

LDC Annual Discipline Update YEAR A: Fall 2019

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: Economics

SAC Chair(s): Erik Dean (erik.dean1@pcc.edu)

SAC Administrative Liaison: Chris Rose (christopher.rose@pcc.edu)

Other Division Dean(s): Dana Fuller (SY, dana.fuller@pcc.edu), Jeremy Estrella (RC, jeremy.estrella@pcc.edu), Chris Rose (CA christopher.rose@pcc.edu), Laura Sanders (laura.sanders2@pcc.edu)

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Classes/Services offered at: CA RC SE SY NB HC WCC Metro CLIMB Other _____

1A. Program Staffing -- to be completed by FDCs/Div Deans

Please indicate the number of each type of staff in your discipline college wide.

For prior academic year: Summer 2018 -Spring 2019

Economics Instructors and Staff – Number and Instructor Full-time Equivalent (IFTE)

Cost Center:	# of Full time faculty	FT Faculty IFTE	Overload IFTE	PT Fac IFTE	Other Employees (tech staff , IAAs casual, please identify roles)
Cascade	1	0.635	0.000	0.272	1 Tutor
Rock Creek	1	1.088	0.272	2.357	
Southeast	0	0.091	0.000	0.725	
Sylvania	2	0.997	0.272	3.445	2 Tutors
Other (centers, shared, etc.)	0	0	0	0	
District Total	4	2.811	0.544	6.800	

Note: IFTE numbers for FT faculty reflect release for FDC positions (Cascade and Sylvania) and Family Medical Leave (Sylvania)

Notes about faculty teaching on multiple campuses or disciplines, or locations different from cost center indicated: none

Notes about non-faculty support staff: none

SECTION 2: REFLECTING ON DATA

2A. Enrollment

See Appendix 2A

2A1. What conclusions or observations are suggested by these data?

During the period of this Program Review, PCC offered the following economics courses:

- EC 200 Introduction to Economics
- EC 201 Principles of Economics: Microeconomics
- EC 202 Principles of Economics: Macroeconomics
- EC 203 Principles of Economics: Applications to Economic Issues
- EC 216 Labor Markets: Economics of Gender, Race, and Work
- EC 221 Globalization and International Relations
- EC 285 Introduction to Political Economy

The average student full-time equivalent (SFTE¹) over the 2016-17 to 2018-19 academic years was 294.6. The Sylvania campus accounted for a little over half of those enrollments, while the Rock Creek campus accounted for roughly 35%, with the remainder divided between the Cascade (8%) and Southeast (6%) campuses.

Face-to-face (F2F) courses accounted for an average of 52% of our annual course offerings for these three years, while online learning (OL) courses have accounted for an average of 47%. Hybrid courses were not offered until 2018-19, and accounted for 3.3% of SFTE that year. The 47% of our OL course offerings are for EC 200, 201, and 202. Roughly half of it is for EC201.

Over the past three years, enrollment in economics courses have followed a trend similar to the lower-division transfer courses in general and the college as a whole. Between the 2016-17 and the 2018-19 academic years, college-wide SFTE dropped by approximately 8.2%, whereas economics enrollment dropped by 6.6%. However, the percentage decrease in economics enrollments exceeded the decline in lower-division transfer SFTE (3.2%) over this period. As a result, while economics enrollments declined slightly as a percentage of all lower-division transfer courses (2.01% in 2016-17 versus 1.94% in 2018-19), they now make up a slightly larger portion of college-wide enrollments (1.21% versus 1.23%). (See Figure 2A.2 in Appendix 2A.)

Between the campuses, Sylvania and Cascade have seen the largest drops in SFTE, at 11.8% and 25.5% respectively. In contrast, the Rock Creek campus has seen only a 3.7% decline and the Southeast campus has seen a 10.2% increase. Both the Cascade and Southeast campuses are relatively small, however, and as such are susceptible to large percentage changes resulting from relatively small changes in enrollment.

2A2. Do the data suggest adjustments in your discipline with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

¹ Student Full-time Equivalent is calculated as (number of students in each course X number of clock hours the course meets per term) / 510 clock hours.

While the economics subject area committee strives to offer a diverse range of courses to interested students, EC 201 (microeconomics) and EC 202 (macroeconomics) are the staple courses of the program (see Figure 2A.3). More specifically, EC 201 acts as the entry point to the discipline for many—and likely most—students. We would like to foster a broader interest in the subject among the College’s students. Toward that end, we have recently removed the recommendation that students take EC 201 prior to taking EC 202, but we are not sure that advising is aware of this change. It may be the case that students who do not need to take both 201 and 202 for their programs would benefit more from EC 202 than from EC 201, and that a perception that EC 201 should be taken first is impeding their access to EC 202.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

The data provided by IE for economics is useful for analyzing trends over a short time; however, without aggregate numbers it is difficult to see how economics compares to, e.g., other social science subject areas, lower-division transfer, or the College as a whole (some of these data were collected manually for the analysis above). Likewise, because community college enrollments are cyclical, it may be useful to have data over a longer timeline to distinguish trend from cycle. Having these data as a basis for comparison will help us to better understand trends in economics specifically, in turn improving our ability to identify problems and make appropriate corrections.

2B. Course Success Rates²

See Appendix 2B

2B1. Are there any courses and/or modalities with consistently lower or higher pass rates than others?

Success rates have been fairly consistent over the past three years and across modalities (see Figure 2B.1 in Appendix 2B). The success rate for EC 201 is around 80%, with only slightly lower success rates in OL sections than F2F sections. This places EC 201 among the 14 highest out of the 40 high enrollment courses whose success rates are listed by IE (top 17 for OL courses).

Success rates in EC 202 tend to be around 5 percentage points higher than EC 201, although the gap between OL EC 201 and OL 202 is greater than their F2F counterparts. Although the information available to us is limited, it appears to be the case generally that online sections have lower success rates; the difference, in fact, appears to be less significant for economics than other subjects.

Success rates for other courses show higher variation and have smaller enrollment numbers, making analysis more difficult.

2B2. Are there any actions to be taken to understand/address lower success rates?

Our learning assessment project this year, though focused only on EC 201, will include information that should speak to the effect of having successfully completed previous courses in economics on student learning, and it will produce data

² Success rates are calculated as the percentage of students earning an A, B, C or Pass divided by all outcomes, A-F, P, NP, withdraw, and incomplete.

for both F2F and OL modalities. This may provide some insight into the sorting hypothesis discussed in the response to 2B3 below, and direct us toward further exploration and improvements.

In the past, differential withdrawal rates between F2F and OL sections have been found to partially explain differences in success rates between modalities. Although success rates across modalities are reasonably consistent in our data, it may be helpful to have fuller information in terms of outcomes to explore underlying causes of any differences in the future. Likewise, it would be beneficial to our analysis to have more robust aggregate information with which to compare the data for economics.

2B3. In courses with relatively high success rates, are there some distinguishing characteristics that might account for those results? What can be learned that might be applied to courses with lower success rates?

The gap between success rates in EC 201 and EC 202 may be due to the sorting function that EC 201 appears to be serving, in which students who performed relatively poorly in EC 201 did not go on to take EC 202. We do not have the data to fully explain these disparities yet; however, assuming the hypothesis correct, a number of addressable causes could be conjectured. For instance, lower success rates could be due to students failing to complete assessments and giving up, which could in turn be a more acute problem in online courses. There may likewise be discrepancies in preparedness for OL versus F2F courses. Conversely, the challenging and somewhat technical nature of the discipline may be such that a significant number of students will decide that the subject is 'not for them' regardless of which course provides their introduction to the subject. We will be engaging in dialogue in the future to discuss these possibilities, strategic approaches to learning more, and what can be done to improve success rates in the meantime.

2B4. Do the data suggest adjustments related to student success for different student populations? If yes, what adjustments will you make?

Data from the Multi-Institution Database for Investigating Engineering Longitudinal Development³ indicate that introductory economics courses tend to have approximately 40% female enrollment. On comparison, PCC's introductory economics courses have slightly higher female enrollments (43%). There appears to be a modest gender discrepancy in success rates in EC 201 sections, with the male success rate at 73.2% compared to 79.9% for female students, averaging across all three years. For EC 202, however, success rates converge, with males at 85.0% and females at 85.6%.

Enrollments by ethnicity are roughly consistent with the College as a whole. African American and Latine students have lower success rates than white and Asian students; however the former two groups see greater improvements in success rates from EC 201 to EC 202 as compared to those of the latter two groups (see 2B-3 in Appendix 2B). A similar pattern can be seen in the success rates of Pell-eligible students versus students not eligible, with the former underperforming the latter in EC 201, but making a greater improvement from EC 201 to EC 202 (see 2B-3 in Appendix 2B). Without more robust data for comparison, analysis is difficult. However, differential success rates between ethnic groups and students eligible and ineligible for Pell grants, both in general and in the context of the EC 201 sorting issue discussed above, warrant further discussion in the SAC.

