

Skyline College

Economics

Program Review Executive Summary



Short Summary of Findings

The program is meeting its main goals of economic literacy, providing transfer courses for business and other students, and is modifying its courses to reflect current economic events, diverse students, and student skill development. At the same time improvement can be made in terms of enrollment, student retention and success, and diversity of class offerings.

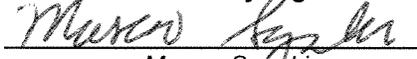
Three Strengths of the Program

- The program provides the transfer courses needed for Business and other degrees at CSU and UC campuses to large numbers of students through day, evening, and online classes.
- The program has incorporated current economic events, diversity topics such as immigration, in the coursework and participates in other campus educational activities (lectures, classes, etc).
- The faculty is well-trained, experienced in teaching, and engaged in college service.

Three Suggestions for Improvement

- The program should monitor, investigate, and act to improve student retention and success rates.
- The program needs to broaden its course offerings beyond the two core courses currently offered and at the same time strive to increase the level of preparation of its students in the core classes.
- The program should broaden its pool of adjunct faculty hire one more full-time faculty.

Full-Time Faculty Signature


Masao Suzuki

Submitted on: April 1, 2008

SKYLINE COLLEGE PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The three main goals of the economics department are to (a) provide students with “economic literacy” so that they can understand and act upon the economic events shaping their lives; (b) give students a foundation in economic knowledge that enables them to continue in their studies in business, economics, international studies, and other fields; and (c) to present economics in relation to other countries and the status of women, racial minorities, and immigrants in the United States.

The goals of the economics program contributes to the mission and goals of the College and the District in terms of providing education pertaining to human knowledge and experience, providing the basis for transfer to a four-year college, and encouraging diversity.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The economics department contributes a core course (Economics 100, Macroeconomics) to the international studies program. Both Associate in Science with a major in Business Administration and the Business Administration Certificate require both Economics 100 and 102 (Macro and Micro economics) as core courses. The department also began teaching an Honors ECON 100 (Macroeconomics) course in the Fall of 2004.

3. *Explain how this program meets the needs of our diverse community.*

The economics department offers daytime lecture, evening lecture, and weekend online courses for different students. Since the last review we have expanded our on-line class offerings to the summer and began teaching an honor ECON 100 (Macro) course. In the curriculum, there is coverage of international economic issues in Economics 100 (Macro), and more in-depth coverage of immigration in Economics 102 (micro) to address important current trends and issues in the economy that are intertwined with our diverse community.

The faculty have also been involved in lecturing and speaking on campus on diverse topics, including Brown vs. Board of Education class, the early 49ers speakers series, an ASSC panel with Olympian Tommy Smith, and presentations to counseling classes on college study skills.

For most of the review period (2002/03 to 2004/05) women and men students had very similar retention and success rates. Then in 2005/06 the rates for women rose and men fell, opening up a 12% gap in success rates, followed by a reversal the following year, so now men had a 13% higher rate. There was also a rise and then a much more dramatic fall in the success and retention rates for Latino students over the last two years. There was also instability among African American students although their pattern shows a fall and then a rise. This instability bears both future monitoring and more investigation as to possible causes and remedies.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

The last self-study suggested hiring another full-time faculty, which would allow for introduction of more courses. Due to budgetary issues and college priorities, the department has not been recommended to hire another full-time faculty, and there has been not actual implementation of new courses.

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

Not Applicable.

Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

The two courses offered by the department, Econ 100/Macro and Econ 102/Micro, provide an introduction to economics that constitute a basis for further study in economics, business, and other related fields as a transfer course that is required by these majors at four year colleges. The courses also provide a general education transfer course for smaller numbers of students.

2. *State how the program has remained current in the discipline(s).*

The economics department uses current texts, which are updated every few years to reflect the changing economic situation. Lectures are reviewed and revised each semester to incorporate more current examples from the economy. Handouts with economic data are also reviewed and updated when new data becomes available.

