

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Economics

Name of Division

Social Sciences, Human Development & Physical Education

Name of Person Preparing this Report

Walt Chatfield, Ph.D.

Extension

8652

Names of Department Members Consulted

JD Dulgeroff, Ph.D.

8917

Name of Reviewers

Joseph Notarangelo 8629 and Sheri Lillard 8646

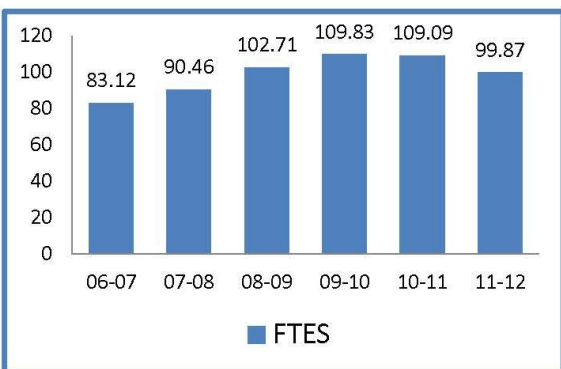
Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1 dean		
Faculty	2		1
Classified Staff	2		
Total	5		1

Economics - 2012



Description:

Economics provides excellent preparation for careers in industry, government, and many professions including management, law, education, public administration and consulting. Economics is concerned with the study of how people and societies produce various goods and services and distribute them for consumption, now and in the future, among various persons and groups in society.

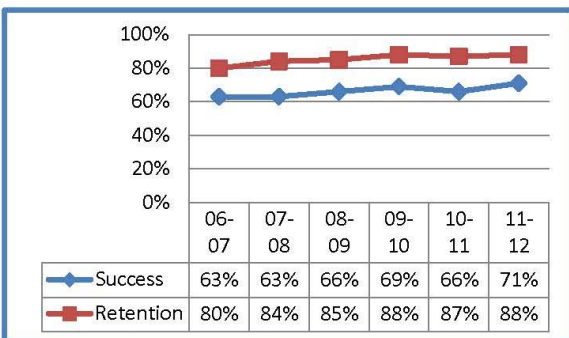
Assessment

- Since 06-07:
- FTES has grown by 20%
- Duplicated Enrollment increased 20%
- FTEF decreased slightly
- WSCH per FTEF increased 23%
- Success rates improved 13%
- Retention rates improved 10%
- Percent of online enrollment has decreased by 21%

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	818	898	1,022	1,081	1,069	982
FTEF	5.34	5.07	5.54	5.34	5.34	5.14
WSCH per FTEF	467	535	556	617	613	583

Program Goals:

- To develop a TMC AA degree in Economics
- Review SLO's for all Economics courses
- To provide tutors early in each semester
- To continue to select high quality low priced text books



Challenges and Opportunities:

- The biggest challenge is to increase class offerings during times of budget shortages. Too many students were turned away for lack of sections.
- The largest opportunity is the abundance of students to serve.

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	31	30	32	29	28	27
% of online enrollment	38%	37%	32%	28%	29%	30%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Action Plan:

- Work with the Curriculum Committee, Department and Division to develop the TMC in Economics.
- Meet with Department faculty to review all SLO's.
- Work with the Tutor Center to insure tutors are available early in the semesters.
- Hold monthly meetings to monitor our progress in meeting goals.

Data includes: SBVC, SOFF and SBBHS

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	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 <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Economics	Demographics Fall 2009 – Fall 2012	Campus
6.5%	Asian	6.2%
16.3%	African-American	20.3%
43.2%	Hispanic	48.6%
1.0%	Native American	1.0%
0.9%	Pacific Islander	0.7%
29.8%	White	21.0%
2.3%	Other/Unknown	2.1%
44.5%	Female	54.6%
55.5%	Male	45.2%
3.9%	Disability	5.4%
Min: 16	Age	Min: 15
Max: 78		Max: 88
Avg: 26.03		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

There are observed differences in ethnicity between the Department of Economics and the college. In some groups the difference is small, as in Asian, Native Americans and Pacific Islander. In other groups it appears to be large, as in African Americans and White. A reasonable person would not expect the two distributions to be exactly the same, but how much difference could be attributed to chance, or are these observed differences statistically significant? The following analysis will statistically test the hypothesis that there is no difference in the distribution of ethnicity of the students in Economics and the College. The analysis will follow the traditional five steps of hypothesis testing.

