

2014-2015 Instructional Program Review

Program Name: **Economics**

Program Contact: **Lehigh, Steven**

Academic Year: **2014-2015**

Status: **Submitted for review**

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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, 2013/14-2015/16, 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 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

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

In the Fall the third and final SLO was assessed for both Econ 100 and 102, completing the first round of assessment for all SLOs. The success rate for the third SLO was 72% in Econ 100 and 86% in Econ 102. All of the results to date have been positive, with success rates ranging from 76-85% for the first two SLOs. 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.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

The degree program guidelines were approved at the state level during this program review cycle. The department has since submitted the appropriate materials to establish a degree program that has been approved by our campus curriculum committee and is pending state approval for Fall 2015. Once the program has been approved and implemented, program SLOs will be aligned with course SLOs and reviewed.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

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4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

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5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

Both Econ 100 and 102 course SLOs directly align with the GE SLOs addressing effective communication, quantitative reasoning and critical thinking. Given that our students have shown satisfactory results in our course SLO assessments, it is reasonable to assume they are also satisfying the related GE SLOs as well.

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.

2013-2014 Success Rate was 69.3% and Retention Rate was 85.4%, the highest for both rates in the last 5 years. Besides last year, the rates have been relatively close to the overall college averages of approximately 70% and 84% respectively. Considering the level of analytical and critical thinking our courses require, our rates seem reasonably close to the campus average and are in the same range as similar departments, such as Philosophy. The department is very active in the Learning Center, assisting to provide free tutoring 5 days a week, exam review sessions. As reported by the Learning Center, the Success Rate in Econ for those utilizing the services was 75% versus 60% for those not. In addition, Econ has one of the highest usage rates of the tutoring services at the LC, indicating that we are doing a good job of promoting the service and utilizing it to improve student performance.

Across demographics one consistent trend has been that the Hispanic student population has had a lower Success Rate than the average, this past year saw improvement from 53% to 60%, which is overall in range with the campus average of 63%. Without controlling for other variables like Math/English placement or average time spent working outside of school etc., it's hard to know where the source of that difference is coming from. After the math prerequisite is implemented in Fall 2014, we will potentially 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.)

LOAD and total FTEF have remained stable and continued to increase over the last 3 years. 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 were 2 and 2.4 respectively, which seem reasonable given the amount of overall class offerings. Given the financial climate and the high LOAD performance the department is operating efficiently. One thing to keep an eye on, unfortunately the department lost two of its part time instructors during this academic cycle and course offerings were reduced temporarily the next academic year. The department does not anticipate that this will impact performance as overall campus enrollment seems to be declining and the implementation of the math prerequisite may also reduce our enrollment demand. We will continue to monitor the situation and adjust accordingly.

3. 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, in addition it will hopefully have a positive impact on success rates. We will have a clearer picture when we review the data next year.

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. The degree has been approved by our campus curriculum committee and submitted to the state for final approval. We anticipate the degree program being available Fall 2015.

4. 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.

From Fall 2012 to Fall 2013 there has been a 51% increase in student usage of the tutoring service for Economics. 96 students used the tutoring service at least once in Fall 2012, increasing to 145 students in Fall 2013. Economics continues to be the largest single department utilizing the tutoring service, making up 40% of the total amount of students that see the tutor at least once (145 out of 367 students for Fall 2013 based on information provided in the LC program review.) The department has worked with the LC to expand on the typical drop in tutoring, providing exam review sessions that are popular with the students. Based on the success rate differences, there is tangible evidence that they improve student performance.

The Supplemental Instruction offering seemed to be effective but unfortunately was not very popular with students. Given the finite resources of the LC, it seemed more efficient to focus on continuing to provide high-level tutoring service and sacrifice the less popular SI program.

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, 2013/14-2015/16**, 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.]

Now that we've completed our initial SLO assessment we have a base line to compare to going forward. We will also reflect on the quality of the assessment, potentially experiment with other methods and make adjustments accordingly. Given that our initial assessments indicated student success, it appears our current teaching methods are providing effective delivery of the content.

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, 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. The initial two years of data have shown that tutoring has been effective and growing in popularity. So, for the next few years we will be working on refining our approach, optimizing the best way to integrate tutoring in to our courses and making annual modifications as necessary.

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 been successful collaborating with the LC tutoring program.

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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

1. Establish the AA-T in Economics

Paperwork will has been submitted and approved at the campus level. We are awaiting state approval and hope to have it implemented for Fall 2015.

2. Tutoring

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 continually recruit highly competent tutors to ensure the most effective use of resources.

3. Complete second phase of SLO assessment.

Now that all SLOs have been assessed once, we will analyze the process and potentially experiment with the assessment method to ensure our data is accurately depicting student performance. The next scheduled SLO assessment if for Fall 2015.

5. 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** and notify 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

6. 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	9/1/2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Steven Lehigh	5/31/2016