2B5. Are there any other data reports you would find useful to have related to student success? How would these data inform decisions relating to teaching and learning?

³ Emerson, T. L., McGoldrick, K., & Mumford, K. J. (2012). Women and the choice to study economics. *The Journal of Economic Education*, 43(4), 349-362.

As in 2A3, above, it would be useful to have comparable aggregate data (e.g. for all social sciences, all lower-division transfer, and all college courses) as a basis for comparison. Some of the analysis above was completed using enrollment and success rates data collected manually from the IE site, however we were not able to find aggregate data on Pell eligibility.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A. Assessment Reports:

(To be completed by Academic Affairs, with space for notes from program if needed)

- Current Multi Year Plan on file
- 2018- 2019 Plan and EOY submitted

3B. Please respond to the question below, which relates to your SACs 2019-20 Learning Assessment Report to the Learning Assessment Council (LAC).

Context Statement

It was the SAC's original intent to use student artifacts collected as part of the Social Science DSAC pilot (the EC signature assignment, specifically) for its annual assessment project, but a breakdown in communication rendered the project a 'bust.' With only two artifacts collected, the data on student performance were insufficient to be meaningful.

Peer Reviewers' Comments and Question

Sorry to hear that the assessment project did not work for this academic year. ...[T]he SAC should consider working with your coach to design an assessment project which will be successful and generate student artifacts.

Question: *How might the Economics SAC reorganize and scale up its project in 2019-20 to engage its full- and part-time faculty in a productive and meaningful assessment?*

In order to produce reasonably consistent data and a larger sample size, the learning assessment project this year has been reorganized around a particular outcome in our highest-enrolling course, EC 201. We have developed, vetted, and instrumentalized a set of questions that will generate useful data addressing students' level of achievement in that outcome. Additionally, the assessment method will produce data related to student preparedness that may help us to better understand the causes underlying students' performance.

To encourage as much participation among instructors as possible, as well as to facilitate sharing of assessment materials, &c., a D2L shell has been created and all economics instructors have been added to this shell. This will also allow us to distribute our learning assessment questions easily as a D2L quiz. To further promote participation in the learning assessment project, a short video has been created explaining how to import the quiz from the shared shell into instructors' individual course shells.

Once the results of the assessment project have been tabulated, we will perform a thorough analysis and construct a report of the findings. Discussion of the findings, strategies for improving assessment design and pedagogy, if and where needed, and so on will follow.

SECTION 4: ADDITIONAL COMMENTS / CONTEXT / ACHIEVEMENTS / CHALLENGES

4. Is there anything you would like to share about your discipline at this time? (e.g. notable achievements, challenges, issues, broad goals, additional context)? (Please limit response to 300 words)

The economics discipline remains a strong part of the social science offerings at PCC as well as an essential part of students' education in programs for business and other fields. While the SAC is currently working with a limited cohort of FT faculty, we are working hard to contribute to the College's various initiatives, including Gen Ed, Learning Assessment, and piloting the College's new yearly program review process. We are also working to make the economics curriculum more accessible and to make course materials more open and affordable.

[SECTION 5 IS IN PART B, YEAR 2]

SECTION 6: ADMINISTRATIVE FEEDBACK AND FOLLOW UP

This section is for Administration to provide feedback.

To be prepared by Division Dean(s) and reviewed by DOI(s)

6A. Strengths and successes of the discipline as evidenced by the data, analysis and reflection:

6B. Areas of concern, if any:

6C. Recommended Next Steps:

Proceed as planned on discipline review schedule

Further review / Out-of-Cycle in-depth review

6D. Additional Comments:

APPENDIX 2A

Figure 2A.1 Enrollments per year Campus/Location, Modality

Sylvania Campus

Course #	2016-17			2017-18			2018-19		
	F2F	OL	HY	F2F	OL	HY	F2F	OL	HY
EC 200	9.2	8.5		7.0	11.2		7.7	8.3	
EC 201	49.3	39.2		44.3	39.1		29.4	31.6	0.9
EC 202	29.4	24.0		24.6	30.4		18.6	22.5	
EC 203				0.9					
EC 221				0.2			0.9		

Table 2A-1: Enrollments (SFTE) by Year, Modality, and Course for Sylvania Campus

Cascade Campus

Course #	2016-17			2017-18			2018-19		
	F2F	OL	HY	F2F	OL	HY	F2F	OL	HY
EC 200	3.2			3.2					
EC 201	10.6			12.0			10.7		
EC 202	8.3			7.2			6.1		
EC 221	1.3			0.3			0.4		
EC 285	1.3			1.0					

Table 2A-2: Enrollments (SFTE) by Year, Modality, and Course for Cascade Campus

Rock Creek Campus

Course #	2016-17			2017-18			2018-19		
	F2F	OL	HY	F2F	OL	HY	F2F	OL	HY
EC 200	1.9	9.9		3.0	9.6		2.6	7.3	
EC 201	28.1	23.2		27.4	32.2		18.2	21.0	5.4
EC 202	12.0	20.7		13.8	23.8		9.7	20.3	1.6
EC 221	0.5			0.8			0.3		

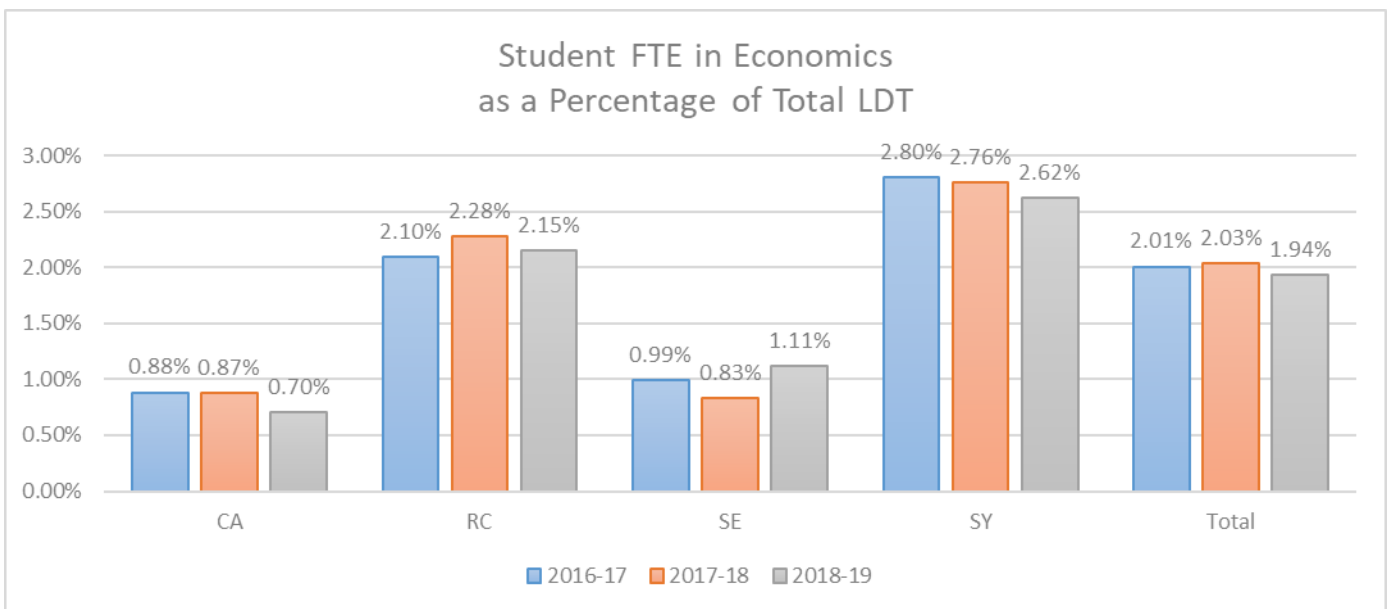
Table 2A-3: Enrollments (SFTE) by Year, Modality, and Course for Rock Creek Campus

Southeast Campus

Course #	2016-17			2017-18			2018-19		
	F2F	OL	HY	F2F	OL	HY	F2F	OL	HY
EC 200	1.6			2.5			2.3		
EC 201	8.7			7.9			7.6		
EC 202	7.3			4.7			6.4		

Table 2A-4: Enrollments (SFTE) by Year, Modality, and Course for Southeast Campus

