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COMPLETE

**Collector:** Email Invitation 1 (Email)  
**Started:** Thursday, January 02, 2020 9:01:47 AM  
**Last Modified:** Tuesday, January 28, 2020 12:00:23 PM  
**Time Spent:** Over a week  
**First Name:** Julian  
**Last Name:** Kearns  
**Email:** julian.kearns@gcccd.edu  
**Custom Data:** Economics  
**IP Address:** 66.27.115.224

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Page 1: I. Program Overview and Update

**Q1** Department(s) Reviewed:

Economics

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**Q2** Lead Author and Participants: Please list any person who participated in the preparation of this report.

Julian Kearns

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**Q3** Dean/Manager:

Larry McLemore

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**Q4** Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

The main change for the program was the addition of a FT faculty member in this area, Mr. Julian Kearns. As he gets acclimated, we anticipate modest changes, such as rewriting of SLO's.

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Page 2: II. Assessment and Student Achievement

**Q5** 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **No**

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**Q6** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

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**Q7** 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

The SLO's are currently being written. After they have been assessed at some point in the future, it is possible that instructional improvements will be made based on any pertinent findings.

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**Q8** 3. Does your department or discipline offer any degrees and/or certificates?

Yes

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Page 3: II. Assessment and Student Achievement

**Q9** 4. How are you currently assessing your PLOs?

Assessments are embedded into course content.

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**Q10** 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here.

Yes

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**Q11** 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at [madison.harding@gcccd.edu](mailto:madison.harding@gcccd.edu)

Yes

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Page 4: II. Assessment and Student Achievement

**Q12** Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

The changes appear modest. The noted changes are so modest that they are likely just random fluctuations devoid of any meaningful interpretation.

**Q13** Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

We will continue to innovate our practices so that students of every background have the opportunity to be successful. Distance Education provides the most direct path to improving student results, owing to the tremendous advantages that online tools provide to students, relative to campus based classes. For example, each online course can have higher quality lecture videos compared to the lectures available to students in campus based classes, because the instructor has the opportunity to edit themselves and create a clear, succinct articulation. But even better, is the fact that students can rewind the online lecture as many times as they please to overcome concentration issues, or even just to better absorb the material.

The digital resources available to students in well-developed online courses constitute a significant advantage for students in those courses, relative to students in courses without those resources. In addition, online classes eliminate scheduling conflicts, transportation problems, and child-care issues, making these offerings especially appealing to equity-minded campus decision makers. If improving the quality of education, and access to education, isn't enough to convince someone of DE as the future of higher education, maybe the elimination of green house emissions and other environmental benefits is the way to their heart. For the reasons outlined above, a primary strategy to increasing success rates will be the continuation of online course development and online course scheduling.

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**Q14** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

The specific groups that do worse than average are: males, Filipinos, Hispanics, Black/African-American, and Pacific Islanders (although for this group the sample size is too small for reaching conclusions).

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**Q15** What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

Lack of any dedicated support at all for males. Despite years of evidence clearly showing that men do worse than women, to my knowledge, almost nothing has been done to try to understand what unique factors contribute to this, let alone what could be done to help this group.

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**Q16** What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

Faculty will address these data with each class to make them aware, and have a discussion about the factors contributing to these data, and about how our decisions on a daily basis result in aggregated statistics like these.

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**Q17** How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

Since all students experience the identical setting at the college (to the best of our ability), the differences in student performance are related to what is going on off campus. When faculty engage students in the discussion outlined above, students will be encouraged to set goals for their off-campus time commitment, to keep track of their time commitment, and will be asked periodically throughout the semester how they are doing on their goals.

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**Q18** In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

We do this through committee service.

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**Q19** OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. **Respondent skipped this question**

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Page 5: II. Assessment and Student Achievement

**Q20** Do you offer distance education (online) courses? **Yes**

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Page 6: II. Assessment and Student Achievement

**Q21** Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

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**Q22** If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

Online classes do better in this discipline. To remedy this, I have made the resources traditionally dedicated to online students available to campus-based students (e.g. lecture videos and related activities).

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**Q23** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

The main mechanism to ensure regular and effective contact is the professionalism of our faculty. We are highly trained, and our course offerings are among the very best in the state. A more detailed response to this question is available upon request, but requires a tour of a typical online classroom in the discipline.

