

2018-19 Economics Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

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

The classes that the Economics Department teaches are also part of the curriculum for Business degrees here at Skyline and at four year colleges. The majority of students in Economics courses are either Business majors or planning to transfer in Business. The department also serves a number of students who require Economics courses for other majors from social welfare to pharmacy.

We teach both day and evening classes, and have classes taught in both lecture and online formats to accommodate a wide range of needs. The faculty also incorporates current events and diversity topics into their teaching such as immigration, and interact with the community through speaking at events.

Economics contributes to the college mission in that understanding the economy is an important pillar of students' empowerment in terms of their intellectual development, career success, and having an effective impact on transforming society.

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

Business Cycle Fluctuations Ability to measure and interpret the causes and consequences of business cycle fluctuations and formulate appropriate government policies to stabilize the economy.

Perfect and Imperfect Competitive Markets Ability to compare and contrast the characteristics and outcomes of perfectly and imperfectly competitive markets and formulate appropriate government policies to address imperfect competition and market failures.

Interpret Economic Events Ability to interpret current economic events and policy in terms of business cycle fluctuations and imperfect competition, and from alternative economic perspectives.

Supply and Demand Ability to analyze and evaluate changes in markets using the supply and demand model.

I.C. Profile: Program Review Team

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

Narrative

Masao Suzuki, Professor of Economics, Skyline College

Lonnie Speight, Instructor of Economics, Skyline College

Lisa Verissimo, Instructor of Economics, Skyline College

Monina Ubungen, Tutor of Economics, Skyline College

II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

1. Summary of Student data

	ECON (Face to Face)		SKYLINE (Face to Face)	
	Success	Retention	Success	Retention
2013/14	71.0%	85.9%	71.0%	86.5%
2014/15	72.4%	86.0%	71.8%	86.0%
2015/16	74.2%	87.4%	73.8%	87.6%
2016/17	74.5%	87.4%	74.4%	88.0%
2017/18	75.2%	87.7%	74.8%	87.8%

The success and retention rates for the Economics department face to face courses have been rising over the last five years. The success rate has gone from 71.0% to 75.2%, and the retention rate from 85.9% to 87.7%. The rates have been generally about the same the college as a whole, which has also seen rising success and retention rates.

	ECON (Face to Face) Enrollment percent change	SKYLINE (Face to Face) Enrollment percent change
2013/14	1,015 —	52,640 —
2014/15	949 -6.5%	50,541 -4.0%
2015/16	927 -2.3%	48,262 -4.5%
2016/17	912 -1.6%	46,176 -4.3%
2017/18	900 -1.3%	42,812 -7.8%

Econ (both face to face and online) class enrollments have also been falling, but not as fast as the college as a whole. Over the five years, Econ enrollments have dropped a total of 6%, while the college as a whole has seen its enrollment drop by almost 15%.

We did not do an in depth analysis of the online/hybrid courses as a break happened over the last year: we have a new adjunct online instructor, the course changed from a hybrid to online format, and we changed platforms. We do not have data for the new instructor and format, although the classes seem to be much more popular this current year (2018-2019) as compared to the past. This success and retention of our online courses should be tracked in future APP and evaluated in the next CPR. Having said this, the success rate for hybrid classes averaged 10.7% lower than the face-to-face classes, this is almost entirely due to the withdrawal rate, which was 10.5% higher over the period being reported on. The withdrawal rate for Econ online/hybrid classes was much higher (24.7% vs. 16.5% for the college as a whole). However we are hopeful that this will improve with the changes in our online offering.

In terms of enrollment and success by demographic groups, economics was similar to the college as a whole. The most noticeable difference in terms of enrollment is a much higher proportion of Asian American (18.1% for the college as a whole vs. 30.6% for economics - total) and fact that Asian American enrollments increased over the last five years in economics while almost all the other ethnicities declined (multiracial stayed about the same, and Pacific Islanders went up, but from 3 to 8 total students). For the college as a whole all ethnic groups decline, including Asian Americans.

There was a (most welcome) spike in African American success in the last year. But this is just a one year datum point, and needs to be tracked to see if the improvement continues. The success rates for women were much higher than men in economics (and the gap is wider than for the college as a whole). However unlike the college as a whole where the gender balance is very close to 50/50, in economics women make up 40% or even less of the students.

