



Program Review Request Instruction

Program Review Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009

SUBMITTER INFORMATION

First Name:	Jennifer
Last Name:	Bailly
Email:	jbailly@gwc.cccd.edu
ID:	Click or tap here to enter text.
Phone Number:	Click or tap here to enter text.
Who is your Dean/Supervisor?	Alex Miranda
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
Economics

Please provide a brief description and any significant change in your program since the last Program Review cycle.
Economics has hired a second full time tenure track faculty member since the last program review cycle. The move from Administration to Language Arts is welcomed and a positive change for both students and faculty. Legislative and curriculum changes are expected to have a significant future impact on the discipline and we face challenges in the seat size and availability of classroom space that will impact future scheduling decisions.

What are your program's strengths? (Answers could include but not limited to KPI data)
Efficiency for the discipline at 35 and 36, for the 2021-22 and 2022-23 Program Review cycle, are well above the college average of 28. We continue to evolve with scheduling practices and pedagogy that meet student demand. While adjusting to a post-covid environment, economics had 82.5% and 81% fill rates in the second year of the program review cycle. Offering regular sized classes in economics has had a significant and noticeable impact on student success and retention, evidenced clearly by instructors in the classroom and reflected in the data. Retention and success, at 91% and 78%



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respectively, are at an all time high in the 2022-23 year from the six-year data provided and exceed that of the college as a whole. Econ G170 was formerly identified as one of the classes with the lowest level of student success at GWC. In spring of 2022, success rates in Econ G170 were 58.6%, while Economics overall was 65.2% and the campus was 74.2%. In spring of 2023, success rates in Econ G170 were 79.9%, on par with Economics overall of 79.7% and slightly better than the campus overall at 76.3%.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)

Economics is facing a few sizable challenges regarding legislative curriculum changes and articulation issues. Several courses in economics are at risk and several others can not be offered due to articulation issues. The common GE pattern mandated by AB 928 creates a likely loss in sections for Econ G105: Consumer and Financial Math. Although we were able to receive UCT transfer credit, the course was denied IGETC Area 2A for Mathematical Concepts and Quantitative Reasoning. As the IGETC pattern specifically does not allow "courses in financial mathematics," there are no revisions possible to overcome the obstacle. As the Cal-GETC GE is anticipated to follow IGETC, we expect to lose one of the two offered sections of Econ G105 each semester. Econ G160: Statistics for Business and Economics continues to have articulation issues and can not be offered. The course is still awaiting C-ID approval (pending since 2019 while other like courses have been approved) and is missing from any major prep in Assist. Econ G125: Game Theory was denied CSU GE B4 and IGETC 2A being determined by reviewers to be "not quantitative." The course was hoped to support students with the potential GE transfer loss of Econ G105. COR revisions are planned for resubmission. Econ G135 Political Economy has also not been able to be offered with a lack of enrollments from students. Losing or not being able to offer the courses, which are 4 of 8 available economics courses, reduce opportunities for student transfer and are anticipated to shrink the previous growth of the discipline. We also face limited classroom space during necessary course offering times of 9:30 am and 11:10 am. The majority of classroom space on campus is not able to accommodate class sizes of our current cap of 45 students for most courses. Economics is largely restricted to these two time slots due to scheduling coordination with accounting. We also face pressures from future leaner budgets to maintain our scheduling pedagogy that has been so positive for retention and success.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.

Offering regular sized classes in economics has had a significant and noticable impact on student success and retention, evidenced clearly by instructors in the classroom and reflected in the data. Retention and success, at 91% and 78% respectively, are at an all time high in the 2022-23 year from the six-year data provided and exceed that of the college as a whole. A variety of late start classes and adjustments to scheduling based on demand has resulted in over 80% fill rates at census during the Program Review cycle (and are at over 90% for the current semester). Enrollment per section for economics courses is 42 and 41 for the two year program review cycle. While these numbers are lower than the pre-Covid numbers, they are above the college average of 29 and above the target of



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35 set by the district. Enrollments and efficiency in on campus classes remain lower than online courses in the post-Covid return to campus. In the 2022-2023 academic year, online courses had a fill rate of 85.9% and 81.6% with an efficiency of 38 and 35.9 for fall and spring, respectively. On campus classes had fill rates of 68.1% and 78.9% with an efficiency of 27 and 28.8 for fall and spring respectively. While the on campus enrollments are improving, they are still trailing online sections.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)

