

Economics Program Review

2011-2012

1. Program Description

A. Description

The courses offered in the Economics discipline at Ventura College provide students with the analytical tools, real world applications and theoretical background to comprehend economic events and understand the role of the various economic institutions within the U.S. economy and the motivations and consequences of the interactions between nations and firms in the global economy.

In their study of economic theories and applications, students become more aware of their role in society as economic actors and as a result, develop their own perspective on the causes and solutions to some of the pressing economic topics of society. Students graduating with a major in economics for their Associate of Arts degree generally transfer to a four-year institution to complete a Bachelor's degree. Economics graduates at the Bachelor's level are qualified for a variety of positions with government, industry, and public interest organizations and they are well prepared to enter a graduate program in economics, business, journalism, law, or public policy. Teaching at the two-year college level is an option if a Master's degree is obtained. An economist can obtain the Ph.D. Degree, which may lead to research and/or teaching at the university level, or basic research in government, industry, or public interest organizations. Nearly every four-year college and university offers an economics major. Economics graduates have been considered one of the highest demand employment fields in America for a number of recent years.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Identify and explain key terms and concepts related to Economics.
2. Identify and explain the institutional structures dealing with Economics
3. Analyze major Economic issues and policies, using key theories and concepts.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

F. Vision

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Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

The strength of our program is a very experienced faculty. Both of our full time faculty members have doctorates and a wealth of teaching experience. In addition to the face-to-face classes, the program offers both Principles of Microeconomics and Macroeconomics online. The program provides our

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students solid Economics background that enables them to continue their studies in this and other related disciplines in four year institutions successfully.

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis Huddleston

Department Chair:

Instructors and Staff

Name	Ara Khanjian
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., Ph.D.

Name	Farzeen Nasri
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., Ph.D.

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Identify and explain key terms and concepts related to Economics.
2. Identify and explain the institutional structures dealing with Economics
3. Analyze major Economic issues and policies, using key theories and concepts

B. Student Success Outcomes

1. The program will make an effort to increase its retention rate from the average of the program's prior three-year retention rate, without compromising the program's rigor .
2. The program will make an effort to increase its student success rates from the average of the program's prior three-year success rates, without compromising the program's rigor or inflating grades.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
ECON V01A	M	M	M
ECON V01B	M	M	M
ECON V088	I	I	I
ECON V089	I	I	I
ECON V090	I	I	I
ECON V095	P	P	P
ECON V096	P	P	P

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3. Operating Information

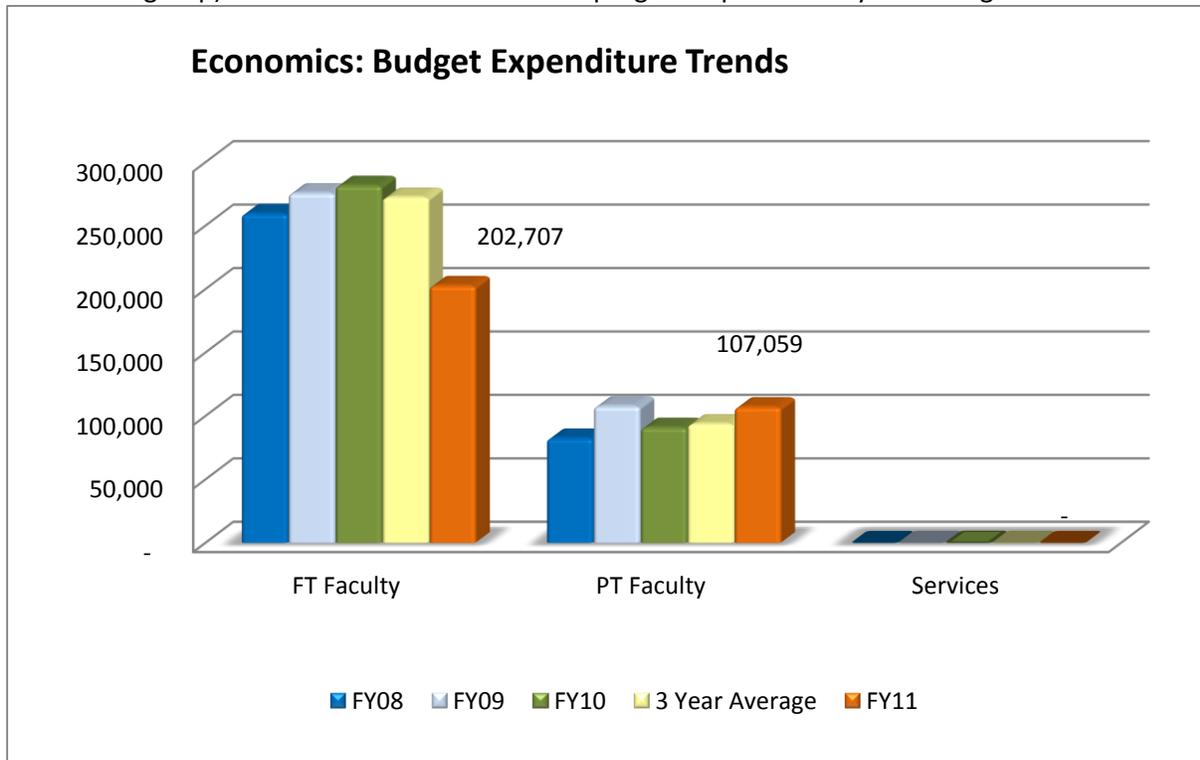
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	259,487	275,746	281,683	272,305	202,707	-26%	12%
2	PT Faculty	82,414	107,755	90,953	93,707	107,059	14%	-10%
8	Services	-	100	200	150	-	-100%	-17%
	Total	341,901	383,601	372,836	366,113	309,766	-15%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