Figure 2A.2- Enrollment Trends Relative to Aggregates



Student FTE in Economics as a Percentage of Campus Total FTE

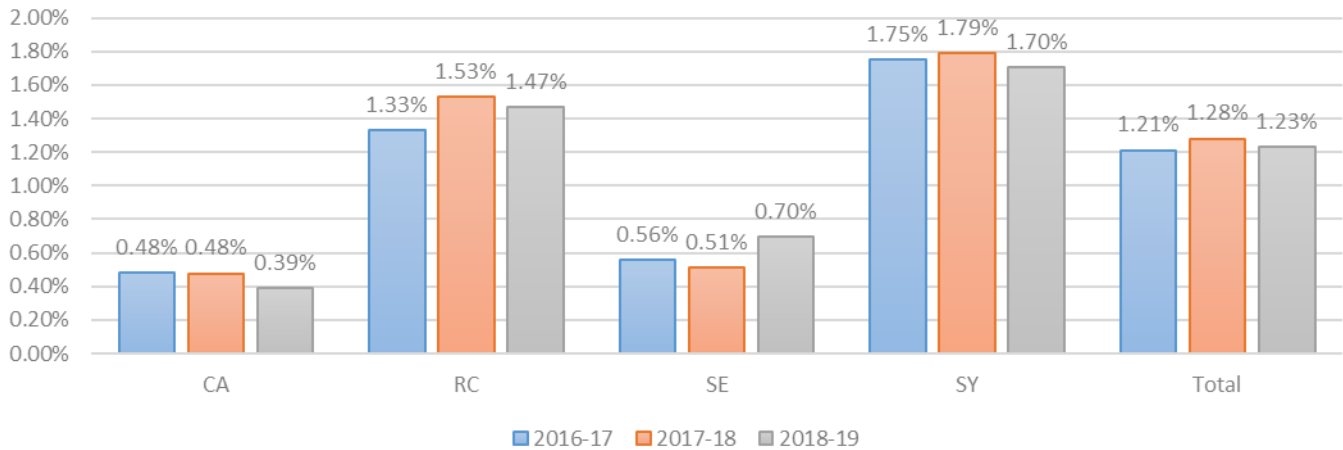
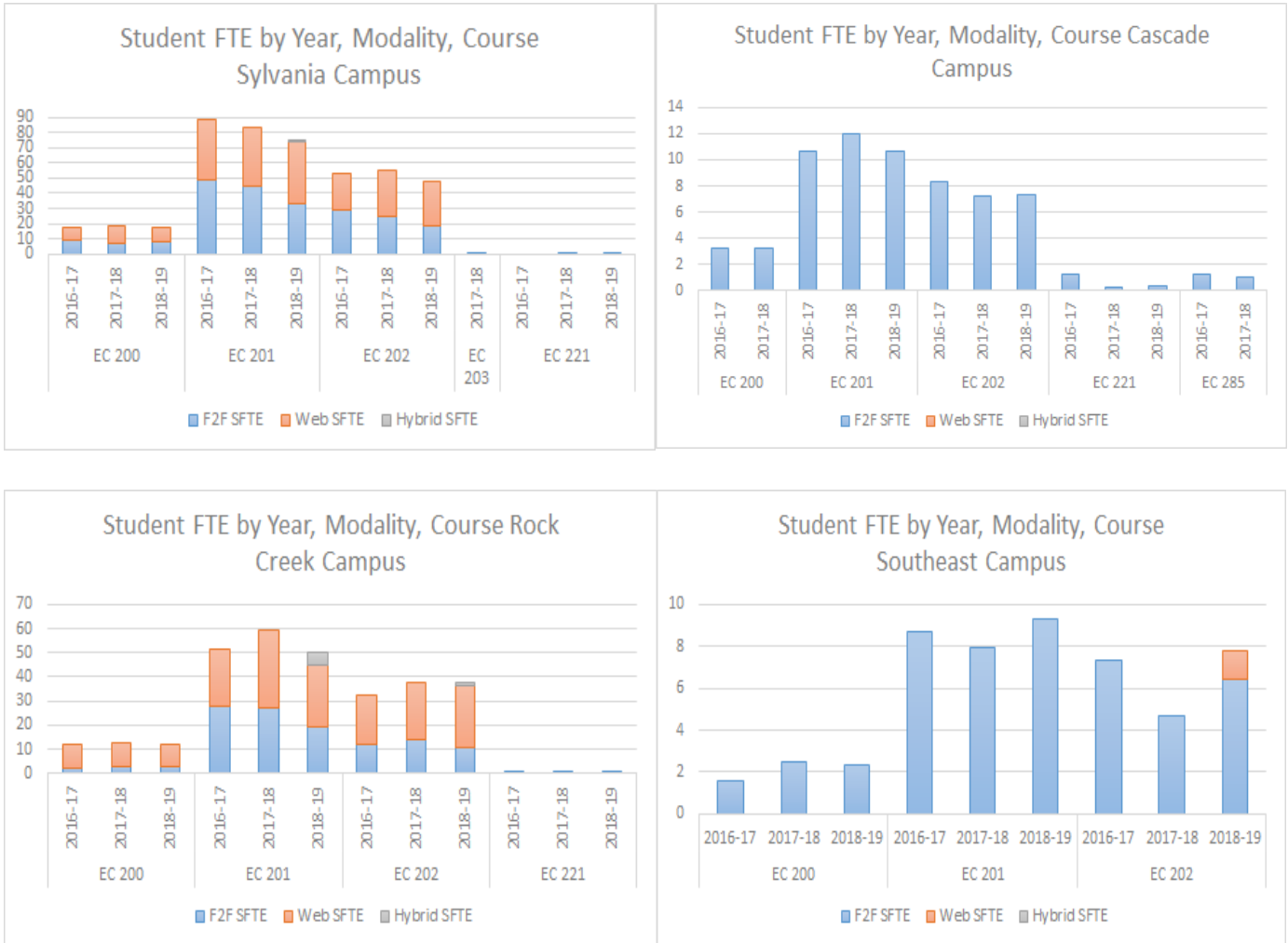


