

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

1	<b>Executive Summary</b>
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

## Response Detail

No Response Information to Display

## Narrative

**Strengths:** ECON enrollments as measured by headcount at census, at end of term and LOAD are up. Given that college program enrollments are generally either flat or down, this is a welcome, albeit, surprising trend. I would have guessed these metrics would have fallen. I anticipate that they will, if the economy further improves. What explains the current "success"? Perhaps the increasing enrollments of online sections. That seems to be what the data suggests. Student rates of success and retention are up from prior years, this is also an encouraging trend. Economics continues to award some of the most AS degrees of any of the social sciences.

**Opportunities:** Program could look to increase offerings (e.g. ECON 230 History) and honors courses,

**Challenges:** Opportunities will be difficult to execute given the current declining enrollments, limited section offerings and the requirements TMC's place on students with respect to taking courses outside the TMC model.

**Action Plan:** Currently economics seems to be in an equilibrium that is not in need of a dramatic change. As such, the action plan should be to stay the course and emphasize the courses that transfer to both CSU and UC.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2	<b>Program Context</b>
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

## Response Detail

No Response Information to Display

## Narrative

It is the mission of this economics department 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. The discipline serves both transfer students (GE, Econ & Bus) as well as serving workforce, primarily in the certificated areas of business. Per the College's request, the Economics Discipline is a discipline within the greater Social Sciences program.

This grouping recognizes both the natural connections of all social sciences as well as the reality that, at Canada College, the social sciences are made up of almost exclusively one full time discipline expert per discipline. Thus, this aggregation serves to all the social sciences writ large to work together, leveraging out talents.

## Suggested Follow Ups

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## 2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

### Response Detail

No Response Information to Display

### Narrative

The economics professors are unaware of any changes in curriculum and degree requirements at high schools that would impact the discipline. Both CSU's and UC's continue to stress both competency in math as a recommended prerequisite as well as greater amounts of math (i.e. calc. differential equations, linear algebra). Evidence, other than anecdotal conversations, articles in the WSJ and The Economist, cannot be provided as there are no formal declarations issued from either the UC's or CSU's. My information comes from speaking with recent transfers to four year schools, graduates of four year schools and, as noted, my readings in various newspapers and magazines.

Impact on the program. We should probably watch to see if more STEM type students look at economics as an alternative major. Moreover, we should probably watch to see if more non STEM types look elsewhere for majors. How we do this, given our scant resources at both the college level and my level is an open question.

### Suggested Follow Ups

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No Suggested Follow Ups to Display

## 3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

### Response Detail

No Response Information to Display

### Narrative

The economics professors are unaware of changes in community needs, employment needs, technology, licensing, or accreditation that may affect this program.

The discipline of economics primarily draws on transfer students for its enrollments--though there are some workforce students enrolled as well. Economics courses should be looked at as courses that primarily serve general education students as well as those majoring in business and economics.

Response to IPC comment 3/18/16: employment needs?

As noted in other sections of this program review, jobs for students with 2 year degrees in economics are effectively non-existent. Jobs for economics students with BA, MA are robust: see the following link:<https://www.thebalance.com/top-jobs-for-economics-majors-2059650>

and here: <https://www.trade-schools.net/articles/jobs-for-economics-majors.asp#entry-level> with starting salaries often in the 60-80K range

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## 3 Looking Back

### 4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

#### Response Detail

No Response Information to Display

#### Narrative

No significant changes have been made in the last year, nor do we anticipate many new offerings. This is due, in part, to the nature of the subject matter-it doesn't change that much that quickly. The discipline as increased its online offerings a bit and has tried to extend its honors opportunities to more students. As noted in the E.S., enrollment patterns of t have not changed significantly. The advent of TMCs severely limits what the CSU's will accept as a transfer class for purposes of a degree in economics. In addition, The District is now "basic aid," thus, the urge to grow the student body must be looked at in a different light.

#### Suggested Follow Ups

##### Date Suggested Follow Up

No Suggested Follow Ups to Display

### 5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

#### Response Detail

No Response Information to Display

#### Narrative

Could fine no IPC feedback for economics for the prior program doc. looked in the following places for the feedback  
1) <https://canadacollege.edu/programreview/datapackets1718.php>  
and  
2) Document Repository under the MY SPOL > Accreditation menu  
1& 2 were per and email with Alison Hughes  
As there is nothing to respond to, my work here is done

#### Suggested Follow Ups

##### Date Suggested Follow Up

No Suggested Follow Ups to Display

### 5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

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## Response Detail

No Response Information to Display

## Narrative

**Proposed Actions (italics)and the progress made:**

1) *Deveoping longitudinal SLO evidence.* As a result, the program will again assess the same course level, program level and institutional level SLO's to see if any trends emerge.