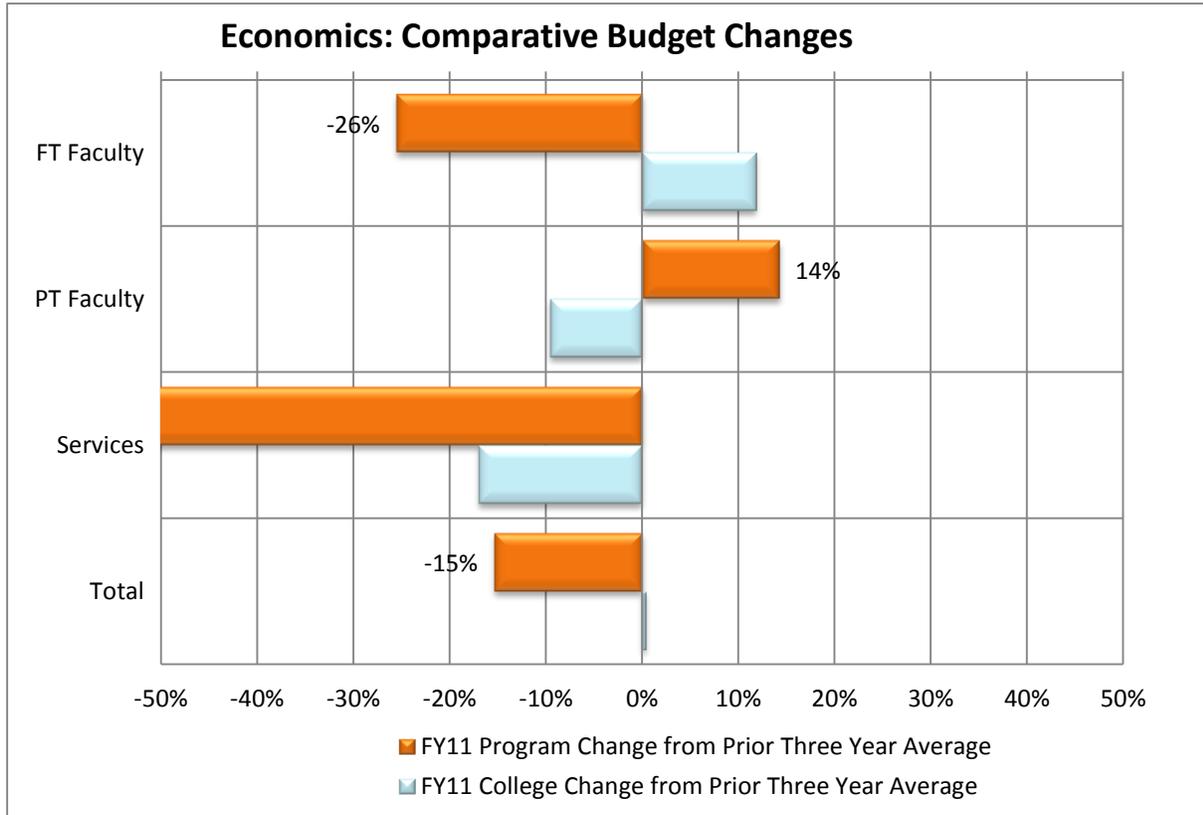


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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

FT Faculty decrease of 26% is due to one faculty member teaching fewer courses in Economics and more in Political Science and fewer sections offered.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment in the Banner Assets System								

B2: Interpretation of the Program Inventory Information

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of

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	25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

