grade inflation. Fraction of New, Returning, Continuing, and Concurrent remains remarkable constant over time. Student goals remain remarkably similar from year to year. The bulk of the students enrolling (60%) in economics courses continue to be those seeking to transfer—but not transferring as economics majors. This is not surprising given the courses are GE. Ethnic mix has changed to mirror the college's change. Latino students down a bit while whites are up a similar fraction. Other than that no demographic changes have moved materially. Ethnic background mirrors the college however those that "other ethnic" is up dramatically as well as Hispanic and Asian.

### **B. Future Program Expectations**

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

Economics is not a study that lends itself to creating job/employment opportunities after the acquisition of an AA; AAT or any other two-year certificate/degree. Changes in the business community, its employment needs, technology have, therefore, little if any affect on the economics program needs. The AA-T (the consequence of the TMC work) has yet to be published. The anticipation is that three economics courses, at most, will be part of the published AA-T degree. When publication occurs we shall look to see its impact on the economics degree offerings and react accordingly. The C-ID courses developed will impact the program as soon as this (2013) fall. First, there will need to be course work revision to ensure compliance with the C-ID. More importantly, the imposition of a new math requirement for both macro and micro (basic algebra completion) will, in all probability, reduce enrollments in the academic year of implementation (i.e. 2013-14). In the long run it should yield a better-prepared student; while allowing these courses to be more mathematical.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### 6. Action Plan

**Provide your action plan based on the analysis and reflections provided in the previous sections.**

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
  - Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - Describe what you expect to learn from the assessment efforts.

Program staffing is very thin. Only one F/T professor exists and he has upwards of five preps EVERY semester in as many as THREE different subjects. ADDITIONALLY, he serves on MORE committees than he is CONTRACTUALLY responsible to serve. He also works with the HONORS PROGRAM and is a co chair on an ACCREDITATION standard. Finally, he is the LEAD ADVISOR to the college's honor society (PTK), which consumes much time. I point out these facts not to single this person out nor to suggest he is doing more than others, rather the point is to highlight the fact that many of the faculty members here face a similar Hobson's choice. This should not be forgotten.

As a result of the aforementioned facts, and given the statistical SLO evidence that has been thoroughly examined (see above and see trac dat) it appears that no additional material new steps need to be taken. There is currently very little time for any substantive changes given and even less evidence that anything substantive should be altered---with this in mind:

Given the context described below, economics will next year focus its inquiry on the following things:

- 1) As there is virtually no longitudinal SLO evidence, the program will again assess the same course level, program level and institutional level SLO's to see if any trends emerge.
- 2) Ask the college research to examine the SLO, PLO and ILO efforts to determine if they have an efficacy level commensurate with the current allocation of time and energy by this department and the SS's in general.
- 3) Ask the college researcher to provide aggregated data around the SS PLO's, something that was promised to us three years ago but has yet to be delivered.
- 4) Attend economics conferences to stay current in the field and to speak to peers to see what they are doing in this very important area of assessment.
- 5) Attend NCHC conference to present on innovative honors classes.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### 7. Resource Identification

#### A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

None required, sharing the honors program's student resource with PTK would be helpful, however.

#### B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

PTK Honors in Action Board,  
PTK Honors Faculty Scholar  
Attended Southern Economics Conference  
Attended NCHC conference in Kansas and Boston  
Twice yearly meetings with other District economics instructors

Professional development work above has directly and indirectly contributed to my growth in my subject knowledge expertise as well as teaching methodologies. Two examples: PTK has allowed me to meet and talk with the best and brightest faculty from across the country as well as given me the opportunity to hear and speak with cutting edge scholars from 4 year universities. NCHC has helped me to determine more effective ways of teaching honors courses while allowing me to ask questions of my peers that would normally not be possible.

Professional development was not targeted explicitly to improve SLO performance. Nor will it be in the future.