1. State the null and alternative hypotheses

Null hypothesis is there is no statistically significant difference in the two distributions.
Alternative hypothesis is that there is a difference.

2. Select a level of significance

The level of significance is $\alpha = .05$. Recall, this is the probability of making a type 1 error. This is the rejection of a true null hypothesis. These results should be reliable 95% of the time.

3. Select the test statistic

The test statistic is a chi-square. Since the test is a test of the difference between two distributions, the appropriate test statistic is the chi-square.

4. Formulate the decision rule

The decision rule is to reject the null hypothesis, and accept the alternative, if the calculated chi-square is more than 12.592. This critical value was found by using $\alpha = .05$ and degrees of freedom of 6, found by $df = k - 1$. Since $k = 7$, $df = 7 - 1 = 6$.

5. Make a decision (do the math)

	Economics	College	Econ-Coll	$(Econ - Coll)^2$	$(Econ - Coll)^2 / Coll$
Asian	6.5	6.2	0.3	.09	.01
African American	16.3	20.3	-4.0	16.00	.79
Hispanic	43.2	48.6	-5.4	29.16	.60
Native American	1.0	1.0	0.0	0.0	0.00
Pacific Islander	0.9	0.7	0.2	.04	.06
White	29.8	21.0	8.8	77.44	3.69
Other	2.3	2.1	0.2	.04	<u>.02</u>

The calculated chi-square is the sum of the last column, so chi-square=5.17. Since the calculated chi-square is far less than the critical value of 12.592, there is no evidence to reject the null hypothesis, and the results suggest strongly that there is no evidence to suggest that the distribution of ethnicity in the Economics Department is different from the College.

While the above analysis suggests there is no significance difference between the College and Economics in the area of ethnicity, the difference in gender appears to be greater. Consequently a similar analysis was conducted to test if the difference in gender between the Economics Department and the College is statistically significant.

1. State the null and alternative hypotheses

Null hypothesis is there is no statistically significant difference between in the two distributions.

Alternative hypothesis is there is a difference between the College and Economics in the distribution of gender.

2. Select a level of significance

Level of significance is, alpha=.05

3. Select the test statistic

The test statistic is again the chi-square since two distributions are analyzed.

4. Formulate the decision rule

The decision rule is to reject the null hypothesis, and accept the alternative, if the calculated chi-square is more than 3.841. This critical value was found by using alpha=.05 and degrees of freedom of 1, found by $df=2-1=1$.

5. Make the decision

	Economics	College	Econ-Coll	$(Econ - Coll)^2$	$(Econ - Coll)^2/Coll$
Female	44.5	54.6	-10.1	102.0	1.87
Male	55.5	45.2	10.3	106.1	<u>2.35</u>
					$X^2=4.22$

Since the calculated chi-square 4.22 is greater than the critical value of 3.841, results suggest there is a statistically significant difference in the two distributions. In simple English, it appears that Economics and the College are serving different percentages of males and females.

Furthermore, it appears that this noted gender difference has changed from the 2004-2007. In this time

period males made up 50.4% and females 49.4%. So, it appears the difference is widening.

While our percent of females appears low for our College, it does not appear low compared to our national statistics. Please see the table below. For our nation as a whole, the percent of females earning degrees in Economics ranges from approximately 30 to 40% (Source www.vanderbilt.edu/AEAdemo_info.htm)

Degrees Awarded 2005-2006 (Economics)

	82 PhD Institutions		35 MA Institutions		158 BA Institutions	
	Total	Percent female	Total	Percent female	Total	Percent Female
BA	11,955	31.8	1,466	29.3	3,782	34.1
MA	948	31.4	292	41.4		
PhD	655	33.6				

The Department has a lower percent of females as compared with the College, but it has a higher percent of females than the national average earning a degree in Economics.

