

El Camino Community College

PROGRAM REVIEW 2018

BEHAVIORAL AND SOCIAL SCIENCES

ECONOMICS



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TABLE OF CONTENTS

Contents

SECTION 1 Overview of the Program.....	3
SECTION 2 Analysis of Research Data	9
SECTION 3 Curriculum.....	14
SECTION 4 Assessment of Student and Program Learning Outcomes (SLOs & PLOs)	15
SECTION 5 Analysis of Student Feedback	18
SECTION 6 Facilities and Equipment	19
SECTION 7 Technology and Software.....	20
SECTION 8 Staffing	21
SECTION 9 Direction and Vision	22
SECTION 10 Prioritized Recommendations.....	23
Appendix A.....	23
ALIGNMENT GRIDS.....	25
Appendix B.....	25
SLO/PLO TIMELINES	26
Appendix C.....	26
6-YEAR CURRICULUM COURSE REVIEW TIMELINE	26
Appendix D.....	Error! Bookmark not defined.
CTE QUESTIONS.....	Error! Bookmark not defined.

SECTION 1

Overview of the Program

A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

Economists have developed a rigorous set of analytical and empirical tools for understanding human behavior observed in everyday life, business, politics, and the international arena. Our discipline is dedicated to understanding how to better utilize society's scarce resources, how markets and technology have improved our standard of living, why unemployment, inequality, and poverty can exist in the midst of prosperity, and many other pressing questions related to both domestic and international issues.

The Economics Department is committed to helping students learn the principles necessary (1) to understand the economic forces of an economy, (2) to lay the preparatory groundwork so that they can go on to successfully complete upper division coursework in Economics and related fields, and (3) to contribute to their communities as informed citizens. Students graduating with an Associate of Arts degree or an Associate of Arts Degree for Transfer in economics generally transfer to a four-year institution to complete a Bachelor's degree in business or economics.

Courses in Economics serve to promote critical thinking and active student engagement.

Through our course offerings, students learn how to analyze issues and form their own opinions regarding pertinent issues of our time, to deliver critiques, to advocate and critically debate ideas in social and political settings, to appreciate and respect diverse perspectives, and to work productively in task-oriented groups. In our classrooms we strive to create a learning environment that is supportive and accessible to all students regardless of disability, race, ethnicity, culture, language, gender, sexual orientation or religion, and to ensure every student has the opportunity to succeed in developing her/his personal academic and career potential.

The department consists of two full-time and five part-time faculty members. A total of 52 sections are typically offered each academic year, with 19 in spring and fall, 8 in summer, and 6 in winter. There are about 2,000 seats filled in Economics classes every year. The full-time / part-time ratio is 55.4% FT to 44.5% PT.

Currently, the Economics Department offers three courses: Economics 1 “Principles of Economics: Macroeconomics,” Economics 2 “Principles of Economics: Microeconomics” and a survey course, Economics 5 “Fundamentals of Economics”. These course offerings include both on-campus and online instruction taught by two full-time and five part-time faculty members. In addition, the department offers Economics 5 off-campus each spring semester at a Serra High School in Gardena. All three classes transfer to CSU and UC and satisfy IGETC Area 4 – Social and Behavioral Sciences.

The Principles of Economics: Macroeconomics (ECON 1) and Principles of Economics: Microeconomics (ECON 2) courses comprise a standard two-semester core general education offering taught throughout the country. These are required courses for those majoring in economics and business. Additionally, these are recommended courses for other social science, natural science, engineering, and pre-law majors. The goal of Economics 1 is to give students an understanding of the economy as a whole. The goal of Economics 2 is largely to provide students with an understanding of the economic behavior of individual consumers and producers.

The Fundamentals of Economics (ECON 5) is a one-semester general survey course in economics, which covers selected topics from both the microeconomic and macroeconomic fields. It is designed for those that do not major in economics or business, but desire some understanding of economics, without the mathematical rigor of the Principles of Economics courses.