2. Program Enrollment and Efficiency

	FTEF	FTES	LOAD	Skyline LOAD
2013-2014	4.6	104.6	682	547
2014-2015	4.6	98.0	668	543
2015-2016	4.6	93.75	639	537
2016-2017	4.6	113.73	742	501
2017-2018	4.6	90.78	592	506

The Economics Department has maintained a LOAD higher than the Skyline College LOAD for the last five years. In addition the Economics Department LOAD went down as did the College LOAD went down over the years. The Economics Department can be judged to be efficient, both absolutely and relative to the college as a whole.

There was a spike in FTES and thus load for 2016-2017, but this is an error as the enrollment (calculated as sections X enrollment/section) is actually down a little bit for 2016-2017.

3. Curricular Offerings

A. Active Curriculum and Courses

ECON 100 (Principles of Macro) Course outline updated 2019.
 ECON 102 (Principles of Micro) Course outline updated 2019.

These two courses have made up 100% of course offerings over the last 19 years. They are both offered in both day and evening and in lecture and online formats, in the Fall, Spring, and Summer. There are multiple daytime lecture sections of both classes and typically one each of evening and online formats.

B. Courses Undergoing Deletion:

ECON 111 (Economics Today) This combined Macro/Micro principles course for non-majors was designed and offered in an attempt to broaden student audience for economics. However both times it had to be cut for low enrollment. The department has proposed and gotten approval from the Social Science and Business divisions to delete the course.

ECON 310 (Political Economy of Asia) This course was developed to support the Asian Studies program but was never offered. The department has proposed and gotten approval from the Social Science and Business divisions to delete the course.

C. Courses Under Development:

ECON XG (Environmental Economics): The department has begun development of a Environmental Economics course that would be cross listed with and part of Environment Studies (note listing is made up - X for no number and G for Green!)

4. Incorporating new trade topics into the curriculum

In the last APR, one of the goals was to incorporate new trade topics into the curriculum. While this has been done to some extent, there has been no coordinated department-wide or interdepartmental (with other colleges in the District) effort.

II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

One goal of the last CPR was to follow-up on the implementation of the Math 110 (Algebra I) prerequisite. This prerequisite for both ECON 100 and ECON 102 was done prior to the last CPR in 2013-2014, but not implemented until the following 2014-2015 year. The prerequisite was done to meet the needs of the Business division AT majors which required the prerequisites for both ECON 100 and 102 that are required for many of the degrees.

In the last CPR we thought that the prerequisite could increase the success rate for ECON courses. While the ECON course success rates did improve, so did the college-wide rates, so there may be other factors at work that also affected the college as a whole.

In the last CPR we were also concerned that the prerequisite could limit access to ECON classes. While our enrollments in ECON classes are down, they have fallen less than the college as a whole. Thus we conclude that the prerequisites not limit access in general.

Also mentioned in the last CPR was to "Discuss and define a new Skyline Economics degree that meets the Transfer Model Curriculum criteria." This led to the Skyline Economics department developing and getting approval of a Skyline Economics AT degree. While the development of the Economics AT degree was done in a timely manner, it took almost two years for state to approve it. It will be listed as a Skyline AT degree in the fall of 2019.

Another project mentioned in the last CPR was to research the enrollment trends of Skyline students who are residents of San Francisco. According the Skyline College factsheets, the percentage of Skyline students who lived in San Francisco dropped slowly from 23% in 2011 to 20% in 2015 - a 3% fall over five years. Then in 2016 and 2017 the factsheets did not break out the percentage of students who lived in San Francisco. But then when the data resumed in the 2018 fact sheet, the percentage of Skyline students who lived in San Francisco had dropped to 14% - a drop of 6 percentage points (or 30% of the total) in just three years!

One explanation might be the start of the CCSF "Free City" program in the fall of 2017. Given that the program is costing about \$2.5 million a year, and the SMC CCD has only 60% of the students and a large surplus, it may be worthwhile to institute a free tuition program to regain some enrollment. Of course this would have to be open to SF county residents (unlike CCSF that limits their program to SF residents) in order to compete, but it would be worth studying the costs and benefits of a "Free Peninsula" program that would cover San Mateo and San Francisco resident students.



Last but certainly not least, in the last CPR we pointed out the need for more teaching evaluations. Since the last CPR the department has succeeded in getting current on our evaluations for all instructors.