The College sponsors an annual meeting Celebrating Women in Science. This year's meeting was on Friday, March 15. The purpose of this meeting is to encourage young women to pursue careers that require strong backgrounds in Mathematics and/or Science. Since Economics is a social science with strong mathematical foundations, this might be a good place to encourage women into our program. We made contact with Natalie Minucci and hopefully we can participate in this event in the future. We plan to identify a woman economist from the local area to talk at this meeting, demonstrate what she does as an economist and encourage women to study Economics.

The percent with disabilities is about the same in the Department and college. There is only 1.5% difference. Almost all of the Economics classes are held in the ground floor of North Hall, and there are special desks to accommodate disabled students.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

In the interest of serving the needs of our students, the Economics Department provides morning, afternoon and evening classes. In the spring of 2013, four were offered in the morning, two in the afternoon, two evening, and four online. We offer traditional lecture, online, and hybrid classes appropriate for the demand. Over the years there has been a consistent effort in the Department to coordinate the Econ 200 (Macroeconomics) and Econ 201 (Microeconomics) in slots that do not conflict with other courses required for an A.A. degree in Business Administration. Courses such as Accounting and Business Law are routinely checked to ensure that students can put together a schedule with little overlap. Our courses typically fill early in the registration process, suggesting the offerings are at times

convenient for students. Needs of students would be better met by offering more sections, not by changing the scheduling.

In addition, we have had good luck with late start classes. These have filled quickly, and retention was typically better than in regular start classes. We offer Econ 200, 201 and 208 as late start in the typical fall semester.

We typically offer two summer courses. Usually a Macroeconomics and Statistics class, Econ 208. Our students have a substantial need for summer offerings; hopefully these will increase in the future.

A final consideration in scheduling involves the recent increase in the number of students enrolling in the Econ 200H, Honors in Macroeconomics. Thus far the program offered Honors, Econ 200H, as a blended section with Econ 200. As enrollments continue to increase, it is our goal to offer Econ 200H as a standalone class. In addition, since our last Program Efficacy Report, we have developed a new course, Econ 201H, Honors in Microeconomics. This has been offered only twice, blended with Microeconomics. The Department plans to monitor enrollment in this class to determine if and when it might be a standalone class.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

As shown by the charts, FTES has grown by 20% since 06-07; however, it decreased slightly from 09-10 to 10-11, and then a dramatic decrease occurred from 10-11 to 11-12. This decrease of more than 8% can probably be attributed to the decrease in sections offered. In the spring of 2009, 15 sections were offered and filled. In the spring of 2012 only 12 sections were offered and filled. This represents a 20% decrease in sections, and only an 8% decrease in FTES. So, even though FTES has fallen, Economics is

serving more students per class to help make up for the loss of sections.

Duplicated enrollment has increased 20% since 2006; however, it decreased slightly from 09-11 to 10-11 and more dramatically from 10-11 to 11-12 also likely due to the decrease in sections offered.

FTEF and WSCH per FTEF seem to follow a similar pattern as duplicated enrollment and FTES, falling in the last year. Again the probable cause is fewer sections.

Economics is proud of our accomplishments in Success and Retention. Success has shown a reliable increase of 13% since 2006. In 11-12 it was 71%. Retention has shown a consistent increase since 2006, growing to 88% in the last year. These results are likely due to the fact that all but one of our classes in Economics are taught by a full time full professors of Economics. We have one late start class taught by an adjunct who is a retired professor of Economics. All together the full time faculty in Economics have over 50 years of experience teaching Economics.

Our online enrollment has remained about 30% since 08-09. This percentage of online courses appears to be in accordance with student demand for this type of delivery.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Graduates in Economics do well in business, government, research and education. While Economics majors are not in the top ten highest starting salaries, they score in the top ten, actually fifth, highest mid-career salaries at \$101,000 per year. (source, <http://channels.com/pf/package.jsp?name=fte/profitablemajors/profitablemajors>) These data suggest that the economic “way of thinking” provides useful knowledge that promotes success, as measured by high earnings, of Economic majors.