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Page 7: III. Previous Goals: Update (If Applicable)

**Q24** Would you like to provide an update for your previous program review goal(s)? **No**

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Page 8: III. Previous Goals: Update (If Applicable) continued

**Q25** Previous Goal 1: **Respondent skipped this question**

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**Q26** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

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**Q27** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

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**Q28** Goal Status **Respondent skipped this question**

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Page 9: III. Previous Goals: Update (If Applicable) continued

**Q29** Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

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**Q30** Do you have another goal to update? Respondent skipped this question

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Page 10: III. Previous Goals: Update (If Applicable) continued

**Q31** Please describe action steps for the year: Respondent skipped this question

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**Q32** How will this goal be evaluated? Respondent skipped this question

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**Q33** Do you have another goal to update? Respondent skipped this question

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Page 11: III. Previous Goals: Update (If Applicable) continued

**Q34** Previous Goal 2: Respondent skipped this question

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**Q35** Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

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**Q36** Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

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**Q37** Goal Status Respondent skipped this question

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Page 12: III. Previous Goals: Update (If Applicable) continued

**Q38** Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

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**Q39** Do you have another goal to update? Respondent skipped this question

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Page 13: III. Previous Goals: Update (If Applicable) continued

**Q40** Please describe action steps for the year: Respondent skipped this question

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**Q41** How will this goal be evaluated? Respondent skipped this question

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**Q42** Do you have another goal to update? Respondent skipped this question

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Page 14: III. Previous Goals: Update (If Applicable) continued

**Q43** Previous Goal 3: Respondent skipped this question

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**Q44** Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

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**Q45** Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

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**Q46** Goal Status Respondent skipped this question

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Page 15: III. Previous Goals: Update (If Applicable) continued

**Q47** Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

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**Q48** Do you have another goal to update? Respondent skipped this question

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Page 16: III. Previous Goals: Update (If Applicable) continued

**Q49** Please describe action steps for the year: Respondent skipped this question

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**Q50** How will this goal be evaluated? Respondent skipped this question

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**Q51** Do you have another goal to update? Respondent skipped this question

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Page 17: III. Previous Goals: Update (If Applicable) continued

**Q52** Previous Goal 4: Respondent skipped this question

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**Q53** Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

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**Q54** Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

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**Q55** Goal Status

Respondent skipped this question

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Page 18: III. Previous Goals: Update (If Applicable) continued

**Q56** Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

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**Q57** Do you have another goal to update?

Respondent skipped this question

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Page 19: III. Previous Goals: Update (If Applicable) continued

**Q58** Please describe action steps for the year:

Respondent skipped this question

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**Q59** How will this goal be evaluated?

Respondent skipped this question

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**Q60** Do you have another goal to update?

Respondent skipped this question

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Page 20: III. Previous Goals: Update (If Applicable) continued

**Q61** Previous Goal 5:

Respondent skipped this question

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**Q62** Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

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**Q63** Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

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**Q64** Goal Status

Respondent skipped this question

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Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

**Q65** Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

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Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

**Q66** Please describe action steps for the year:

Respondent skipped this question

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**Q67** How will this goal be evaluated?

Respondent skipped this question

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Page 23: IV. New Goals (If Applicable)

**Q68** Would you like to propose any new goal(s)? **No**

Page 24: IV. New Goals (If Applicable) continued

**Q69** New Goal 1: **Respondent skipped this question**

**Q70** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

**Q71** Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

**Q72** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

**Q73** Action steps for this year: **Respondent skipped this question**

**Q74** How will this goal be evaluated? **Respondent skipped this question**

**Q75** Do you have another new goal? **Respondent skipped this question**

Page 25: IV. New Goals (If Applicable) continued

**Q76** New Goal 2: **Respondent skipped this question**

**Q77** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

**Q78** Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

**Q79** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

**Q80** Action steps for this year: **Respondent skipped this question**



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**Q81** How will this goal be evaluated? **Respondent skipped this question**

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**Q82** Do you have another new goal? **Respondent skipped this question**

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Page 26: IV. New Goals (If Applicable) continued

**Q83** New Goal 3: **Respondent skipped this question**

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**Q84** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

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**Q85** Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

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**Q86** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

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**Q87** Action steps for this year: **Respondent skipped this question**

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**Q88** How will this goal be evaluated? **Respondent skipped this question**

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**Q89** Do you have another new goal? **Respondent skipped this question**

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Page 27: IV. New Goals (If Applicable) continued

**Q90** New Goal 4: **Respondent skipped this question**

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**Q91** Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

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**Q92** Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

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**Q93** Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

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**Q94** Action steps for this year: **Respondent skipped this question**

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**Q95** How will this goal be evaluated? **Respondent skipped this question**

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Page 28: V. Resources Needed to Fully Achieve Goal(s)

**Q96** Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

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Page 29: VI. Faculty Resource Needs

**Q97** Are you requesting one or more Faculty Positions to achieve this program goal(s)? **No**

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Page 31: VIII. Classified Staff Resource Needs

**Q98** Are you requesting one or more Classified Positions to achieve this goal? **No**

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Page 33: X. Technology Resource Needs

**Q99** Are you requesting technology resources to achieve this goal? **No**

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Page 35: XIV. Supplies/Equipment Resource Needs

**Q100** Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

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Page 37: XVI. Facilities Resource Needs

**Q101** Are you requesting facilities resources to achieve this goal(s)? **No**

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Page 39: Final Check

**Q102** Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next." **I am ready to submit my program review**

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