

Economics Program Review 2012-2013

1. Program/Department Description

1A. Description

The courses offered in the Economics discipline at Ventura College provide students with the analytical tools, real world applications and theoretical background to comprehend economic events and understand the role of the various economic institutions within the U.S. economy and the motivations and consequences of the interactions between nations and firms in the global economy.

In their study of economic theories and applications, students become more aware of their role in society as economic actors and as a result, develop their own perspective on the causes and solutions to some of the pressing economic topics of society. Students graduating with a major in economics for their Associate of Arts degree generally transfer to a four-year institution to complete a Bachelor's degree. Economics graduates at the Bachelor's level are qualified for a variety of positions with government, industry, and public interest organizations and they are well prepared to enter a graduate program in economics, business, journalism, law, or public policy. Teaching at the two-year college level is an option if a Master's degree is obtained. An economist can obtain the Ph.D. Degree, which may lead to research and/or teaching at the university level, or basic research in government, industry, or public interest organizations. Nearly every four-year college and university offers an economics major. Economics graduates have been considered one of the highest demand employment fields in America for a number of recent years.

Degrees/Certificates

The department does not offer any degrees.

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

1D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

The strength of our program is a very experienced faculty. Both of our full time faculty members have doctorates and a wealth of teaching experience. In addition to the face-to-face classes, the program offers both Principles of Microeconomics and Macroeconomics online. The program provides our students solid Economics background that enables them to continue their studies in this and other related disciplines in four year institutions successfully.

Both full-time faculty attend conferences, present papers, do research, give talks and advise other institutions. The department also invites speakers to the campus.

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K. Organizational Structure

President: Robin Calote
Executive Vice President: Ramiro Sanchez
Dean: Gwendolyn Lewis Huddleston
Department Chair:

Instructors and Staff

Name	Ara Khanjian
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., Ph.D.

Name	Farzeen Nasri
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.A., Ph.D.

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2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - *Program* Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. N/A
- 2.

2A3. **2012-2013** - *Course* Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes

1. The department will make an effort to increase its retention rate from the average of the department's prior three-year retention rate, without compromising the program's rigor .
2. The department will make an effort to increase its student success rates from the average of the department's prior three-year success rates, without compromising the program's rigor or inflating grades.

2C. **2012-2013** Program OPERATING Outcomes

1. The department will make every effort to keep its WSCH/FTEF ratios above the district's 525 goal.
- 2.

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2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTEs	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTEs. Example: 400 student contact hours = $400/525 = 0.762$ FTEs. The State apportionment process and District allocation model both use FTEs as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTEs	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTEs (see FTEs definition). Simplified Formulas: $FTEs = WSCH/15$ or $WSCH = FTEs \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

FT faculty compensation is up by around \$8,000 due to a faculty member teaching one more Economics class. PT faculty compensation is down by \$23,562 due to fewer sections. Overall, the Economics Department's budget is down from last year by \$15,559.

3C2: Interpretation of the Program Inventory Information

N/A

3C3: Interpretation of the Program Productivity Information

Total faculty compensation was down by 21%, while the number of students was down by around 17%. This shows increased productivity.

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The department's district WSCH ratio for Macroeconomics is 182% and that for Microeconomics is 155%. There was not much change in these ratios when compared to the 3-year averages. The department college WSCH ratios are 118% for both courses. These ratios are higher than the 3-year averages.

3C4: Interpretation of the Program Course Productivity Information

The district WSCH ratio for Macroeconomics shows an increase from 980 in 2009 to 1357 in F11. This year it still stands at 1093, despite the drastic reduction in section caps. The district WSCH ratio for Microeconomics shows an increase from 830 in F09 to 1008 in F11. Despite the drastic reduction in the section caps, it still remains at 930. Overall, Economics Department's district WSCH ratio increased from 919 in F09 to 1200 in F11. Despite the drastic reduction in section caps, it still remains at 1028. The department's college WSCH ratio has increased every year since F09. This year it stands at 709, which is higher than the 3-year average as well.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Economics is a challenging discipline and a lower success rate compared to that of the college, as a whole, should be expected. Nonetheless, both completed and success columns show a good improvement in F12 when compared to F11. Although the department's "A" grade percentage is much lower than that of the college's 3-year average, the total of "A" + "B" + "C" percentages is very close to that of the college. While the percentage of "D" grades is higher in Economics than the college as a whole, the percentage of "F" grades is lower. The "W" grades are almost identical.

3C6: Interpretation of the Program Completion Information

In F12, 84% of students completed their courses. This shows improvement over the 3-year average of 80%.

3C7: Interpretation of the Program Demographic Information

The demographic trends show an increase in the Hispanic population and a decline in the white population. The percentage changes for the department and the college are not much different.

