



# Economics Program Review 2006-2007

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## PROGRAM REVIEW COMMITTEE MEMBERS 2006-2007

### FACULTY:

Full-time  
Kathy Bakhit

Part-time  
Dr. Taha Al-Sabea  
Tugrul Avci  
Thomas Glenn  
John Young

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## **FACULTY**

### **FULL-TIME FACULTY:**

Kathy Bakhit

### **ADJUNCT FACULTY:**

Dr. Taha Al-Sabea

Tugrul Avci

Thomas Glenn

John Young

### **LIST OF CERTIFICATES/AWARDS**

Not applicable at this time.

### **LIST OF DEGREES**

Not applicable at this time.

### **LIST OF INDUSTRY BASED STANDARD CERTIFICATES**

Not applicable at this time.

## **ECONOMICS PROGRAM (Sequence of Courses)**

### **UNITS**

Economics 100	Economics	3.0
Economics 101	Principles of Economics	3.0
Economics 101H	Principles of Economics	3.0
Economics 102	Principles of Economics	3.0

### **CLASSES NOT OFFERED IN LAST TWO YEARS:**

Economics 100	Economics	3.0
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The **Economics** program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25, 2004) are as follows:

**Institutional General Education Competencies  
Part of Institutional Mission**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree, or certificates from Citrus College must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies:

1. Communication (personal expression and information acquisition)

Examples

Reading analytically and critically  
Writing with clarity and fluency

Speaking articulately  
Listening actively

2. Computation

Examples

Technology  
Math proficiency  
Analyzing and using numerical data  
Application  
Application of mathematical concepts and reasoning

Computer proficiency  
Decision analysis  
(Synthesis and evaluation)

3. Creative, Critical, and Analytical Thinking

Examples

Curiosity  
Analysis  
Synthesis  
Evaluation  
Creativity

Research  
Learning Strategies  
Decision Making  
Aesthetic awareness

4. Community, Critical, and Analytical Thinking

Examples

Respect for other beings  
Cultural awareness  
Ethics  
Community service  
Integrity

Citizenship  
Interpersonal skills  
Lifelong learning  
Self-esteem  
Empathy

5. Technology/information competency

Examples

Basic computing and word processing

6. Discipline/subject Area Specific Content Material – Project Plan

## **PROGRAM DESCRIPTION**

Economics is a social science that studies how resources are allocated to produce goods and services. In macroeconomics, the topics studied include economics resources, business organization, government expenditures and taxation, money and banking, national income determination, business cycles, and fiscal policy. In microeconomics, the topics include price determination, economic analysis of the firm, distribution of income, labor and unions, international economics, and economic growth.

### **Micro**

#### **OBJECTIVES/STUDENT LEARNING OUTCOMES:**

##### **Communication**

Analyze the characteristics of an industry to determine its degree of competition and the type of market structure by reading, categorizing, summarizing for sharing findings and speaking articulately.

##### **Computation**

Use technology and math in the calculation of costs of production and determining a corresponding level of production and price given the type of market in which a firm is operating to prepare the students for success in upper division economics and business classes.

##### **Creative, Critical, and Analytical Thinking**

Demonstrate understanding the workings of a market including demand, supply, and the price system by predicting changes to demand, supply, and prices as a result to events, graphing curves, calculation of quantities and prices for evaluating information analytically and making better decisions in business.

##### **Community/ Global Consciousness and Responsibility**

Identify conditions that would result in market failure such as pollution, inequality in the distribution of income, market power, and lack of public goods by reading analytically, writing using college level vocabulary, and participating in classroom discussion to formulate coherent opinions about public policies and promote active citizenship.

##### **Technology**

Use the computer for research, computation, and word processing for written reports, conducting online quizzes, graphing, solving problems, and communicating when collaborating with their peers to become aware of available tools and resources.

## **Macro**

### **OBJECTIVES/STUDENT LEARNING OUTCOMES:**

Successful students will demonstrate competency in the following areas:

#### **Communication**

Demonstrate understanding of the concepts of scarcity and choice, which define the field of economics through providing examples from their daily lives and their communities, classroom discussion, written essays, and reviewing exam questions to make better decisions as consumers and in business.

#### **Computation**

Locate, organize, and analyze information regarding the measurement of the macro economy using technology, basic math skills, and computer proficiency and present the findings in written assignments, discussion, and through problem solving to build skills required by the major.

#### **Creative, Critical, and Analytical Thinking**

Compare and contrast the main theories that explain macroeconomic activities including recessions, expansions, employment, and inflation and to show the differences using graphs and calculations to demonstrate an understanding of government policy and its implications in these areas.

