Department Information

Overview - Directions

<table>
<thead>
<tr>
<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>04/27/18</td>
</tr>
</tbody>
</table>

List of Contributors

Tina Esparza-Luna

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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</thead>
<tbody>
<tr>
<td>Tina Esparza-Luna</td>
<td>Economics Instructor</td>
</tr>
</tbody>
</table>

Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

Dr. Celine Pinet - 5/21/2018

Tina:

Like you, I believe South County offerings continue to require more oversight. Though efficiency in South County is up, it remains lower than on the main campus and is impacting our overall division efficiency rates. Let's keep our eyes on it and I will let the South County Dean know.
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

Spring 2017 -- 4 AA-T degrees in Economics

There are very few students who have received AA-T degrees in Economics. The AA-T was approved in the 2015-2016 academic year and we had our first degrees awarded in Spring 2017.

Given the small numbers it is impossible to compare to college-wide data.

However, the Economics discipline is a feeder course to many other areas.
1. Courses are required for Business majors
2. Courses are restricted electives for the Political Science majors
3. Courses fulfill the Social Sciences GE requirement and IGETC requirement

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

The information is listed in the catalog and I have discussed the available classes and majors with the counselors so they can share with students.

It would be helpful to have a more comprehensive approach from the college such as providing faculty with pamphlets about our own disciplines to give to students who want information.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?

Data is not available for my discipline because the degree program is so new.
Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?
For the last several years we have typically been offering between 7-8 sections of economics across all campuses and modalities. Enrollments have steadily grown over the last 5 years, but were down slightly in the 2017-2018 academic year.

In terms of capacity, Fall semesters are usually between 66-70% (though there was an anomaly in Fall 2016 when we first offered ECO 10 and because the class was new enrollments were a low which brought down the average). ECO 10 still has lower enrollments than the ECO 1 and ECO 5 sections which is bringing down the average capacity for Fall, but we are seeing enrollments increase for this course.

Spring semesters tend to have a higher average capacity at between 68-75%. It should be noted that since Spring 14 there has been 1 ECO course offered on the South County campus every semester. These sections typically has low enrollments (below 15 students).

In general, we are scheduling appropriately to meet student needs. However, one area we might want to consider is to only offer courses in South County once a year instead of each semester and have a rotation schedule where courses rotate between ECO 1 and ECO 5 so each course if offered at least once every two years at that campus.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?
Yes, we have worked very hard to offer a variety of modalities. We offer hybrid sections, online sections and night sections to accommodate different types of students.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.
For both ECO 1 and ECO 5 there are pre-requisites. Students must have completed Math 123 or the equivalent and there is an advisory pre-requisite of Eligibility for ENG 1A. This helps to get students who are prepared for the rigor of this course. Though there are always students who are under-prepared, we refer students to on campus support such as the Panther Lab. We also have standardized the courses a lot across instructors so that we are all using the same assignments.

A.3 Core Outcome III - Transfer
Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?
I do not have data for my discipline specifically, so I cannot answer this question.

What interactions do you have with students about transfer options? Please give examples.
Most of my interactions are with individual students. I typically get a handful of students who are unsure about where to transfer and come to discuss their options with me to get my opinion.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?
Program learning outcomes have been designed to support students growth and learning so that they will be prepared when they transfer. In our area we have worked to align the assignments so that there is consistency across instructors.

**A.4 Core Outcome IV - Employment**

Observing the Employment data, what insights do you get from the data in general?
When looking at this data, it is specific to each discipline. In the disciplines for which data is available, on average it appears that between 60-70% of students are employed two quarters after exiting Hartnell. Though for some areas, this is as low as 32% and as high as 91%.
It is difficult to generalize this information and the way that the data is provided it is difficult to tell on the college-level overall trends.

How and when do you inform students about prospective employment opportunities?
Again, this is specific to each discipline. On the college level there are Panther Prep Days and job fairs which may provide some opportunities for students.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
Program learning outcomes in Economics are based on aligning with the skills and knowledge that students will need to complete a BA degree. The assignments endeavor to teach a level of critical thinking and writing skills, but they PLOs are not focused on future employment.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
Scheduling:
I would recommend offering fewer sections at the South County campus (once per year instead of every
semester) to increase efficiency.

Assessments:
We have worked hard to align assessments across instructors to make courses more consistent, but there are still some opportunities here.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

Enrollments:
We have significantly increased enrollments over the last 5 years. I think that is in part to offering different modalities and variety of class times to accommodate different types of students.

Degree Awards:
We now have an AA-T for Economics and saw our first graduates in Spring 17. This is an exciting step forward for our area.

New Courses:
We have expanded our course offerings by creating ECO 10 which is now offered once a year which give non-majors an introductory class to learn about economics.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

Last year, the objective was to get ECO 1 and ECO 5 approved to be offered in OEI. This has been completed. Both courses are approved. At this point these courses are scheduled to be offered in OEI in Fall 18, but because of issues with OEI, the timing could change.