Figure 2A.3 – Enrollment Trends by Campus and Course

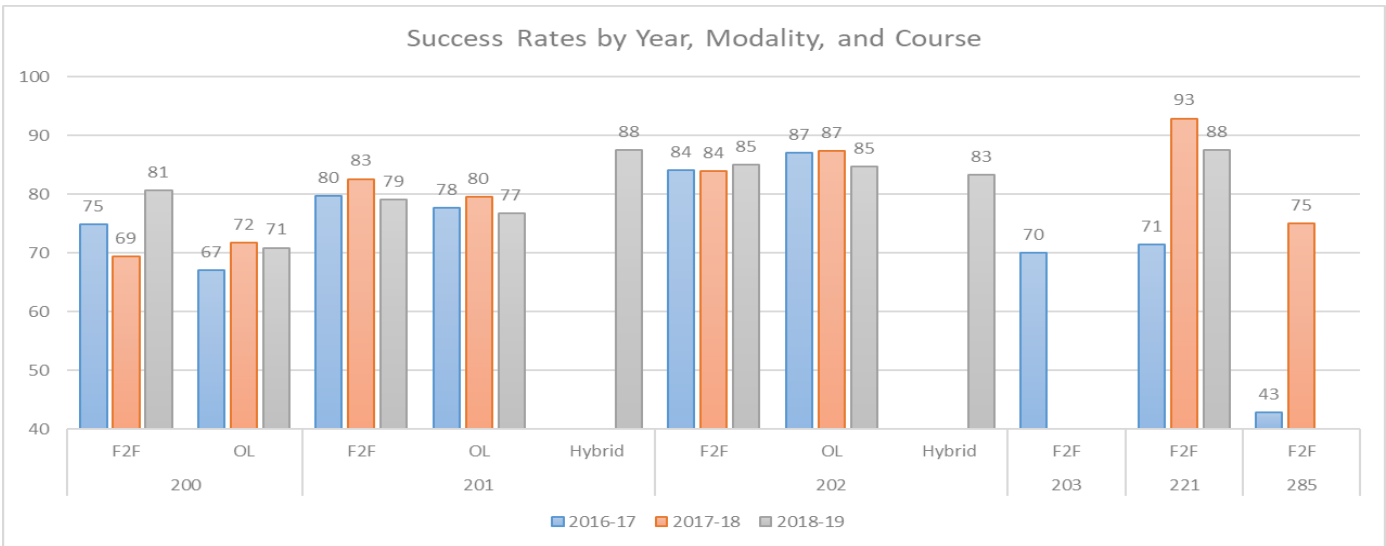


APPENDIX 2B

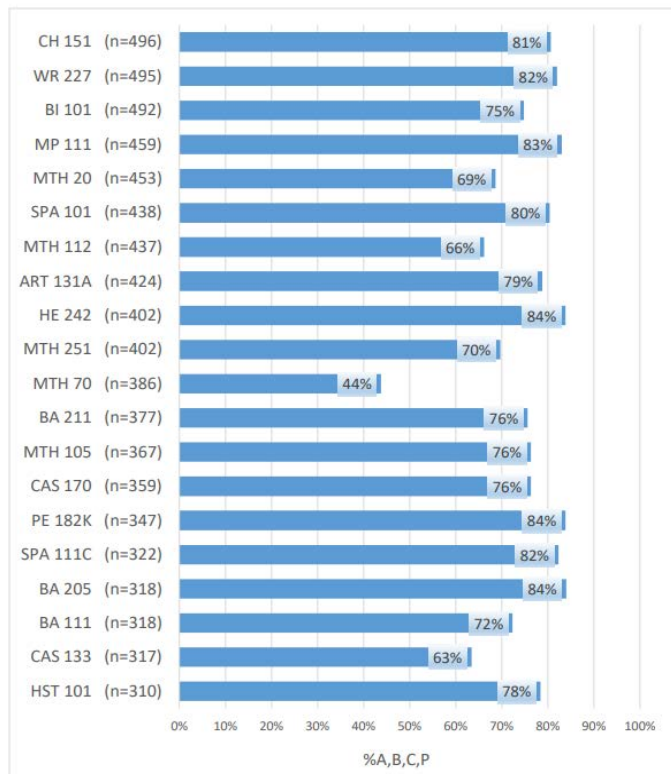
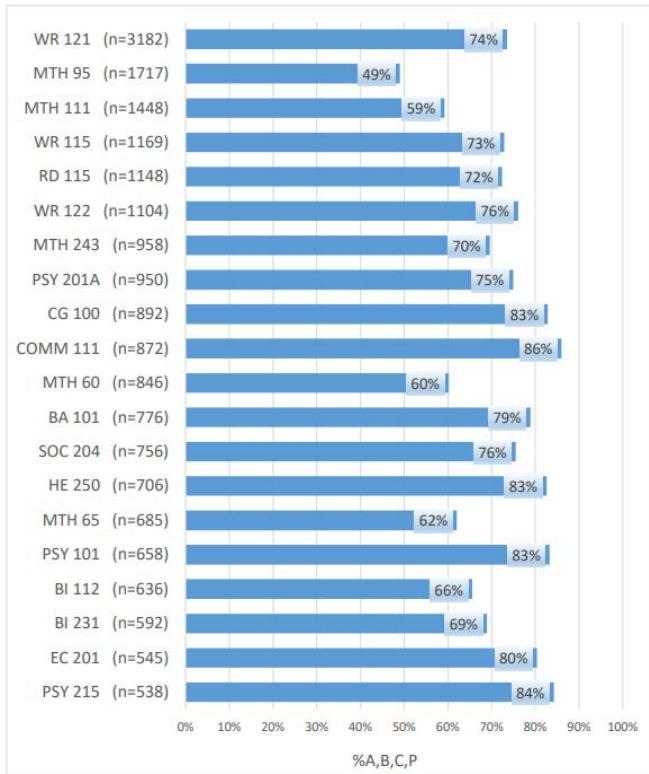
Figure 2B.1 Course Success Rates by Modality

Course #	2016-17								2017-18								2018-19							
	Overall		F2F		Online		Hybrid		Overall		F2F		Online		Hybrid		Overall		F2F		Online		Hybrid	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
EC 200	385	70.6	175	74.9	210	67.1			407	70.8	173	69.4	234	71.8			359	74.7	139	80.6	220	70.9		
EC 201	1,793	78.9	1,088	79.7	705	77.7			1,836	81.3	1,031	82.6	805	79.5			1,624	78.4	814	79.1	738	76.8	72	87.5
EC 202	1,159	85.4	641	84.1	518	87.1			1,184	85.7	571	83.9	613	87.4			1,139	84.8	488	85.0	633	84.7	18	83.3
EC 203									10	70.0	10	70.0												
EC 221	21	71.4	21	71.4					14	92.9	14	92.9					16	87.5	16	87.5				
EC 285	14	42.9	14	42.9					12	75.0	12	75.0												

Table 2B-1: Enrollments (Enrl) and Percent Successful (% S) by Year, Modality, and Course

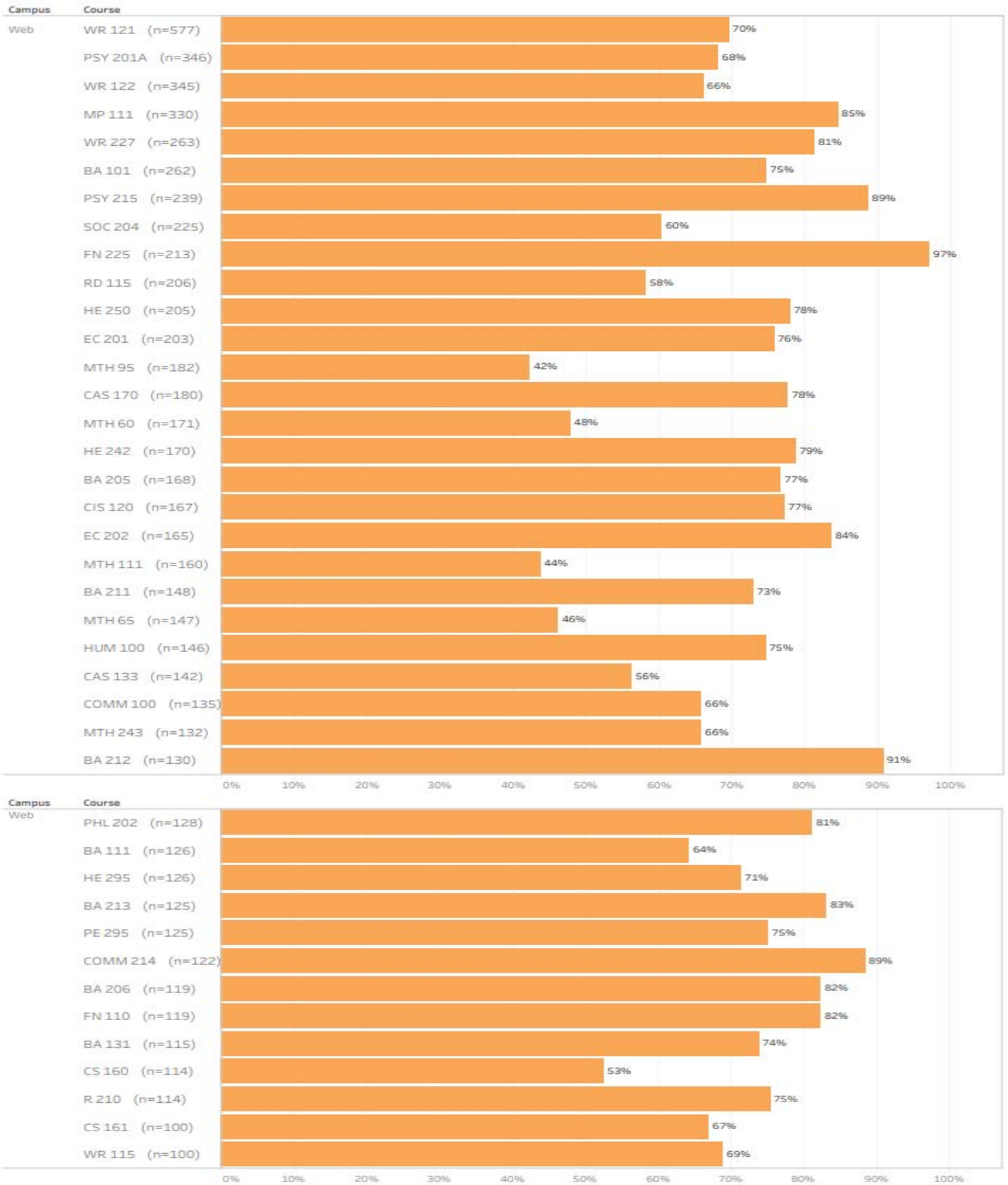


Success Rates for High Enrollment Courses – College-wide (Fall 2017)



Source: <https://www.pcc.edu/institutional-effectiveness/wp-content/uploads/sites/109/2019/01/2017SuccessRatesCW.pdf>

Success Rates for High Enrollment Courses – Online Modality Only (Fall 2017)



Source: <https://www.pcc.edu/institutional-effectiveness/wp-content/uploads/sites/109/2019/01/2017SuccessRatesWEB.pdf>