#### **Community/Global Consciousness and Responsibility**

Develop an understanding of the theories and patterns of international trade and its effects on societies in terms of standards of living, productivity, labor markets and the environment using written essays, exams, discussion and media presentations to promote respect for others and cultural awareness.

#### **Technology**

Use the computer for research, computation, and word processing for written reports, conducting online quizzes, graphing, solving problems, and communicating when collaborating with their peers to become aware of available tools and resources.

### **ECONOMICS PROGRAM GOALS:**

- Provide transfer credit to four-year colleges and universities.
- Meet the student learning outcomes and core competencies institutionalized by Citrus College
- Provide basic economics knowledge and analysis skills for students.
- Provide classes to support other curricular areas.
- Familiarize students with basic information about the U.S. economy and institutions, and how the U.S. economy fits in the world economy.

### **SLO TIMELINE:**

The Economics Department has updated all course outlines to include student learning outcomes for all economics classes currently offered at Citrus College.

## **MISSION**

### **COMMENDATIONS:**

#### **PREVIOUS RECOMMENDATIONS COMPLETED:**

1. All Economics Principles courses (ECON 100, ECON 101, ECON 101H, and ECON 102) have been updated to reflect changes in the discipline since the last program review and the addition of student learning outcomes.
2. Previous recommendation of instituting a distance education class was accomplished. There are two distance education classes.
3. Service learning availability is provided as an option in Economics courses.
4. Transfer center counselors are invited to speak to students on topics related to transfer issues.
5. Economics is serving a large number of students in the Citrus College area. Even though FTE's are off their highs of 116.6 of 2003-2004, looking at the period 2001-2006, there is a definite upward trend. That is achieved in spite of the fact that more of the sections offered in the last two years are distance education, which tend to have higher attrition rates, and Citrus College overall has experienced a decline in FTE's in the last two years.

#### **RECOMMENDATIONS:**

1. 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.
3. Continue to collaborate with the Transfer Center, the UC and CSU campuses to ensure synchronization of their requirements with Citrus College economics course offerings.
4. Explore creative projects and collaborative efforts with the Citrus College community.
5. Heighten campus awareness of the program by inviting community speakers to class and to speak to the Citrus College community at large.
6. Explore eliminating Economics 101 as a prerequisite for Economics 102, replacing it with Math 130 and Reading 099.

## **NEED**

### **COMMENDATIONS:**

1. The Economics Program provides excellent service to the District in the following areas as noted in these 5-year averages:

a. Weekly student contact hours	3,097
b. Full-time equivalent students served weekly	103.24
c. Average WSCH/FTEF (525=good)	691
All years exceeded "good" rating	
d. Average fill rate at census	83.64%
e. FTES per FTEF	23.04
f. Full-time equivalence	4.52

As mentioned previously, while all the above mentioned performance indicators are off their 2003-2004 highs, they continue to have an upward trend over 2001-2006 period.

2. Economics courses play a fundamental role in meeting general education requirements by satisfying UC transfer requirements (IGETC AREA IV), CSU Category "D" transfer requirements, and major preparation requirements.
3. Coursework may be taken as part of area "D" or as part of the Associate in Arts degree.
4. Twelve units of economics coursework apply toward the Associate in Arts degree for Social and Behavioral Sciences.
5. Membership and participation in professional associations keep the program updated on current trends and needs for academic and vocational training and placement.

**PREVIOUS RECOMMENDATIONS COMPLETED:**

1. The number of sections offered in the economics area has increased, including distance education sections. At the time of the last program review in 1999, the number of sections offered was 11. For Spring 2007 there are 13 sections with three of them being distance education and two being late start.

**RECOMMENDATIONS:**

1. Seventy percent of the sections are taught by adjunct faculty. The large and growing student enrollment should have adequate scheduling and staffing. Hire an additional full-time faculty member.
2. In order to connect with the larger Citrus College community, an advisory committee is recommended, which will tap the local businesses and educational efforts. Members should include businesses, economics teachers from local high schools, employers, and other community people.
3. Invest in more media tools for better delivery of subject material and communication with distance education classes.

**QUALITY**

**COMMENDATIONS:**

1. Full-time and part-time faculty have extensive education in economics and substantial teaching experience and keep current with economic events by linking contemporary practices in government and business with different economic theories.
2. Faculty syllabi are on record with the dean of instruction.
3. The current full-time faculty regularly attend conferences and do research to improve instruction.
4. For the past five years, faculty have demonstrated successful teaching with 575 students receiving "C" grade or better.