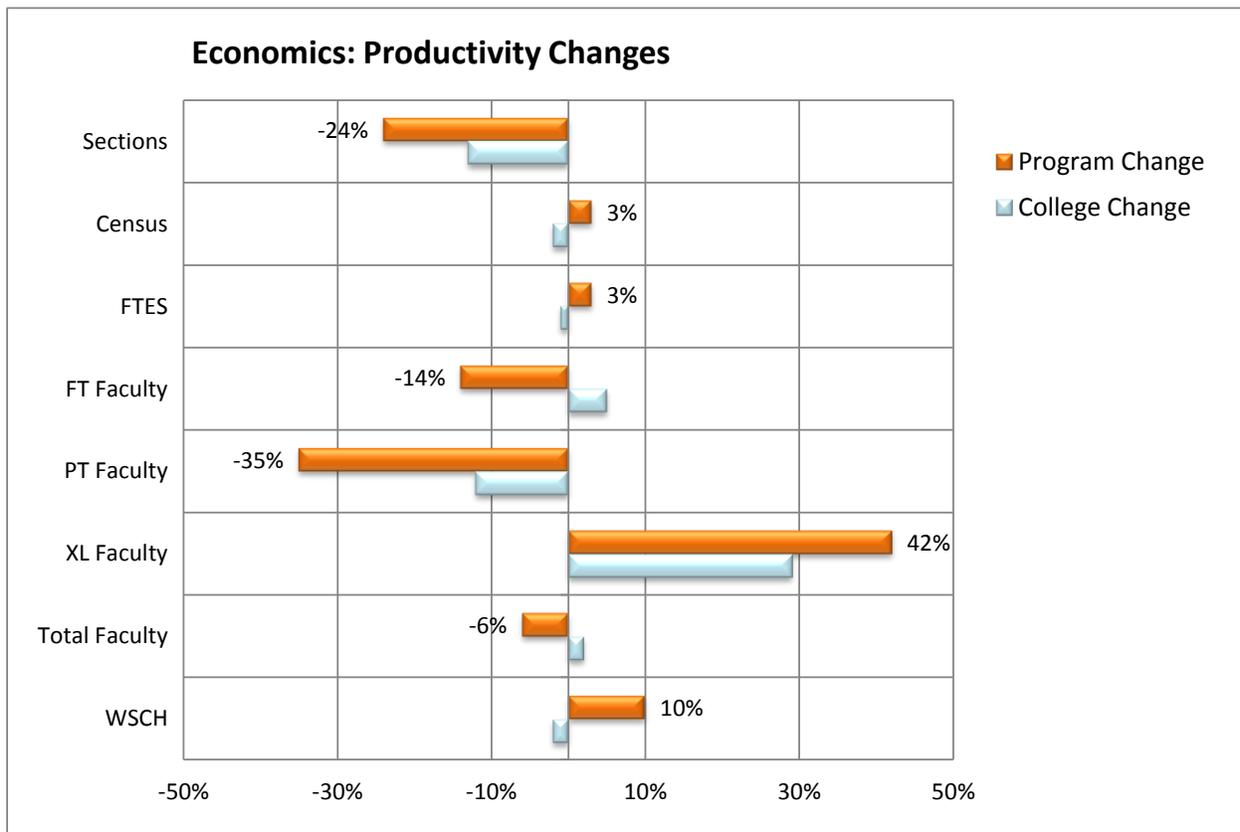
Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	27	27	25	26	20	-24%	-13%
Census	1,292	1,667	1,727	1,562	1,610	3%	-2%
FTES	127	165	171	155	160	3%	-1%
FT Faculty	1.40	1.40	1.40	1.40	1.20	-14%	5%
PT Faculty	1.30	1.30	1.10	1.23	0.80	-35%	-12%
XL Faculty	0.60	1.10	1.25	0.98	1.40	42%	29%
Total Faculty	3.30	3.80	3.75	3.62	3.40	-6%	2%
WSCH	577	651	684	642	706	10%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.

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C4: Interpretation of the Program Productivity Information

The program shows a 3% increase in census compared with a college change of -2%. Despite this change:

- There were 24% fewer sections in the program, compared to the college's decrease of 13%.
 - Total Faculty figure shows a decline of 6% for the Program, compared with the college's increase of 2%.
 - The number of FT Faculty for the program declined by 14%, compared to the college's increase of 5%.
 - The number of PT Faculty for the program declined by 35%, compared to the college's decrease of 12%.
 - The number of XL Faculty shows an increase higher than that for the entire college, due to the above reasons.
 - Despite all these, the program's WSCH percentage for the three-year average is 642 and for FY11 it is 706, that shows an increase of 10%, as compared with the college's overall decline of 2%.
- ALL THE ABOVE SHOW THE NEED FOR ADDING MORE SECTIONS TO THIS PROGRAM.

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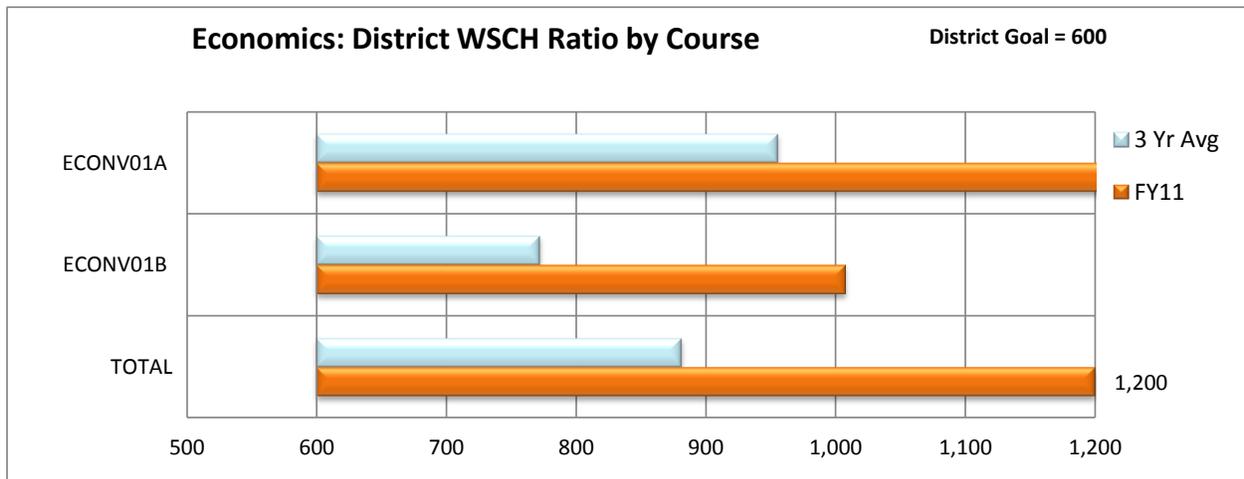
D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ECONV01A	Principles of Macro-Economics	817	980	1,077	955	1,357	42%	600	226%
ECONV01B	Principles of Micro-Economics	549	830	955	772	1,008	31%	600	168%
TOTAL	Annual District WSCH Ratio	708	919	1,028	881	1,200	36%	600	200%

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



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D3: College WSCH Ratio Productivity Table

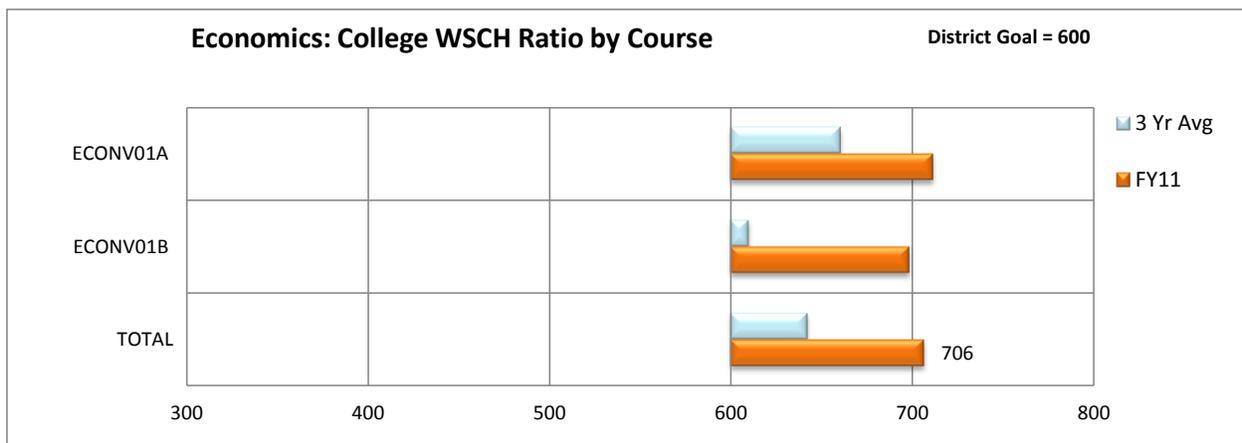
This table shows the College’s WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ECONV01A	Principles of Macro-Economics	623	667	687	660	711	8%	600	118%
ECONV01B	Principles of Micro-Economics	503	630	682	610	698	14%	600	116%
TOTAL	Annual College WSCH Ratio	579	653	685	642	706	10%	600	118%

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program’s three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program’s (or subject’s) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5: Productivity Detail Report

The program’s detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District’s Banner Student System. The productivity information includes all information associated with the program’s subject codes. The *Program Review Productivity Report* is sorted by

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subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Program's 3-Year WSCH Percentage is 881 and that for FY11 is 1,200. These figures show an increase of 36% and a percentage amounting to 200% of the District WSCH Ratio of 600 for FY11.

Using the College WSCH Ratio, the program's 3-Year Average is 642 and that for FY11 is 706 which show an increase of 10%. The program's WSCH Ratio is equal to 118% of the District WSCH Ratio Goal.

THESE FIGURES ALSO INDICATE THE NECESSITY FOR ADDING MORE SECTIONS TO THIS PROGRAM.

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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

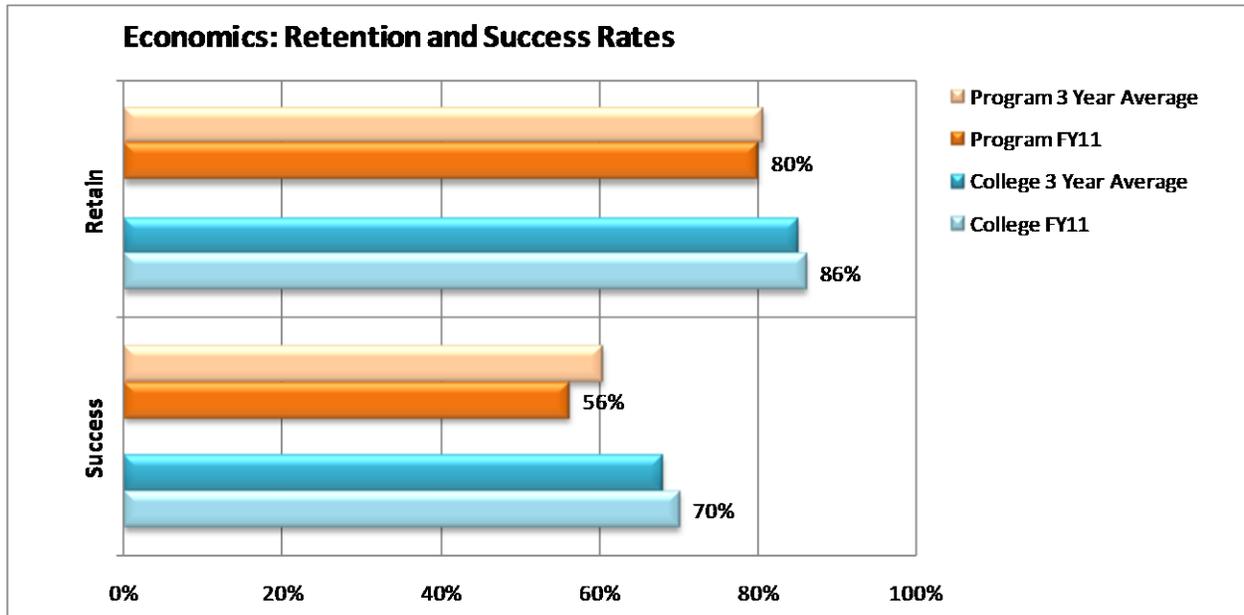
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ECON	FY08	208	329	268	-	135	56	244	-	1,240	996	805
ECON	FY09	237	368	355	3	256	118	267	-	1,604	1,337	963
ECON	FY10	285	346	315	4	227	119	362	2	1,660	1,297	950
ECON	3 Year Avg	243	348	313	2	206	98	291	1	1,501	1,210	906
ECON	FY11	257	300	320	1	260	112	312	1	1,564	1,250	878
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ECON	FY08	17%	27%	22%	0%	11%	5%	20%	0%		80%	65%
ECON	FY09	15%	23%	22%	0%	16%	7%	17%	0%		83%	60%
ECON	FY10	17%	21%	19%	0%	14%	7%	22%	0%		78%	57%
ECON	3 Year Avg	16%	23%	21%	0%	14%	7%	19%	0%		81%	60%
ECON	FY11	16%	19%	20%	0%	17%	7%	20%	0%		80%	56%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

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E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

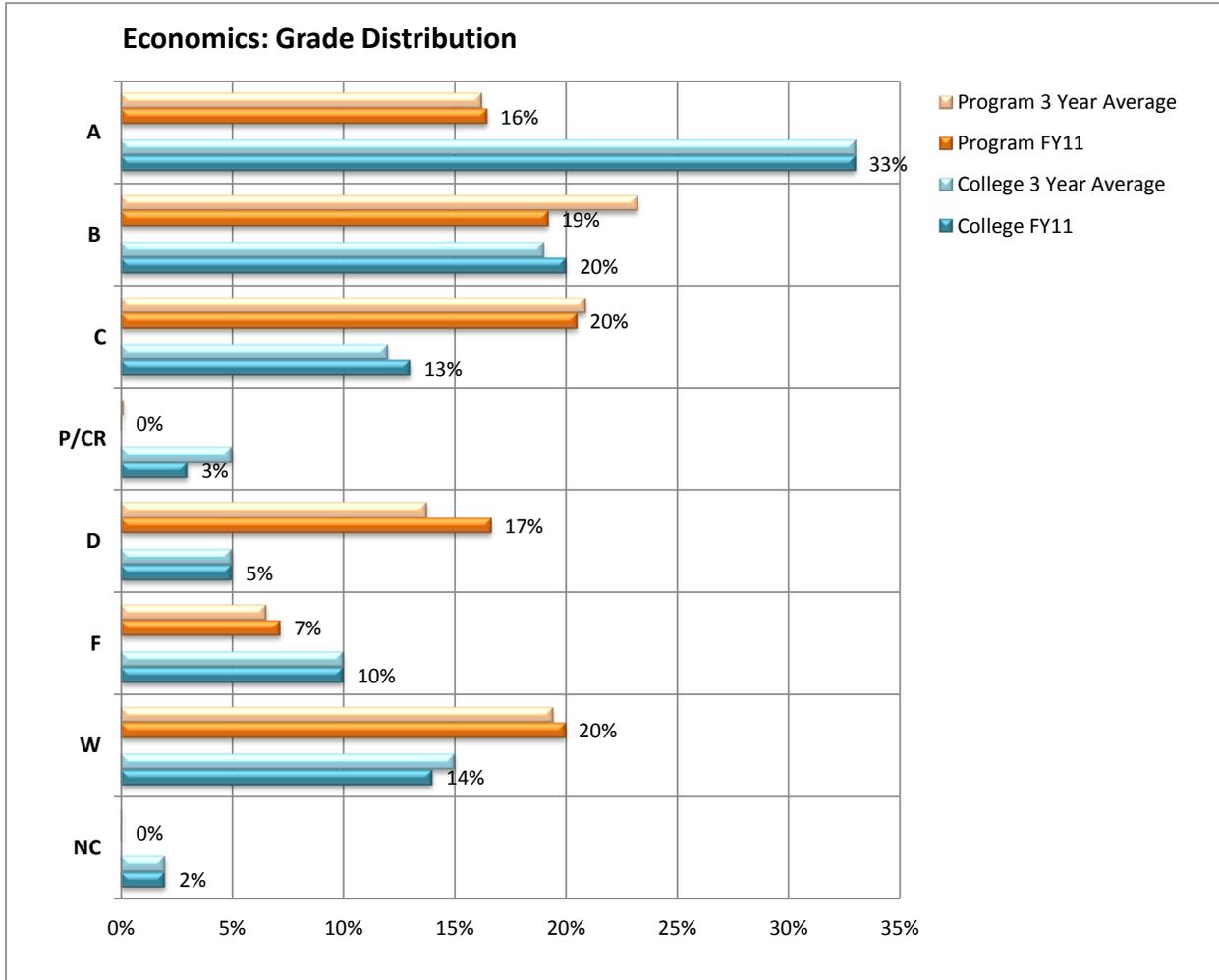


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E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The percentage of As in the program's 3-Year Average (16%) is less than that for the college as a whole (33%). Adding the A and B percentages, however, the program's and the college's numbers become closer (40% and 52% correspondingly).

This discrepancy is in part due to grade inflation at the college level-33% As may be high- and the better student preparation needed for success in this discipline. Another explanation is that this program offers several online courses.

The retention average for the program (2-Year Average of 81%) is close to that of the college (85%) but the success rate for the program is a little lower (60% to 68%). These discrepancies may also be explained by the factors discussed above.

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F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

No certificates or degrees.

F2: Interpretation of the Program Completion Information

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ECON	FY08	426	528	85	39	6	45	15	96	609	621	10	26
ECON	FY09	547	680	100	49	13	52	13	150	762	834	8	25
ECON	FY10	642	644	88	62	16	59	14	135	740	917	3	24
ECON	3 Year Avg	538	617	91	50	12	52	14	127	704	791	7	25
ECON	FY11	603	629	81	76	10	53	20	92	687	873	4	23
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

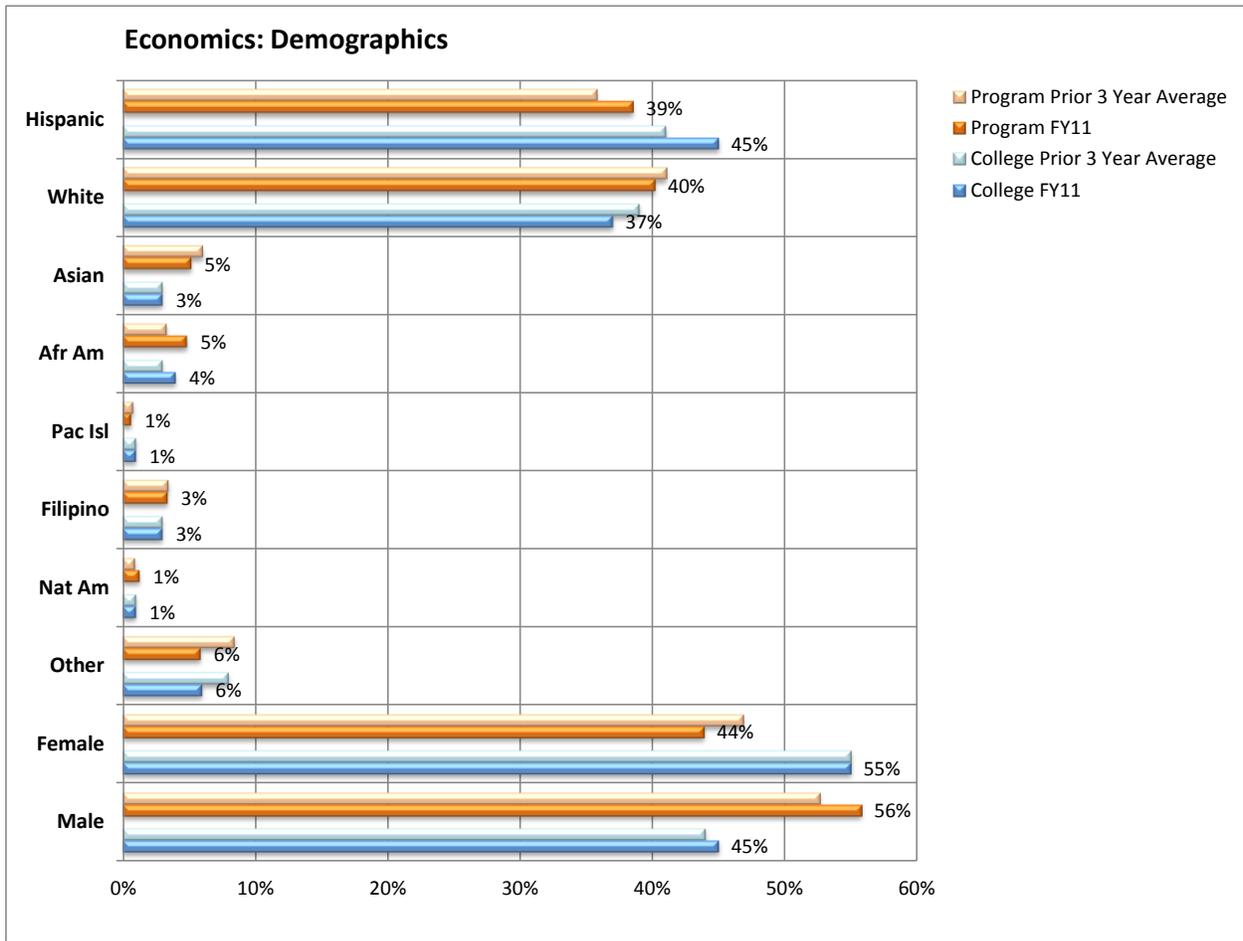
This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ECON	FY08	34%	43%	7%	3%	0%	4%	1%	8%	49%	50%	1%	26
ECON	FY09	34%	42%	6%	3%	1%	3%	1%	9%	48%	52%	0%	25
ECON	FY10	39%	39%	5%	4%	1%	4%	1%	8%	45%	55%	0%	24
ECON	3 Year Avg	36%	41%	6%	3%	1%	3%	1%	8%	47%	53%	0%	25
ECON	FY11	39%	40%	5%	5%	1%	3%	1%	6%	44%	56%	0%	23
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group.. Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

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G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student demographic information includes all information associated with the program’s subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

There are no major changes in the ratios of ethnic and gender distributions in this program. However, the overall demographic changes at the college level may require a fresh look at the basic skills programs at the college.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
1. Identify and explain key terms and concepts related to Economics.	Minimum of 65% receiving the grade of 70 or above
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
2. Identify and explain the institutional structures dealing with Economics	Minimum of 65% receiving a grade of 70 or above
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
3. Analyze major Economic issues and policies, using key theories and concepts.	Minimum of 65% receiving a grade of 70 or above
Operating Information	
Analysis – Assessment	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
<p>The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.</p>	<p>2012 statistics will be compared with the preceding 3-year program average.</p>
Operating Information	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
<p>The program will make an effort to increase its student success rates from the average of the program's prior three-year success rates, without compromising the program's quality or inflating grades.</p>	<p>2012 statistics will be compared with the preceding 3-year program average.</p>
Operating Information	
Analysis – Assessment	

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Student Success Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Student Success Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will make every effort to continue to satisfy the 525 goal set by the district.	2012 statistics will be compared with the preceding 3-year program average
Operating Information	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	N/A
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	

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Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

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5. Findings

Finding 1

Program's 3-Year WSCH Percentage is 881 and that for FY11 is 1,200. These figures show an increase of 36% and a percentage amounting to 200% of the District WSCH Ratio of 600 for FY11.