Figure 2B-2. Course Enrollments and Success Rates by Gender

Course #	2016-17								2017-18								2018-19							
	Male		Female		Non-Binary		Unknown		Male		Female		Non-Binary		Unknown		Male		Female		Non-Binary		Unknown	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
EC 200	241	70.1	135	71.1			9	77.8	231	68.8	164	73.2			12	75.0	200	75.0	152	74.3			7	71.4
EC 201	983	78.1	766	80.2			44	75.0	1,007	79.7	777	83.3			52	80.8	864	79.9	695	76.1			65	84.6
EC 202	619	85.6	516	85.5			24	79.2	647	83.6	503	88.3			34	88.2	629	85.9	478	83.1			32	90.6
EC 203									6	66.7	< 5			< 5										
EC 221	11	72.7	9	77.8			< 5		9	88.9	5	100.0					12	91.7	4	75.0				
EC 285	8	37.5	5	60.0			< 5		10	70.0	< 5													

Table 2B-2: Enrollments (Enrl) and Percent Successful (% S) by Year, Gender, and Course

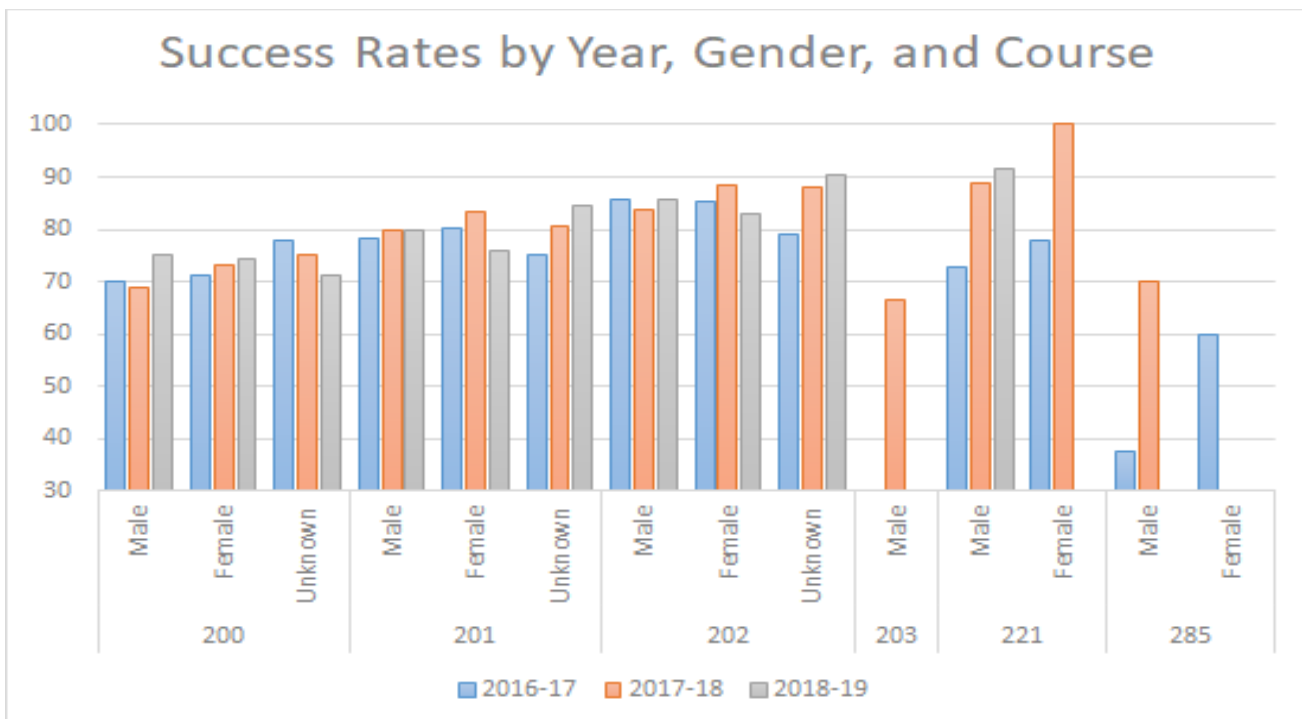
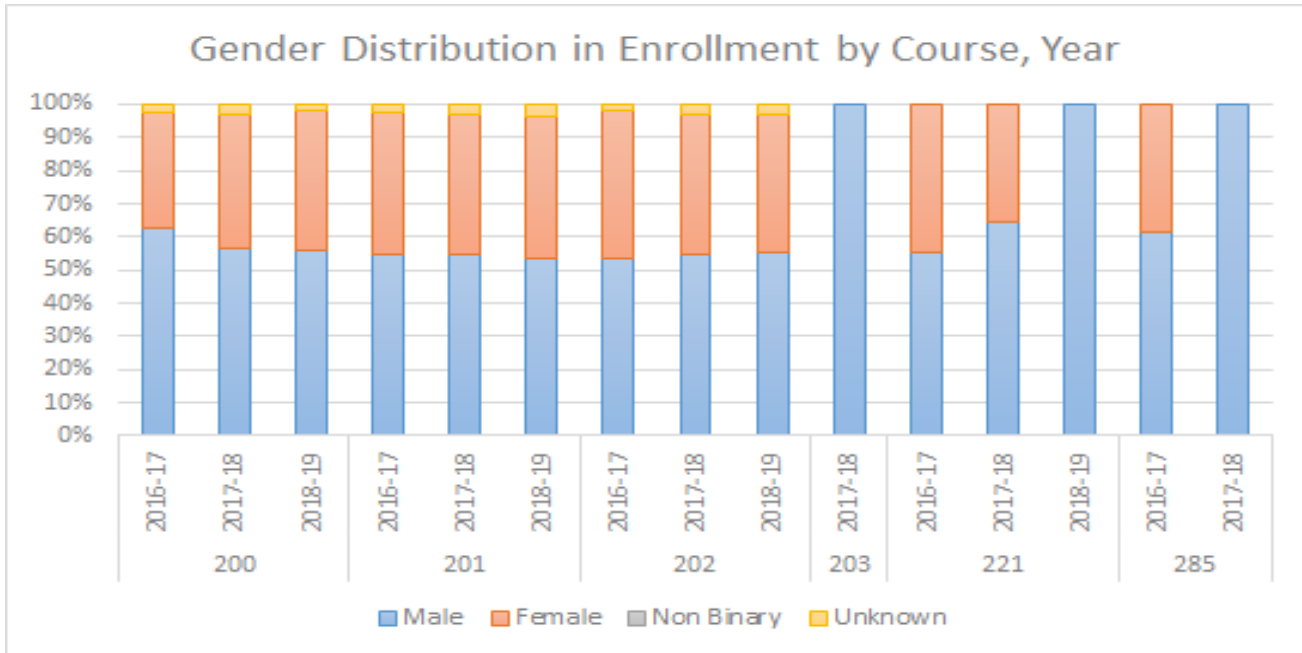


Figure 2B-3. Course Enrollments and Success Rates by Ethnicity

2016-17

Course #	AI		AS		BAA		HIS		HPI		INT		WH		2+		UNK	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
EC 200	< 5		16	62.5	20	45.0	41	63.4	< 5		15	100.0	237	73.4	32	59.4	19	84.2
EC 201	16	50.0	169	84.6	62	69.4	185	73.5	21	71.4	94	89.4	1,016	79.6	118	78.0	112	75.9
EC 202	< 5		129	86.8	54	70.4	99	77.8	11	72.7	56	89.3	662	87.9	79	82.3	66	83.3
EC 221	< 5		< 5				< 5				< 5		14	64.3	< 5			
EC 285					< 5		< 5						10	50.0				< 5

Table 2B-3a: Enrollments (Enrl) and Percent Successful (% S) by Ethnicity and Course for 2016-17