Economics is a requirement, or elective, in several Business programs. In Accounting, Econ 200, 200H, 201, and 208 are used to satisfy requirements for a degree (12 were awarded in 2012) or a certificate (8 in 2012). In Business Administration, Econ 200 or 200H, Econ 201, Econ 208 or Math 108 are required for the A.A. (48 were awarded in 2012). Econ 100 is required for an A.A. and a certificate in the Real Estate/ Escrow program. There were 2 A.A. degrees and 5 certificates earned in 2012.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program’s last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

Economics was one of the first departments to complete all course SLOs. We did our third evaluations of

all courses last semester. We have regular Department meetings to discuss and evaluate these SLOs, and have altered some on the basis of these discussions.

We do have additional SLO work to do on our developing Transfer Model Curriculum (TMC) degree in Economics. On this topic, Economics has discussed program SLOs in Department, Department Head and Division meetings. The Department has a plan to develop these SLOs along with the TMC degree in Economics. The fact that the State has not yet approved the TMC in Economics has prevented us from accomplishing the TMC.

Having discussions resulted in the Department doing some things differently. We more directly teach to the SLOs, and spend more time and effort to ensure a high SLO achievement. Please see a specific example in the next section. We have experimented with new ways to evaluate successful completion of the SLOs; an example of this is our use of class room clickers to measure SOL achievements. We have at times made part of exams, in particular the final, a tool to measure SLO. In Econ 100, students give a class presentation which is used to measure successful completion of a SLO.

This I believe has resulted in improving success and retention rates as evident in the data provided.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The Department has numerous meetings to discuss techniques to improve SLO achievement. The very act of writing the SLOs, measuring success (three times for all courses) has focused efforts to improve education. An example of this is an experiment conducted last semester where we used class room clickers to present problems/questions on a screen and asked students to respond by using their clickers. We had an instant measure of the percent who gave the correct response meaning that they had met the SLO. When the percent was low, we were able to review, encourage, educate and retest. The result was improved scores.

One SLO for Economics 100 is "Students will demonstrate their knowledge of what causes price and quantity sold in markets to change, by drawing supply and demand curves depicting a market, showing correct shifts in curves, and correctly identifying what causes changes in markets."

For Economics 100 the core competencies with major emphasis are three:

1. Read and retain information.
To accomplish this, students read a chapter in our text, retain a considerable amount of information, and apply it to analyze market changes.
2. Employ vocabulary of the subject studied.
Economics has an extensive vocabulary describing a market. Some of the terms students master are, normal, inferior, substitute and complementary goods. To meet this SLO, students must use these terms correctly.
3. Apply learned knowledge to new situations.

This is probably the most fun thing about teaching Economics. Markets are dynamic, and new situations happen daily. For example, the Arab Spring, when many oil producing nations were engaged in wars, rebellions and revolutions (unfortunately still ongoing) provided an excellent opportunity to analyze a new situation's impact on markets. The issue studied was what do we predict will happen to the gasoline market due to these disruptions in oil markets? Most students correctly used supply and demand tools to predict the price of gasoline will likely increase.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
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.
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.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The Economics Department provides quality instruction to a diverse population of learners in Principles of Economics and Economic survey courses, covering both macroeconomics and microeconomics. Economics is a "way of thinking" rather than a set of facts. Therefore, the focus of the program is to develop our diverse student's ability to utilize the discipline's unique analytic tools in order to be better decision-makers in their individual environments. Successful Economic students will have the skills to make better and more informed decisions about public and personal issues.

How does this purpose relate to the college mission?

The mission of the College, "San Bernardino Valley College provides quality education and services that support

a diverse community of learners,” and the mission of the program are similar. They both emphasize quality education and diversity of our students.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Economics Department has consistently scored higher than the campus average in all measures of productivity. Using data from SBVC's *Educational Master Plan 2009-2014* (pages 16 and 17) for the campus, comparative information is presented below.