II.A.2 Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

The department SLOs are still a "work-in-progress" but this initial stage should be completed by the spring of 2020.

The department has been able to successfully develop and meet the criteria set for three of the four program SLOs. The one SLO (#2 on Perfect and Imperfect Competition) was only done once in fall 2013 and the criteria was not met. This was not unusual (in our experience) as this was the first time the SLO was assessed.

There was an action plan to improve the ECON 102 SLO #2. This was to be done in the fall of 2016 but it was not. It will be done in the Fall of 2019, and by spring 2020 we should be current in all the SLO's.

Also, the SLO #2 for Econ 100 is being done this semester, so there is not data for the current assessment cycle (2016-2019). This assessment is underway, but will not be completed until the end of the semester.

One advantage of the CPR is it has given the department SLO coordinator a better grasp of the SLO process. However more training and learning needs to be done as the SLO report needed the help of John Skovgaard from the SSCA division and Karen Wong of the PRIE.

The department looks forward to doing a more complete job on the SLOs in the upcoming APP report.

Evidentiary Documents

[ECON CPR Assessment_ Department Four Column.pdf](#)

II.A.3.a Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

There is currently one full time faculty and three adjunct faculty who teach day lecture, evening lecture, and the online courses. The adjuncts currently teach all of the summer classes.

All of the faculty are experienced both in general and in teaching here at Skyline. For the foreseeable future the program staffing is adequate to meet the goals of the program.

The department has enough adjunct FTE (1.2) to have another full-time hire. But we have almost always supported other departments as priorities as they much larger unmet needs for full-time faculty.

There are on average two Economics tutors in the Learning Center. They have been very knowledgeable and helpful to our students. We also has Supplemental Instructors (SI) for a semester or two, but the time was too short to adequately evaluate.

II.A.3.b Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

The Economics program has one (1) Full Time faculty FTE.

The Economics program typically has had 1.2 Adjunct Faculty FTE.

The Economic program has no Classified Staff FTE. The Economics program usually has two peer and/or graduate tutors, but these are under the Learning Center.

The Economics program has no Administrator FTE.

II.A.4 Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

The department offerings seem adequate along all the dimensions mentioned. We have a good relationship with the DRC and our online classes are fully accessible.

We do have a concern about the prerequisite (Math 110) not being offered on campus and what this might do to our success rates. So far there is some anecdotal evidence of problems with student preparation in math for the Economics classes, but this issue should be examined in future APRs and the next CPR.

II.A.5 Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

The biggest concern of the department is the seeming ever-increasing reports, and along with that another software platform, and more and more meetings that either do not improve teaching at best or at worst compete with efforts to improve with teaching.

Another concern, mentioned in Standard II.A.4 is the college ending its offering of Math 110 and its equivalent classes. The department went through an effort to add the Math 110 prerequisite prior to the last CPR, and then to develop the ECON AT degree which requires this prerequisite for our classes. Now the effort to reduce remedial classes has led to the elimination of Math 110. While we know that both initiatives are driven by state-wide efforts, it just adds to the sense that we faculty are being whipsawed back and forth without a clear pedagogical strategy (more prerequisites? less prerequisites? or what we seem to have now which is BOTH).

II.A.6 Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

There are two equity issues that are most obvious, but at the same time complicated.

The first is the (relative) under enrollment of women students, who only make up about 40% of Economics students, while they are a majority of all students. At the same time, the success rates for women students are actually higher than those of male students.

My first thought about the enrollment question is that it may reflect the fact that the largest single major that Economic courses feed into is Business, and there is also a significant and growing gender gap in Business majors. While the average gender gap over the last five years is not as large as Economics (45.1% vs 52.5% women to men in Business compared to 41.5% to 56.3% in Economics), the trend in Business towards more unequal enrollment is greater than the trend in Economics. That means if one just looks at the latest year (2017-2018) the gender enrollment gap in Economics (40.8% vs. 57.6%) is not that different from Business (41.5% vs. 56.3%). As follow-up our department should speak to Business about their ideas about gender trends.

The second issue is both the faster decline in enrollment of African American students, and their significantly lower success rates. Here again there is also a disproportionate decline in the enrollment of African American students in Business courses. But unlike the situation with women, where one could argue that a lack of pursuit of Business majors might lower the enrollment of women in Economics course, one could say that a lower success rate of African American students in Economics courses might discourage them from pursuing a Business major.