Economics offers a variety of modalities and alternative term sections to meet student needs. The majority of economics courses have been adopting OER or self-authored content for ZTC that supports equity and inclusion. Econ G105 has been successful at providing an alternative practical math course for students, both AA and transfer. Course offerings and changes in class pedagogy, along with class sizes, have increased retention and student success in all ethnic groups. Equity gaps in student success exist for the discipline for students that identify as Hispanic/Latinx or White. The rate of increase in student success for Hispanic/Latinx has been greater than the rate of increase in other ethnic groups providing evidence of gains. Equity gaps in other ethnic groups are volatile given the small number of students enrolled in economics courses in the groups that are consistent with community demographics. Enrollments students identifying as Black/African American in the discipline are in the single digits or teens, creating large changes in percent from the small base. Other ethnic groups not previously mentioned may have 1 or 2 students. Given the small base numbers, the percent values for retention and success can not be used on a surface level. Economics also has a presence in dual enrollment, which provides additional accessibility and inclusion for students. There is a demand for dual enrollment sections for economics to meet California high school graduation requirements. Concurrent enrollment has been largely successful for Econ G170. It has been a challenge to balance the requests for dual enrollment sections of Econ G170 (Micro) with the necessity of the course content as major preparation at 4 year institutions. Discipline faculty have been working with administration to arrange Econ G175 as a more appropriate option for dual enrollment. A stronger process for GWC discipline faculty input in the courses for dual enrollment, rather than high school selection of courses, is key to student success.

How does your department/program collaborate with other areas on campus to advance student success?

Economics is part of the Social Science department that includes Economics, Political Science, and Sociology. We collaborate across the campus with other disciplines by having representatives at CCD, Academic Senate, CCI, IPD, DEAC, Dual Enrollment workgroup, and campus learning communities, all of which have a focus on student success. Economics also schedules 8-week online courses to support the accelerated online business AD-T and schedules on campus class at 9:30 am and 11:10 am to avoid conflicts with accounting. These strategies help students complete their educational goals by avoiding overlap and providing options.



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How does your department/program utilize technology to support student success?

All economics courses utilize a Canvas shell to support student learning. The transition to ZTC has also utilized Canvas features in creating numerical entry, multiple dropdown, matching, and other styles of questions to provide a variety of learning opportunities for the course content. Full time faculty are knowledgeable in using meeting OWL to conduct inclusive sessions for department meetings and can use the technology in the classroom.

Do any of the courses in your program have a CTE TOP code?

No

AWARDS

What type of awards does your program offer?

- ☐ Certificates
- ☐ Associate Degree
- ☒ Associate Degree for Transfer

Please provide the information for the number of awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3 years ago	2 years ago	1 year ago
Certificates	N/A	N/A	N/A
Associate Degrees	N/A	N/A	N/A
Associate Degrees for Transfer	113	143	125

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research and Planning, and Institutional Effectiveness (ORPIE).

The total AD-T degree awards for the campus are down over the past 3 years. Economics largely serves completion of the AD-T in Business with two key courses in the required Core, and degree awards in Business are also lower following the trend of the college as a whole. The decline in degree awards in Economics from one year ago is consistent with the rest of the college, but we had an uptick from two years ago unlike the overall trend. Students that complete the Business AD-T automatically fulfill the requirements for the Economics AD-T. It should be noted that the AS-T in Environmental Science, an interdisciplinary degree requiring collaboration across multiple areas, is housed by Economics has no degree completions to date.



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FTES and FTEF

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from three years ago, two years ago, and this past year.

Please note: For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.

	3 years ago	2 years ago	1 year ago (this past year)
FTES/FTEF Ratio:	42	35	36

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

Economics remains above the campus average in FTES (Res)/FTEF of 28 for the campus. We continue to adjust scheduling with post-covid uncertainty to meet student demand. While face-to-face classes are improving in enrollments, they still remain soft. Offering regular sized courses has also impacted the trend from 3 years ago, but at a significant gain of student retention and success. Econ G170 was formerly identified as one of the classes with the lowest level of student success at GWC. In spring of 2022, success rates in Econ G170 were 58.6%, while Economics overall was 65.2% and the campus was 74.2%. In spring of 2023, success rates in Econ G170 were 79.9%, on par with Economics overall of 79.7% and slightly better than the campus overall at 76.3%.

CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.

If you do not currently have a representative on CCI, you may contact either:

Gary Kirby: gkirbyjr@gwc.cccd.edu

Monica Jovanovich: mjovanovich@gwc.cccd.edu

Do you have any courses that have not been updated to CCI, within the required timeframe (6 or more years for a transfer-level course, 3 years or more for a CTE course)?

- ☐ Yes
☒ No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? Please note, classes that were cancelled, they were not successfully offered)

- ☒ Yes
☐ No



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Instruction

Do you have active courses that are not part of a degree or certificate?

- ☐ Yes
☒ No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

N/A

STUDENT LEARNING OUTCOMES

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect the course objectives while not using the exact same language as the course objectives).

- ☐ Yes
☒ No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?

SLOs have been used to improve course design and lower class sizes to increase student success. They also have contributed to higher standards supporting academic integrity as assessments have identified problem areas. Course SLOs have been mapped to program SLOs; however, these have not been connected using the available technology.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.



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4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.

Economics achieved goal 1 and 2 from the previous cycle in hiring a tenure track faculty member and supporting increases in student success. Goal 3 of creating a student centered space for social science is in flux. While Social Science has moved into the new Language Arts complex with many student centered spaces, a dedicated space has yet to be identified and created. A location for our discipline donation books, and place for workshops, clubs, and faculty-student collaboration is still needed. Goal 4 was also partially met for technology equipment for the classroom. Chromebook racks were purchased, but for another discipline within the Social Science Division. Laptop racks, in lieu of a dedicated computer lab space, are pending for the division, but have not been purchased.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:

Resolve curriculum and articulation issues, where feasible.

What actions will be taken to accomplish the goal?
--

Curriculum revisions through CCI and cataloging articulation gaps in Assist.
--

What metric will you use to measure your goal?
--

Curriculum approvals and articulation agreements in Assist.



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Which of the College's missions and goals does this goal support? (check all that apply)

- ☒ Enrollment
- ☐ Equity and Success
- ☒ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

GOAL 2 (Required)

Description of goal:
Work with administration to maintain course offering and scheduling pedagogy, along with developing innovative course design, that supports student success.

What actions will be taken to accomplish the goal?
Develop best practices per course for scheduling recommendations to the dean. Continue to recommend offering regular sized classes both on campus and online that are consistent with similar courses at the college and throughout the district and develop new course materials.

What metric will you use to measure your goal?
Student success and retention data and class sizes.

Which of the College's missions and goals does this goal support? (check all that apply)

- ☒ Enrollment
- ☒ Equity and Success
- ☒ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

GOAL 3 (Required)

Description of goal:
Promote discipline courses and programs at campus wide events.

What actions will be taken to accomplish the goal?
Create new marketing materials and flyers for campus events and have department discipline representation tables at events.



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What metric will you use to measure your goal?

Department and discipline participation in campus wide events.

Which of the College's missions and goals does this goal support? (check all that apply)

- ☒ Enrollment
- ☐ Equity and Success
- ☒ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

OTHER INFORMATION

What additional information would you like to share about your program?

Economics has made large strides in student success and retention with the support of the campus in scheduling practices. Discipline faculty continue to innovate and develop practices that improve student learning in the classroom, including online. We continuously search to add talented new part-time faculty that are student success oriented, innovative, and like-minded in vision to support and expand course offerings to meet student demand.

Submitter's Signature: *Jennifer Bailly*

Date: 9/29/2023

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- ☐ No concerns
- ☐ I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



Program Review

Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” – Academic Senate for California Community Colleges

Data Driven Decision Making

*Continual improvement
Evaluation of program resource needs
Fiscal stewardship and transparency
Culture of evidence*

