#4

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Friday, December 25, 2020 2:09:25 AM
Last Modified:	Friday, December 25, 2020 2:19:04 AM
Time Spent:	00:09:39
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Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

Economics

Q2

1.2 Lead Author

Mary Sessom, Pat Newman

Q3

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

Tony Zambelli

Q4

I.4 Dean/Manager:

Larry McLemore

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

A new Full Time faculty member was hired, however, this faculty member tendered his resignation effective 8/2020. There is currently no FT ECON faculty member.

The Economics Transfer degree has existed for 3 years. The first year there were 16 degrees awarded, the second year 29, and the third year 34, which is a nice upward trend.

Page 2: II. Assessment and Student Achievement

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file and the program is following the plan

Q7

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

ECON SLO assessment plan.pdf (10.9KB)

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment planII.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

Respondent skipped this question

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

The only course assessed last year was ECON 110 due to COVID-19. Students achieved 98-100% on all course SLO's. We will resume assessing SLOs in all course starting next semester.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

Enrollments in Economics very closely mirror college-wide enrollments when looking at race/ethnicity. When looking at success and retention, equity gaps exist for Hispanics/Latinos and Blacks, and to a lesser extent Asians.

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Success and retention data will be shared with the adjunct instructors who replaced the FT after they resigned. Knowing gaps exist is the first step to making a change. We will have presentations and discussions about equity-minded instruction at the department meetings. Instructors will be encouraged to participate in professional development trainings about this topic.

Page 6: II. Assessment and Student Achievement

Q12   **Yes**

Do you offer distance education (online) courses?
(excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Success rates for the past year showed 20-point higher success rates for online vs. in-person sections. Success in online sections was FA19 (77%) and SP20 (81%) vs on-campus sections at FA19 (57%) and SP20 (60%).

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

The main mechanism to ensure regular and effective contact is the professionalism of our faculty. We are highly trained, continue to seek opportunities to build on this training, and our course offerings are among the very best in the state.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

There were no previous goals.

Q16   **Not Started**

Goal Status

Page 9: III. Previous Goals: Update continued

Q17

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

Respondent skipped this question

Q18

Do you have another goal to update?

Respondent skipped this question

Page 10: III. Previous Goals: Update continued

Q19

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).

Respondent skipped this question

Q20

Do you have another goal to update?

No

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Respondent skipped this question

Q22

Goal Status

Respondent skipped this question

Page 12: III. Previous Goals: Update continued

Q23

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

Respondent skipped this question

Q24

Do you have another goal to update?

Respondent skipped this question

Page 13: III. Previous Goals: Update continued

Q25

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).

Respondent skipped this question

Q26

Do you have another goal to update?

Respondent skipped this question

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

Respondent skipped this question

Q28

Goal Status

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q29

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

Respondent skipped this question

Q30

Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q31

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).

Respondent skipped this question

Q32

Do you have another goal to update?

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q33

Goal 4:

Respondent skipped this question

Q34

Goal Status

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q35

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

Respondent skipped this question

Page 19: III. Previous Goals: Update continued

Q36

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).

Respondent skipped this question

Page 20: IV. New Goals

Q37

Would you like to propose any new goal(s)?

Yes

Page 21: IV. New Goals continued

Q38

New Goal 1:

Build upon and expand the Economics Transfer Associate Degree

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Q39

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

Guided Student Pathways

Q40

Please describe how this goal advances the college strategic goal identified above.

Now that the college has adopted an Economics Transfer Associate Degree, students should be encouraged to enroll in the program to assure that they fulfill their requirements for transfer to a four-year institution with the appropriate lower division preparation.

Q41

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

N/A

Q42

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 computer hardware).

Schedule meetings with the part-time economics faculty led by the division chair during the 2020-21 Academic Year to discuss ways to recruit students into the Economics Transfer AA.

Q43

How will this goal be evaluated?

Current courses will be updated, contacts will be established with major transfer institutions, recruitment efforts should be expanded, new course will be developed as appropriate.

Q44   **Yes**

Do you have another new goal?

Page 22: IV. New Goals continued

Q45

New Goal 2:

Consider continuing to offer synchronic Zoom-based courses in the evening to allow a greater number of students who can only take evening classes to enroll. Enhance their Zoom experience by applying interactive technology that allows students better interact with instructors in a new synchronic Zoom format.

Q46   **Student Validation and Engagement**

Which College Strategic Goal does this department goal
most directly support?

Q47

Please describe how this goal advances the college strategic goal identified above.

One of the biggest challenges for evening students is to physically attend class on campus. Students who can only enroll in evening classes often have challenges like child-care issues, dealing with evening commute traffic, etc. Allowing them to enroll synchronically via Zoom would allow them to attend class while avoiding some or all of those issues. One of the biggest challenges in the synchronic Zoom format is to get students to answer questions during class. There are software platforms that are better than the chat feature in Zoom or in Canvas that provide an engaging interface between instructor and all of the students in the class. One example is NearPod.

Q48

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

Although results of SLO assessments indicate that 75% of students are achieved SLO goals in Econ 120 in the synchronic Zoom environment, it may be that applying this additional format will allow that percentage to increase.

Q49

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 computer hardware).

Continue to offer synchronic classes via Zoom and acquire appropriate licenses and conduct in-service training for department faculty in the use of NearPod or similar application

Q50

How will this goal be evaluated?

Assess enrollment trends and student performance in the semesters once NearPod starts being used.

Q51   **No**

Do you have another new goal?

Page 23: IV. New Goals continued

Q52   **Respondent skipped this question**

New Goal 3:

Q53   **Respondent skipped this question**

Which College Strategic Goal does this department goal
most directly support?

Q54

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q55

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

Respondent skipped this question

Q56

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 computer hardware).

Respondent skipped this question

Q57

How will this goal be evaluated?

Respondent skipped this question

Q58

Do you have another new goal?

Respondent skipped this question

Page 24: IV. New Goals continued

Q59

New Goal 4:

Respondent skipped this question

Q60

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q61

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q62

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

Respondent skipped this question

Q63

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 computer hardware).

Respondent skipped this question

Q64

How will this goal be evaluated?

Respondent skipped this question

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

What resources is your program requesting this year to achieve the program's goal(s)?

My program is currently not requesting any resources at this time

Page 27: Final Check

Q66

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."

I am ready to submit my program review