	Campus Averages	Economics	Difference
WSCH/FTEF	517	583	66
Success	62%	71%	9%
Retention	79%	88%	9%

While the Department has been successful in the area of productivity, Economics will continue to strive to improve these numbers.

1. We plan to put tutors in place soon in the semester (by finding tutors in one semester for the next coming semester).
2. Select affordable texts (by exploring many options and selecting the best one, some of the options are online books, eBooks, using older editions, and renting books).
3. Provide quality education (by keeping current with the profession, attending seminars and workshops).
4. Improve our use of technology (by participating in training in technology, keeping current).

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Economics				
	Course	Status	Last Content Review	Next Review Date
	ECON100 Introduction to Economics	Active	03/29/2010	03/29/2016
	ECON200 Principles of Macroeconomics	Active	04/12/2010	04/12/2016
	ECON200H Principles of Macroeconomics - Honors	Active	04/12/2010	04/12/2016

	ECON201 Principles of Microeconomics	Active	09/19/2011	09/19/2017
	ECON201H Principles of Microeconomics - Honors	Active	09/19/2011	09/19/2017
	ECON208 Business and Economics Statistics	Active	04/27/2009	04/27/2015

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Since the last program review, all our courses have been up dated through the curriculum process. One new course was developed, Econ 201H, and one class deleted, Econ 222.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
NONE		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All of our courses transfer for credit to both CSU and UC with the exception of CSU Long Beach and SDSU San Diego. These two institutions require a Mathematics prerequisite to transfer. Consequently, the Department has made a prerequisite of Math 095 for Econ 200H and Econ 201H. Students wishing to transfer to these institutions could take the Honors classes. The Department has met with our liaison counselor, Patty Jones, and informed her of this issue.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information in the catalog is accurate, except it still shows Econ 222. This is probably due to the fact that this course was recently deleted. It should not show in the next catalog.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The significant trend is the slow recovery from this last recession. While the economy is slowly improving, unemployment continues to be too high at 7.9% for the nation, 9.8% for California and 11.4% for Riverside/San Bernardino. (Source, www.deptofnumbers.com/unemployment/californis/riverside/sanbernardino). The local economies are still experiencing recessionary levels of unemployment. This impacts enrollment in two ways:

1. The recession increased interest in Economics. There is nothing like being unemployed to spark interest in how/ why this happens, and how it can be corrected.
2. High levels of unemployment increases enrollment in community colleges in general.

These two have increased the demand for our courses.

Since the increased demand has been accompanied with fewer sections, planning is critical. The Department plans to continue to manage enrollment carefully. At the start of the semesters, roll is taken and no shows are dropped and other students added to go over cap by 4-6 students. Natural attrition usually results in just about cap at census time. The Department is serving more students per section than in the recent past. For example the average number of students completing Economics 100 (three sections were offered) in fall of

2005 were 24 and for fall of 2012, the average number completing Economics 100 was 37 (cap is 40). This represents an increase of 54%. Some of this might be attributed to better enrollment management and planning.

A better solution would be to open more sections: however, this is difficult to do during budget uncertainties. The largest weakness and biggest challenge is the lack of sections resulting in many students being turned away. Since our budget situation appears to be improving, it is likely more sections will be offered in the future. The Department is planning for this eventually by identifying a pool of adjuncts who are ready to teach on a short notice.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Department of Economics accomplishments and strengths are:

1. Higher than the College average success rates
2. Higher than the College average retention rates
3. Higher than the College average WSCH/FTEF rates
4. Increasing FTES
5. Assessed all course SLOs three times

These strengths and accomplishments will be supported by our plans to:

1. Provide tutors early in the semester to improve learning. We plan to accomplish this by encouraging our tutors to continue from semester to semester (finding them earlier in their academic career) and by recruiting tutors from the Honors Program and specifically from our Economics 200H and Economics 201H, Honors classes.
2. Select appropriate and affordable texts. We plan to accomplish this by working with publishers and selecting the best choice for our students. We plan to explore the possibilities of using on-line texts. Also we will continue to work with students and show them how to meet the objectives of the text with an older (and far less expensive) edition.
3. Provide quality instruction. The faculty in this department plan to attend workshops and seminars to improve our teaching skills. It is planned to attend the Great Teacher's Seminar and others skill promoting seminars and workshops.
4. Utilize the latest technology in instruction. We currently offer on-line and hybrid courses, but in addition, we plan to continue to use class room clickers to assess SLOs, and utilize the document camera. We will continue to employ the best technological support we can.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The most significant weakness of the program is the inability to serve all of the students desiring to enroll in an Economics course. We are planning to address this in two ways:

1. The Department will encourage the College to offer more Economic sections. This is admittedly difficult given the current budget constraints of our state. Nevertheless, every effort will be made to promote the benefits of Economics to our community and persuade administration to

- offer more sections. This semester dozens of students were turned away for lack of sections.
- The faculty will be more diligent in managing the adds and drops at the beginning of the semester so the maximum number of students can be served. Roll will be called in each of the classes, and students who are not attending will be replaced with those who are present and willing to take the class. This will increase enrollment with those who are more likely to be successful.

It is a recognized weakness that some of our faculty should update skills by attending more professional development activities. As mentioned above we plan to attend more seminars and workshops in Economics and teaching.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

TECHNOLOGY

Every semester the Economics Department offers both hybrid and online classes in Economics 200 and 201. In the majority of courses offered, students are instructed in the use of Blackboard Course Management System (CMS). For our Economics 100, 200 and 201, students utilize online material, including videos on topics of economic interest and current fiscal policies and fiscal stimulus plans. This

material is not in our text books, it is typically a news item. For example, when the federal reserve starts opening up the discount window to investment banks on Wall Street, we can broadcast the news clips to our students much before they can include this material in the text book. This technology is invaluable for keeping up with the monetary and fiscal policies in Macroeconomics. Most sections of Economics 200 and 201 have active Blackboard CMS components and use discussion boards. In addition to using traditional tools of video and discussion boards, students in the Honors Economics 200H are required to produce Power-Point presentations and use multi-media format to deliver talking points during student presentations.

Also, students are required to use the library's online SIRS and EBSCO host systems to produce an annotated bibliography of their research, and the online resources are checked for accuracy.

Recently we have been using a document camera in our class room. This has been a great help particularly in Economics 208, Statistics, where students must learn how to use very complicated statistical tables. We can simply put the table from the text on the screen (or white board so we can write on board) for all to see.

PARNERSHIPS

The economics program is linked to the College Honors Program. We offer Economics 200H, Macroeconomics Honors and Economics 201H, Microeconomics Honors. These are offered each semester.

Economics is also linked to many Business programs. Economics is either a requirement or elective in the following:

1. Business Administration AA
2. Business Administration Certificate
3. Accounting AA
4. Accounting Certificate
5. Real Estate/ Escrow AA
6. Real Estate/Escrow Certificate

The Department is planning to partner with the Work Force Investment Board of San Bernardino. This is a Federally funded program dealing with manpower issues.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these

areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

In the most recent Program Efficacy, in Part IV Planning, Weaknesses/challenges, a “does not meet” was recorded. Since then the Department identified some weaknesses and developed plans to improve our program:

1. It has been quite some time since some of our full time faculty have attended a discipline specific workshop or seminar. There are a great variety of these, but ones we plan to participate in are, UC San Diego has weekly seminars in a variety of Economic topics including ways to improve the teaching of the “Economic way of thinking.” The Foundation For Teaching Economics offers opportunities to improve teaching skills in Economics. Our own Great Teacher’s Retreat, usually in February.
2. In addition, a weakness of our program is that it does not have a TMC. The real obstacle to accomplishing this is the lack of the State approval of this degree. We are accomplishing the preliminary work, but cannot finish until the State approves. This issue is critical because our students will have difficulty transferring to four year institutions without this TMC.