The students enrolled in the Principles of Economics courses and Fundamental of Economics largely reflect the same characteristics of the student body of El Camino College. There is a large diversity of students from widely different socioeconomic backgrounds with varying degrees of academic ability and college preparation. The majority of students who take economics classes are either of Latino or Asian ethnic background (averaging 68.7% of enrollees in economics courses over the 2012 - 2016 period). Whites comprise the third largest group represented (15.2% of enrollees declaring ethnicity on average), while African Americans account for a smaller percentage of enrolled students (9.3 % on average). Women and men comprised 38.5% and 61.5% of enrollees over the 2012 - 2016 period, respectively.

Economics provides a foundation of knowledge useful in the pursuit of various academic and professional endeavors. The Economics major prepares students for career opportunities in fields such as business management, international business, finance, law, government, and education. Industry employs the largest number of economists in such locations as banks, credit institutions, insurance companies, manufacturing firms, utilities and consulting firms. Economists work as management trainees, economic researchers, urban planners, bank officers, hospital administrators, consumer protection agents, and public administrators. Both employers and graduate programs often seek candidates with a background in Economics.

B) Describe the degrees and/or certificates offered by the program.

Currently, students at El Camino College can opt for an Associate of Arts degree in Economics or an Associate of Arts for Transfer degree (the latter designed at the state level to make degree requirements fully transferable to all California State Universities). The core offerings in Economics by our department parallel the standard core offerings at four-year institutions for Economics and Business majors. This allows students who wish to transfer to a four-year college or university to do so at the junior level in either field. Additionally, courses in Economics serve general education requirements for the A.A. and A.S. degrees at El Camino College. Thus, non-Economics majors who wish to achieve an A.A. or A.S. degree are also served.

A degree in Economics is designed to provide students with a foundation in Macroeconomic and Microeconomic theory. Economics majors will acquire knowledge of the principle economic models for understanding how the national economy functions, the fundamental laws of supply and demand, and international trade theory. Students will be able to apply methodologies to assess fiscal and monetary policy, price levels, and the allocation of goods and resources in competitive and monopolistic markets.

Associate in Arts Degree in Economics

Students who wish to graduate from El Camino College with an A.A. degree in Economics, must complete the following major requirements:

Economics 1 and 2

Mathematics 160 and 161; or 190 and 191

Also, students must choose two courses from the following:

History 101, 102, 140, 141, and Political Science 1

Total required units: 19-22

Associate in Arts for Transfer Degree in Economics

Students who wish to graduate from El Camino College with an A.A.T. degree in Economics, must complete the following major requirements:

Required Core (14-15 units): Economics 1, 2; Math 150; Math 160 or 190

List A (3-5 units): Business 1A, 1B, 28, CIS 13, Math 140, 191

List B (3-5 units): Any course from List A not already completed; Economics 5; Math 220, Math 270

The Economics Department will adjust the Math prerequisites to its courses and the degree requirements after the Math department finalizes its curricular changes in response to AB 705.

C) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

The mission and goals of the Economics Department are in alignment with the mission of El Camino College "to make a positive difference in people's lives by providing comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities." The Economics Department adopts a "student-centered" approach to learning in order to provide students with a solid understanding of economic principles and to assist students in meeting their educational goals both at El Camino College and beyond.

Strategic Initiative 1 - Student Learning:

Recognizing that students learn in a diversity of ways, the Economics Department is committed to using a variety of instructional methods to enhance learning. In addition to traditional lectures, these instructional methods include distance education, interactive classroom activities/experiments, videos, online instructional tools, class and group discussions, practice problems, and creative project assignments.

Strategic Initiative 2 - Student Success and Support:

The Economics Department regularly completes the Program Level Outcome and Student Learning Outcome assessments required by the college, with the goal of improving both teaching and learning productivity. In addition, the Economics Department promotes student success by advocating use of campus wide resources available to students to enhance their learning. The Economics faculty cooperates with the Special Resource Center in meeting the needs of students with disabilities to ensure equal access to educational opportunities. Students who need additional assistance in developing writing skills beyond consultation with faculty are referred to the campus Writing Center. Students challenged by language, social, economic, and educational disadvantages are referred to counseling, financial assistance, and other support services.

