



**Economics  
PROGRAM REVIEW REPORT  
2014 – 2015**

**Faculty and Staff (List all)**

Full Time	Adjunct	Support Staff
Styles, Christine	Al-Sabea, Taha	
	Zawahreh, Luai	
	Coson, Murniz	
	Prewitt, Dezzie	
	Bent, Dennis	
	White, Jake	



## Economics

### I. Executive Summary

#### **Program Description:**

Economics with applications in both business and the social sciences, examines the production, distribution, and consumption of goods and services as well as the theory and management of economies and how the choices made by individuals, firms, and governments impact scarce resources. In macroeconomics, the topics include economics resources, government expenditures and taxation, unemployment and inflation, monetary policy and the banking system, national income determination, business cycles, and fiscal policy. In microeconomics, the topics include price determination, economic analysis of firms, market structures, distribution of income, labor and unions, international economics and economic growth. Economics courses satisfy general education requirements for an associate degree, a liberal arts degree with an emphasis in social and behavioral sciences/economics, and lower division transfer.

#### **Strengths/Effective Practices:**

Econ 101 & Econ 102 fulfill requirements for the AA degree for Social and Behavioral Sciences and the Business AS-T and AS degrees. Econ 101 & 102 also meet the IGETC/CSU course requirements. These two courses also meet the lower division requirements for both the BA degree in Economics and the BS degree in Business at all UC, CSU and private California colleges and universities.

The full-time faculty member provides one-on-one feedback to students that are not performing at a satisfactory level to help them improve their study habits as a form of early alert. She also provides handouts to the class on how to study Economics and discusses time management skills with the students.

Additionally, the full-time economics faculty member started evaluating adjunct economics faculty in Spring 2014 to provide mentoring to fellow economics faculty.

As noted previously, she participated in the Technology Training program for teachers in 2012-2013 funded by a Federal Grant awarded to Citrus. The program encouraged peer mentoring among faculty, in addition to learning the newest technology in the classroom. The faculty recorded lectures in spring 2013 for her Distance Education classes using Citrus' closed caption video technology. Additionally, she also brought a representative from Southern California Edison to Citrus to present a lecture on Renewable Energy resources to 120 Economic students (4 classes) in Spring 2013.

**Weaknesses/Lessons Learned:**

Economics needs a transfer degree to ensure Citrus students will be able to transfer to the CSU system and possibly the UC system, with an economics major.

Many of the past weaknesses remain. As noted previously, the economics program has only one full-time faculty member. The department's senior faculty member, Kathy Bakhit, resigned her full-time tenured position from Citrus College in April 2012 and has not yet been replaced. Currently, adjunct faculty teach 65% of all FTES (44 out of 68 classes) within the Economics dept. The one full-time faculty member teaches 35% of all FTES. All economics classes have long waitlists.

As stated in the past, Students who sign up for Econ 102 without first taking Econ 101, often drop or fail Econ 102. Also, Econ 102 students, who haven't taken college geometry, have difficulty understanding applied economic theory. The economics department will work closely with the Citrus Curriculum committee to determine the appropriate math pre-requisite for the class.

Additionally, teaching global current economic issues is difficult in classrooms without world maps. Many students are unfamiliar with world geography. But the students inquire about world issues in economics that are occurring daily. These countries' issues can change weekly. It's slow and cumbersome to search for maps on the Internet and then wait for the projector to turn on. With a global wall map, economics instructors will be able to point out each country on the map on the wall to discuss the country's current economic issues. Hence, the map will heighten the students' interest, preserve the fluidness of the lecture and strengthen SLO's.

**Recommendations/Next Steps:**

The Economics program and the Social & Behavioral Sciences Division recommend hiring a second full-time faculty member to meet the expanding demand for economics classes that has risen from the growing Business program's AA and new AA-Transfer degrees as well as the Social & Behavioral Sciences AA degree.

Recommend establishing a Transfer in Economics to guarantee that Citrus students will be accepted at CSU's and hopefully UC's. Recommend establishing Course-ID's for Econ 101 and Econ 102 in preparation for establishing a Transfer Degree in Economics.

Recommend purchasing a large framed world map to be hung in LB 102, where many of the Economics and Social & Behavioral Science classes are taught. (Note it can be moved easily.)

Establish Econ 101 as a prerequisite for Econ 102. Determine the correct math prerequisite for Econ 101 & Econ 102 through surveying students and requesting student statistics. Specifically, the program will request data on students attained math levels and the students corresponding retention and failure rates.



## Economics

### II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
ECON100 Economics	S12	0	1	0	0	NA*
ECON101 Prin of Economics	S12	3	10	1	8	Fall 2014
ECON101H Principles of Economics-Honors	S12	3	10	1	8	NA*
ECON102 Prin of Economics	S12	3	6	1	7	Fall 2014

\* Econ 100 and Econ 101H are not offered currently.

### III. Degrees and Certificates

Title*	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Liberal Arts: Business Technology	AA	2009	8	13	5	32
Liberal Arts: Social and Behavioral Sciences	AA	2009	44	46	34	127
Social and behavioral Sciences	AA	1950	366	374	327	400

**TYPE:AA**= Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award  
**AA-T** = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

\* **Note:** No data for the AS Degree in Business was provided to the Economics program. The Business AS and AS-T Degrees both require Econ 101 & Econ 102.

### IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Courses continue to be offered in the day and evening on-campus and online. Program has limitations in providing Econ 101 & Econ 102 classes during the popular morning hours of 9:55am & 11:30am due to SBS Division's limited availability of classrooms. More classrooms would be very beneficial.

## **V. Student Demographics**

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

The ongoing trend in Economics classes continues to show a gender imbalance compared to the Citrus college population. Due to the Business Degrees requiring Econ 101 & 102, Business majors make up the majority of the Economics students. Business majors have a high concentration of male students compared to the general college population. Will inquire and research as to why males have such a high representation in the business major.

*For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.*

*Observations and comments about course, program and college level data can be made below.*

## VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Many Economics majors received Awards in June 2014, at Citrus Honors Ceremonies. Students majoring in economics at Citrus College transferred to UC Berkeley, UC San Diego, UCLA, UC Santa Barbara, and other high ranking schools.

## VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

### Econ 101 Reflection:

I used the same assessment in my SLO's for Spring 2014 compared with Winter of 2014. Students showed a much greater rate of success in the Winter '14 SLO's results compared to Spring '14. As before, the Winter results showed very good success rates because Winter term attracts many focused, committed students that are hard-working and possess good student skills. I think it makes sense to continue to offer economics classes during Winter term because of the type of students the term attracts.

### Econ 102 Reflection:

I used the same assessment in my SLO's for both terms. The test assessed the two most difficult chapters covered in the class. Student learning outcomes were very similar from one year to the next in terms of the % of students passing the test, the average test scores and the number of students that excelled in their test performance.

To improve upon the students' results in the Microeconomics, the next step is to ensure that all students enrolled in Econ 102 have already enrolled in Econ 101. Many of the students that struggle with Econ 102 have not taken Econ 101 or have insufficient math skills.

Over the summer the Economics Dept. has consulted about the SLO's with the Counseling Dept. in order to design 1) new prerequisites for Econ 101 and Econ 102 and 2) develop the C-ID's for

the two courses and 3) create the Transfer degree in Economics. The Dept. expects that adding the recommended math prerequisites will raise the success rate of students enrolled in Econ 101 and Econ 102, and therefore increasing the number of students transferring to four year colleges and universities.



## Economics

### VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
<b>Goal 2 EMP</b>	Increase the availability of discipline-specific tutoring	Working with the Learning Center to assure availability of qualified tutors	Ongoing	2.2.4
<b>Goal 3 EMP</b>	Add an honors course in macro-economics		C	
<b>Goal 5 EMP</b>	Develop hybrid courses	Reconsidering this goal. Plans under development by the Economics faculty to explore this goal		1.1.1
<b>Goal 8 EMP</b>	Create an associate in science degree in economics	Requests have been made to the articulation officer and the office of Instruction to assist with the process	Ongoing	1.1.1
<b>Goal 10 2006-07</b>	Hire one full-time faculty. For the Fall of 2007, there will be 13 sections offered in the Economics area, and currently the area has one full-time instructor. All but one section from the Spring 2007 ECON 101 and ECON 102 classes offered filled by January 8, 2007 indicating high demand for the classes and possibly the need for offering more sections.		C	
<b>Goal 11 2006-07</b>	Continue to collaborate with the Transfer Center, the UC and CSU campuses to ensure synchronization of their requirements with Citrus College		Ongoing	6.1.1

	economics course Offerings.			
<b>Goal 13 2006-07</b>	Heighten campus awareness of the program by inviting community speakers to class and to speak to the Citrus College community at large.		Ongoing	6.1.1
<b>Goal 15 2006-07</b>	The large and growing student enrollment should have adequate scheduling and staffing. Hire an additional full-time faculty member.		C	1.1.1
<b>Goal 18 2006-07</b>	Economics faculty should be encouraged to continue attending regional and national conferences/conventions in the discipline. They should also be encouraged to take leadership roles within such organizations. These types of professional experiences can directly enhance student learning experiences.	Faculty regularly participate in activities that promote discipline and organizational growth that incur no cost to the district since travel funding has been almost eliminated.	Ongoing	
<b>Goal 19 2006-07</b>	Create more communication between full-time and part-time faculty to improve the economics program, e.g. Web site, Blackboard, emails, meetings, et cetera.	Adjuncts are invited to participate in the department issues such as text book changes and division meetings.	Ongoing	1.2.4
<b>Goal 23 2006-07</b>	The last program review recommended that an additional full-time faculty member should be hired. Present data confirm this need. Presently, the only full-time faculty member teaches 30% of the sections offered.	Submitted the Faculty Needs Identification Form to FNIC committee, Oct. 2012, to request a new full-time faculty member.	C	
<b>Goal 1 2012</b>	Recommend hiring an additional full-time faculty member. Currently, the dept. has one full-time faculty member, who teaches 35% of all sections offered. All economics classes have long waitlists. Kathy Bakhit left the dept. in April, 2012, to take a position at Glendale Community College as Asst. Dean.	Completed FNIC and submitted form to Dean of Instruction on Oct. 12, 2012 and submitted a second FNIC form to Dean of Instruction on Oct. 9, 2013.	Ongoing	
<b>Goal 2 2012</b>	Resume offering Econ 101 Honors in 2013-2014.	2013 – 2014 school year.	Ongoing	
<b>Goal 3</b>	Bring speakers from L.A. based	Chris Styles brought a speaker	Ongoing	

<p><b>2012</b></p>	<p>companies to present current economic topics &amp; issues in their industry to students.</p>	<p>from Southern California Edison to Citrus to lecture on Renewable Energy resources to 120 Economic students (4 classes) in Spring 2013.</p>		
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**In addition to previous goals, during 2013-2014, we plan to:**

	<b>Description</b>	<b>Actions / Target Date</b>	<b>Data Index*</b>	<b>Institutional Goal**</b>
<b>Goal 1</b>	Recommend hiring an additional full-time faculty member. Currently, adjunct faculty teach 65% of all FTES (44 out of 68 classes) with in the Economics dept. the one full-time faculty member teaches 35% of all FTES. All economics classes have long waitlists. Kathy Bakhit left the dept. in April, 2012, to take a position at Glendale Community College as Asst. Dean.	Submitted the FNIC request form to the Dean of Instruction's office on Oct. 9, 2013.		<b>Goal 1.1</b> Business AS-T (requires Econ 101 & Econ 102) will provide students with an additional path for transfer and degree completion. <b>Goal 1.2</b> The addition of a second full-time faculty member in economics will improve student learning outcomes and assessment process for the program.
<b>Goal 2</b>	Add Econ 101 as a pre-requisite for Econ 102. Program dropped this pre-requisite a few years ago, resulting in a significant # of Econ 102 students (who hadn't taken Econ 101) either dropping or not passing Econ 102.	Adding Econ 101 pre-requisite to Curriculum when submitting Econ102 Course-ID to Curriculum Committee in Fall '14.	Ongoing	<b>Goal 1.1</b> Students will succeed in completing a degree and transferring more quickly when they enroll in the economic classes sequentially. Econ 101 prepares students for Econ 102. Econ 102 is more rigorous.
<b>Goal 3</b>	Collect data for appropriate math prerequisite for Econ 101 and 102. Currently no prerequisite exists for math, only recommendations.	Adding Math 30 pre-requisite to both Econ101 & 102 Curriculum, when submitting Econ 101 & Econ102 Course-ID to Curriculum Committee in Fall '14. Will collect	Ongoing	<b>Goal 1.1</b> <b>Students will complete a degree and transfer with</b>

		data for additional Math pre-requisite in following year.		<b>greater success when they enroll in the appropriate math class prior to Econ 101 and 102.</b>
<b>Goal 4</b>	Work with library staff to purchase or subscribe to certain periodicals and databases for use in economic classes.	Discussed with librarian Sarah Bosler the needs for various periodicals and videos in Fall.	Ongoing	<b>Goal 1.2</b> Periodicals pertinent to economics will improve employment and transfer rates of students.

**In addition to previous goals, during 2014-2015, we plan to:**

	<b>Description</b>	<b>Actions / Target Date</b>	<b>Data Index*</b>	<b>Institutional Goal**</b>
<b>Goal1</b>	Recommend hiring an additional full-time faculty member. Currently, adjunct faculty teach 65% of all FTES within the Economics dept. the one full-time faculty member teaches 35% of all FTES. All economics classes have long waitlists. Kathy Bakhit left the dept. in April, 2012, to take a position at Glendale Community College as Asst. Dean.	Will submit the FNIC request form to the Dean of Instruction's office by October 10, 2014.		<b>Goal 1.1</b> Business AS-T, which requires Econ 101 & Econ 102, will provide students with an additional path for transfer & degree completion. <b>Goal1.2</b> The addition of a second full-time faculty member in economics will improve SLO's and assessment process for the program.
<b>Goal 2</b>	Create Course-ID's			<b>Goal 1.1</b> C-ID's

	for Econ 101 and Econ 102 in preparation for a Transfer Degree in Economics			are required for Economic AS-T degree. The degree will provide students with an additional path for transfer & degree completion.
<b>Goal 3</b>	Create Transfer Degree in Economics to provide students a guaranteed transfer in economics subject to CSU's and possibly UC's.			<b>Goal 1.1</b> Economic AS-T degree will provide students with an additional path for transfer & degree completion.
<b>Goal 4</b>	Order classroom world maps and Economic periodicals for Citrus library using the list developed from previous year,			Greatly Impacts Core competence for Global Consciousness and Responsibility and strongly impacts Program SLO's.

*\*For institutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

*\*\*For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Evaluate the coordination between Business and Economics course offerings to ensure that both disciplines are meeting students' transfer needs.
EFMP 2 – Increase the availability of discipline-specific tutoring.
EFMP 3 – Add an honors course in macro-economics.
EFMP 4 – Evaluate the success of online offerings.
EFMP 5 – Develop hybrid courses
EFMP 6 – Expand the use of video and audio presentations, such as “Go to Meeting”
EFMP 7 – Electronically record and store lectures for student access

EFMP 8 – Create an associate in science degree in economics
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EFMP 9 – Modify curriculum as needed to align with degree patterns proposed in response to SB 1440.
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## Economics

### IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

#### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Full-time faculty	<p>Essential for program success. Greatly impacts Social &amp; Behavioral Science (SBS) students' ability to complete the AS Degree in SBS. Will increase student success rate, accelerate accomplishment of goals, and significantly increase impact of SLO's.</p> <p>Greatly impacts Business students' ability to complete the AS-T Degree &amp; AS Degree in Business Administration, as well as, Business students' success rates. The business major is the second most popular declared major at Citrus College.</p> <p>A second full-time economics faculty member would be able to use her/his greater resources to focus on improving success in the classroom, applying SLO data and developing critical learning skills in her/his students. Also, full-time faculty have much greater engagement with students because they hold extended Office Hours, attend student meetings/ceremonies and are involved in Citrus committees and activities. Full time faculty benefit from 3 evaluation committee members who assist by mentoring.</p>	<p><b>N:</b> Meeting enrollment needs. 65% of all FTES in Economics are taught by adjunct faculty. Full time faculty teaches only 35% of classes.</p> <p><b>Q:</b> Considerable impact on the quality of the economics program. Will especially impact SLO's, and developing students' critical thinking skills, problem solving and written expression for both the Economics program and the Business program.</p>	Priority 2

#### Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

#### Staff Development(Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

**Facilities(Facilities)**

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

**Computers / Software(Tecs)**

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

**Equipment**

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

**Supplies(Division)**

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Large Framed World map for LB102 classroom.	Will greatly improve the Core Competence for Global Awareness. Will strengthen SLO's for all classes.	\$150	<b>Q:</b> Greatly Impacts Core competence for Global Consciousness and Responsibility and strongly impacts Program SLO's.	Priority 3

# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

**Indicate one or more of the following areas that your request will affect:**

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

**When establishing priority, consider the following:**

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.