

Instructional Program Review 2019/20 UPDATE

Economics

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Becca Arnod
- Name of Liaison: Dina Myoshi
- Department Chair: Tara Maciel
- Name of Manager/Service Area Supervisor: Dean Danene Brown
- Is this a CTE program? (State Yes or No): No

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018 2019 Goals for Economics

Proctoring Center

Support the creation of a proctoring center at Mesa College. This goal is originated with a different program; Economics is supporting the goal.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 4.1, Strategic Goal 6.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Information Literacy,

Program Learning Outcomes for Economics: PLO #1: Critical Thinking, PLO #2: Communications

Increased access to online students.

All full time faculty teach the majority of their courses online. Up-to-date technology is needed to communicate with students most effectively. Currently the district has no program to provide laptops for this. Ideally laptops for all full time instructors is desired and we do not have those. But we have been issued a tablet for use with students. This allows the creation of tutorials and enhanced virtual communication. This tablet has recently broken, so our first priority this year will be to obtain a replacement

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,

Program Learning Outcomes for Economics: PLO #1: Critical Thinking, PLO #2: Communications, PLO #3: Global Awareness

Stay up to date with latest theory and policy in Economics

Attend the American Economic Association Conference (Econ 120 and 121 3 professors (includes one adjunct) and the Climate Leadership Conference (Econ 220 - 1 professor)

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1,

Institutional Learning Outcomes 2016/17: Critical Thinking, Global Consciousness, Information Literacy

Continue to develop online tutorials for economic students and enhance virtual communication

Two years ago Prof. Arnold has received a Tablet with stylus so that she may draw and record tutorials for her students. To date she has over 25 tutorials. Also with the tablet she has the ability to meet with them virtually and draw graphics on the virtual whiteboard. The tablet no longer has a working keyboard or stylus. Funds will be requested to replace this technology, which is also available to other professors in the economics discipline to use for recording.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication,

Program Learning Outcomes for Economics: PLO #1: Critical Thinking, PLO #2: Communications, PLO #3: Global Awareness

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018 2019 Goals for Economics

Goal

Goal: Proctoring Center

Support the creation of a proctoring center at Mesa College. This goal is originated with a different program; Economics is supporting the goal.

Action: Collaborate with DSPS and other departments

| | |
|---|---|
| Describe the actions needed to achieve this objective: | In an effort to increase student success and equity, we will collaborate with other instructional department and DSPS to support a campus wide proctoring center. |
| Who will be responsible for overseeing the completion of this objective: | Becca Arnold |
| Provide a timeline for the actions: | This is a continual effort. |
| Describe the assessment plan you will use to know if the objective was achieved and effective: | If the proctoring center is developed and open at least some evenings and weekend days. |
| List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): | To achieve this specific objective nothing is needed. For the proctoring center a space, equipment, and personnel is needed. Details will be forthcoming from DSPS. |

Goal: Increased access to online students.

All full time faculty teach the majority of their courses online. Up-to-date technology is needed to communicate with students most effectively. Currently the district has no program to provide laptops for this.

Ideally laptops for all full time instructors is desired, however currently the department has one Tablet, however currently without a functional keyboard or stylus. Our first priority this year will be to obtain these parts.

Action: Obtain funding for a replacement SurfacePro Tablet

| | |
|---|---|
| Describe the actions needed to achieve this objective: | <p>Continue to work with Union and Administration to permanently change policy on laptops for all professors, at their discretion. This is a long term-district wide change.</p> <p>Also, two years ago funding was received for a Tablet so that Professors could record hand-drawn tutorials for economic students. To date over 25 tutorials have been recorded (some with an earlier tablet). The tablet also provides increased ability to meet needs of students in virtual hours, as the whiteboard functionality can be accessed to explain graphical concepts. These tutorials, and use of the tablet, are available to all interested economic instructors at Mesa.</p> <p>This tablet is no longer functional, so funds will be requested from BARC for this purchase.</p> |
|---|---|