Strategic Initiative 3 – Collaboration

As described above, the Economics Department works collaboratively with student services, such as the Special Resource Center and Writing Center, to support student success.

Strategic Initiative 4 – Community Responsiveness

Economics classes support Business degrees, which are closely linked to employment needs of the community.

Strategic Initiative 5 - Institutional Effectiveness:

The department participates in the assessment, annual planning, and program review processes with the goal of improving student learning.

D) Discuss the status of recommendations from your previous program review.

1. **Recommendation:** Online courses for Economics 1 and 2 should be regularly offered in an attempt to create alternative opportunities for student success. This would address the different learning styles of students as well as allowing the program to continue to support the growth of distance education courses.

Status: Completed

Notes/Comments: Economics 1 and 2 are being regularly offered online.
2. **Recommendation:** Update existing curriculum or develop new courses when budgetary restrictions allow.

Status: On hold.

Notes/Comments: On hold until the department updates the AA and AAT to reflect changes in the Math curriculum. Any new curriculum should be developed in tangent with work on Guided Pathways mapping.
3. **Recommendation:** Do not hire one full-time faculty member for the foreseeable future, unless the FT/PT ratio dips below 50% FT faculty.

Status: Completed

Notes/Comments: The Spring 2018 search was canceled in response to department reluctance to hire a new Economics full-time faculty member. The FT/PT ratio did not fall below 50%.
4. **Recommendation:** Hire adjunct faculty as needed.

Status: Completed

Notes/Comments: The Economics department has sufficient adjunct faculty to cover its courses.
5. **Recommendation:** Encourage faculty to attend professional development seminars pertaining to academic retention.

Status: Completed

Notes/Comments: Retention rates in Economics classes are higher than the college average.

6. **Recommendation:** Faculty should spend more time preparing their courses to remain academically current so as to reflect the changing macroeconomic and microeconomic environment and less emphasis on out of classroom assignments, such as service on committees.

Status: Completed

Notes/Comments: Tanja Carter completed a sabbatical project that included online pedagogy coursework.

SECTION 2

Analysis of Research Data

A) Head count of students in the program

The headcount of students has remained steady between 780-796 students from 2013-2016. Economics students tend to be older than the general ECC student population. In 2016, 47% of Economics students were 19-21, compared to 37% of the general population. The department also had higher percentages of Asian and White students in comparison to the general population. In addition, 56% of Economics students are full-time compared to 32.8% campus wide. Economics students, therefore, tend to be older, full-time students.