In economics, a big part of the lower success ratios for African American students is the higher withdrawal rates. As a corollary to this, the spike in the success rate for African American students in the latest year (2017-2018) went hand in hand with a lower withdrawal rate.

One challenge is that the low numbers of African American students (15 headcount 2017-2018) means that there are, on average, less than one student per class (average of 22 classes per year). While we do make an effort to help individual students who are not succeeding, a smaller class size would aid instructors in spending more time with students facing challenges in the class.

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

1. Requested that Econ 111 (Economics Today) and Econ 310 (Political Economy of Asia) both be deleted. Econ 111 was offered twice but both times had to be cut because of very low enrollment. Econ 310 has never been offered. Both the Deans of the Social Science/Creative Arts and Business, Education, and Professional divisions have agreed to deleting both classes.
2. The course outlines for the two remaining classes have been updated on Curricunet and submitted for review.
3. Document "EconCourseOutlinePrereqChecklist.pdf" uploaded to document repository and assigned to this standard.
4. All (2) courses are offered in daytime, at night, and online every semester and in the summer, subject to budgeting and enrollment constraints.

Evidentiary Documents

[EconCourseOutlinePrereqChecklist.pdf](#)

IV.A.1 Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative

The Economics program is relatively strong in terms of enrollments, loads, overall success rates, meeting student and other departments' needs in terms of class offerings.

One of the challenges is being able to pay more attention to smaller groups of students who have significantly lower success rates.

A major opportunity will be the development of an Economics of the Environment course that could be cross-listed with the Environmental Science program. This would help expand the college's offerings in the field of environmental studies and contribute the college's sustainability efforts.

IV.A.2 Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

One, and most doable, ideal would be to add at least one more Economics course in addition to our current Principles of Macroeconomics (Econ 100) and Principles of Microeconomics (Econ 102). This would help to broaden our offerings, give another course to students who want more than just the two principles classes, and at the same time offer a class that non-Business, non-Economics majors might be interested in. The department's current effort to develop an Economics of the Environment class would fulfill this goal.

A second and more challenging ideal is to improve the enrollments of women and African Americans in the economics courses, and to maintain the improved success rates of African American students. If the department is able to maintain the higher success rates for African American students, the next major group to examine would be Latino students, who are a much larger group with relatively lower success rates (but not as low as African American students).

An ideal future for the department would be to have enrollments rise enough to support two full-time faculty plus at least one, and ideally at least two adjuncts that would provide a more stable base for the program. One (unfortunate and hopefully not happening again) was when the single full time professor was out for six or seven weeks for surgery and there really wasn't sufficient depth to the program to provide adequate staffing to cover their absence.

Under the current circumstances this would be virtually impossible without a rise in the overall campus enrollment. However if the class size were lowered enough, this ideal might be realized as long as the enrollments at least stabilize. Reducing the class size and having more full time faculty would also allow for more intensive individualized support from the faculty, which should aid in student success.

These aspirations include both long term goals (establish an Economics of the Environment course, improving enrollments and success, hiring an additional full time faculty, and lower class size) and reflect the key findings of this report.

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

To achieve the goal of offering an Economics of the Environment course, the strategy would be to combine the efforts of Skyline full-time professor, an adjunct faculty who has taught the course at another college, and the full-time faculty member at CSM who has a background in Environmental Economics, and in continued consultation with Environmental Science, to submit a course in the fall of 2019. For 2019-2020, guide the proposal through the curriculum committee and other approvals as needed, to hopefully offer the course in the 2020-2021 academic year.

To investigate further the causes and consequences of loss of San Francisco resident student enrollment and to suggest policy options.

To begin consultation with the Business division about common issues of under enrollment of women and lower success rates for African American students to seek common understanding and formulate strategies to address these student equity needs.

To initiate discussions with other faculty in the division, the Academic Senate, and the AFT about the need for smaller class sizes starting now and continuing through 2019-2020.

V.B. Action Plan and Resources Requests

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR 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 CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

See Associated Objectives 712, 713, 714, and 724 below.

Associated Objectives

[724-Complete backlog of SLO assessments](#)

[713-Continue Analysis of student enrollments and success](#)

[712-Developing new Economics Course](#)

[714-Discuss lower class sizes](#)