

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Economics Program **Academic Year** 2022-23

1. Has your program mission or primary function changed in the last year?

There were no program mission or primary function changes in the last year.

The program mission or primary functions: The economic program provides courses that enable students to complete lower division prerequisites and general education requirements to transfer to institutions of higher learning.

The program consists of Econ 101: Principles of Macroeconomics, Econ 102: Principles of Microeconomics, Econ 121: Business Economics, Econ 130: Consumer and Family Finance, and Econ 141: Global Economics.

Econ 101 and Econ 102 are part of a sequence for business, economics, and other majors at the University of California (UC) and California State University Systems (CSU) and other universities. They also satisfy lower division general education requirements.

Econ 121, Econ 130 and Econ 141 are designed primarily for students who are occupationally oriented, or specifically those seeking an associate degree as a terminal educational goal. These courses are also transferable as electives to UC, CSU, and other university systems.

The following courses are cross listed:

Business Economics:	ECON121, BUS121
Consumer and Family Finance:	ECON130, BUS130, FCS130
Global Economics:	ECON141, BUS141, GBST141

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Yes, AB705 impacted articulation agreements. Due to the consequences of AB705, the Math Department will no longer be able to offer courses lower than transfer-level courses, effective Fall 2022. [From: Dominic Dal Bello ddalbello@hancockcollege.edu Sent: Sunday, February 27, 2022, 8:21 PM]

Those courses included Math 311 Algebra 1 severed as a Pre-Requisites to both Econ 101: Principles of Macroeconomics, Econ 102: Principles of Microeconomics

Prerequisite: MATH 311 or higher, or eligibility for MATH 331 or higher based upon START placement scores.

All CORs in the program were reviewed, modified, and approved by AP&P in Spring 2020. [Econ 101: Principles of Macroeconomics, Econ 102: Principles of Microeconomics, Econ 121/BUS 121: Business Economics, ECON 141/BUS 141/GBST 141: Global Economics, and Econ 130/BUS 130/FCS 130: Family and Consumer Finance].

Canvas has been integrated into all classes taught by the Program Lead Faculty. Program Lead Faculty is providing regular and substantive contact for all distance education courses. Instructional materials are helping students master course content. The Program has been fortunate to have highly capable, dedicated and committed associate faculty working to promote student success.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

Social & Behavioral Science Department Meeting, Tuesday, March 5, 2018, 2:00-3:45pm, Conference Room, Building C

Meeting Notes: (Economics Program) Herb presented 2021/22 data and analysis for the Economic Program Learning Outcomes (PLO) that have been entered into SPOL. The data shows students had exceeded the baseline expectations by 18.89% and no strategies are required to be initiated. However, faculty in the Economics Program will continue to look for ways to enhance students' learning. As of to date all courses in the program are on schedule. Students exceeded measurable outcomes.

No need for an assessment/improvement plan was necessitated as a result of the assessment data.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The data shows students had exceeded the baseline expectations by 18.89% and no strategies are required to be initiated. However, faculty in the Economics Program will continue to look for ways to enhance students' learning.

c. Please summarize recommendations and/or accolades that were made within the program/department.

In addition to adopting Canvas as our online course platform, and in alignment with the district's stated goals of reducing disproportionate impact and promoting student success, the District now provides online tutorial services in economics.

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The decrease in Program Average Class Size is primarily as a result of the impact of math prerequisite of Math 311: Elementary Algebra imposed by CI-D requirement. Since the implementation the average class size has steadily decrease, but now seems to be stabilizing.

During the period observed the Program Success Rate increased from 68.4% to 75.8% exceeding the Set Standard Success Rate of 66.4% by 9.4%. This increase was primarily due to DL Success Rate increasing from 64.5% to 76.8%. The Program Success Rate for Distance Learning classes (76.8%) exceeded the Face-to-Faces classes (73.7%). The Program Success Rate for Distance Learning classes (76.8%) exceeded the District Success Rate for Distance Learning classes (65.0%) by 11.5 % points!

During the period observed the Program Retention Rate increased from 82.9% to 88.5% exceeding the Set Standard Retention Rate of 79.8% by 8.7%. This increase was primarily due to DL Retention Rate increasing from 80.6% to 88.6%. The Retention Rate for Distance Learning classes (88.6%) slightly exceeded the Face-to-

Faces classes (88.3)%. The Program Retention Rate for Distance Learning classes (88.6%) exceeded the District Retention Rate for Distance Learning classes (82.9%) by 5.7 % points!