Demographic and Enrollment Characteristics

Economics

Fall

	Term Headcount	Fall Term				ECC Student Population	District Boundary Population
		2013	2014	2015	2016	Fall 2016	2010 Census
		780	795	778	796	24,000	556,400
Gender	F	34.9%	36.5%	39.6%	39.1%	51.6%	51.0%
	M	57.6%	61.6%	62.6%	58.7%	48.4%	49.0%
Ethnicity	African-American	5.5%	8.2%	9.8%	9.9%	14.6%	15.1%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.3%	0.3%	0.2%	0.2%
	Asian	31.9%	31.1%	34.4%	25.1%	14.8%	13.6%
	Latino	33.2%	39.0%	37.9%	40.5%	51.5%	34.5%
	Pacific Islander	0.5%	0.0%	0.9%	0.6%	0.6%	0.5%
	White	15.4%	14.3%	14.3%	15.6%	13.3%	32.8%
	Two or More	3.3%	4.7%	3.6%	5.4%	4.6%	2.9%
	Unknown or Decline	2.6%	0.9%	1.0%	0.4%	0.5%	0.4%
Age/ Age Group	<17	0.1%	0.1%	0.0%	0.1%	1.7%	24.2%
	17	1.5%	0.9%	1.3%	1.5%	2.2%	
	18	10.8%	6.4%	6.6%	6.9%	12.5%	2.5%
	19	15.8%	18.6%	18.9%	20.1%	14.8%	
	20	19.2%	18.1%	19.5%	15.7%	12.4%	1.2%
	21	10.1%	13.3%	14.0%	11.3%	9.8%	1.2%
	22	8.5%	8.8%	9.9%	8.7%	7.5%	
	23	6.4%	6.8%	7.1%	5.2%	5.9%	3.9%
	24	3.7%	4.8%	5.1%	5.7%	4.4%	
	25-29	9.7%	12.5%	11.8%	14.3%	13.2%	7.4%
	30-39	4.7%	5.5%	5.9%	6.0%	8.7%	14.9%
	40-49	1.4%	1.4%	1.4%	1.3%	3.5%	15.9%
	50-64	0.4%	0.9%	0.6%	1.0%	2.8%	18.1%
65+	0.0%	0.0%	0.0%	0.0%	0.6%	10.6%	
Class Load	Full-time	55.8%	56.7%	61.7%	56.2%	32.8%	
	Part-time	36.7%	41.4%	40.5%	41.6%	66.3%	
Academic Level	College degree	7.1%	8.9%	7.3%	6.0%	11.8%	
	HS Grad	82.8%	86.9%	92.4%	88.3%	82.8%	
	Not a HS Grad	1.3%	0.6%	0.4%	0.3%	0.5%	
	K-12 Special Admit	0.1%	0.3%	0.6%	0.1%	2.4%	
	Unknown	1.2%	1.4%	1.4%	3.0%	4.1%	
Educational Goal	Intend to Transfer	36.4%	36.9%	44.0%	46.0%	42.4%	
	Degree/Certificate Only	0.9%	2.1%	1.0%	1.3%	4.6%	
	Retrain/recertif.	1.5%	2.1%	1.2%	1.6%	3.8%	
	Basic Skills/GED	7.4%	7.7%	7.8%	7.3%	5.7%	
	Enrichment	3.3%	2.5%	2.1%	3.1%	2.4%	
	Undecided	16.4%	15.5%	13.1%	12.6%	17.0%	
	Unstated	0.0%	0.0%	0.0%	0.0%	24.1%	

B) Course grade distribution

Economics		Preliminary Success Standard															75.9%
Fall		5 year Success Average															77.0%
		5 year Success Minimum															74.7%
Year	COURSE	Method	Weeks	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2015 Total	⊗ ECON-5	⊗ Lecture	16	4	13	13	-	4	4	-	1	1	-	6	46	67.4%	87.0%
				194	228	160	-	45	43	-	1	7	-	100	778	74.9%	87.1%
⊗ 2016	⊗ ECON-1	⊗ Distance Educ	8	7	4	5	-	2	2	-	-	-	2	16	36	44.4%	55.6%
		⊗ Lecture	14	52	35	12	-	8	13	-	-	-	-	19	139	71.2%	86.3%
			14	15	11	2	-	1	-	-	-	-	-	5	34	82.4%	85.3%
			16	66	71	72	-	19	21	-	1	6	-	39	295	71.2%	86.8%
	⊗ ECON-2	⊗ Distance Educ	16	41	34	9	-	-	1	-	-	-	-	6	91	92.3%	93.4%
		⊗ Lecture	16	34	44	32	-	7	10	-	-	3	-	22	152	72.4%	85.5%
	⊗ ECON-5	⊗ Lecture	16	11	11	9	-	3	3	-	1	-	-	2	40	80.0%	95.0%
2016 Total				226	210	141	-	40	50	-	2	9	2	109	787	73.6%	86.1%

Students perform well in Economics classes with 55% of students earning an A or a B.

Eleven percent of students earn a D or F.

C) Success rates (Discuss your program’s rates, demographic success characteristics and set a success standard for your program.)