2017-18

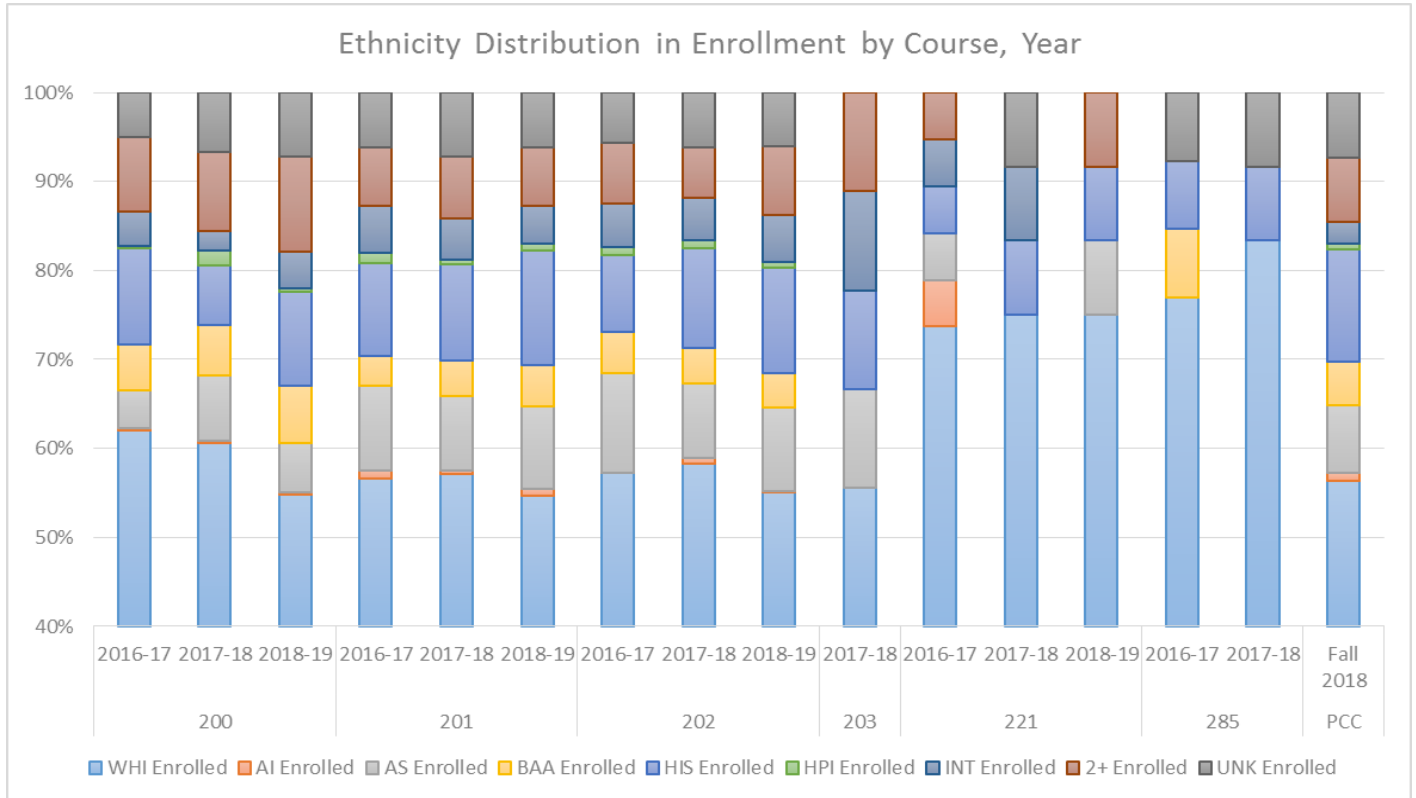
Course #	AI		AS		BAA		HIS		HPI		INT		WH		2+		UNK	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
EC 200	< 5		30	70.0	23	52.2	27	63.0	7	57.1	9	100.0	246	72.8	36	61.1	27	81.5
EC 201	8	87.5	153	82.4	73	68.5	200	73.5	9	100.0	84	85.7	1,048	83.4	128	79.7	133	78.9
EC 202	7	85.7	100	87.0	47	74.5	133	86.5	11	72.7	56	87.5	690	86.7	67	85.1	73	82.2
EC 203			< 5				< 5				< 5		5	100.0	< 5			
EC 221							< 5				< 5		9	88.9				< 5
EC 285							< 5						10	80.0				< 5

Table 2B-3b: Enrollments (Enrl) and Percent Successful (% S) by Ethnicity and Course for 2017-18

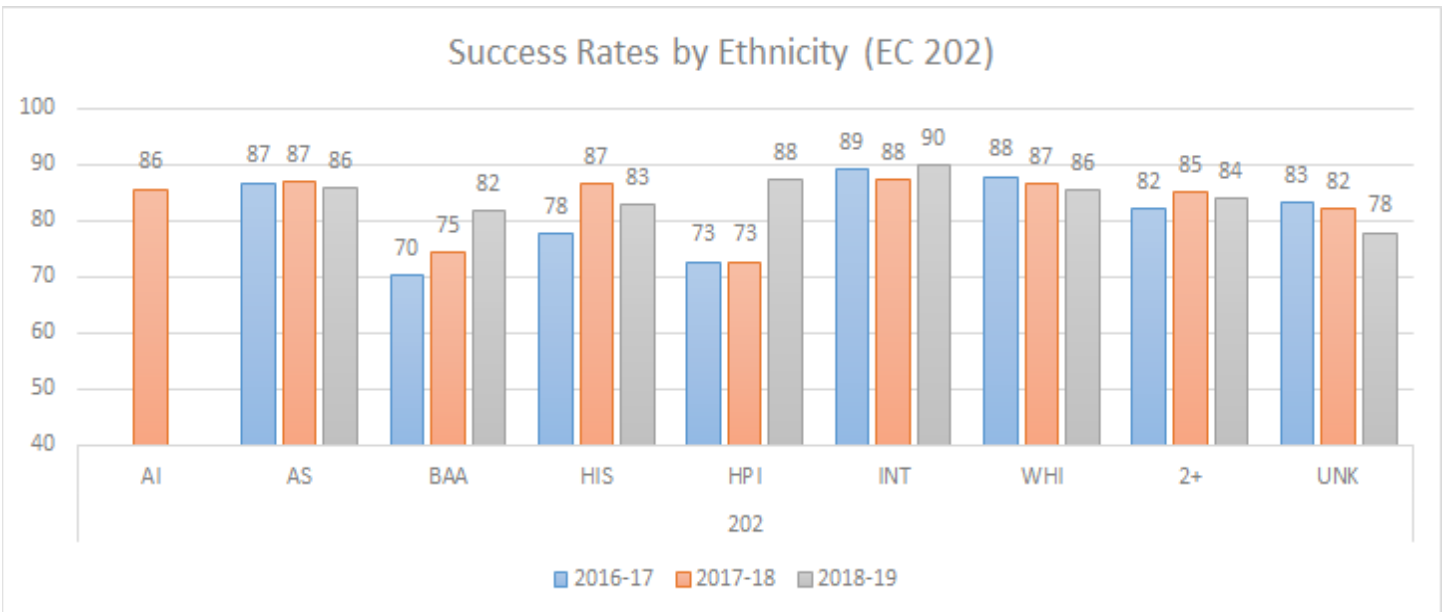
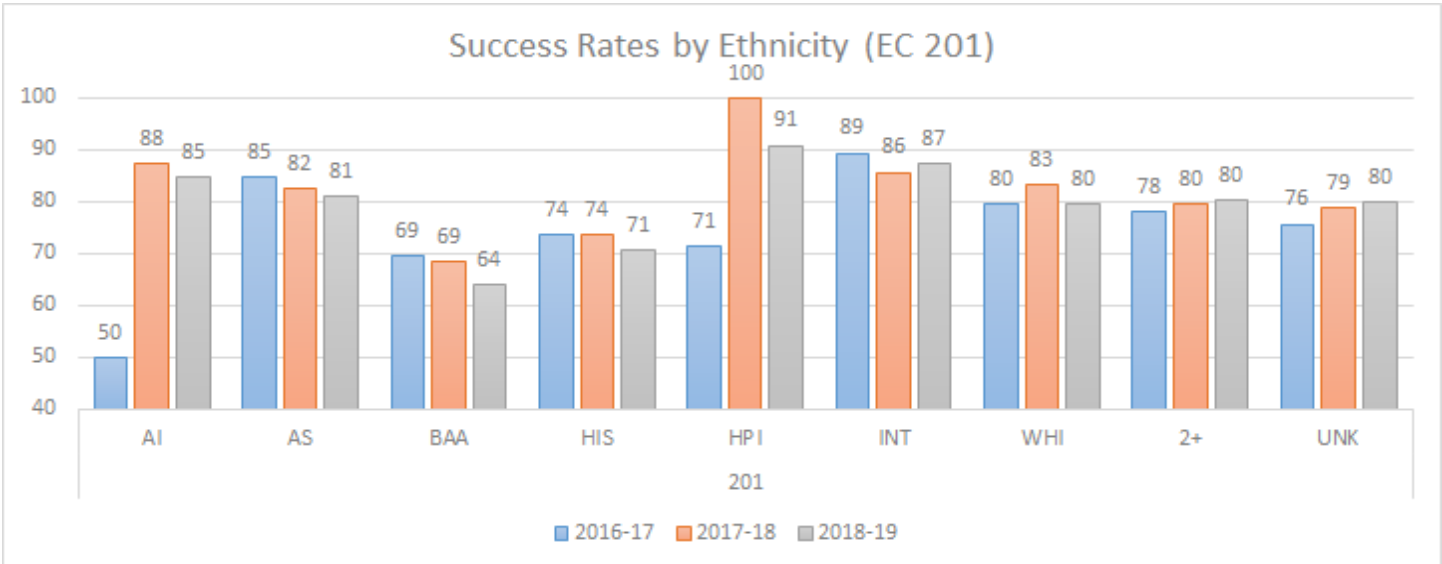
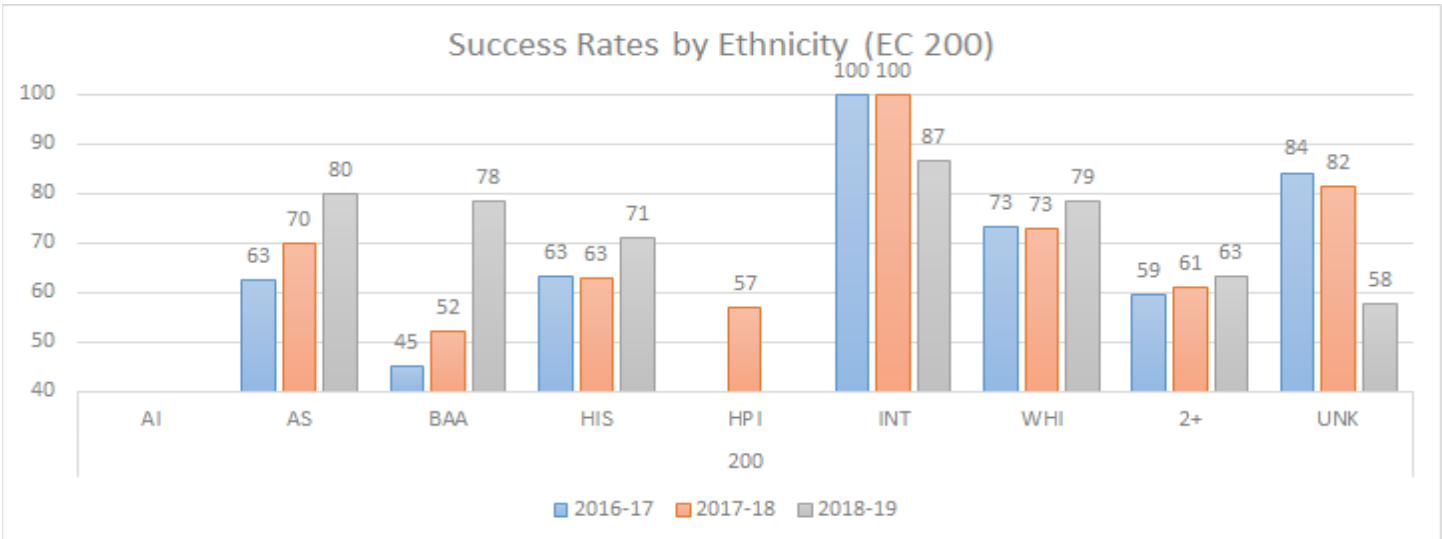
2018-19

