

## Program Efficacy Report Spring 2013

**Name of Department:** Economics

**Efficacy Team:** Sheri Lillard and Joe Notarangelo

**Overall Recommendation (include rationale):**

The Economics Program meets the requirements for continued institutional support. It meets the threshold for I. Access because it reflects the ethnic demographics on campus, has a higher percentage participation of females than the nationwide college average, and is implementing outreach programs to better reflect the gender demographics at SBVC. The program clearly meets the requirements for II. Success, enjoying significantly higher WSCH/FTEF, Success, and Retention rates than the campus average and has plans for improving these results further still. And it meets the criteria for III. Institutional Effectiveness in that its mission closely reflects that of the campus, and it keeps its curriculum current. It also clearly meets IV. Planning, for it analyzes what educational strategies are working well in the program and discusses how to further implement these strategies for continuing/greater success, and recognizes specific challenges and addresses those as well. Finally, it meets the criteria outlined in V. Technology, Campus Climate, and Partnerships for it lists its accomplishments and acknowledges its relative weaknesses, including 1) the need to participation in regional discussions of discipline-specific nature, and 2) its lack of a TMC. Economics has specific plans to address the professional development issue, and is awaiting state approval on the TMC issue. The report authors also suggest an increased faculty presence in on-campus technology workgroups, so the department can be informed of the newer available classroom technologies and assess their use in Economics classrooms.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
<b>Demographics</b>	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</i>  <i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>

**Efficacy Team Analysis and Feedback: Meets**

There was an extensive statistical analysis of the data. The report notes that there was no statistical difference in the area of ethnicity. However, there is a statistical difference in gender, and he notes this difference is increasing by a small amount between 2004-2007 and 2009 2012 periods. However, he notes that the demographic comparison to nationwide statistics is actually favorable Degrees Awarded in that the percentage of females is between 30-40% nationwide. The department is making outreach efforts to the Celebrating Women in Science annual meeting in an effort to recruit more female students to the program.

**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 warranted, plans or activities are in place to meet a broader range of needs.*

**Efficacy Team Analysis and Feedback: Meets**

The economics department distributes courses throughout the day and online. The program also offers late-start classes and summer classes, and the late start classes are noted as being quite successful. Additionally they attempt to place courses in a way that does not conflict with other courses required in related fields. The department notes that student needs would be better met by offering additional courses rather than rearranging the extant ones, particularly during the summer session and by offering honors classes that are independent of blended classes as enrollment continues to increase.

**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 notes that it has had a 23% decrease in sections continuously over the last three years, yet only had an 8% decrease in FTES. Additionally, the department has experienced a steady increase of 13% success rate since 2006 and is now 71% and retention has also shown a steady increase over this time 88%. The program believes that these numbers reflect the fact that all but one of these classes are taught by full-time faculty.

The program provides supplemental data discussing job opportunities trends for those receiving Economics degrees. The data suggest that economics courses provide useful education that helps gain successful employment in business, government, research and education (mid-career salaries typically in the top 10% **nationwide look up**), and is also an important component to campus business programs.

**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.*

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**Efficacy Team Analysis and Feedback: Meets**

The program indicates it has made strong progress in evaluating SLOs by having evaluated all courses the third time by 2012. The data has been analyzed and results have been discussed in department meetings and implemented both in the SLOs and in the classrooms. For example, classroom clickers and some in-class presentations are being used to directly measure SLO achievement. At this time, there are no program SLOs because the state has not approved the TMC in Economics. However, the program has discussed program SLOs and have a plan to develop them when the TMC gets accepted.

**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's mission statement closely parallels the campus mission statement in emphasizing providing quality instruction to a diverse group of learners. It emphasizes that, as "a way of thinking" about the world, it is accessible to people of diverse backgrounds and applicable to unique environments.

**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 is productive at a very high level. Economics' WSCH/FTEF is 66 greater than the campus average, Success rate is 9% greater than campus average, and Retention rate is 9% greater than campus average. Yet, the program has more plans for even more productivity, including earlier semester launch of the tutor program, searching for more affordable texts, and updating technology training.

**Relevance, Currency, Articulation**

*The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.*

*Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.*

*The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.*

**Efficacy Team Analysis and Feedback: Meets**

All courses have been updated through the curriculum process since the last program review, and there are 0 classes where articulation or transfer are not occurring.

**Part IV: Planning****Trends**

*The program does not identify major trends, or the plans are not supported by the data and information provided.*

*The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.*

**Efficacy Team Analysis and Feedback: Meets**

The program identifies two major factors impacting enrollment: 1) the ongoing recession/slow recovery stimulating an interest in economics, and 2) high levels of unemployment increasing enrollment demand in community colleges in general. Because the program itself has been forced to reduce offerings, focus has been placed squarely on enrollment management, and the data indicate higher average enrollment per section and a higher completion rate in some classes (54% increase in Economics 100 for fall 2012). The program notes, however, that a large number of students are still being turned away and has plans to increase course offerings as soon as it becomes financially feasible.

**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 notes its strengths are higher success, retention, and WSCH/FTEF rates, and plans to incorporate what it has learned from these strengths into future planning by: 1) providing tutors early in semester to improve learning. 2) ensuring the selection of appropriate and affordable texts, 3) faculty attendance of professional development workshops to remain current in the field, and 4) implement and utilize latest technology in instruction.

**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: Meets**

The program notes its inability to serve all of the students desiring to enroll in an Economics course and that some faculty should update skills. It plans increased diligence in managing adds and drops, plans to encourage the college to offer more Economics sessions, and plans to support faculty/s interest in attending more professional development activities.

**Part V: Technology, Partnerships & Campus Climate**

*Program does not demonstrate that it incorporates 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 does not have plans to implement the strategic initiatives of Technology, Partnerships, 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 offers both hybrid and online classes for some course offerings, students are trained in the use of Blackboard, and delivers online material for student analysis on current events that are too contemporary for the latest textbooks, such as recent monetary and fiscal news. Students are also required to create multimedia presentations in the Economics honors class, and versed in the use of the library databases for finding and properly annotating academic documents in discipline specific formatting. It may be useful for an Economics Faculty member to serve on the Technology Committee in the future, so the department can be further informed on the emerging technologies available on campus, and evaluate their use in Economics classrooms.

The program has created partnerships in the following areas: Honors, Business Administration AA and certificate programs, Accounting AA and Certificate programs, and Real Estate/Escrow AA and Certificate programs. It also has plans to partner with the Work Force Investment Board of San Bernardino.

**Part VI: Previous Does Not Meets Categories**

*Program does not show that previous deficiencies have been adequately remedied.*

*Program describes how previous deficiencies have been adequately remedied.*

**Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):**

In the previous Program Efficacy cycle, a “does not meet” was recorded under Part IV Planning, Weaknesses/Challenges. The two specific concerns were that the faculty had not attended recent, program specific, professional development activities and that it did not have a TMC. The program notes that it plans to participate in seminars with UC San Diego on a variety of Economics topics and in others with The Foundation for Teaching Economics. Regarding the TMC, the program notes that the preliminary work on the TMC has been completed, but it cannot proceed until the state approves the TMC proposal. The program acknowledges the importance of the implementation of the TMC in the need to serve its students.