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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	65% of students will receive a grade of C or higher according to the institutional communication rubric for written and/or oral communication
Operating Information	
This ISLO will be assessed in Microeconomics and Macroeconomics.	
Analysis – Assessment	
We have not assessed these yet	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	65% of students will receive a grade of C or higher according to the institutional Reasoning rubric for Scientific and Quantitative analysis.
Operating Information	
Analysis – Assessment	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	
Operating Information	
This ISLO has not been assessed yet.	
Analysis – Assessment	

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Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	
Operating Information	
This ISLO has not been assessed yet.	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	Performance Indicators
Identify and explain key terms and concepts related to Economics	Minimum of 65% receiving the grade of 70 or above
Operating Information	
This PSLO will be assessed in ECON 1A and 1B	

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Analysis – Assessment
This PSLO has not been yet assessed

Program-Level Student Learning Outcome 2	Performance Indicators
Identify and explain the institutional structures dealing with Economics	Minimum of 65% receiving the grade of 70 or above
Operating Information	
This PSLO will be assessed in both Econ 1A and 1B	
Analysis – Assessment	
This PSLO has not been assessed yet	

Program-Level Student Learning Outcome 3	Performance Indicators
Analyze major Economic issues and policies, using key theories and concepts	Minimum of 65% receiving the grade of 70 or above
Operating Information	
This PSLO will be assessed in both Econ 1A and 1B	
Analysis – Assessment	
This PSLO has not been assessed yet	

Program-Level Student Learning Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

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Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will make every effort to increase its student success rates in Macroeconomics and Microeconomics without compromising the integrity of its program.	The program will make every effort to increase its student success rates in Macroeconomics and Microeconomics, without compromising the integrity of its program.
Operating Information	
Drop students who are not serious or attending before census	
Analysis – Assessment	
Student success rate increased form 3-year average of 58% to 62% in F12.	

Student Success Outcome 2	Performance Indicators
The program will make every effort to increase its student success rates in Macroeconomics and Microeconomics without compromising the integrity of its program.	2013 statistics will be compared with the preceding 3-year program average.
Operating Information	
Drop students who are not serious or attending before census	
Analysis – Assessment	

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Student success rate increased form 3-year average of 58% to 62% in F12.

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	6
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	2
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

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TOTAL

CTE Programs		
Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

2012-2013 - FINDINGS

Finding 1: Finding 1

The department's district WSCH ratio for Macroeconomics is 182% and that for Microeconomics is 155%. There was not much change in these ratios when compared to the 3-year averages. The department college WSCH ratios are 118% for both courses. These ratios are higher than the 3-year averages.

Finding 2:

The district WSCH ratio for Macroeconomics shows an increase from 980 in 2009 to 1357 in F11. This year it still stands at 1093, despite the drastic reduction in section caps. The district WSCH ratio for

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Microeconomics shows an increase from 830 in F09 to 1008 in F11. Despite the drastic reduction in the section caps, it still remains at 930. Overall, Economics Department's district WSCH ratio increased from 919 in F09 to 1200 in F11. Despite the drastic reduction in section caps, it still remains at 1028. The department's college WSCH ratio has increased every year since F09. This year it stands at 709, which is higher than the 3-year average as well.

Finding 3:

Economics is a challenging discipline and a lower success rate compared to that of the college, as a whole, should be expected. Nonetheless, both completed and success columns show a good improvement in F12 when compared to F11. Although the department's "A" grade percentage is much lower than that of the college's 3-year average, the total of "A" + "B" + "C" percentages is very close to that of the college. While the percentage of "D" grades is higher in Economics than the college as a whole, the percentage of "F" grades is lower. The "W" grades are almost identical.

Finding 4:

In F12, 84% of students completed their courses. This shows improvement over the 3-year average of 80%.

Finding 5:

The student awareness of the availability of the International Studies Major has declined substantially, so has the relation between the Global Studies at UCSB and our program at VC. The program up-dating and, adjustment and enhancement have been suffering during the past several years.

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6. Initiatives

6A: 2011-2012 INITIATIVES

Initiative Improve technical/administrative support for the faculty, ensure that all faculty have working technology in their offices and classrooms and supportive staff in order to help them teach more effectively.

Initiative ID 1

Links to Findings 1-4 Efficiency increases can only be sustained with more support for faculty.

Benefits: Retain high level of efficiency.

Request for Resources:

(1) Newer and faster office computers and printers.

(2) More administrative assistance, especially in the area of distance education.

After a brief period of improvement last semester, once more the distance education technical assistance for online students and faculty has deteriorated dramatically this semester. This is a major factor for online students dropping classes early in the semester and the faculty wasting so much time on dealing with technical issues rather than making the courses more interesting and grading the projects in a more timely manner. Now that one of the distance education staff has moved to a different position, a replacement should be found ASAP and this constant volatility in this area must be avoided in the future.

(3) Avoiding major initiatives, with short deadlines, in the middle of the semester. Projects such as preparing the SLOs last semester and Program Reviews this semester, exhaust the faculty-especially in programs such as political science and economics with only 1.5 full-time faculty members- and keep them from adequately preparing for their classes. This, in turn, will affect the class environment and lead to less efficiency. Requiring the faculty to complete such time-consuming projects and, then, having students evaluate them based on how soon class projects are graded and returned, does not seem to be fair.

Benefits: Increases student success and retention.