Next year: Plan to work with PTK again and present at the NCHC conference with Professors Kaven and Ware. Plan to attend economics conference. Plan to continue to meet with all the full time and many part time economics faculty members (twice a year) to discuss economics and teaching pedagogy.



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### C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

Could use an I-pad along with a portable overhead projector to integrate more video into class discussion. Overhead, computer and powerpoint are currently used in teaching class.

### D. Facilities requests

Actions:

Working pencil sharpeners in all classrooms. Working Scantron machines. Other than that, none needed. However, if you want to get rid of the white boards and bring back the better, old fashioned, chalk boards I am all for it.

PENCIL SHARPENER IN ALL CLASSROOMS

Personal I pad

### E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

Would like to see evidence that the work done on SLO's/ PLOs et al... has translated into  
Higher level of subject matter mastery  
Higher rates of completion of courses  
Higher rates of transfer  
Higher rates of retention

Or not...

Would like to see an experiment where some courses were exempted from the SLO work while others were not and then evaluate the relative benefits of those courses employing the SLO's--as an attempt to quantify their value. As it stands now, there's only someone's hypothesis. Data is scant.



~~-----~~ **COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS** ~~-----~~



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### EXECUTIVE SUMMARY TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES (2 page maximum)

**Program Title:** Economics (part of the social sciences program)

#### **Program Vision and Mission** (refer to #3B)

**Mission** It is the mission of this economics program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the area of economics. (200 word limit)

**Vision** The program strives to provide opportunities for student success through in class, online and hybrid courses in economics. Additionally, the program supports the college's honors program by offering honors opportunities in economics.

#### **Program Strengths**

Part of a complementary set of social science disciplines and professors that work well together and discuss curriculum and teaching as much as is possible given current constraints (see below for on this). Course enrollments are healthy with most students who major in economics ending up at one of the UC's. Also part of a healthy business pathway for students seeing a BA/BS at a CSU, UC or private college.

#### **Program Challenges**

The current assessment environment (SLO, PLO etc) does not fit well with one-person departments. Given committee requirements, the student advising requirements, the curriculum revision work, the accreditation contributions that are asked of all, it is not possible to complete all tasks. The result is that the tasks on which the college is most exposed (i.e. accreditation, keeping up with SLOs) is where time is directed, at the expense of staying current in one's discipline, tutoring students, working with student advising and with curriculum innovation. It is the suggestion of this department that the administration and Board begin to push back the time intensive assessment efforts that many believe are of dubious value.



~~-----~~ **COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS** ~~-----~~

**Action Plan Summary** (refer to #6)

Develop longitudinal data that will shed light on the presumptions of the assessment movement as it relates to economics.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

**Program Title:** Economics

Estimate the total number of hours to complete your Program Review. 70 (including trac dat entry and reflection)

Overall comment: I appreciate the opportunity to comment on this process. I hope my comments are taken in the constructive manner that they were intended.

**1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.**

Yes but that's a fairly low bar to set. Following the logic of the question, if I gave you \$10,000 for a year and asked you to invest it for me so as to make a positive return and you returned to me a yea later with \$10,001--you would have fulfilled my request (and by analogy program review, if it creates ANY positive outcome, is also worth the effort. But a return of \$1/\$10,000 isn't anything to celebrate.

What was GIVEN UP for this task, that's a better question. Time is scarce, so your question should be, "For what you got out of this effort, could you have better spent the time on another teaching task?" Answer: Yes

**2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.**

NO SEE Prompt 6. The reports requested are not easily obtainable, nor was it very clear why you needed to see it in the document. **More importantly**, what does the phrase "provide your action plan..." pertain to?

My professional development?

SLOs?

PLOs?

New curriculum?

Amending curriculum

TMC development

C-ID development?

...was I really to fill up a page just talking about SLO stuff?





## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

**3. Were the questions relevant? If not, please explain and offer specific suggestions.**

Prompts 1,2, 5 and 7 are relevant

Prompts 3 (as it relates to SLOs) and #6 are part of a effort that I would like to see measured in terms of time and dollars to see if they are worth the effort. Don't find them worth the effort and, hence, less than relevant. Again, #6 is also a bit confusing.