Course #	AI		AS		BAA		HIS		HPI		INT		WH		2+		UNK	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
EC 200	< 5		20	80.0	23	78.3	38	71.1	< 5		15	86.7	196	78.6	38	63.2	26	57.7
EC 201	13	84.6	152	80.9	75	64.0	208	70.7	11	90.9	72	87.5	887	79.7	106	80.2	100	80.0
EC 202	< 5		107	86.0	44	81.8	134	82.8	8	87.5	60	90.0	626	85.6	88	84.1	68	77.9
EC 221			< 5				< 5						9	88.9	< 5			

Table 2B-3c: Enrollments (Enrl) and Percent Successful (% S) by Ethnicity and Course for 2018-19



Note: bottom 40% of white portion of enrollments not shown. College-wide data (last bar) source: <https://www.pcc.edu/institutional-effectiveness/student-facts/credit/fall-2018/>

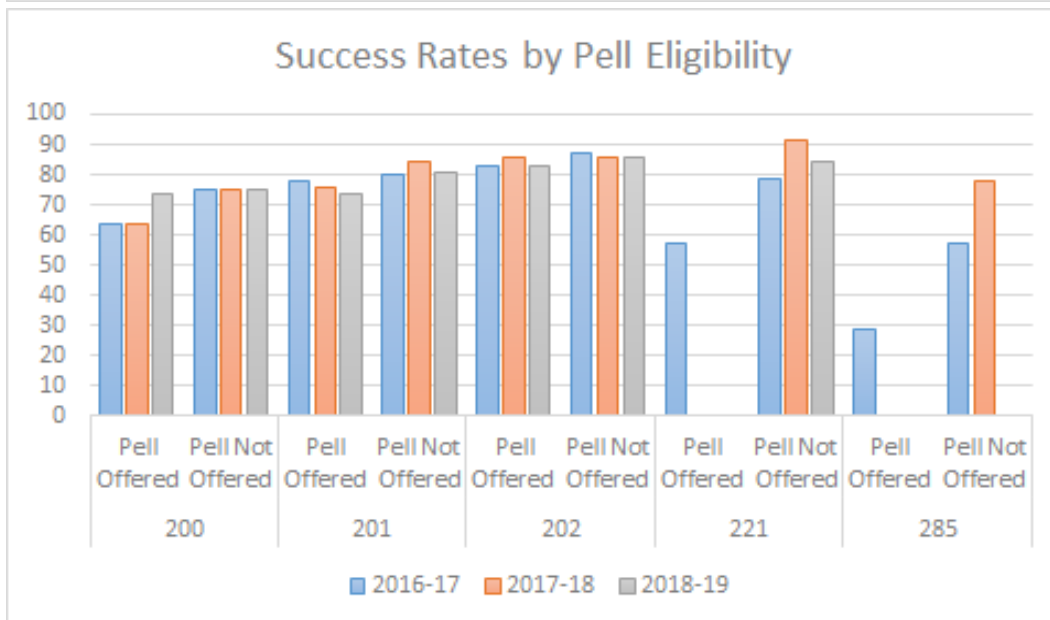
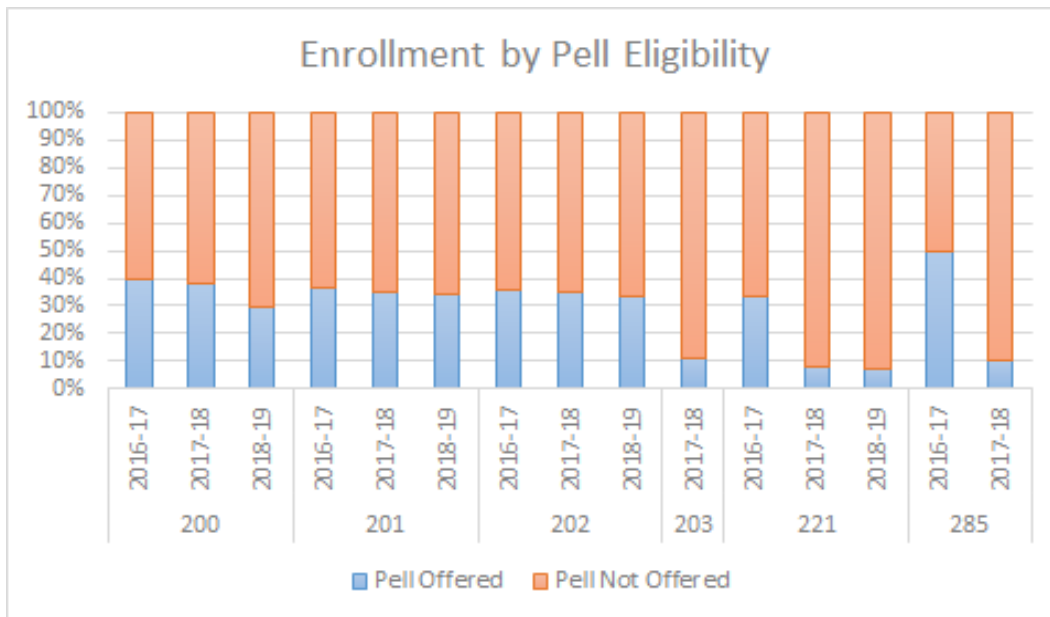


(Note: enrollments for ethnicities other than white were insufficient to produce success rates for other economics courses)