**PREVIOUS RECOMMENDATIONS COMPLETED:**

1. Previous recommendation was to make available computer technology that will aid in the educational process. Classrooms are now equipped with computers, multi-media equipment, and internet access.
2. The full-time instructor has attended several conferences on economics education.

**RECOMMENDATIONS:**

1. 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.
2. Create more communication between full-time and part-time faculty to improve the Economics program, e.g. Web site, Blackboard, emails, meetings, et cetera.
3. Develop a collection of audio-visual materials in the Citrus College library that can facilitate instruction and course objectives. A directory of such materials should be developed and provided to every instructor who teaches in the economics program.
4. Faculty training should be provided to upgrade faculty skills on new computer hardware and software and in offices in classrooms. Campus resources such as Internet access, etc.
5. Inform and remind the adjunct faculty of the availability of funds to subsidize the cost of attending conferences.

**FEASIBILITY****COMMENDATIONS:**

1. The present program has been able to find qualified adjunct faculty to serve its growing number of student clientele. However, it has been difficult to keep them.
2. Sufficient equipment is provided for instruction.

**PREVIOUS RECOMMENDATIONS COMPLETED:**

1. Citrus College hired a full-time Economics professor in 2004.
2. Counselors are invited to speak to students in classes to inform the students of class equivalencies for economics and non-economics majors in local campuses.

**RECOMMENDATIONS:**

1. Collaborate with full-time and part-time faculty and establish a pool of potential full-time and part-time faculty, e.g. job fair.
2. 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.

**COMPLIANCE****COMMENDATIONS:**

1. The Economics Program courses provide content and unit credit needed by many programs, certificates, and licensing program.
2. All course credits are transferable to CSU and/or UC and private universities.

**PREVIOUS RECOMMENDATIONS COMPLETED:**

1. The Economics Department has updated all course outlines to include student learning outcomes for both economics classes currently offered at Citrus College.

**RECOMMENDATIONS:**

1. Explore eliminating ECON 101 as a prerequisite for ECON 102.
2. Offer ECON 101 Honors in Spring 2008.

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	2	2	2	2	2	3
Classes Offered (total # of sections)	13	12	13	12	14	16
Morning (Prior to 11:59AM)	2	4	5	4	4	4
Afternoon (12:00 to 4:29PM)	5	2	3	3	4	6
Evening (4:30PM or Later)	4	4	4	4	3	3
Arranged Hour	2	2	1	1	3	3
Weekend						
Short term	10	1	1	1		1
Distance Education (full term)	1	1	1		2	2
Distance Education (short term)				1		1
Enrollment	473	579	547	498	520	514
Weekly Student Contact Hours (WSCH)	1,208.7	1,679.7	1,658.3	1,464.2	1,823.0	1,182.2
Full-Time Equivalent Students (FTES)	41.8	58.1	56.9	50.2	52.6	36.0
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	2.5	2.3	2.5	2.3	2.7	2.8
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	477.7	720.9	655.5	628.4	670.2	417.7
FTES/FTEF	16.5	24.9	22.5	21.5	19.3	12.7
Fill rate at Census	78.7	105.4	77.2	74.0	72.1	65.6
<b>Program Success</b>						
<u>Success Rate</u>	46%	66%	63%	52%	57%	61%
Retention Rate	85%	90%	90%	91%	90%	94%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	2	2	2	2	2	4
Classes Offered (total # of sections)	14	13	15	15	13	17
Morning (Prior to 11:59AM)	3	5	6	5	4	4
Afternoon (12:00 to 4:29PM)	4			2	3	7
Evening (4:30PM or Later)	6	6	6	6	3	2
Arranged Hour	1	2	3	2	3	4
Weekend						
Short term	4	1	6	3	2	
Distance Education (full term)		2	1	2	2	4
Distance Education (short term)	1		1			
Enrollment	561	592	559	487	496	575
Weekly Student Contact Hours (WSCH)	1,541.9	1,686.4	1,614.4	1,403.2	1,663.3	1,459.6
Full-Time Equivalent Students (FTES)	55.8	61.0	58.6	48.6	49.5	44.5
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	2.7	2.5	2.9	2.9	2.5	3.3
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	566.9	666.5	552.9	480.6	657.4	442.3
FTES/FTEF	20.5	24.1	20.1	16.7	19.6	13.5
Fill rate at Census	98.3	95.3	82.8	69.5	83.1	70.3
<b>Program Success</b>						
<u>Success Rate</u>	55%	60%	57%	55%	51%	67%
Retention Rate	87%	87%	89%	89%	90%	95%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	2	1	2	2	2	2
Classes Offered (total # of sections)	2	1	2	3	3	5
Morning (Prior to 11:59AM)	1		1	1	1	2
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)	1	1	1	1	1	
Arranged Hour				1	1	3
Weekend						
Short term						1
Distance Education (full term)				1	1	2
Distance Education (short term)						1
Enrollment	91	50	106	129	147	188
Weekly Student Contact Hours (WSCH)	1,005.6	529.2	1,133.0	1,169.7	1,334.6	713.8
Full-Time Equivalent Students (FTES)	9.6	5.0	10.8	12.7	14.4	6.8
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	0.4	0.2	0.4	0.6	0.6	1.0
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	2,578.5	2,785.3	2,905.0	2,016.7	2,301.1	713.8
FTES/FTEF	24.6	26.5	27.7	22.0	24.9	6.8
Fill rate at Census	100.4	81.7	116.7	92.6	102.2	68.1
<b>Program Success</b>						
<u>Success Rate</u>	87%	84%	93%	74%	67%	71%
Retention Rate	96%	96%	99%	94%	95%	91%