The 2016 success rate was 73.6%, slightly lower than the 5-year success minimum set in the 2013 program review. The African American and Latino success rates, at 66.2% and 62.8% respectively, were lower than the department average. The Asian and White success rates, at 87.9% and 78.4%, were higher than the department average. This mimics trend across campus. The Economics Department will explore participating in the BSS Student Equity Reenvisioned program and linking their classes with other SER classes. In addition, the department will consider the use of Open Educational Resources.

		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		Success	N	Success	N	Success	N	Success	N
Ethnicity	African-American	46.2%	65	63.2%	76	70.0%	80	66.2%	74
	Amer. Ind. or Alask. Native	0.0%	-	100.0%	-	50.0%	-	0.0%	-
	Asian	83.8%	247	82.5%	269	80.5%	200	87.9%	232
	Latino	68.7%	310	71.2%	295	71.2%	323	62.8%	320
	Pacific Islander	0.0%	-	71.4%	-	60.0%	-	57.1%	-
	Two or More	73.0%	37	71.4%	28	72.1%	43	66.7%	45
	Unknown or Decline	71.4%	-	50.0%	-	33.3%	-	0.0%	-
	White	85.1%	114	78.4%	111	80.6%	124	78.4%	116
Gender	M	73.7%	490	74.2%	488	75.1%	469	73.7%	471
	F	75.2%	290	76.6%	308	74.3%	311	71.8%	323
	X	0.0%	-	0.0%	-	0.0%	-	0.0%	-
Age Group	19 or less	80.7%	207	79.3%	208	78.5%	228	81.8%	214
	20 to 24	71.6%	412	73.5%	434	70.9%	371	68.3%	417
	25 to 49	72.1%	154	73.2%	149	78.0%	173	72.0%	157
	Over 49	85.7%	-	100.0%	-	75.0%	-	100.0%	-

Counts are suppressed for groups with less than 10 students.

Shaded cells indicate groups achieving at a rate less than 80% of the reference group, respectively.

Reference groups are White, male, and 20 to 24 years old.

D) Retention rates (if applicable, include retention based on placement method)

Aside from one online section of Econ 1, student retention rates range between 85% to 95%. In general, Economics has strong retention.

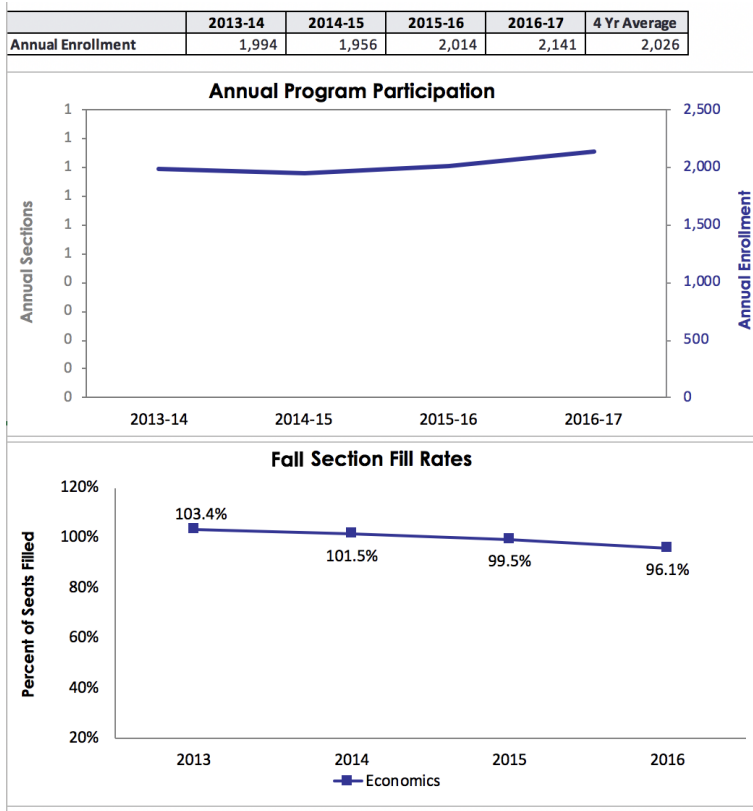
E) A comparison of success and retention rates in face-to-face classes with distance education classes

