

2018 Economics Annual Program Plan

ECON Economics

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The program being reviewed is the Economics Department. The Economics Department teaches two classes, Principles of Macroeconomics (Economics 100) and Principles of Microeconomics (Economics 102). These two courses are foundational for the Economics AT degree, required for most Business degrees, and at least one of the courses are required for some other majors and professional schools ranging from pharmacy to social work.

The Economics courses aim to provide students with basic economic literacy so that they can understand, analyze, and make informed judgements about the U.S. economy in a global context. The courses combine an understanding of basic economic theories, the aims and impact of government policies, and the different status of different social groups by gender, ethnicity, and income. The courses also include different economic perspectives to promote critical thinking.

The Economics program aims to be a part of providing students with the knowledge and tools to understand and participate in efforts towards social justice and environmental sustainability. The program aims to provide all of its students with the intellectual tools to be successful, not only in disciplines that require economics such as business, but students with interests and goals ranging from English to Math to nursing.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

The planning team consists of the one full-time, tenured professor, Masao Suzuki in consultation with as many of the department's four adjuncts as possible.

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

The Economics AT degree proposal was completed by the department, passed by the Division and College, and is in the queue for final state approval. Follow-up is needed in the 2018-2019 year to ensure it is passed by the state and publicized by the college.

The department has begun to work on an Economics of the Environment course. We have reviewed offerings at UCs and CSUs and possible textbooks. We have started to reach to the SMT division to see how an Econ course could fit in with other programs on the environment. Once we determine the viability of a course in terms of enrollment based on transferability and interdisciplinary prospects, we hope to move ahead with the course proposal in 2018-2019.

The department is caught up with evaluations of all faculty, thus meeting the suggested improvement from the earlier (2012-2013) comprehensive program review.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Right now both Economics courses (100 and 102) have Math 110 (Algebra 1) as a prerequisite. However starting in the Fall 2018, Math 110 will not be taught at Skyline. This may cause problems with enrollment, but so far there are not signs of this.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

Because of the SLO department coordinators family and health issues, the department fell behind on the recording and assessment of SLOs for the current and past years (2017-2018 and 2016-2017).

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

It has been very difficult to maintain a productive SLO process in addition to maintaining classes through CurricUNET and making annual reports through SPOL while teaching a full load.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

Department did not complete ISLO matching assignment.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Department has basically completed two out of three of the suggestions for improvement from the last CPR.

Associated Objectives
 660-Discuss Tariffs and Trade developments in terms of class content





IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
 658-Complete Comprehensive Program Review
 659-Developing new Economics Course(s)
 660-Discuss Tariffs and Trade developments in terms of class content
 Budget and Objectives of Economics Department

Objectives of Economics Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2418ECON00	Economics	Suzuki, Masao

Objective Status: New/In Progress

658	Complete Comprehensive Program Review The department needs to complete its comprehensive program review in 2018-2019.
659	Developing new Economics Course(s) Based on the outcome of course viability based on transfer and ability to attract interdisciplinary students, complete application for new Economics course in 2018-2019.
660	Discuss Tariffs and Trade developments in terms of class content The current tariffs on imports being proposed and imposed by the Trump administration represent a sea change in U.S. economic policy. Since the end of World War II, U.S. economic policy has been to develop and expand free trade agreements including the General Agreement on Tariffs and Trade (GATT) which became the World Trade Organization (WTO), the North American Free Trade Agreement (NAFTA), the Central American Free Trade Agreement (CAFTA), the free trade agreements with other individual countries starting with Israel (1985), Jordan (2001), Australia, Chile, and Singapore (2004), Bahrain, Morocco, and Oman (2006), Peru (2007), and Panama, Columbia, and South Korea (2012). Debate has mainly been about U.S. exceptions (Brazil and China led a walk-out of WTO negotiations in 2005 over the U.S. refusal to discuss our agricultural subsidies), other issues such as patent protections, etc. But now for the first time the U.S. is proposing and/or imposing tariffs on all of our major trading partners (Canada, E.U., China, Mexico, and Japan). This is bringing up the older debate of Mercantilism vs. Free Trade enshrined in Adam Smith's book, <i>The Wealth of Nations</i> (1776). The goal would be to hold discussions with other faculty in the department here at Skyline and at Canada and CSM, either individually and/or collectively, on this issue and whether or how the topic can be expanded in our economics courses.