Using the College WSCH Ratio, the program's 3-Year Average is 642 and that for FY11 is 706 which show an increase of 10%. The program's WSCH Ratio is equal to 118% of the District WSCH Ratio Goal.

THESE FIGURES ALSO INDICATE THE NECESSITY FOR ADDING MORE SECTIONS TO THIS PROGRAM.

The program has very high efficiency ratings but had only 1.5 full time faculty members for the period of the program review. The increase in efficiency—more students, higher WSCH ratios, etc.—is a result of more faculty labor from the same 1.5 faculty members.

Finding 2

The program shows a 3% increase in census compared with the college change of -2%. Despite this change:

- There were 24% fewer sections in the program, compared to the college's decrease of 13%.
 - Total Faculty figure shows a decline of 6% for the Program, compared with the college's increase of 2%.
 - The number of FT Faculty for the program declined by 14%, compared to the college's increase of 5%.
 - The number of PT Faculty for the program declined by 35%, compared to the college's decrease of 12%.
 - The number of XL Faculty shows an increase higher than that for the entire college, due to the above reasons.
 - Despite all these, the program's WSCH percentage for the three-year average is 642 and for FY11 it is 706, that shows an increase of 10%, as compared with the college's overall decline of 2%.
- ALL THE ABOVE SHOW THE NEED FOR ADDING MORE SECTIONS TO THIS PROGRAM.

Finding 3

The percentage of As in the program's 3-Year Average (16%) is less than that for the college as a whole (33%). When combining the A and B percentages, however, the program and the college's numbers come closer (40% and 52% correspondingly).

This discrepancy is in part due to grade inflation at the college level-33% As may be too high- and the better student preparation needed for success in this discipline. Another explanation is that this program offers several online courses.

The retention average for the program (2-Year Average of 81%) is close to that of the college (85%) but the success rate for the program is a little lower (60% compared to 68%). These discrepancies may also be explained by the factors discussed above.

Finding 4

Percentage of Hispanic students is increasing over time, both in the Economics program as well as the college as a whole.

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6. Initiatives

Initiative Improve technical/administrative support for the faculty, ensure that all faculty have working technology in their offices and classrooms and supportive staff in order to help them teach more effectively.

Initiative ID 1

Links to Findings 1-4 Efficiency increases can only be sustained with more support for faculty.

Benefits: Retain high level of efficiency.

Request for Resources:

(1) Newer and faster office computers and printers.

(2) More administrative assistance, especially in the area of distance education.

After a brief period of improvement last semester, once more the distance education technical assistance for online students and faculty has deteriorated dramatically this semester. This is a major factor for online students dropping classes early in the semester and the faculty wasting so much time on dealing with technical issues rather than making the courses more interesting and grading the projects in a more timely manner. Now that one of the distance education staff has moved to a different position, a replacement should be found ASAP and this constant volatility in this area must be avoided in the future.

(3) Avoiding major initiatives, with short deadlines, in the middle of the semester. Projects such as preparing the SLOs last semester and Program Reviews this semester, exhaust the faculty-especially in programs such as political science and economics with only 1.5 full-time faculty members- and keep them from adequately preparing for their classes. This, in turn, will affect the class environment and lead to less efficiency. Requiring the faculty to complete such time-consuming projects and, then, having students evaluate them based on how soon class projects are graded and returned, does not seem to be fair.

Benefits: Increases student success and retention.

Request for Resources . Yes. Faster and more reliable computers and printers.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative: Increase the number of sections in this program preferably by 4, or at least 2-to be divided equally between Microeconomics and Macroeconomics.

Initiative ID 2

Benefit: Bringing the WSCH percentages in the program more in line with those of other programs and the college as a whole, and helping to ensure the continued success of the program.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID 3

Initiative: Increase partnerships between program faculty and student support services.

Links to Findings 3, 4

Benefits: Increase student success and retention

Request for resources. None

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID—4

Using clicker technology in class

Related to findings 3, 4

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Benefit: Student participation, retention and success

Request for Resources . Yes. Clickers

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	x
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

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Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean’s will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.