Distance education students struggled in Econ 1 with a low 44.4% success rate. However, online students in Econ 2 performed very well with a 92.3% success rate. This compares to a

73.6% success rate across the program. Econ 1 is a prerequisite for Econ 2 and generally acts as a “weeder” course, passing on the stronger students. Online success and retention issues are being addressed in Tanja Carter’s sabbatical focus on online pedagogy. An adjunct instructor has agreed to undergo the rigorous course review and improvement process for the Online Education Initiative course exchange. The department proposes a \$500 stipend for any FT or PT faculty member who successfully completes the review process to prepare their class to be taught on the Online Education Initiative course exchange.

F) Enrollment statistics with section and seat counts and fill rates

Seat counts have remained steady between 1,994 and 2,026 from 2013/14 through 2016/17. During this same time, fill rates have declined from 103.4% to 96.1%. This reflects general enrollment declines across the college.



G) Scheduling of courses (day vs. night, days offered, and sequence)

In response to student demand, there has been a decline in the number night classes and a significant growth in the online offerings. Online classes enroll quickly and well. Scheduling patterns reflect the generally older age of Economics students.

Enrollment by Time of Day				
Fall Term	2013	2014	2015	2016
Day	63.3%	61.0%	58.2%	54.3%
Night	24.0%	20.7%	18.2%	12.1%
Weekend/Unknown	12.7%	18.3%	23.6%	33.7%

H) Improvement Rates (Course success by placement method, if applicable)

N/A

I) Additional data compiled by faculty.

N/A

J) List any related recommendations.

Recommendation #3: Identify and support faculty who are interested in preparing their Economics class to be offered on the Online Education Initiative course exchange and offer Economics courses on the exchange when the college begins to participate.

Recommendation #4: Explore offering a linked course through the Student Equity Reenvisioned program in order to address equity gaps.

Recommendation #5: Provide a \$500 stipend for any FT or PT faculty member who successfully completes the review process to prepare their class to be taught on the Online Education Initiative course exchange.

SECTION 3

Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

Economics 1 & 2 were last reviewed in Spring 2014 and will be due for review again in Spring 2020. Economics 5 was last reviewed in Spring 2015 and will be due for review again in 2021.

B) Explain any course additions to current course offerings.

N/A

C) Explain any course deletions and inactivations from current course offerings.

N/A

D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

Between Spring 2014 and Spring 2019, the number of online sections has increased from 2 to 7 sections. Mostly, these have replaced evening offerings. Six online sections were offered in Fall 2018, up from 3 in Fall 2014. In addition, 4 online sections were offered in Summer 2018 and 4 are planned for Winter 2019. All three Economics classes are offered online.

E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?

There are three Economics courses that are offered every semester. There are a sufficient number of sections for student progress.

2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?

There are no concerns regarding articulation. However, the department will reconsider the math prerequisite for Econ 1 in light of AB705.

3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

In 2016-2017, fourteen students earned an AAT in Economics, and 10 students earned an AA in Economics, for a total of 24 degrees in 2016-2017. This is down from 43 degrees in 2012-2013. The goal for student completion is to return to 43 degrees by 2021. The Economics faculty will work with the BSS Guided Pathways Coordinator to create a clear pathway to guide students to the completion of their AA or AAT.

4. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A

F) List any related recommendations.

Recommendation #1: Update the Economics course prerequisites and the AA and AAT degree requirements to reflect new Math placement and curriculum resulting from AB 705.

Recommendation #2: Work with the BSS Guided Pathways Coordinator to create a clear pathway to guide students to the completion of their AA or AAT.

SECTION 4

Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. (This will be Appendix A.)

See Appendix A.

B) Provide a timeline for your course and program level SLO assessments. (This will be Appendix B.)

See Appendix B.

C) State the percent of course and program SLO statements that have been assessed.

All the SLOs and PLOs have been assessed at least once and are scheduled to be reviewed on a regular basis.

D) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

In Spring 2016/17 the assessment of SLO #1 Tools of Economics in ECON 1 revealed that 94% of students met the outcome. It was deemed that no changes were necessary and that a combination of lectures structured around using models was sufficient.

The Spring 2016/17 assessment of SLO #1 Tools of Economic Analysis in ECON 2 assessment revealed that students achieved the outcome and no instructional changes were made. In the future, the faculty may disaggregate data to identify and work to remedy equity gaps.

In Spring 2016/17, the assessment of SLO #1 Tools of Economic Analysis in ECON 5 revealed that 83.6% of students met the standard for student success. The faculty recorded that they would continue to provide sufficient examples in class and opportunities for students to practice applying knowledge from lectures and textbook readings.

E) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

The department works together to collect and talk about the data. The assessment rubric is a reflection of what the department teaches during the year. The department has the obligation to teach the principles of economics and those principles will not change regardless of the outcomes of the assessments. Faculty use teaching strategies that effectively assist students in mastering the economic tools and models economists use to determine economic behavior.

F) List any related recommendations.

None.

SECTION 5

Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

A) Describe the results of the student survey in each of the following areas:

The department did not conduct a student survey because the program review lead faculty member was awarded a sabbatical.

- 1. Student Support**
- 2. Curriculum**
- 3. Facilities, Equipment, and technology**
- 4. Program Objectives**

B) Discuss the implications of the survey results for the program.

C) Discuss the results of other relevant surveys.

D) List any related recommendations.

None.

SECTION 6

Facilities and Equipment

A) Describe and assess the existing program facilities and equipment.

The existing facilities and equipment in the Behavioral and Social Sciences building are sufficient to meet the needs of the department for the foreseeable future.

B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Division data projectors have begun failing. The Economics Department would benefit from two replacement data projectors.

C) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

D) List any related recommendations.

Recommendation #6: Purchase two replacement data projectors to ensure continuity of instruction when one fails.

SECTION 7

Technology and Software

- A) Describe and assess the adequacy and currency of the technology and software used by the program.**

The district provided laptops and software along with the technological upgrades in the Social Science building are sufficient to meet the current needs of the Economics department.

- B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

- C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

- D) List any related recommendations.**

None.

SECTION 8

Staffing

A) Describe the program's current staffing, including faculty, administration, and classified staff.

The current FT/PT ratio is 55.5/44.5. Ten sections are taught by FT faculty, and 18 sections are taught by PT faculty. The department does not see a need to hire a third full-time faculty member at this time. There are no planned retirements. Should a retirement or replacement occur, we would need a replacement to maintain our current staffing.

B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

There are no current staffing needs.

C) List any related recommendations.

None.

SECTION 9

Direction and Vision

A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The Economics program is successful, and the faculty has a clear understanding of the goals of the program and where we are heading. The greatest changes that the department foresees are the difficulty for students in completing their course work and in transferring to a four-year institution. The department will also be working to create and advertise a Guided Pathway for Economics. They will continue to adopt strategies that address equity gaps.

B) Explain the direction and vision of the program and how you plan to achieve it.

The Economics Department fully aligns itself with the College vision. The department emphasizes a curriculum that gives students the opportunity to learn in respectful ways, with integrity and academic excellence, in pursuance of their goals.

C) List any related recommendations.

None.

SECTION 10
Prioritized Recommendations

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Update the Economics course prerequisites and the AA and AAT degree requirements to reflect new Math placement and curriculum resulting from AB705.	\$0	A
2.	Work with the BSS Guided Pathways Coordinator to create a clear pathway to guide students to the completion of their AA or AAT.	\$0	A
3.	Identify and support faculty who are interested in preparing their Economics class to be offered on the Online Education Initiative course exchange and offer Economics courses on the exchange when the college begins to participate.	\$0	A
4.	Explore offering a linked course through the Student Equity Reenvisioned program in order to address equity gaps.	\$0	A
5.	Provide a \$500 stipend for four FT or PT faculty members who successfully completes the review process to prepare their class to be taught on the Online Education Initiative course exchange.	\$2,000	A
6.	Purchase two replacement data projectors to ensure continuity of instruction when one fails.	\$2,400	B

B) Explain why the list is prioritized in this way.