**4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.**

Absent the SLO, PLO, ILO and trac dat, yes—but since that consumes, by far, the bulk of my time, you can judge for yourself what I think of the overall process.

**5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?**

No, three years ago the administration asked the smaller departments to determine with whom they wished be combined with for the purposes of defining a “program.” The SS's grouped themselves together and were told that the administration could and would provide aggregate data (i.e. not only Econ and History and Poly Sci alone, but also in an aggregate form) That has not happened. How are we to evaluate our SS program in the absence of aggregate data?

See prior comments for ideas around additional data

**6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.**

Eliminate all the SLO stuff.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS  
CHECKLIST**

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

**Program Title:** [Click here and type] **Date Submitted:** [Click here and type]

**Review Committee Chair** [Click here and type]


**Review Committee Members** [Click here and type]

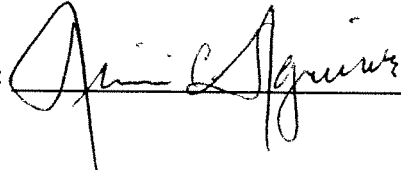


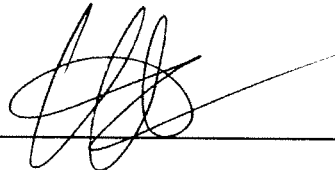
**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS  
INSTITUTIONAL RESPONSE SHEET**

**Program Title:** [Click here and type] *Economic*

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

**1. Division Dean Signature:**  \_\_\_\_\_ **Date:** 4-10-13  
Comments:

**2. Curriculum Committee Chair:**  \_\_\_\_\_ **Date:** 4/26/13  
Comments:

**3. College Vice President:**  \_\_\_\_\_ **Date:** 4/26/13  
Comments:



**Comprehensive Program Review Feedback Form – Curriculum Committee**

**Program** Economics **Division** Humanities/Social Sciences

**Curriculum Committee**  
**Member(s) Reviewers** Lorraine Barrales-Ramirez **Date**  
**Reviewed** 5/14/13

**The purpose of this form is to provide feedback to the Department/Program.**

<b>I. Program Learning Outcomes Assessment Cycle (PLOs)</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Summarized assessment results of PLOs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Described and summarized other data that reveals program performance.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

<b>II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Provided TracDAT and CurricUNET data in the appendix.	Could not determine if it was available.	Click here to enter text.	Click here to enter text.	Click here to enter text.



**Comprehensive Program Review Feedback Form – Curriculum Committee**

2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Identified strengths of the curriculum.	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
6. Identified plans for future curricular development and/or program modification.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

<b>III. Program Level Data</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	yes	Click here to enter text.
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	yes	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>IV. Action Plan</b>	<b>Incomplete</b>	<b>Complete</b>	<b>Complete</b>	<b>Complete</b>
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	<b>information</b>	<b>information, some analysis</b>	<b>information, analysis</b>	<b>information, analysis, plan</b>
1. Identified reflections on Department/Program needs and goals.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

<b>Va. Faculty and Staff hiring needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: None listed				

<b>Vb. Professional Development needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Identified professional development activities that faculty and staff participated in the past 6 years and	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Identified how professional development improved student learning outcomes (SLOs).	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				



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<b>Vc. Classroom and Instructional Equipment needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Listed none				

<b>Vd. Office of Planning, Research &amp; Student Success data needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	yes	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>Ve. Facility needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	yes	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>VI. Executive Summary</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Identified program vision and mission	Click here to	Click here to	Click here to	yes



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	enter text.	enter text.	enter text.	
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Not included				

**Other/General Comments:**  
Click here to enter text.

**Curriculum Committee Chair Signature**

*[Handwritten Signature]*

**Date**

3/17/13

**VPI Signature**

*[Handwritten Signature]*

**Date**

5/20/13