

DEPARTMENT OR PROGRAM: Economics

DIVISION: Creative Arts / Social Science

1. BRIEF DESCRIPTION OF PROGRAM:

The department offers courses which are primarily taken by students who are transferring and/or seeking an AA/AS degree. There is no major, and no certificate. There are no sequential course offerings. Currently 9 to 10 courses are offered a semester, approximately half Microeconomics and half Macroeconomics.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

As mentioned in previous program reviews, Economics has not had a full time faculty member to spearhead the task of establishing goals and targets to assess and improve our courses. Now that a full time faculty member has been hired this year will provide an opportunity for base line assessments to establish a foundation that can be used in future years as a reference point to measure success. By far our biggest challenge is making up for the difficult position the department was put in the previous years, but we will use this year as the first step in getting back on track.

The data from past years shows that the retention and success rates for Economics classes is in the same range as the campus as a whole. For last year our retention rate was at 80% and success rate at 66%, compared to 84% and 69% for the campus.

While there is room for improvement, Economics courses require analytical and critical thinking that can be challenging to students and to be slightly below the campus average is probably to be expected. In addition, our success rates have remained stable even as the overall load per class has increased, whether or not this is sustainable is something to keep track of.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

As mentioned the department has been behind in assessment and thus lacking clear goals. We will use this year to begin to assess where we are at and use this information to establish clear targets in future years.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

Once our assessment is complete this year, we will have an opportunity to clearly define future goals. At this point our primary goal is to identify areas of need and begin the process of figuring out ways to improve student success in our courses. One place this is already being addressed is our involvement in the growth of the learning center and the hiring of tutors specifically for economics courses. They will be available for the first time in Fall 2012.

5. **Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

The budget remains an issue for our department as it does for the whole college. Ensuring that we have sufficient course offerings to allow our students to expediently transfer or earn their degree is of the utmost importance. As previously mentioned our primary focus this year is to assess the current state of the department and identify areas of need, once those have been established we will identify a plan to address those needs.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

a. **Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.**

This year we will assess SLOs from each of the courses and establish a regular pattern of assessment. The initial assessment strategy will be to analyze student success by embedding direct SLO assessment questions into the final exam. In the coming years we will review our initial findings once a base line has been established and outline changes that need to be made to the assessment process to make sure that it accurately reflects the abilities of our students and properly assesses their attainment levels. In addition, we will review and implement strategies to increase student success within our classes.

Along with the assessment process, the department will also be reviewing the appropriateness of the existing SLOs. As mentioned previously the department was without a full time faculty member for a significant amount of time and now that we have someone hired all facets of the department are being reviewed, including the previous SLOs. Some topics of concern include how broad or specific the SLOs should be defined, how many should exist and how they should be differentiated for Microeconomics versus Macroeconomics.

b. Student services areas: TBD

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	N/A	N/A

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	N/A	N/A

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: None Number: Vendor: Unit price: Total Cost: Status*:	N/A	N/A

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: Steven Lehigh
Phone and email address: 574-6428 lehigs@smccd.edu
Full-time faculty: Steven Lehigh
Part-time faculty:
Administrators:
Classified staff:
Students:

Steven Lehigh	4/12/2012
_____ <i>Primary Program Contact Person's Signature</i>	_____ <i>Date</i>
_____ <i>Full-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Part-time Faculty's Signature</i>	_____ <i>Date</i>
	(as appropriate)
_____ <i>Classified Staff Person's Signature</i>	_____ <i>Date</i>
	(as appropriate)
_____ <i>Student's Signature</i>	_____ <i>Date</i>
	(as appropriate)
_____ <i>Dean's Signature</i>	_____ <i>Date</i>