Figure 2B-4. Course Enrollments and Success Rates by Pell Eligibility

Course #	2016-17				2017-18				2018-19			
	Eligible		Not Eligible		Eligible		Not Eligible		Eligible		Not Eligible	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
EC 200	154	63.6	231	75.3	156	63.5	251	75.3	106	73.6	253	75.1
EC 201	657	77.6	1,136	79.7	647	75.7	1,189	84.3	556	73.7	1,068	80.9
EC 202	419	83.1	740	86.8	412	85.7	772	85.8	383	83.0	756	85.7
EC 203					< 5		8	75.0				
EC 221	7	57.1	14	78.6	< 5		12	91.7	< 5		13	84.6
EC 285	7	28.6	7	57.1	< 5		9	77.8				

Table 2B-4: Enrollments (Enrl) and Percent Successful (% S) by Year and Pell Eligibility



LDC Annual Discipline Update YEAR B: Winter 2020

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: Economics

SAC Chair(s): Erik Dean (erik.dean1@pcc.edu)

SAC Administrative Liaison: Chris Rose (christopher.rose@pcc.edu)

Other Division Dean(s): Dana Fuller (SY, dana.fuller@pcc.edu), Jeremy Estrella (RC, jeremy.estrella@pcc.edu), Chris Rose (CA christopher.rose@pcc.edu), Laura Sanders (laura.sanders2@pcc.edu)

Department Chair(s): Rhonda Collier (SY, rhonda.collier1@pcc.edu), Justin Elardo (CA, justin.elardo@pcc.edu), Terri Barnes (RC, terri.barnes1@pcc.edu), Teela Foxworth (SE, teela.foxworth@pcc.edu)

Classes/Services offered at: CA RC SE SY NB HC WCC Metro CLIMB Other _____

1A. Program Staffing -- to be completed by FDCs/Div Deans

Please indicate the number of each type of staff in your discipline college wide.

For prior academic year: Summer 2018 -Spring 2019

Economics Instructors and Staff – Number and Instructor Full-time Equivalent (IFTE)

Cost Center:	# of Full time faculty	FT Faculty IFTE	Overload IFTE	PT Fac IFTE	Other Employees (tech staff , IAAs casual, please identify roles)
Cascade	1	0.635	0.000	0.272	1 Tutor
Rock Creek	1	1.088	0.272	2.357	
Southeast	0	0.091	0.000	0.725	
Sylvania	2	0.997	0.272	3.445	2 Tutors
Other (centers, shared, etc.)	0	0	0	0	
District Total	4	2.811	0.544	6.800	

Note: IFTE numbers for FT faculty reflect release for FDC positions (Cascade and Sylvania) and Family Medical Leave (Sylvania)

Notes about faculty teaching on multiple campuses or disciplines, or locations different from cost center indicated: none

Notes about non-faculty support staff: none

SECTION 2 IS IN PART A, YEAR 1

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A. Assessment Reports:

(To be completed by Academic Affairs, with space for notes from program if needed)

- Current Multi Year Plan on file
 2018- 2019 Plan and EOY submitted

Notes: All LDC MYPs are officially "out of date" for this year, but since we are in the middle of changing expectations, we did not ask for new MYPs this Fall. This will be expected next year to will need to be changed next year to reflect new assessment options.

3B. Please respond to the question below, which relates to your SACs 2019-20 Learning Assessment Report to the Learning Assessment Council (LAC).

Context Statement

It was the SAC's original intent to use student artifacts collected as part of the Social Science DSAC pilot (the EC signature assignment, specifically) for its annual assessment project, but a breakdown in communication rendered the project a 'bust.' With only two artifacts collected, the data on student performance were insufficient to be meaningful.

Peer Reviewers' Comments and Question

Sorry to hear that the assessment project did not work for this academic year. ...[T]he SAC should consider working with your coach to design an assessment project which will be successful and generate student artifacts.

Question: *How might the Economics SAC reorganize and scale up its project in 2019-20 to engage its full- and part-time faculty in a productive and meaningful assessment?*

In order to produce reasonably consistent data and a larger sample size, the learning assessment project this year has been reorganized around a particular outcome in our highest-enrolling course, EC 201. We have developed, vetted, and instrumentalized a set of questions that will generate useful data addressing students' level of achievement in that outcome. Additionally, the assessment method will produce data related to student preparedness that may help us to better understand the causes underlying students' performance.

To encourage as much participation among instructors as possible, as well as to facilitate sharing of assessment materials, &c., a D2L shell has been created and all economics instructors have been added to this shell. This will also allow us to distribute our learning assessment questions easily as a D2L quiz. To further promote participation in the learning assessment project, a short video has been created explaining how to import the quiz from the shared shell into instructors' individual course shells.

Once the results of the assessment project have been tabulated, we will perform a thorough analysis and construct a report of the findings. Discussion of the findings, strategies for improving assessment design and pedagogy, if and where needed, and so on will follow.

SECTION 4: ADDITIONAL COMMENTS / CONTEXT / ACHIEVEMENTS / CHALLENGES

4. Is there anything you would like to share about your discipline at this time? (e.g. notable achievements, challenges, issues, broad goals, additional context)? (Please limit response to 300 words)

The economics discipline remains a strong part of the social science offerings at PCC as well as an essential part of students' education in programs for business and other fields. While the SAC is currently working with a limited cohort of FT faculty, we are working hard to contribute to the College's various initiatives, including Gen Ed, Learning Assessment, and piloting the College's new yearly program review process. We are also working to make the economics curriculum more accessible and to make course materials more open and affordable.

SECTION 5 : PLANNING

OK to add rows to the tables below, but please limit the response to this question to two pages (one front/back)

5A. New Discipline Objectives

Based on the results of your reflection from Part A (Year 1), list any new objectives for the next two years.

Objective	Implementation Timeline	Progress Measures
Mid-week Hybrid Offerings	Fall 2020-Spring 2022	Development of course shells and running the courses
EC 203 Online	Winter 2020-Spring 2021	Development of course shell and running the course
Gen Ed	Winter 2020-Fall 2020	Passing review
OER texts for EC 201 and 202	Ongoing	Revisions of current EC 201 text; creation of new EC 202 text; creation of instructional videos and other supplemental materials
Teaching Resources shared course shell (developed from current assessment shell described above)	Ongoing	Creation of appropriate modules and creation and organization of content
General improvements and redesigns of current courses in all modalities	Ongoing	Various, including changes indicated by our ongoing work in learning assessment

5B: Resource Requests

List below any resource requests and indicate if these are needed to meet the objectives noted above.

Please list in priority order

Resource Request	Approx \$	Related to Program Objective? Which?	Type of Request (check the appropriate boxes)				
			FT Fac or Staff	Facilities or equip	Other	Ongoing	One time
New FT position at Sylvania campus	0	All	X			X	
Funding/course releases	Variable	Course and OER text development			X		X

5B1: How will the resource requests support the discipline’s challenges and the objectives identified above?

As indicated above, economics faculty are engaged in a variety of work aimed at achieving the College’s current initiatives as well as simply improving our courses and pedagogical effectiveness. The faculty’s ongoing work in these and other college service and committee endeavors is, however, so extensive that we are at risk of being stretched too thin. For this reason, we are requesting that the third FT faculty position that was recently lost at the Sylvania campus be restored. This should afford the College the additional non-instructional work necessary to fully achieve our

objectives in curriculum, teaching resources, assessment, &c. Additionally, we would like the College to consider providing resources in the form of grants, stipends, or course releases to FT and PT faculty to further enable us to achieve our objectives. For instance, the College could offer its own grants to supplement the periodic OOER grants for the development of OER resources, or it could provide FT faculty with course releases for targeted course redesigns and other improvements. The College is pursuing an ambitious plan to achieve equitable student success and we are earnestly committed to the same. With these additional resources we believe we economists at PCC can play an important role in achieving the College's goals.

5B2: Aside from financial support, what do you need from administration in order to carry out your planned improvements?

We understand that the College's Guided Pathways initiative includes changes to the advising process. As indicated in the responses in section 2 for the previous year, we have recently removed the recommendation that students take EC 201 prior to taking EC 202. Our thinking there is that many students who do not need to take both 201 and 202 for their programs would benefit more from EC 202 than from EC 201, and that a perception that EC 201 should be taken first is impeding their access to EC 202. However, anecdotal evidence suggests that advising may still be discouraging students who have not completed EC 201 from taking EC 202. It may be helpful, for this particular reason, but also more generally, for the administration to facilitate greater dialogue between advising and faculty.

SECTION 6: Feedback and Follow up

This section is for Administration to provide feedback.

6A. Strengths and successes of the discipline as evidenced by the data, analysis and reflection:

6B. Areas of concern, if any:

6C. Recommended Next Steps:

Proceed as planned on discipline review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Deans

6D. Additional Comments: