

APR Instructional Economics 2022-23 Latest Version

Annual program review Economics, reviewing the 2022-23 Academic Year

APR Instructional

Annual Course Student Learning Outcome Data : Version by **Thomas, Treva** on **03/21/2024 17:51**

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
ECO101 - Principles of Economics (MACRO)		
1. Recognize the factors of economic theory that impact our world. (Active from Fall 2015)	70.00%	86.21%
2. Demonstrate logical and critical thinking in the context of macroeconomics. (Active from Fall 2015)	70.00%	86.21%
3. Identify and apply fundamental economic concepts. (Active from Fall 2015)	70.00%	86.21%
4. Apply and debate abstract macroeconomics concepts. (Active from Fall 2015)	70.00%	93.10%
ECO102 - Principles of Economics (MICRO)		
1. Identify and apply fundamental microeconomic concepts. (Active from Fall 2015)	70.00%	85.19%
2. Demonstrate logical and critical thinking in the context of microeconomics. (Active from Fall 2015)	70.00%	85.19%
3. Recognize the factors of economic theory that impact our world at the micro level. (Active from Fall 2015)	70.00%	85.19%
4. Apply and debate abstract microeconomic concepts. (Active from Fall 2015)	70.00%	85.19%

APR Questions Tableau : Version by **Thomas, Treva** on **03/21/2024 17:51**

Using the Data Provided (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/LTCCProgramReviewSummary?iid=1>) please provide the number of students (headcount) that are served by the discipline.
All 2022-23 AY economics courses were offered online. Therefore, data comparisons for campus-wide and distance education (dist. ed.) are included.

The unduplicated student headcount in ECO classes is 166, which is up 46 students since 2021-22. Economics courses made up 6.34% of distance education head count 2.45% of the distance education FTES.

	Economics	Dist Ed	Campus-Wide
Headcount	166	2,617	9,219
FTES	14.3	582.9	1797.8

Using the Data Provided (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/Demographics?iid=1>), Identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?
All 2022-23 AY economics courses were offered online. Therefore, data comparisons for campus-wide and distance education (dist ed) are included.

GENDER: The data for 2022-2023 shows headcount consists of 80 **female** students, 79 **male** students, and 7 **unreported** students.

Based solely on gender, economics courses have higher rates of females and unreported students compared to campus-wide percentages. Comparing economics online course gender rates to overall distance education rates, both males and unreported are higher (+7% and +1%) in economics courses while females are lower (-8%).

HEADCOUNT			
Gender	Economics	Dist Ed	Campus-Wide
Females	48%	56%	40%
Males	48%	41%	58%
Unreported	4%	3%	1%

ETHNICITY/RACE: Overall campus-wide success rates for all programs/modalities is 71%. The data for 2022-23 economics courses shows the following: **Asian** at 21 enrollments with a 76% success rate; **Black** at 5 enrollments with a 40% success rate; **Latina/o/x** at 51 enrollments with a 76% success rate; **Multi Race** at 13 enrollments with a 85% success rate; **Native American and Other** had no enrollments; **Pacific Islander** at 1 enrollment with 100% success rate; **Unknown** at 42 enrollments with a 74% success rate; and **White** at 63 enrollments at 75% success rate.

HEADCOUNT			
Ethnicity/Race	Economics	Dist Ed	Campus-Wide
Asian	12%	10%	7%
Black	2%	3%	4%
Latina/o/x, All Races	26%	26%	28%
Multi Race	8%	8%	4%
Native Amer	0%	0%	1%

HEADCOUNT			
Ethnicity/Race	Economics	Dist Ed	Campus-Wide
Other	0%		1%
Pacific Island	1%	0%	1%
Unknown	21%	10%	7%
White	31%	42%	49%

The economics courses seem to serve the ethnicity/race groups represented at the college. However, White students are represented at a lower percentage than overall DE and campus-wide.

AGE: According to the age breakdowns for enrollments and success rates for 2022-23, age 18-20; 25 enrollments of 111 students with an 89.2% success rate; Age 25 - 49 enrollments of 55 with an 81.8% success rate; and Age 50 + 1 enrollments of 4 students with a 75.0% success rate. The 50+ age group, with the smallest enrollments, did have a more significant difference in success (24.2%) from those students under 25 and 6.1.8% difference from the 25-49 age group.

HEADCOUNT			
Age	Economics	Dist Ed	Campus-wide
18-20	51%	31%	12%
21-25	28%	27%	11%
26-30	9%	11%	11%
31-40	6%	13%	23%
41-50	2%	5%	16%
51+	1%	4%	17%
>18	5%	12%	11%

Generally, there does not appear to be significant inconsistencies. The department is always open to campus-wide efforts to serve students who are more reflective of our community.

Using student success data (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesOverall?:iid=1>), identify any trends in successful completion of courses.

Are there particular courses (<https://10az.online.tableau.com/#/site/ltcc/views/ProgramReview/SuccessRatesbyCourse?:iid=1>) students are struggling in?

Are there any demographics that are less likely to complete certain courses in the discipline?

What steps need to be taken to support students and the department in meeting its equity obligations?

All 2022-23 AY economics courses were offered online. Therefore, data comparisons for campus-wide and distance education (dist ed) are included.