Due to increased sections and reduction in the average class institutionally the District, at least in the next few years, is pursuing increase efficiency via consolidation of sections and other strategies.

d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

N/A

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

N/A This is not a degree granting program.

4. Were there any staffing changes?

No staff changes occurred during the period under review.

Herb Elliott – Full-Time AHC

Helena Avery - Math Department Chair at Dunn School

Lanny Ebenstein - Ph.D. Economics (Professor of Economics UCSB)

Barbara Curry Ph.D. - Economics

Paul Murphy Ph.D. - Economics

5. What were your program successes in your area of focus last year?

Success Rate:

During the period under review the Success Rate in Economics Program was consistently higher than that of the district. The differential ranged from a relatively low of 1 percent at 88% and 87% respectively in 2017-18 to a high of 5 percent in 2021-22 of 90 percent and 85 percent respectively.

Retention Rate:

During the period under review the Retention Rate in Economics Program was consistently higher than that of the district with 2020-21 being an exception. The differential ranged from a relatively low of 0 percent at 74% and 74% respectively in 2020-21 to a high of 7 percent in 2021-22 of 77 percent and 70 percent respectively.

Success and Retention by Ethnicity and Gender:

During the period observed no disproportionate impacted based on ethnicity was reflected in the program data. During the period observed no disproportionate impacted based on gender was reflected in the program data.

Success and Retention by Modality:

During the period observed there was a single disproportionate impacted based on modality. In 2020-21 there were 231 students enrolled in Online Synchronous with a Success Rate of 60 percent in Econ 101. During the same time 259 students were in enrolled in Traditional Online and experienced an 80 percent Success Rate. The Economics Program has one of if not the longest history in the District in offering Traditional Online courses. Those Traditional Online courses were relatively more stable and standardized compared to the new introduced Online Synchronous courses.

Enrollment:

Between 2017-18 and 2021-2022 the Economics Program experienced a 21% decrease in enrollment while District showed a 27% decrease. Between 2020-21 and 2021-2022 the Economics Program experienced a 32% decrease in enrollment while District showed a 21% decrease. This substantial decrease primarily reflected incarcerated students enrolled in Econ 130. Between 2020-21 and 2021-2022 incarcerated students enrolled in Econ 130 decreased from 72 to 11. I'm not preview to the timing and rationale associated with off-campus offerings. Those are primarily administrative decisions.

Headcount:

Between 2017-18 and 2021-2022 the Economics Program experienced a 22% decrease in Headcount while District showed a 21% decrease. Between 2017-18 and 2021-2022 the Economics Program experienced a 20% decrease in enrollment while District showed a 29% decrease.

FTES:

Between 2017-18 and 2021-2022 the Economics Program experienced a 22% decrease in enrollment while District showed a 21% decrease. Between 2017-18 and 2021-2022 the Economics Program experienced a 20% decrease in enrollment while District showed a 29% decrease.

During period observed instructional modality dramatically changed. This change was initially due to the pandemic. Between 2017-18 and 2021-2022 Onsite offerings in the Economics Program experienced a 34% increase while Online Traditional decreased by 67%, going from 318 (39%) to 482 (74%) and 502 (61%) to 166 (26%) respectively. In 2020-21 Online Traditional continued to reflect pre-pandemic distribution of 62% of students served. A new modality of Synchronous was introduced with 32% of students served and Onsite decreased to 6%. By 2021-22, Onsite increased to 74% (482 students) and Online traditional decreased to 26% (166 students). This change was an administrative decision. Majority of the student enrolled continued to prefer Online Traditional, reflected in enrollment patterns.

Headcount by Course:

Econ 101 and Econ continued to account for a super majority of students enrolled in the program. Of the five courses in the program Econ 101 and Econ 102 accounted for 86% of all students enrolled in 2017-18 and 92% in 2021-22.

Enrollment by Demographics:

Between 2017-18 and 2021-2022 the percentage of Latinx in the Economics Program experienced substantial increase from 51% to 64%, while White decreased from 37% to 23%. Other groups showed a marginal change.

Headcount by Age:

Between 2017-18 and 2021-2022 the percentage of students Under 20 continued to be the majority group followed by 20-24. Students Under 20 increased from 46% to 53%, while Students 20-24 decreased from 36% to 30%. Other age group showed marginal changes.

Fill Rate and Efficiency:

This metrics illustrates how well a course is filling its seats with the Districts benchmark set at 80% and above is consider a good fill rate. It is determined by the course enrollments divided by max course enrollments.