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website :	August 22, 2023
Data is available on the ORPIE website:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	Coming August 28, 2023
• State comparison data may be found on Data Mart or Cal-Pass Plus	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
• Step 1a: Technical Review by IEC (for all) and Academic Senate (for any that include a faculty request). • See the technical review rubrics.	Friday, October 6, 2023
• Step 1b: Content Review by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• Step 2: Completed Revisions submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.	Friday, November 3, 2023
• Step 3: Final Program Review Approvals by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.	Friday, December 1, 2023
• Step 4: Funding Requests proceed through governance structure.	
• Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.	Friday, December 1, 2023
• Committees forward recommendations to the Budget Committee	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
<ul style="list-style-type: none"> President makes final faculty decisions and reports to Senate at Special Meeting. Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate. 	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): First Name Last Name
Wing Email Address Office Phone

Dean/Manager First Name Last Name Email
Vice President First Name Last Name Email

Program Review - Draft

*Economics Program Review DRAFT 2.docx

Program Review - Final

Submission

*Economics Program Review DRAFT 2.docx

This Program Review includes the following:

Pick all that apply.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:

Pick all that apply.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

Faculty Requests (up to 3)

One upload per request

Faculty Upload1

Faculty Upload2

Faculty Upload3

Faculty Requests (up to 3)

One upload per request

Faculty Upload1

Faculty Upload2

Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)

FTE Upload1

FTE Upload2

FTE Upload3

Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1

FTE Upload2

FTE Upload3

FTE Upload4

FTE Upload5

FTE Upload4

FTE Upload5

Classified Personnel Draft Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

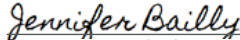
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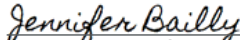
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Author - Draft Signature

10/04/2023

Date

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Author - Final Signature

12/04/2023

Date

Dean/Manager Draft Feedback

Economics (ECON) has hired a new FT faculty member during this Program Review (PR) cycle. All FT faculty have been moved to the LAC, and ECON has participated in the Dual Enrollment Program. Additionally, ECON is an efficient discipline with 35 and 36 as its numbers for the years that represent the present PR cycle. Fill rates are at 81% and 82.5%. Retention percentages are at 91% and 78%. The most dramatic improvement has been in success rates for ECON G170, a noted difficult class for students. From 58.6% in the spring of 2022, ECON G170 moved to 79.9% in one year.

ECON has faced a few challenges, mainly regarding curriculum changes that originated at the State level. Notable are the courses G105, G125, G160, and G135. However, the discipline FT faculty have been attentive to the necessary adjustments.

The flexibility that ECON has shown in the modality of courses has contributed to the efficiency of the discipline. Retention and success rates are well above the College's average. Also notable is students' preference for online sections over live ones. Nearly all courses offer OERs and this has helped the College-wide effort to attend to diversity, equity, inclusion, and accessibility.

ECON offers an ADT. Three years ago, ECON granted 113 degrees; two years ago 143; and one year ago, 125. Additionally, there's an overlap between Business and Economics, as ECON courses are part of the BUS ADT. Environmental Sciences, housed with ECON, has had no completion of its AST.

The FTES/FTEF ratio has declined, as compared to pre-Covid numbers. Specifically 42, three years ago; 35, two years ago, and 36, 1 year ago. SLOs have been assessed and the faculty has been revisiting the SLOs for several courses.

ECON has achieved goals 1 and 2 from the previous cycle. Specifically, ECON has employed a FT faculty member, and has supported student success. Goal 3 - the creation of a student-centered space for social sciences has been reported as being "in flux." Goal 4 has been partially met. Chromebooks were purchased, but laptops are needed.

New goals have been set: 1. Resolve curriculum and articulation issues, where feasible; 2. Work with administration to maintain course offering and scheduling pedagogy, along with developing innovative course design, that supports student success; 3. and promote discipline courses and programs at campus wide events.

FileUpload2

IEC Feedback

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Program Review Rubric Upload

Academic Senate Executive Board Feedback

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Program Review Rubric Upload

Dean/Manager Final Feedback

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Alex Miranda 12/05/2023
Dean/Manager Signature Date

Vice President Feedback

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Kay Nguyen 12/05/2023
Vice President Signature Date

Downloaded to the following Committee Teams folder on: -- Choose --

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Lauren Davis Losenko 12/11/2023
IEC Signature Date

Dean/Manager - Feedback Signature	Electronically signed by Alex Miranda on 10/16/2023 11:39:19 AM
Academic Senate: Technical Review Signature	Signature not required
Academic Senate Signature	Signature not required
IEC: Technical Review Signature	Electronically signed by Christina Oja on 10/20/2023 1:52:40 PM