The primary goal of the department is to increase the number of student AA and AATs. To do this, the prerequisites and degrees need to first be updated. Next, a clarified pathway can be

presented to students. The department then can ensure that it is offering quality and fully accessible online courses and that their students can get the courses they need. Finally, after the curriculum and degrees are stabilized, equity gaps can be more fully evaluated and addressed.

Appendix A ALIGNMENT GRIDS

BEHAVIORAL AND SOCIAL SCIENCES Institutional (ILO), Program (PLO), and Course (SLO) Alignment						
Program: Economics		Number of Courses: 3	Date Updated: 09.18.2014	Submitted by: Eduardo Muñoz, ext. 3740		
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>		
SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.						
PLOs				PLO to ILO Alignment <i>(Mark with an X)</i>		
				1 2 3 4		
PLO #1 Basic Understanding of Economics Upon successful completion of the Economics major, students will achieve a basic understanding of markets, economic institutions and the global economy.				X		
SLOs		SLO to PLO Alignment <i>(Mark with an X)</i>	COURSE to ILO Alignment <i>(Mark with an X)</i>			
		P1	1	2	3	4
ECON 1 Principles of Economics: Macroeconomics: SLO #1 Tools of Economics Analysis 1: Using tools of economic analysis, student will be able to explain basic concepts or ideas.		X	X			
ECON 2 Principles of Economics: Microeconomics Theory: SLO #1 Tools of Economic Analysis Using tools of economic analysis, student will be able to explain basic concepts or ideas.		X	X			
ECON 5 Fundamentals of Economics: SLO #1 Tools of Economic Analysis Using tools of economic analysis, student will be able to explain basic concepts or ideas.		X	X			

Appendix B SLO/PLO TIMELINES

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)				
BEHAVIORAL AND SOCIAL SCIENCES DIVISION - ECONOMICS				
Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: ECON 1	Principles of Economics: Macroeconomics	SLO #1 Tools of Economics	Analysis 1: Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2013-14 (Spring 2014)	ECC: ECON 2	Principles of Economics: Microeconomics Theory	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2013-14 (Spring 2014)	ECC: ECON 5	Fundamentals of Economics	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2014-15 (Spring 2015)	ECC: ECON 1	Principles of Economics: Macroeconomics	SLO #1 Tools of Economics	Analysis 1: Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2014-15 (Spring 2015)	ECC: ECON 2	Principles of Economics: Microeconomics Theory	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2014-15 (Spring 2015)	ECC: ECON 5	Fundamentals of Economics	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2015-16 (Spring 2016)	ECC: ECON 1	Principles of Economics: Macroeconomics	SLO #1 Tools of Economics	Analysis 1: Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2015-16 (Spring 2016)	ECC: ECON 2	Principles of Economics: Microeconomics Theory	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2015-16 (Spring 2016)	ECC: ECON 5	Fundamentals of Economics	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2016-17 (Spring 2017)	ECC: ECON 1	Principles of Economics: Macroeconomics	SLO #1 Tools of Economics	Analysis 1: Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2016-17 (Spring 2017)	ECC: ECON 2	Principles of Economics: Microeconomics Theory	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.
2016-17 (Spring 2017)	ECC: ECON 5	Fundamentals of Economics	SLO #1 Tools of Economic Analysis	Using tools of economic analysis, student will be able to explain basic concepts or ideas.

The Economics Department is scheduled to assess a PLO #1 Basic Understanding of Economics for Spring 2018.

Appendix C 6-YEAR CURRICULUM COURSE REVIEW TIMELINE

Economics 1 & 2 are due to be reviewed in Spring 2020. Economics 5 will be reviewed in Spring 2021.