| | |
|---|--|
| Who will be responsible for overseeing the completion of this objective: | Becca Arnold |
| Provide a timeline for the actions: | Ongoing |
| Describe the assessment plan you will use to know if the objective was achieved and effective: | <p>This request will be assessed as follows:</p> <p>The tablet will reside with Prof. Arnold, and be available to other instructors as requested for office hours or for content development. All tutorials will be created by Prof. Arnold, and made available to other professors in the discipline. While Prof. Arnold will be responsible for creating the tutorials, they will be verified by Prof. Abajian or Prof. Song, both full time economics professors.</p> <p>Evaluation will be based on tutorials recorded and virtual contacts with students. Students will be offered a minimum of twenty opportunities for online discussions, through office hours or organized study sessions each semester.</p> <p>Additionally a minimum of ten additional tutorials will be recorded in the year following purchase.</p> |
| List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): | Keyboard and Stylus for Surface Pro3 |

Goal: Stay up to date with latest theory and policy in Economics

Attend the American Economic Association Conference (Econ 120 and 121 2 professors) and the Climate Leadership Conference (Econ 220 - 1 professor)

NOTE: This is not showing up under Action Plans, and the goal above which was changed was not updated. This closes before this can be worked out technically, and BARC appears down - so this is why this part is not complete. When it opens in January I will fix.

No actions specified

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018 2019 Goals for Economics

Goal

Goal: Proctoring Center

Support the creation of a proctoring center at Mesa College. This goal is originated with a different program; Economics is supporting the goal.

Action: Collaborate with DSPS and other departments

Describe the actions needed to achieve this objective:

In an effort to increase student success and equity, we will collaborate with other instructional department and DSPS to support a campus wide proctoring center.

Who will be responsible for overseeing the completion of this objective:

Becca Arnold

Provide a timeline for the actions:

This is a continual effort.

Describe the assessment plan you will use to know if the objective was achieved and effective:

If the proctoring center is developed and open at least some evenings and weekend days.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

To achieve this specific objective nothing is needed. For the proctoring center a space, equipment, and personnel is needed. Details will be forthcoming from DSPS.

Status for Collaborate with DSPS and other departments

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Faculty shared governance committees have been made aware of this to receive input and access needs. This will continue throughout 2020.

Goal: Increased access to online students.

All full time faculty teach the majority of their courses online. Up-to-date technology is needed to communicate with students most effectively. Currently the district has no program to provide laptops for this.

Ideally laptops for all full time instructors is desired, however currently the department has one Tablet, however currently without a functional keyboard or stylus. Our first priority this year will be to obtain these parts.

Action: Obtain funding for a replacement SurfacePro Tablet

Describe the actions needed to achieve this objective:

Continue to work with Union and Administration to permanently change policy on laptops for all professors, at their discretion. This is a long term-district wide change.

Also, two years ago funding was received for a Tablet so that Professors could record hand-drawn tutorials for economic students. To date over 25 tutorials have been recorded (some with an earlier tablet). The tablet also provides increased ability to meet needs of students in virtual hours, as the whiteboard functionality can be accessed to explain graphical concepts. These tutorials, and use of the tablet, are available to all interested economic instructors at Mesa.

This tablet is no longer functional, so funds will be requested from BARC for this purchase.

Who will be responsible for overseeing the completion of this objective:

Becca Arnold

Provide a timeline for the actions:

Ongoing

Describe the assessment plan you will use to know if the objective was achieved and effective:

This request will be assessed as follows:

The tablet will reside with Prof. Arnold, and be available to other instructors as requested for office hours or for content development. All tutorials will be created by Prof. Arnold, and made available to other professors in the discipline. While Prof. Arnold will be responsible for creating the tutorials, they will be verified by Prof. Abajian or Prof. Song, both full time economics professors.

Evaluation will be based on tutorials recorded and virtual contacts with students. Students will be offered a minimum of twenty opportunities for online discussions, through office hours or organized study sessions each semester.

Additionally a minimum of ten additional tutorials will be recorded in the year following purchase.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Keyboard and Stylus for Surface Pro3

Status for Obtain funding for a replacement SurfacePro Tablet

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

The need for laptops has been included in the Mesa Technology Committee Needs Assessment Report. Requests will continue to be made.

As the department has no discretionary funds, a request has been made through BARC for the replacement Surface Pro.

