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## Instructional Program Review

Program Name: **Economics**

Program Contact: **Lehigh, Steven**

Academic Year: **2013-2014**

Status: **Submitted**

### 1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [Institutional Program Planning](#) as appropriate.

The Economics program provides courses in introductory Macroeconomics and Microeconomics, primarily to students seeking to transfer or obtain an AA/AS degree. The department offers approximately 10 courses a semester of a combination of macroeconomics and microeconomics courses. The guidelines for the AA-T in Economics have been finalized at the state level and the process has begun to establish the degree at CSM, streamlining the transfer process for students interested in majoring in Economics.

In addition to regular campus duties, Economics faculty have also participated in professional development activities, the honors program and established a solid relationship with the Learning Center to provide high quality tutoring, supplemental instruction and review sessions for our courses. The department seeks to maintain quality teaching in the classroom and access to assistance outside the classroom, ultimately pursuing the goals outlined in the college mission. Specifically we seek to achieve academic excellence, develop critical thinking skills and provide relevant information to promote students' intellectual pursuits and academic success.

### 2. Student Learning and Program Data

#### A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

This is the first academic year the department has implemented comprehensive and coordinated SLO assessment. The first two SLOs were assessed in both Econ 100 and 102. All of the results to date have been positive, with success rates ranging from 76-85%. The third SLO was assessed in both courses in Fall 2013; results are currently under review. The SLO results indicate that our teaching objectives are being met in class. Based on the initial results meeting our threshold, no immediate action is being recommended.

#### B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

2012-2013 Success Rate was 62.3% and Retention Rate was 79.7%, the first dip in the rates in 4 years. Considering the level of analytical and critical thinking our courses require, our rates seem reasonable close to the campus average and are in the same range as similar departments, such as Philosophy. Hopefully this was just a random down year in a cycle that has seen us average 66% success over the

last 3 years. The department is currently very active in the Learning Center, assisting to provide free tutoring 5 days a week, exam review sessions, and for the first time we are offering a Supplemental Instruction section for Econ 100. As reported by the Learning Center, the Success Rate in Econ for those utilizing the services was 75% versus 60% for those not.

Across demographics one consistent trend has been that the Hispanic student population has had a lower Success Rate (53%) than the average, but without controlling for other variables like Math/English placement or average time spent working etc., it's hard to know where the source of that difference is coming from. After the math pre-requisite is implemented in Fall 2014, we will have a more concrete assessment of the source of the differences. With the other ethnic groups there does not seem to be any definitive trends, any large variability in Success Rates over the last three years occurs in groups with fairly small population sizes, the larger demographic groups have all shown fairly consistent rates over that time. Rates for gender type and age are consistent with the campus-wide trends and don't seem specific to Economics courses.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

N/A – Economics is currently only offered as a face-to-face class.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-time FTEF, etc.)

Now in our second year having a full time faculty member, everything remained fairly consistent. LOAD and total FTEF have remained stable and no changes seem to be on the horizon. The department has had a LOAD of over 600 for the past 3 years, indicating that course offerings seem to be enrolled close to capacity, with multiple day and evening options. The Full-time FTEF and Part-time FTEF are both 2, which seem reasonable given the amount of overall class offerings. Given the financial climate and the high LOAD performance the department is operating efficiently.

### 3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

### 4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Beginning in Fall 2014 a pre-requisite of Math 110 will be implemented for both courses. Hopefully the impact on enrollment and

accessibility will be fairly limited, but it is something to keep an eye on.

As previously mentioned, the guidelines for the AA-T degree in Economics have been approved; we are working toward making the degree available at our campus.

## 5. Planning

### A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

We continue to develop a strong relationship with the Learning Center, utilizing their expertise and support network to provide additional services to help our students succeed. The data has shown a difference of 15% in the Success Rates for students using the tutoring services for Economics (75% vs. 60%) and we will continue to attempt to expand our presence.

### B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

The next three years will allow us to lay the base line assessment of where we're starting from, and begin to formulate a plan to specifically address areas of need. Our integration with the Learning Center has yielded optimistic results and we will continue to explore opportunities to expand services to our students to improve student success and the efficiency with which we deliver our courses. The biggest challenge is the patience that must be displayed as programs, such as tutoring and supplemental instruction, develop. There is a minimum of a one to two year lag between implementation, review and modification. For example, 2012-2013 was the first year we offered tutoring. We're just now able to review the data and try to assess its effectiveness; in the mean time we've almost concluded our second year of tutoring. So, for the next few years we will be working on refining our approach, optimizing the best way to integrate tutoring and supplemental instruction in to our courses and making annual modifications as necessary.

Given our initial assessment of the first two SLOs, we are meeting our goals on that front so far. We will complete our initial assessment with the third SLO in Fall 2013. The expansion of services at the Learning Center should have an additional positive impact on the SLOs, but otherwise there is no other course of action needed at the moment.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

The current offerings from the campus do a great job of offering opportunities for professional development and interdepartmental collaboration. We should continue to expand our offerings on innovative and effective teaching methods, since we are discipline experts, content is usually not an issue but any assistance in presentation and pedagogy is extremely helpful, especially as classroom technology continues to evolve.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The current outreach by the Learning Center and other support programs seems sufficient in providing multiple platforms of information and accessibility. As mentioned previously, we have ongoing tutoring and SI programs.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.  
Leave sections blank if no major changes are anticipated.

Faculty

Equipment and Technology

Instructional Materials

Classified Staff

Facilities

### C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

1. Establish the AA-T in Economics

Paperwork will be submitted Spring 2014, for implementation as soon as possible. The AA-T will ease the transfer process and improve student success.

2. Complete initial phase of SLO assessment.

Assess the 3rd SLO in Fall 2013 and conduct final review once all SLOs have been assessed. The initial results from the first two SLOs have been positive.

3. Tutoring and Supplemental Instruction

Continue to support the Learning Center in providing our students additional services to support their success. It is imperative that we do our best to recruit highly competent tutors to ensure the most effective use of resources.

## 6. Resource Requests

### Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

**NOTE:** To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost


Classified Staff

Description	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description	Cost

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**7. Program Maintenance**

A. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines.

**Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
None		

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Steven Lehigh	9/1/2013

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C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Steven Lehigh	5/31/2014