1. **Demographics** – Enrollments by gender, ethnicity, and age group for department, division, and college. 5-year trend data (fall semesters).
   a. **Strengths**

   It is difficult to comprehend how strengths would be assessed here as the department, division, and college are open access. The population enrolled in economics courses is significantly younger than for the division or the college. Over 75 percent of students enrolled in economics courses are under the age of 24 and the same value for the division and college are 51 percent and 57 percent respectively. The most likely explanation of this is that the vast majority of our students intend to transfer to four year institutions and this is a younger cohort than the comparison groups.

   There has been relatively little change in gender composition in economics courses over the past five years. The average number of males enrolled in economics classes (55%) is well above the same statistic for the division (36%) and the college (40.3%). It is recognized that the complement of these values provides that women are underrepresented relative to the division and college. There is not any apparent trend away from these averages over the past five years and likely reflects the nature of the discipline with a long-run trend for increased enrollment by females.

   Enrollment demographics in the economics program at Sacramento City College and for the College as a whole provide evidence of a diverse population in this respect. Students in our economics classes are often informed to look around the class and notice the diversity as it is more representative of the labor force than the institutions they will be transferring to. The only significant difference in the ethnic mix in economics classes in comparison to the division or college is the higher enrollment of Asians. While there has been a decline in the percent of economics enrollment that are Asian (from 36% to 32%) this continues to be 50 percent above the percentage for either the division (16.8%) or the college (21%). While the statistics are not differentiated to the next level, economics faculty has noted an increase in the number of Hispanic females enrolling and succeeding in our courses.

   b. **Areas needing improvement**

   Again, it is difficult to understand how one would adjudge needing improvement in demographics being an open access institution. The statistics do not provide evidence of any bias across age, gender, or ethnicity. Enrollments in our economics courses are likely to be reflective of the demographic composition at similar colleges and reflect the general nature of those enrollment in economics courses. We will continue to be cognizant of our enrolled population and participate in outreach efforts to all groups.

   c. **Follow-up items for the department’s Unit Plans**

   None

   d. **Anticipated Implications and Resources** (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable)

   None
2. Student Success – Successful course completion rates (*number of A, B, C, and Credit grades divided by all grades*) for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths
   This is a difficult concept to measure and provide meaningful input on. If the sole indicator of student success is the ratio provided above, then economics (52%) is below the average when compared to the division (59%) or the college (63%). Even a disinterested third party would hope for student success rates to exceed 52 percent. These success numbers are reasonable relative to other economics programs as this has been discussed with economics faculty at other colleges within our District and at other community colleges. Over the past five years there has been a positive trend in student success in our economics courses. Furthermore, another important measure of student success could be the performance of our students as they move to four year colleges/universities and then into the labor force as professionals. Judging from comments made by members of the economics faculty at both UC Davis and CSU Sacramento, in addition to students sending notes back to faculty members, our students have achieved success at these institutions and noted the strengths, quality, and rigor of their lower division work in economics. Reducing rigor in our curriculum and courses could improve the percentages shown above, but at the opportunity cost of having our students have lower achievement in the remainder of their academic work and as professionals.

   b. Areas needing improvement
   A study is being performed to determine if adding Algebra II as a prerequisite would improve student success without providing a barrier to enrollment. CSU Long Beach and San Diego State University intend to no longer accept the macroeconomics and microeconomics courses from community colleges as fulfilling the business requirement unless algebra II is a prerequisite. A substantial majority of the students enrolled in economics courses, and an even higher percentage of those planning to transfer to UCs and CSU campuses as business majors have succeeded in algebra II in high school or in college.

   English literacy also is an explanatory variable in lower than expected student success ratios in economics. Students are encouraged to enter our courses prepared in both basic English and mathematics.

   c. Follow-up items for the department’s Unit Plans
   Benefits could be realized by having more students utilize, in appropriate ways, the tutor lab.

   Determine efficient mechanisms to measure and achieve success on SLOs.

   d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable)
   Additional funding for tutors might be necessary. Also, publishers have noted that economics has more on-line resources and study tools than in other disciplines. Most of those are packaged with textbooks and are available only with an additional charge above an already expensive textbook. Student success in economics would be improved with more active learning. Perhaps a sabbatical proposal could be forthcoming to evaluate the option, value, costs, and benefits of these learning resources.

   If more of the on-line or book related study guides are utilized, then we might consider making these available in the tutor lab. There could some site license expenses.

   e. Student Learning Outcomes –
   Describe any SLO development and assessment efforts since the last program review. Attach any departmental SLO plans or other materials related to these efforts.
At the beginning of the year, economics faculty came together to discuss SLOs and the prerequisite issue noted above. Each campus provided their SLOs and it was acknowledged that SLOs developed at City College were more extensive in scope and value to relative to the other colleges. This was rewarding as a lot of effort and research occurred to have our SLOs be meaningful. It is a requirement for our Economics faculty to include SLOs in their syllabi. Efforts need to be taken to ensure that all adjuncts, along with full time faculty, are addressing SLOs and participating in the measurement.

Please see attachments for the course SLOs and the results from the study of Economics 302 occurring in the first year of measurement. Economics 304 will be the focus next year.

Please see attached.

3. Productivity – Weekly Student Contact Hours (WSCH) divided by FTE for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths
   Productivity in economics has consistently been higher than for the division and college. While division productivity (562) was above economics (531) in fall 2007, in every other period economics achieved higher productivity than the comparison groups. Likewise, year to year changes in productivity for the three groups have tracked together.

   b. Areas needing improvement
   Productivity values for economics are strong and a high percentage of the sections are enrolled above maximum class size. This is in recognition of the importance of productivity given funding formulas and also to compensate if retention rates slip. Recently, it seems that retention rates are improving. The caution is that productivity gains not be achieved at the expense of student success and the quality of our students’ learning experience. Student performance in economics courses in enhanced by active learning, as enrollment increases above 40 students the ability to engage all of the class into discussions and include a large scope of assignments diminishes.

   c. Follow-up items for the department’s Unit Plans
   Full consideration will be made on whether to request an additional tenure track position for the economics department.

   d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable)
   There will be an important allocation of resource to the department if the new full time position is filled. More than 25 percent of the sections in economics are taught by adjunct faculty, so the expense would be more one of re-allocation rather than all new resources.

4. Enrollment – Weekly Student Contact Hours (WSCH) for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths
   WSCH in economics has been relatively constant over the past four to five years. Productivity as noted above is high; however, sections have not been added and most classes are at or near maximum class size at the outset of the semester. Consideration of adding additional sections has been constrained by FTE limitations and some limits in recruiting additional qualified adjunct faculty during higher enrollment times for students. Comparison of enrollment growth to the division as measured by WSCH is not valid given cyclical enrollment in the CIS program which is also within the division. Over the past four years, WSCH growth for economics (7%) has lagged that for the college (17%). This should not be evaluated in a vacuum however, as the productivity values demonstrate.
b. Areas needing improvement
The reaction is none, absent a decision to increase FTE and/or allow classes with more limited enrollment to carry for a number of semesters.

c. Follow-up items for the department’s Unit Plans
There have been some disagreements within the division concerning the need to seek another full-time tenured position in economics. Decisions concerning requesting and competing for new faculty positions are both critical and difficult. This important decision will be evaluated again in the upcoming year(s).

d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable)
See part “c” immediately above and parts “c” and “d” in the enrollment section above.

CURRICULUM

I. Curriculum History

A. Last revision date of courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Revised Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMICS 302</td>
<td>Principles of Macroeconomics</td>
<td>Revised 2008</td>
</tr>
<tr>
<td>ECONOMICS 304</td>
<td>Principles of Microeconomics</td>
<td>Revised 2008</td>
</tr>
<tr>
<td>ECONOMICS 310</td>
<td>Economic Statistics</td>
<td>Revised 2008</td>
</tr>
<tr>
<td>ECONOMICS 100</td>
<td>Introduction to Economics</td>
<td>Revised 2003</td>
</tr>
</tbody>
</table>

B. Relevancy
Faculty continually research and confirm curriculum requirements for all courses that transfer to the CSU and UC systems. Economics 100 is the only non-transfer course in this Department. This most significant issue in this respect is the algebra II perquisite noted above and this is being addressed by the economics departments at all of the colleges in our district.

II. Curriculum

A. Strength
The Department’s close ties to faculty at UC Davis and CSU, Sacramento, help to maintain the integrity and rigor of the Department’s transfer courses. Smart classrooms have improved the ability to integrate current events and new data and research into classroom discussions.

B. Weakness
It may be necessary to have two versions of Economics 302 and Economics 304 depending on the direction of the prerequisite issue.

C. Plans for Improvement
Faculty will continue to review and revise current courses, as appropriate.

Curriculum changes to the Economics 330 course should improve enrollments and allow for an increase in the number of sections offered over time.

**STAFFING**

I. Current Staffing

A. Adjunct/full time ratio: The percent of classes taught by adjuncts varies from semester to semester but is typically more than 50%.

B. Dates staff came to department
   - Linda Stroh  Fall, 1983
   - Greg Rose  Fall, 1988

C. Strengths
   The Business Division Dean has consistently scheduled a Business Division meeting with invitation to adjunct faculty to attend. Department meetings follow the Division meeting which helps to coordinate the efforts of full-time and adjunct faculty.

   Full-time Department members are mentoring new adjunct faculty. This mentoring includes assistance with syllabi, course outlines, and friendly advice. Adjunct faculty are economists and a very strong component of the Economics Department Program. Their expertise in the field of Economics enhances the student learning experience.

D. Weakness
   Staffing a large number of sections with adjunct professors makes it very difficult to support continuity within the Department.

   C. Plans for Improvement
   The Economics Department will give full consideration to requesting another position next year, to begin teaching during the Fall Semester, 2010.

E. Priority
   (1) Faculty will continue to network in the community and provide the Area Dean with suggested, qualified adjunct instructors.

   (2) Department faculty will prepare the necessary documents, during the Fall Semester, 2009, to request an additional Economics hire to begin teaching Fall Semester, 2010.

   (3) Full-time faculty will continue to mentor new adjunct faculty.

F. Anticipated Implications
   Budget constraints and the competition amongst Divisions for new faculty
hires will, of course, determine whether the full-time staffing will increase. The funding level for community colleges in California is quite uncertain at this time.

________________________________    __________________
Department Chair                        Date

________________________________    __________________
Division Dean                          Date
Student Learning Outcomes (SLOs)

Economics 100

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- define opportunity cost.
- define centralized and decentralized economic systems.
- define factors of production.
- describe the production possibilities curve.
- describe the circular flow diagram.
- define laws of supply and demand.
- describe price elasticities of demand and supply the effect of price controls.
- define costs (fixed, variable, marginal, short-run).
- define the marginal physical product of labor.
- define capitalistic market structures.
- define private and public goods.
- define absolute and comparative advantages.

Economics 302

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the way individuals, societies, businesses and nations deal with the reality of scarcity.
- demonstrate an understanding that people must make decisions and face tradeoffs and the consequences associated with choice and cost.
- show how economic entities, from an individual to the world markets, can be made better off through trade.
- demonstrate an understanding the role of supply and demand in a market economy and the importance of markets in achieving economic efficiency.
- provide a rationale for and caution against governmental interaction in the economy and markets.
- demonstrate the understanding that society faces a short-run tradeoff between unemployment and inflation.
- demonstrate the reality that the primary long-run goal is economic growth and this is determined by the ability in an economy to produce goods and services and operate efficiently.
- demonstrate an understanding of the major economic issues of the day: unemployment, inflation, interest rates, monetary policy, fiscal policy, the national debt, and international trade.
- demonstrate an understanding of the costs and benefits of a global economy.
Economics 304

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the way individuals, societies, businesses and nations deal with the reality of scarcity.
- demonstrate an understanding that economics concerns decisions and choosing among actions and that decisions have consequences, costs and benefits.
- become an optimizer: profit-maximizers as entrepreneurs or utility-maximizers as consumers. This will involve formulating models with application to real-world situations.
- show how economic entities, from an individual to the world markets, can be made better off through trade.
- demonstrate and understanding of markets and the efficiency of the market mechanism as a way to organize economic activity.
- demonstrate that there is often an important policy tradeoff between efficiency and equity.
- increase understanding of the production process and cost functions.
- compare and contrast pricing, output, and efficiency under different market conditions from competition through monopoly.
- investigate the distribution of income and governmental efforts to re-distribute wealth.
- explore market failure and consider solutions such as the optimal amount of pollution and why government must supply some goods.
- apply economic theory to determine solutions to a wide range of public policy issues.

Economics 310

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the measurements of central tendency and variation.
- demonstrate an understanding of basic probability and probability rules.
- demonstrate an understanding of the estimation process.
- demonstrate an understanding of the hypothesis - testing procedure for a single mean, two means, one proportion, two proportions, analysis of variance and Chi-Square.
- demonstrate an understanding of the correlation and regression analysis for two variables, one independent and one dependent.