

## Economics Program Review

### Administrative Response

April 6, 2015

Thank you for your well organized presentation on February 27, 2015. You engaged your audience of PCC administrators, Faculty Department Chairs and others by sharing with us developments within your discipline. In addition, your written report was thorough and informative. Throughout the Program Review process, you demonstrated your commitment to our students and to your profession.

This Administrative Response will: a) note particular highlights within your discipline and Program Review; b) offer suggestions and observations; and c) provide the administrative response to the SAC recommendations.

### **Noteworthy Efforts or Achievements**

- You included a clear summary of assessment projects with continuing improvement in scope and methods used, and also described ways in which you have implemented changes in student assessments with the goal of increasing economic literacy among your students.
- Members of the SAC have made significant contributions through research and publications.
- As evidenced in your Program Review, members of the SAC have embraced educational initiatives by integrating sustainability into the curriculum, by internationalizing the curriculum, and by incorporating inquiry-based learning.
- You have engaged in outreach to and collaboration with the Economics Department at Portland State University and included thoughtful examination of data to help understand how students are prepared for continued study in Economics.
- Noteworthy are your efforts to collaborate with Math faculty through the Social Justice Workgroup with the goal of incorporating social issues into Math instruction. These efforts align with the College's core outcomes of Community and Environmental Responsibility and Critical Thinking and Problem Solving.

### **Suggestions and Observations**

- Your analysis of the growth and distribution of online sections along with pass rates is appreciated. (It would be interesting and possibly instructive to look at the results of assessment of student learning outcomes to see if there is a difference between on-campus and online classes.) We acknowledge and support your commitment to participate in conversations through the Distance Learning Advisory Council regarding access, quality education, academic

integrity, and student success. At present, the Educational Advisory Council is reviewing issues related to academic integrity, and we recommend that you reach out to the EAC Chair if you have additional suggestions or want to participate in the work of the Academic Integrity Taskforce (<http://www.pcc.edu/resources/academic/eac/AcademicIntegrityTaskforce.html> ).

- As you acknowledged, while the student population enrolling in Economics classes at PCC is increasingly racially and ethnically diverse, faculty diversity does not mirror student diversity. The College supports a Faculty Diversity Internship Program which pairs qualified interns with faculty mentors in order to provide the interns with teaching experience. The Deans of Instruction would anticipate your support of this program should qualified interns in Economics be admitted to the program in coming years.
- In response to your discussion of Dual Credit offerings, the Dual Credit Office works with the Division Deans to identify faculty who can provide support for either alignment or assessment of Dual Credit offerings. The full process is outlined at: <http://www.pcc.edu/prepare/head-start/dual-credit/pcc-faculty/>

### **Administrative Response to Economics SAC Recommendations**

#### **Recommendations for the SAC**

We acknowledge and appreciate your commitment to the assessment of learning outcomes with the goal of supporting and improving student success. As outlined within the body of your Program Review, this has involved a process of learning about ways in which you could develop and improve upon the assessment projects with the goal of obtaining information regarding student competencies. It is apparent that you are committed to this process, open to self-reflection regarding the design of assessments, and that this process has led to rich conversations regarding pedagogy and student success.

#### **Recommendations for Administrative Support**

##### **1) Support an additional full-time faculty position in Economics.**

Thank you for sharing the statistics regarding the percent of sections taught by full-time Economics faculty across the campuses. Numerous factors are taken into consideration when analyzing the location of full-time faculty positions in all disciplines across the College. In addition to the number of sections taught by full-time faculty, other variables are also taken into consideration such as fill rates, enrollment trends, modality, and SFTE. It is difficult during this time of declining financial resources to create new positions. Please continue to dialog with the Rock Creek Division Dean regarding the need for an additional full-time faculty position in Economics.

## **2) Provide tutoring for Economics in the Tutoring Centers**

We recognize the importance of student access to tutoring and the potential benefits for students. As you recognize, PCC has partnered with the Western eTutoring Consortium to provide free online tutoring in a range of subjects including Economics (<http://www.pcc.edu/resources/tutoring/etutor/>). If you have student feedback regarding how these services could be improved, please let Carey Larson, the Distance Learning Online Student Services Facilitator, know.

At present, funding to support tutoring services on campus varies by campus. As enrollment and revenue decline, allocation of funding to support the expansion of these services becomes more challenging. Nevertheless, some creative thinking may provide us with new opportunities to support student learning. For example, if the proposed new Honors courses in Economics are approved, perhaps tutoring could be an embedded community-based learning project. In other words, we are open to conversations on ways in which we could meet the tutoring needs of students in Economics.

Beginning last fall, the deans responsible for administering the Campus Student Learning Centers—Nancy Wessel at Cascade, Jackie Sandquist at Rock Creek, Craig Kolins at Southeast, and Karen Paez at Sylvania—have been meeting to discuss providing consistent tutoring services across the campuses. We will share your recommendation with them. At present, tutoring services are not systematized across the College.

## **3) Approve the revised Instructor Qualifications for Economics.**

The following revised Instructor Qualifications for Economics have been approved by the Vice President for Academic and Student Affairs and have been posted. We apologize for the delay in the approval process and appreciate that you brought this issue to our attention.

Revised Instructor Qualifications:

Master's Degree in Economics or Master's Degree in related field and 30 hours (or 24 hours if candidate has a Bachelor's Degree in Economics) of graduate work in economics. A background in economic history and the history of economic thought is preferred.

Degrees in the following areas should be regarded as related fields

- Anthropology
- Area studies
- Business
- Communication studies
- Community development
- Cultural studies
- Environmental studies
- Gender studies

- Geography
- History
- Sociology
- Political science
- Psychology
- Philosophy
- Urban studies

This list may not be inclusive as there are other degree titles that may be appropriate for related fields. The Dean of Instruction will make the final determination about the applicability of a particular degree that is outside the scope of this list.

Graduate work in economics includes course work completed within the economics discipline or, as stipulated within the course title and course catalog description, courses completed within the related discipline in which economics content is the primary focus.

### ***Provisional Approval***

A part-time instructor without a Masters or Doctorate may be approved if they have 30 quarter hours of graduate credit in the subject area and are actively pursuing the degree and are anticipated to be awarded the degree within six months of hire, as determined by the instructor's graduate advisor (a letter from the advisor will be required and kept on file.)

### **Closing**

In closing, we thank the Economics SAC for sharing the results of your Program Review. We enjoyed learning more about your discipline, your students, and faculty. Thank you for your dedication to our students.

Administrative Response submitted by Loretta Goldy on behalf of the Deans of Instruction and the Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs

Loretta Goldy, Sylvania Interim Dean of Instruction

Craig Kolins, Southeast Dean of Instruction

Cheryl Scott, Rock Creek Dean of Instruction

Kurt Simonds, Cascade Dean of Instruction