Goal: Stay up to date with latest theory and policy in Economics

Attend the American Economic Association Conference (Econ 120 and 121 2 professors) and the Climate Leadership Conference (Econ 220 - 1 professor)

NOTE: This is not showing up under Action Plans, and the goal above which was changed was not updated. This closes before this can be worked out technically, and BARC appears down - so this is why this part is not complete. When it opens in January I will fix.

No actions specified

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Economics

(REQUIRED) Program name

Economics

(REQUIRED) Are you on target with your assessment schedule?

Answers in this section provided by Prof. X. Song

Yes, we are.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Course-level and lesson-specific learning outcomes can lead to better instruction and assessment by instructors. We expect that formulating CLOs forces the instructors to answer the question, "What should the student do to demonstrate that they have learned economics?" and, as such, leads the instructors to ask, "What and how should we teach to help the student achieve this outcome?" Our assessments have revealed that providing students with CLO statements in the syllabus provide direct guidance during course design, helping an instructor to decide what and how to teach, as well as how to assess students. Just as important, CLOs guide students to focus their study more effectively instead of having to guess what the instructor wants them to learn. We advocate for a broad and rigorous discussion of CLOs in our department, both to promote wide adoption in economics courses across disciplines and to produce more research on how to maximize the efficacy of our teaching efforts.

A well-designed framework of CLOs certainly helps our students understand and work toward what we expect of them to achieve by providing a learner-centered, effective and interactive teaching-learning environment, which will prepare them to thrive and succeed in a rapidly changing world. Our department believes that our economics program has successfully assessed all CLOs in the current assessment cycle and we are committed to do better by incorporating artificial intelligence technology into our next assessment cycle.

(REQUIRED) Based on your assessments, what resource needs have you identified?

We are a discipline with a heavy online load. We need up-to-date technology to accomplish this. Personal laptops are needed. We also need a proctoring center, to give us more control over when and how our students are assessed.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Economics

Program Name

(REQUIRED) Type your program name.

Economics

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The pattern that emerges pretty much every semester is that the order of success measure goes as follows:

1. Asian/Pacific Islander
2. Caucasian
3. Hispanic
4. African American

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

As stated above, these are consistent over time.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

We have no direct findings on what may have influenced these results. This is not research we engage in at our level.

However 40% of our classes are online so an online/on campus comparison is possible. This comparison shows that.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

What would help here are smaller class sizes so more individual attention can be given. Our online classes cap at 40 and research continually shows this is too large. It also is the case that the tutoring center does not consistently employ economics tutors and when it does the hours are limited. Both of these would help considerably.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

We have no special programs for hispanics or any other cohort. Funding has never been made available for such services and it certainly would be welcomed were it made available. As above, if funding becomes available I suggest it go to tutoring, smaller class sizes, and, as will be discussed later, a proctoring center.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

We need a proctoring center so that we can direct our online students to the center to take the final exam. Cheating in online classes has been shown to be rampant, and while tempting for the students, this significantly hinders Mesa's ability to successfully teach them. Our stated mission is for both equity and excellence, and cheating hinders excellence. This could be easily taken care of with a proctoring center. DSPS has requested one also, and Economics stands in full support of this.

Our program also needs to support our faculty better in terms of funding for travel and equipment. Regarding travel, economics changes rapidly and keeping up with the economic theories being developed in response to the latest world events is crucial. There are multiple conferences that address these, with prominent economists. Having funds to send our full time professors at least biannually would be the minimum; we also have multiple long-term adjuncts that would benefit from these conferences, and giving them the ability to go also would be ideal.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes they are addressed

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

From last year:

1. Developing International Education offerings (campus-wide at this point): Prof. X. Song

Prof. Song continues his involvement with this committee. Overall the committee has been increasing outreach.

2. Promoting Environmental/Sustainability awareness across campus: Prof. Becca Arnold

Many on the Mesa campus are taking up this effort. Awareness is being raised. Most importantly, more and more students are aware of the issue. Sustainability 101 was overfull in the fall and teachers are contacting me and others regarding their integration of sustainability issues in their curriculum.

3. Supporting Hi-tech's (DSPS) efforts for a proctoring center on campus.

Prof. Arnold is assisting DSPS on this. Progress has been made in meetings with faculty governance bodies to assess support.

4. Support department efforts in team building (currently using Clifton Strengths).

A mediation meeting was held this fall to assist with team building. Progress is positive.