Key Performance Indicator						WN 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)						2
Classes Offered (total # of sections)						4
Morning (Prior to 11:59AM)						1
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)						
Arranged Hour						3
Weekend						
Short term						1
Distance Education (full term)						2
Distance Education (short term)						1
Enrollment						158
Weekly Student Contact Hours (WSCH)						563.5
Full-Time Equivalent Students (FTES)						5.4
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)						0.8
Credit Reimbursement Rate						<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF						695.7
FTES/FTEF						6.6
Fill rate at Census						83.9
<b>Program Success</b>						
<u>Success Rate</u>						74%
Retention Rate						96%

Key Performance Indicator	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<b>Student Demographic Data</b>												
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>												
Female	461	47%	509	47%	477	45%	411	43%	452	45%	521	43%
Male	519	53%	580	53%	583	55%	552	57%	563	55%	682	56%
Missing											17	1%
Total	980	100%	1089	100%	1060	100%	963	100%	1015	100%	1220	100%
<b>Age</b>												
19 or younger	260	27%	386	35%	383	36%	354	37%	341	34%	380	31%
20-24	500	51%	466	43%	497	47%	450	47%	494	49%	639	52%
25-29	117	12%	117	11%	93	9%	91	9%	106	10%	121	10%
30-34	42	4%	48	4%	39	4%	26	3%	24	2%	41	3%
35-39	22	2%	26	2%	16	2%	16	2%	18	2%	24	2%
40-49	31	3%	41	4%	27	3%	21	2%	24	2%	13	1%
50 and above	8	1%	5	0%	5	0%	5	1%	8	1%	2	0%
Total	980	100%	1089	100%	1060	100%	963	100%	1015	100%	1220	100%
<b>Ethnicity</b>												
Asian	217	22%	218	20%	247	23%	190	20%	186	18%	226	19%
African American	39	4%	48	4%	48	5%	39	4%	67	7%	69	6%
Hispanic	318	32%	347	32%	367	35%	337	35%	313	31%	442	36%
Native American/Alaskan Native	7	1%	4	0%	7	1%	4	0%	9	1%	9	1%
Other	18	2%	37	3%	27	3%	26	3%	36	4%	38	3%
Caucasian	331	34%	376	35%	323	30%	322	33%	348	34%	330	27%
Decline to State	46	5%	54	5%	37	3%	41	4%	50	5%	36	3%
Missing	4	0%	5	0%	4	0%	4	0%	6	1%	70	6%
Total	980	100%	1089	100%	1060	100%	963	100%	1015	100%	1220	100%
<b>Educational Goal</b>												
Degree/Cert/Transfer	891	91%	1022	94%	1000	94%	893	93%	941	93%	379	31%
Career/Ed Development	24	2%	13	1%	9	1%	7	1%	11	1%	31	3%
Improve Basic Skills											1	0%
Undecided											33	3%
Unknown	65	7%	54	5%	51	5%	63	7%	63	6%	776	64%
Total	980	100%	1089	100%	1060	100%	963	100%	1015	100%	1220	100%

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Resources</b>						
Revenue: FTES* Reimbursement Rate	305,484	346,416	368,999	363,653	404,959	404,734
Total District Adopted Program Budget	n/a	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Supplies (4300 in budget)	n/a	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Cost	n/a	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Total FTES for the year	107.16	124.14	126.27	111.56	116.49	92.68
Cost per FTES	n/a	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
<b>Program Success</b>						
Degrees Awarded						
Certificates Awarded						
Skill Awards						
Licenses (reported by department)						
<b>Career Technical Education Programs</b>						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						