Ongoing, however due to curriculum committees interpretation of ed code, two SLOs in ECON 100 and 102 required revision. This will set back longitudinal data collection. Effort ongoing.

2) *Ask the college researcher 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.*

Have made several requests, albeit in the context of a broader college request, to look at several historical metrics used to evaluate courses (e.g. retention, success) pre SLO and post SLO to probe my action/question--as yet nothing has been provided by the office of research. Requests will continue.

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.*

Done, as yet not seen. Will continue to request.

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.*

Did not find economics conferences to accomplish this but, with the help of the Honors Program, I did attend NCHC conference and attended several symposiums on this topic.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable?".

## Response Detail

No Response Information to Display

## Narrative

As there have been no material requests made for new resources by the economics staff, the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on the ECON program would have to be nil. However, I would appreciate it if the college took notice of the following research piece that calls into question the efficacy and value of SLO's--the time spent by me (and others) doing this work is a "resource" that I consider largely a wasted effort. The research piece below concurs, if THOSE resources of time were released back to me, I might have more to say in this section  
An Insider's Take on Assessment: It May Be Worse Than You Thought <https://www.chronicle.com/article/An-Insider-s-Take-on/242235>

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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

The following trends/policies all suggest prudence with respect to adding new staff.

Enrollment patterns have not changed significantly since the last program review. The advent of TMCs severely limits what the CSU's will accept as a transfer class for purposes of a degree in economics. In addition, The District is now "basic aid," thus, the urge to grow the student body must be looked at in a different light. Finally, as The College's data shows that most of students enrolling in economics courses are general education students.

With respect to current faculty in economics we have one full time faculty member and two part-time. One part-time person, who teaches all the online courses, just got a full time job so it may be that down the road we will need to find another person to pick up those online courses. However, absent this last scenario occurring, most factors point toward the likelihood that no significant changes in staffing will be requested

## Suggested Follow Ups

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No Suggested Follow Ups to Display

4	Current State of the Program
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7	Enrollment Trends
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Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

## Response Detail

No Response Information to Display

## Narrative

How have your enrollments changed?As noted in the ES, productivity as measured by: headcount at census, head count at the semester's end and LOAD all show an increase over prior years. Course offerings have not changed dramatically but our efficiency with existing sections has slightly improved. Enrollment patterns, either in terms of numbers, ethnicity or gender have changed much. Online is up while on campus is down--this mirrors the larger trend in the college and country wide. One interesting fact that jumps out is that ECON has more male students than female, in a college that is over 60% female that's an interesting fact.

As far as, what changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends?

I cannot say, I do think that we are getting dangerously close to not being able to offer students a full complement of courses for a variety of majors, of which one is economics. As far as pathways are concerned, I see no evidence of their increasing enrollments and as far as marketing goes, go for it--I am a one person department and I have do not have the time or financial resources to engage in either pathways development or marketing--now maybe if the college gave back all that time faculty have to spend on SLO's....

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## 8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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## Response Detail

No Response Information to Display

## Narrative

Many of the "% gaps" are reporting percentages based on small numbers of students (e.g. pacific islanders) To try to explain those gaps would be sheer speculation and a waste of time. As far as the gaps that exist with larger groups (e.g women) I take note that:

In Access: Women and Hispanic students have gaps

In Completion: Hispanic

What accounts for these? I could not even begin to guess. To some degree, the implicit assumption that all groups should appear in some sort of "equal" fraction is, itself, open to question. For example, does Fashion design expect men and women to appear in an equal fraction? Do our athletic teams expect all racial groups to be represented in some sort of fraction that mirrors the larger college or local community?

