**Program Efficacy Report  
Spring 2010**

**Name of Department**: Economics

**Efficacy Team: Terri Strong & Paula Ferri-Milligan**

**Overall Recommendation (include rationale):**

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| **Continuation:** The department has succeeded in carrying out a sufficient introspective and has plans to sustain and enhance service to the college and community. The department’s productivity far exceeds the campuses seven-year average, courses are sufficiently articulated with UC and CSU, and patterns of service have been thoughtfully developed. The department has accomplished much as seen by the evidence that is provided. The department needs to look more closely at identifying its weaknesses—looking within the department rather than relying on external factors for planning and strengthening of the program—addressing curriculum, student success and retention, professional development for faculty, and collaborations within the community more specifically. |

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.*  *If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| **Efficacy Team Analysis and Feedback: MEETS--**Program provides an adequate analysis of the demographic data based on the descriptive statistics provided. No alarming deviations exist between college and department averages that cause concern.  Although the department has “a higher percent of females than the national average earning a degree in Economics,” the department has a “lower percent of females as compared with the college.” Sketchy details are provided as to the department’s participation in the ‘Celebrating Women’ on-campus event to attract female students; the department might want to pursue its own event highlighting economics.  With respect to analysis of average age of students served by the department, other measures of central tendency might be explored to understand the disparity between the department and campus at large. Proposing that outliers (Middle College students) are responsible for the difference may not provide a complete rationale for the difference in average age.  The department states that it will “discuss ways to improve…recruitment…[and] measure…[its] success” at the monthly department meetings. Although this is a start, the department needs to remain diligent and thoughtful about the population that it serves in order to continue to strengthen the program and to accommodate the student population. | | |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.*    *If indicated, plans or activities are in place to meet a broader range of needs.* |
| **Efficacy Team Analysis and Feedback: MEETS--**The department utilizes all methods of delivery of instruction and collaborates with other departments so as not to offer related courses with conflicting schedules. A schedule and pattern of course offerings could be provided in this section as evidence that the pattern of service addresses student needs.  As it is unlikely that sections will be added, it is commendable that the department is investigating ways to increase student retention and success with the existing limited course offerings. | | |
| **Part II: Student Success** | | |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.*  *If applicable, supplemental data is analyzed.* |
| **Efficacy Team Analysis and Feedback: MEETS--**The program’s response to student success in this area points to indicators of increased course offerings and improved productivity. Department retention has also improved. To the extent that these indicators are evidence of student success (which is not defined), the department provides an analysis of the data addressing student success. Department retention has also improved. Number of degrees awarded in economics for 2006/7 is provided; more recent data for comparison is not provided.  The department makes a cursory analysis of the data but does not look closely into “student success” measures as a way to make improvements in course offerings or curriculum. Student learning outcomes questions might be included so that the department will have student success feedback (from the student perspective) relative to department goals. | | |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.*  *Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.*  *Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback: Meets--**The program has submitted student learning outcomes for all courses. The program has provided a three-year plan and is in the process of completing assessment of all course level SLO’s.  Program has analyzed some SLO assessment results and has implemented changes where appropriate. | | |
| **Part III: Institutional Effectiveness** | | |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback: MEETS--**The program has a mission, and it is linked to the institution’s mission. | | |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback: MEETS--**The program’s current productivity far exceeds the campus 7-year average and has been increasing. The program plans to enhance instructional student support to improve its productivity. | | |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.*  *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback: MEETS--**All program courses are sufficiently articulated with CSU and UC with minor exceptions currently being addressed. Honors coursework is a priority relative to articulation concerns. | | |
| **Part IV: Planning** | | |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |
| **Efficacy Team Analysis and Feedback: DOES NOT MEET--**The program identifies two trends impacting student enrollment/service utilization: enrollment and the current economic climate. Plans for addressing issues related to these factors seem to be limited to asking for increased section allocation. This perspective limits the department’s ability to improve student learning. Updating instruction (course content) may be an additional way of addressing current trends from a student learning/curriculum perspective. Also, looking more closely at the trends that are specific to our area in terms of area and in terms of the specific field may yield information that can be addressed in the curriculum. | | |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback: MEETS--**The program has accomplished much as evidenced by the data provided. It is sensitive to textbook costs for students, has plans to utilize technology to a greater extent and engage in professional development opportunities for faculty. Again, looking very closely at the relevancy of curriculum developing specific plans to incorporate changes in that curriculum would be beneficial. Along these lines, the department could identify very specific workshops/seminars for its faculty to attend that are discipline specific. In addition to enlisting Blackboard in the hybrid and online courses, the department could look more in depth at enlisting various strategies linked to technology in the traditional classroom. | | |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback: DOES NOT MEET--**The program recognizes its inability to meet student needs because of limited course offerings, and plans to improve course management (managing add/drops more efficiently) so as to service an increased number of students with current resources. However, the department has not provided a substantial self-evaluation of the weaknesses within the department specifically. Looking specifically at curriculum concerns, teaching strategies, external collaborations, etc. have not been identified clearly as either strengths or weaknesses. All programs can be improved, and looking at ways to do that needs to be a continuous process. | | |
| **Part V: Technology, Partnerships & Campus Climate** | | |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| Efficacy Team Analysis and Feedback: **MEETS--**The program currently uses Blackboard course management system for its courses. Hybrid and online courses are being offered. Technology is being used to provide instruction which is not contained in required course textbooks. The program encourages students to utilize online databases for research. Again, addressing technology-based learning/teaching strategies more in depth may be beneficial. The department addresses internal partnerships with the Honors Program and with related majors, but it may consider partnering with local businesses to provide its students with a stronger bridge into the community. | | |