GENDER: The data for 2022-2023 shows **male** enrollments at 96 with a 72% success rate, 91 female enrollments with a 78% success rate, and unreported at 9 enrollments with a 72% success rate. Campus-wide success rates for males is 70%, females at 66%, and unreported at 69%.

Based solely on gender, economics courses have higher success rates compared to campus percentages. In comparison to the success rates of distance education, female and unreported students are experiencing higher success rates (+4% and +6%) than male students (-5%) in economics courses.

SUCCESS RATES			
Gender	Economics	Dist Ed	Campus-wide
Females	78%	76%	66%
Males	72%	78%	75%
Unreported	78%	73%	69%

ETHNICITY/RACE: Overall campus-wide success rates for all programs/modalities is 71%. The data for 2022-23 economics courses shows the following: **Asian** at 21 enrollments with a 76% success rate; **Black** at 5 enrollments with a 40% success rate; **Latina/o/x** at 51 enrollments with a 76% success rate; **Multi Race** at 13 enrollments with a 85% success rate; **Native American and Other** had no enrollments; **Pacific Islander** at 1 enrollment with 100% success rate; **Unknown** at 42 enrollments with a 74% success rate; and **White** at 63 enrollments at 75% success rate.

Base on ethnicity/race, economics course success rates for those students who have identified as Asian, Multi Race, Pacific Island, Unknown, and White are experiencing over the campus-wide rate of 71%; however, our Black (-31% compared to campus-wide) and Latina/o/x, All Races (-21% compared to campus wide) In regards to overall DE success rates compared to the economics courses, only a few races (Multi Race and Pacific Island) are having higher rates of success. While other ethnicity/race groups are below the general DE percentages.

SUCCESS RATES		
Ethnicity/Race	Economics	Dist Ed
Asian	76%	81%
Black	40%	67%
Latina/o/x, All Races	51%	69%
Multi Race	85%	80%
Native Amer	N/A	54%
Other	N/A	
Pacific Island	100%	91%
Unknown	74%	80%
White	75%	81%

The success rates in the economics courses indicates that Black and Latina/o/x, All Races are approximately 27% and 18% less successful compared to the next largest group (White). Focusing campus and department efforts is needed to make improvements.

AGE: According to the age breakdowns for enrollments and success rates for 2022-23, age 18-20; 25 enrollments of 111 students with an 89.2% success rate; Age 25 - 49 enrollments of 55 with an 81.8% success rate; and Age 50 + 1 enrollments of 4 students with a 75.0% success rate. The 50+ age group, with the smallest enrollments, did have a more significant difference in success (24.2%) from those students under 25 and 6.1.8% difference from the 25-49 age group.

SUCCESS RATES		
Age	Economics	Dist Ed
18-20	78%	80%
21-25	67%	76%
26-30	84%	73%
31-40	64%	73%
41-50	67%	74%
51+	0%	71%
>18	91%	88%

In summary, due to instructor availability, both ECO 101 and 102 have only been offered as Dist Ed for 2022-23. The overall success rate for economics is 75% which aligns with the 75% for all DE offerings. Economics is also higher than the 71% campus-wide success rates for all modalities/programs. Even with these statistics and meeting most percentages related to gender and age, the success rates based on ethnicity/race is the area for improvement and focus of efforts.

Are there any courses lacking Title V Updates?

If so, how many and why?

(Please check your courses in eLumen for the most recent list of courses that require updates.)

No, all courses are on track with Title V Updates.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

In the past two years, due to a retirement in the department and lack of local ECO instructors, we have been forced to offer the courses only online. In previous years, we always offered both ECO 101 and ECO 102 at least once a year F2F. Currently, we are seeking part-time F2F instructors to teach the courses F2F and have been able to offer one F2F ECO 101 and one F2F ECO 102 during the 2023-24 AY..

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

In the past, the success rates for both F2F and online were relatively similar.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

Due to the retirement several years ago of a full-time business instructor and the loss of the only adjunct who had taught for over 10 years, the two existing business instructors had full teaching loads in traditional business courses where they do teach F2F sections.

Are staffing levels adequate to fulfill the purpose of the program?

No, there is a full-time Business/Economics instructor opening for hire to begin teaching in the fall of 2024.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Unknown. Professional development in the areas of DEI and universal design is always welcome.

Where applicable, outline and explain any budget shortfalls for this discipline.

N/A

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

N/A

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

Regarding the ECO 101 and 102 courses, there are no SLOs where students are not understanding. There are no changes needed at this time.

What are the major strengths of your department?

Currently, there is a qualified ECO instructor who can teach online or EVE. We have also hired an instructor who is able to teach one section of ECO 101 and ECO 102 F2F during the 2023-24 AY

In what ways could your department improve to better meet the needs of the College and support student success?

At this time, the need for an instructor(s) who lives locally to teach F2F would help to meet the needs of the College to offer more courses on campus.

What are the biggest challenges your department may face in making these improvements?

Again, finding local instructors, with previous teaching experience and who meet the minimum qualifications to teach both ECO 101 and ECO 102. We hope to resolve this issue with the full-time hire of a Business/Economics instructor.

Identify any other questions, comments, suggestions, or concerns you may have.

N/A

Dean Review : Version by **Deeds, Brad** on **03/15/2024 23:40**

Brad Deeds