Instructors in the department stay abreast of current economic events by membership in academic organizations such as the American Economics Association and the Economic History Association, subscribing to economic journals in economics and economic history and business newspapers such as the Wall Street Journal, reviewing economic data and articles on the web on at least a weekly basis, attending academic conferences in economics, history, and Asian American Studies, and doing research. Technology is also incorporated into instruction through online courses and developing web-based assignments. There is also an annual discussion meeting of the district's economists.

3. *If the student population has changed, state how the program is addressing these changes.*

The student enrollment in the department has fallen about 10% between 2002 and 2007, slightly less than the overall college FTES drop of 11%. The department will be proposing to revive a non-technical economics course (ECON 108) for non-majors that will hopefully broaden the appeal of the classes.

The department is concerned about the rising costs of textbooks (nearly doubled since the last review) and is investigating both alternative texts and the use of custom texts to try to lower the cost to students.

The department is also concerned with the decline in retention and success rates during the Fall and Spring semester classes, and is boosting the recommended preparatory classes to encourage better preparation in English in Math for students taking economics courses.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

The course outlines have been redone to include Student Learning Outcomes and to boost the recommended preparatory classes. The department is also in the process of discussion with CSM and Canada over unifying prerequisites for ECON 102 microeconomics.

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

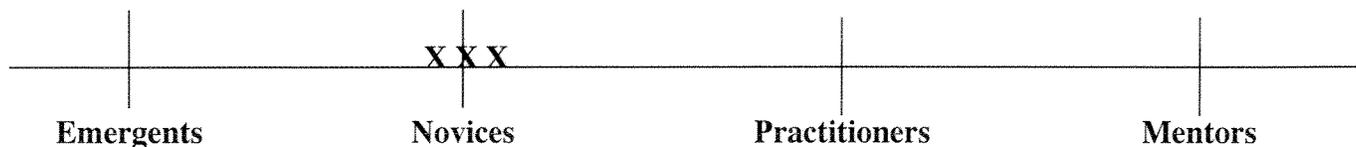
Not Applicable.

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting course or program modifications.*

The department will be proposing to revive a non-technical introduction to economics for non-majors (ECON 108). Such a course was offered at Skyline, and is offered by both SFSU, where over half of Skyline's transfer students go, and CSU-East Bay. The resources (instructor and text) are available, but a process of consultation throughout the department and with the other campuses, and the course review/modification and CSU certification processes need to be done. Such a course would contribute to the department's goal of economic literacy and help with increasing class enrollment.

3. *What additional resources are needed to implement the plan?*

Another full-time instructor would help the development of department in insuring that current classes can be maintained and expanded while new ones are being developed.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

During the last program review the full-time instructor participated in the Title 3 program, which has led to an improved web site and incorporation of a web assignment in class.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

We have not hired any new full-time faculty, and only occasionally part-timers since there is a regular pool of part-timers. There have been a number of student peer tutors who are generally drawn from students that have completed classes here at Skyline and who are overseen by the instructor and the Learning Center tutor coordinator.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

The main obstacle is budgetary. When this hurdle is overcome, a special effort should be made to recruit women applicants, since all the full-time instructors in the district are currently men.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Currently facilities are a little less than satisfactory due to use of Pacific Heights swing space. However this should be a temporary issue.

2. *List projected needs.*

There is a concern about being able to access traditional blackboards in the classroom for teaching and health reasons given that most, if not all renovated classrooms have whiteboards.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

The program includes both traditional lecture and online classes, comparable to other colleges.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Not applicable.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

Hiring one new full-time faculty and continued access to classrooms with blackboards.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

The program's review of prerequisites is being shared with other campuses.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

(No formal leadership role at this time).

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Our faculty has been a member of the FTET Allocation Committee since the last review, and has participated in the Academic Senate as a division representative and an individual. He also participated in the debate over revising math requirements for an AA degree.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

They have helped to initiate regular meetings of the district economists and the review of class prerequisites.

PART E: Action Plan

1. Describe the program's plan for addressing areas of improvement.

The program has a number of initiatives underway or planned at this time:

1. Discussion with other campuses to unify prerequisites. Right now Skyline College requires ECON 100 (macro) as a prerequisite to ECON 102 (micro) but other campuses do not.
2. Follow up investigation and analysis of success and retention rates, especially for women and Latino students.
3. Revise and revive a non-technical one-semester introductory course in economics for non-majors. The immediate goal is revival of such a course and making sure that there is CSU approval for use as a general education course. After implementation of the course, there will be an effort to see how it could be incorporated into other programs here at Skyline, used in learning communities, etc.
4. Review of textbooks with the principal objective of reducing student costs through custom texts and/or other textbooks.
5. In addition, the department needs to enlarge its pool of potential adjunct faculty.
6. The department needs to be more involved in facilities planning to insure a diversity of classroom facilities

Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2004	2005	2006
WSCH	1,207	1,141	984

Please comment on program enrollment and expected trends.

The program's WSCH fell substantially in Fall 2006 compared to previous years largely due to the fall in FTE (the LOAD actually increased, see below).

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	2004	2005	2006
FTE	2.0	2.0	1.6
WSCH/FTE	604	570	615

Please comment on the comparison of this program to College trends.

The program's LOAD is greater than the overall college LOAD. Further the program has increased its LOAD from 2004 to 2006, while the overall college LOAD fell from 594 in Fall, 2004 to 553 in Fall, 2006.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Fall/Spring	2004/05	2005/06	2006/07
Retention	83%	84%	78%
Success	67%	66%	62%
Headcount	747	747	721
Summer	2004	2005	2006
Retention	87%	85%	94%
Success	76%	76%	86%
Headcount	225	199	200

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

There was a sharp decline in both the retention and success rates in the fall/spring classes between 2005/06 and 2006/07. One possible contributing factors may have been a slight shift in the enrollment to the evening courses, which have a lower success and retention rate. Another may have been in the preparation of students, as seen in the higher and rising rates for summer school students who are much more likely to be four-year college students with stronger preparation. The department hopes to address this by increasing the recommended preparatory classes in both English and Math.

However, there were also sharp drops in the success and retention rates within groups. In particular, there was a sharp drop in the female student success rate from 72% in 2005/06 to only 55% in 2006/07, and an accompanying drop in their retention rates from 86% to 75%. There was also a sharp drop in the success rate for Latino students from 67% to 50%, and a drop in their retention rate from 84% to 70% between 2005/06 and 2006/07. This was partially offset by an increase in a rise in the African American success rate from 40% to 65%, and in their retention rate from 73% to 87%. However the overall rates fell because of the much larger numbers of Latino students (headcount of 109 in 2006/07 vs. only 23 African Americans).

This fall in retention and success, especially among women and Latinos needs more analysis and there needs more investigation as to whether this is a continuing trend, and if so, what actions can be taken.

Program Review Course Outline & Prerequisite Checklist

Discipline: ECONOMICS

Semester: Spring 2008

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in advance of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

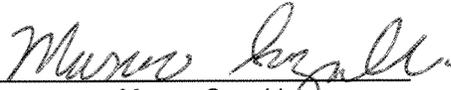
- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signature


Masao Suzuki

Date Submitted: April 4, 2008

Division Dean: 



Program Review - Resource Needs Summary Table

Program **ECONOMICS**

	Needs	Notes
Personnel	<ol style="list-style-type: none"> 1. One additional full-time instructor. 2. Expand pool of adjunct faculty. 3. 4. 	
Equipment	<ol style="list-style-type: none"> 1. 2. 3. 4. 	
Facilities	<ol style="list-style-type: none"> 1. Continued access to classrooms with blackboards. 2. Access to electronic classrooms. 3. 4. 	