As I don't know what accounts for these gaps, or even if they are worth worrying about, I cannot suggest what the college can do to close them

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8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**What significant gaps do you see in success between online/hybrid and non-online courses?**

**As expected, success and retention rates are higher for "not online" vs online classes. This mirrors the what other campuses see across the country.**

**What changes could be made to reduce these gaps?**

**Well the college could invest in finding out what are the key attributes that successful online students possess and then screen all online enrollees, ex ante, for these attributes. Those not possessing these attributes could be counseled to take the course in a different manner. Alternatively, the college could simply accept that, given we let almost anyone enroll in an online class, it should not be surprising that success/retention rates are lower than in face to face courses--since that face to face interaction does serve, if nothing else, to push them along.**

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## 9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

### Response Detail

No Response Information to Display

### Narrative

Coordination is difficult and time consuming effort, given economics is a one person department and there is virtually no way to compel part timers to turn in SLO results in a timely manner. That being said, here are the coordination steps we (I) employ: Recently the SLO task force (2017) looked into campus SLO efforts and the latest research on SLO compliance and noted that, in general, we all were doing more compliance work than the accrediting body demanded. Moreover, there was scant evidence that what was being asked for was always being complied with or had any tangible value. As a result, the college scaled back the work required by each faculty member to meet SLO compliance. So, as of 2017 I ask All instructors are encouraged to list their SLO's on their syllabi Test one SLO each year, such that all are tested in three years

### Suggested Follow Ups

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No Suggested Follow Ups to Display

## 9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

### Response Detail

No Response Information to Display

### Narrative

Conclusions drawn are weak for the following reasons:  
The variety of methods employed to collect the data do not allow for statistically valid aggregation. Requiring the same method of data collection would raise serious questions around academic freedom. Moreover, the numbers are simply too small to draw much confidence around. Finally, recent studies question if all of these efforts are nothing other than a huge waste of time. <https://www.chronicle.com/article/An-Insider-s-Take-on/242235>  
That being said, faculty have complied and assessed students, noting where their successes and failures have occurred and have:  
1) Altered their methods of assessment (e.g. open book, multiple choice, essay, etc....) in an effort to improve performance.  
2) Talked with other faculty in other disciplines about what they use to measure/improve student performance  
There is ABSOLUTELY NO WAY, WITH ANY STATISTICAL CERTAINTY, TO ASCERTAIN IF THESE CHANGES HAVE LED TO ANY DOCUMENTED IMPROVEMENT IN STUDENT PERFORMANCE.  
Anyone who claims otherwise probably also knows: What happened in area 51 (Roswell/Aliens) and can tell you how many angels can dance on the head of pin.

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10 PLO Assessment

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Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

## Response Detail

No Response Information to Display

## Narrative

### 10.A Program Learning Outcomes assessment plan.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

### 10.B

#### 10B. PLO Assessment - Impact

During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 87% (78/90) of the papers/exams received at least a 1 "acceptable" score, which is an increase from the previous assessment. The average score was 1.44 which was the same as the previous assessment. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in both random sampling and in identifying social science theories that the writing assignments were targeting. However, concern was noted that there was some difficulty in assessment of evaluating diverse viewpoints as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

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5	Looking Ahead
11	Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

## Response Detail

No Response Information to Display

## Narrative

First of all, it's important to remember that Economics is NOT a program at Canada, it is a discipline within the "Social Sciences" program which consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology. Mostly these are one full-time person departments. With this in mind, I will distinguish between discipline needs (economics) and program needs (social sciences writ large)

### Construct Planning Objectives Economics

Economics? Training: The need for money to attend economics conferences to discuss teaching and content trends in economics and to stay current with the literature is ever present.

Support honors courses with both course offerings and funding for conferences would also benefit the economics discipling and social sciences program by allowing us to keep abreast of changes in teaching as it relates to honors courses.

Facilities: none

### Construct Planning Objectives Social Sciences

- 1) Space for Social Science students to congregate. Currently we have a space in the library, we should maintain that space.
- 2) Coordination time for the social sciences. The college needs to decide if it wants SS to do things beyond teaching classes and keeping curriculum current, if so then coordination time needs to be found.
- 3) Marketing of the SS disciplines has been less than successful, at least in the eyes of some social science faculty members. The execution of any plans needs to come from those on campus who are responsible for marketing duties--as one person departments with no release time, the SS professors cannot be expected to shoulder the lion's share of this burden.
- 4) Serious thought should be given to eliminating SLO work. Given the insights by recent research into the last of SLO effectiveness. Given the incredible amount of time that each faculty member, administrator and staff person dedicates to completing and documenting SLO's, perhaps the college should engage in a conversation that seeks to limit this effort to a bare minimum, with a goal of reallocating this time to more productive uses.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

12	Personnel Projections
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Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

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## Response Detail

No Response Information to Display

## Narrative

There is no Narrative Entered.

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