

Economics

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

The Economics department has very strong student success and retention rates. The department is also very efficient. Additionally, there is very little variance among different demographic groups in the data. The department has also increased the number of sections both in class and online, and the ratio of online courses has been rising at similar rates seen throughout campus. This increases access for students and allows us to serve a larger student population.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

We have grown the program significantly since 2014 when Dr. Erick Peterson began as full-time instructor taking over for Rose LaMont. The number of sections and FTES generated by the program has grown by leaps and bounds over the past five years. We have been able to maximize enrollment despite having a math pre-requisite which limits the number of students who enroll.

3. What do others see as the program's strengths?

The department serves a lot of students and has grown the number of students consistently over the past five years. I have heard other professors mention that students enjoy Dr. Peterson's treatment of the stock market in his macroeconomics courses. This energizes students and motivates them to learn more about investment and finance in their business courses.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

The economics department does not have a program or offer and degrees/awards. Therefore we do not record program learning outcomes for the economics department.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

I would like to start by saying how happy I am with the equity success rates among economics students in recent years. The success rates for most groups, especially those highlighted as the most at risk have significantly higher success rates relative to both the school as a whole and the BBSS division. With that said there are still noticeable achievement gaps to be considered among the disproportionately impacted groups.

6. What disproportionate gaps need to be addressed?

There are gaps for African American and Hispanic students that could be improved.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

I believe the best way we can improve student success rates in our economics classes is by doing a better job dropping students who have stopped showing up (or stopped participating in online classes). I believe faculty in the department do a great job of certifying their rosters and dropping students before census. However, it is possible that after census instructors do not drop students who stop attending and end up receiving a failing grade. We will make an effort as a department to drop students who stop participating in classes after census to get a more accurate representation of the success rates for students who complete the entire class in the data.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

See response questions 6 and 7

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

The department will continue to look to expand the number of sections to meet slow but steady growth in student demand. We will continue to increase the number of online course offerings to increase access and capture students we may currently be missing. We could potentially see the addition of an ADT in Economics. This could open the door for adding new courses in economics and/or adding a new faculty. Both of which could serve to further propel the department forward.

10. What are some industry or disciplinary trends that could enhance the program?

Economics is a highly quantitative discipline. There are several career opportunities in today's labor market that need people with strong quantitative reasoning skills. Economics also teaches students to identify costs and benefits of all activities so it gives them the ability to recognize what industries are best suited for their needs. They understand the concepts of specialization and trade and know to focus on industries for which they (or the country) has a comparative advantage.

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

New and updated classroom technology enables faculty to make better use of resources that can benefit students and help them understand difficult concepts. We will see how the implementation of guided pathways impacts enrollment and demand for economics courses, but we are cautiously optimistic that the initiative will boost demand and enrollment.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Potentially trade tensions could impact the agricultural industry which would have a disproportionate impact on the local economy. It is possible that this would make it harder for students to choose school over work and negatively impact enrollment.

13. What other obstacles does the program face?

Nothing that has not been mentioned above.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
Increase the success rate for the department as a whole.	Innovative Education	Pedagogy
Reduce gaps in success rates between online and face to face courses	Equity	Pedagogy
Reduce equity gaps for student success between disproportionately impacted groups	Equity	Pedagogy
Improve SLO success rates for students in economics courses.	Innovative Education	Pedagogy

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Implement more authentic assessment techniques in economics courses.	Goal #1	Higher success rates.
Attend more conferences about student equity and success.	Goal #3	Better equity outcomes in the data.
Attend professional development opportunities that help improve online teaching practices.	Goal #2	Higher success rates for online courses in relation to face to face.
Reword CLO descriptions in the course catalog for clarity and relevance.	Goal #4	Improve success rates for student, institutional and general education learning outcomes in the data.

Resource Requests

Category	Request	Activity #	Estimated Cost
Equipment	40 iPad tablet computers	1	13160
Personnel	Full-Time Faculty member	1	100000
Personnel	Part-Time faculty	1	4000