Between 2019 and 2022 the Economics Program constantly outperformed the District by 15.8 percent, while the program Fill rate averaged 89.8% the District average was 74. The program Fill Rate ranged from a low of 88% to a relatively high of 94%.

Number Sections:

Between 2017-18 and 2021-2022 the of sections remained relatively constant 12 in Fall, 11 in spring, 3 in summer and 2 in Winter. The total annual also remained the same at 37.

CTE two-year review of labor market data and pre-requisite review**6. Does the program meet documented labor market demand?**

N/A

7. How does the program address needs that are not met by similar programs?

N/A

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

N/A

9. Have recommendations from the previous report been addressed?

Yes

Validation for Program Planning Process:**10. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)**

N/A

11. Are there specific recommendations regarding the core topic responses from the validation team?

N/A

Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze through put of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

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Fill Rate and Efficiency: Between 2019 and 2022 the Economics Program constantly outperformed the District by 15.8 percent, while the program Fill rate averaged 89.8% the District average was 74. The program Fill Rate ranged from a low of 88% to a relatively high of 94%.

Number Sections: Between 2017-18 and 2021-2022 the of sections remained relatively constant 12 in Fall, 11 in spring, 3 in summer and 2 in Winter. The total annual also remain the same at 37.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Success and Retention by Ethnicity: No disproportionate impacted based on ethnicity was reflected in the program data.

Success and Retention by Gender: No disproportionate impacted based on gender was reflected in the program data.

3. What are your plans for change or *innovation*?

No need for an assessment/improvement plan was necessitated as a result of the assessment data.

4. How will you *measure* the results of your plans to determine if they are successful?

N/A

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested.***

Example:

	Definition	Sample
Mission	The values and philosophy of the program, a vision of what the program is supposed to do.	The mission of the English program is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the program affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.
Goals	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	Increase literacy and writing competency within the students and college community.
Program planning initiatives	Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop community literacy program for historically underrepresented populations.
Actions/ Resource Request	These are the specific actions/resources needed to complete a planning initiative.	Gather volunteers from students and teachers to tutor at community center. Budget: \$500 for supplies.

The tables below are to create objectives/planning initiatives that come from the discussion and narrative above.

Sample:

New Program Planning Initiative	
Title:	<i>(Short description of the planning initiative)</i> Telescope night
Planning years:	<i>(The academic years this will take to complete)</i> 2021-22 to 2024-25
Description:	
<p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of our courses have indicated that students need to have a hands-on experience with finding and pinpointing important celestial objects. Having a telescope night would allow students to learn how to align and find objects.</p>	
Resources:	
<p>Priority Level: Low Medium <u>High</u></p> <p>Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p>Quantity: 1</p> <p>Per Item Price: \$69.99 Price with taxes/shipping, etc.: \$76.00</p> <p>Description:</p> <p>Telescopes for students to use during the telescope nights. It is a 70mm telescopes for Adults Astronomy & Kids & Beginners, 300mm Portable Refractor Travel Telescope (15X-150X) with A Smartphone Adapter& A Wireless Remote</p> <p>https://www.amazon.com/ToyerBee-Telescope-Telescopes-Professional-Smartphone/dp/B095XQVTNM/ref=sr_1_4?crd=256FVSAQ5EU0P&keywords=telescope&qid=1667944660&srefix=telescop%2Caps%2C160&sr=8-4&ufe=app_do%3Aamzn1.fos.18ed3cb5-28d5-4975-8bc7-93deae8f9840</p>	

New Program Planning Initiative	
Title:	
Planning years:	
Description:	
Resources:	
Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: Per Item Price: Price with taxes/shipping, etc: Description:	
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New Program Planning Initiative

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Planning years:	
Description:	
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Planning years:	
Description:	
Resources:	
Resources:	
Priority Level: Low Medium High	
Resource Type: Equipment Staff Faculty Supplies and Materials	
Quantity:	
Per Item Price:	Price with taxes/shipping, etc:
Description:	
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Description:	
Resources:	
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Priority Level: Low Medium High	
Resource Type: Equipment Staff Faculty Supplies and Materials	
Quantity:	
Per Item Price:	Price with taxes/shipping, etc:
Description:	










2022-23 AA Yearly Planning Update and Enrollment Trends and Efficiency - Economics Program_4.11.23

Final Audit Report

2023-04-11

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2022-23 AA Yearly Planning Update Discussion Economics Program

Final Audit Report

2023-04-14

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