Request for Resources . Yes. Faster and more reliable computers and printers.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	x

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Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Increase the number of sections in this program preferably by 4, or at least 2-to be divided equally between Microeconomics and Macroeconomics.

Initiative ID 2

Benefit: Bringing the WSCH percentages in the program more in line with those of other programs and the college as a whole, and helping to ensure the continued success of the program.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID 3

Initiative: Increase partnerships between program faculty and student support services.

Links to Findings 3, 4

Benefits: Increase student success and retention

Request for resources. None

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID—4

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Using clicker technology in class
Related to findings 3, 4
Benefit: Student participation, retention and success
Request for Resources . Yes. Clickers

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

2011-2012 - FINAL Program Initiative Priority Ratings

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Economics	None	0	no rating			EC1201	Avoid major administrative initiatives in the middle of the semester such as SLOs etc.with short turn around deadlines	Allow faculty to focus on their course work and preparing for students learning needs throughout beginning and bulk of semester.			-	
2	Economics	None	0	no rating			EC1202	Review WSCH district goal to make more in alignment with other college programs.				-	
3	Economics	Personnel	1	H		M	EC1205	Instructional Technology administrative support (see DE1201)	Ensure that faculty and students have adequate instructional technology support for classroom technology and distance education support services	Replacement position		-	-
4	Economics	Budget	1	M		M	EC1206	Initiative: Increase the number of sections in this program preferably by 4, or at least 2-to be divided equally between Microeconomics and Macroeconomics.	Increase funding to support more class sections. At the same time relook at the WSCH district goals. Adjust WSCH to be more in alignment with overall college goals.	18,000	9,000	9,000	
5	Economics (History, Political Science, Chicano Studies, also support this initiative)	None	0	no rating			EC1203	Initiative: Increase partnerships between program faculty and student support services. Links to Findings 3, 4	Link to Student Services Reengineering plan			9,000	
6	Economics, Political Science, plus division	Technology	1	H	H	H	EC1204	Computers/printers for the LRC 3rd floor faculty	Ensure that all faculty have working technology in their offices and classrooms and supportive staff in order to help them teach more effectively.	11,000	11,000	20,000	

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6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:
2011-2012 identified initiatives - ART1201, ART1202, etc.
2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1- Improve clerical support for the faculty, ensure that all faculty have working technology in their classrooms and supportive staff, in order to help them teach more effectively.

Initiative ID- EON 1301

[Links to Finding 1-4](#)

Benefits: Increase both classroom and institutional efficiency

Request for Funding Resources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	*
Requires computer equipment funds (hardware and software)	*
Requires college equipment funds (other than computer related)	*
Requires college facilities funds	
Requires other resources (grants, etc.)	

Provide much more clerical support for the faculty so that they will be relieved from excess administrative tasks, such as portions of the program review process, therefore allowing the faculty to spend their time preparing for their classes. Efficiency increases can only be sustained with more support for faculty. Ensure that faculty has working technology in their offices and classrooms and supportive staff in order to help them teach more effectively. Otherwise, UC and CalState systems could refuse to allow transferring our courses. There are some concerns being raised there already.

Initiative 2-Improve, substantially, technical support available to faculty and students for online classes.

Initiative ID- ECON 1302

[Links to Findings 1-4](#)

Benefits: Improve institutional efficiency and help increase the retention and success rates in online classes, without compromising the quality of education in these classes, thereby preserving the privilege of being able to transfer our courses to four-year colleges and universities.

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Request for Resources:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	*
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

After a brief period of improvement last semester, once more the distance education technical assistance for online students and faculty has deteriorated dramatically this semester. This is a major factor for online students dropping classes early in the semester and the faculty wasting so much time on dealing with technical issues rather than making the courses more interesting and grading the projects in a more timely manner. Now that one of the distance education staff has left, a replacement should be found ASAP and the constant volatility in this area must be avoided in the future.

Initiative 3- Avoid disrupting faculty plans for their classes by coming up with major and/or simultaneous initiatives in the middle of the semester and changing the program software for online classes during the school year.

Initiative ID-ECON 1303

Links to Findings 1-4

Benefits: Increases student success and retention, through preserving the physical and mental health of the faculty through better planning

Request for Funding:

No new resources are required (use existing resources)	*
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Projects such as preparing the SLOs last semester and Program Reviews this semester, exhaust the faculty-especially in programs such as Economics with only 1.5 full-time faculty members- and keep them from adequately preparing for their classes. This, in turn, will affect the class environment and lead to less efficiency. Requiring the faculty to complete such time-consuming projects and, then, having students evaluate them based on how soon class projects are graded and returned, does not

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seem to be fair. Such practices, if continued, will adversely affect both the physical and mental health of the faculty, thereby jeopardizing any hope for improving success and retention rates. What is needed is more faculty-oriented planning.

Initiative 4- Reinstating the position of the administrator of the International Studies Program

Initiative ID- ECON 1304

Links to Finding 4

Benefits: Re-energizes the International Studies Program allowing more students to major in this area which is one of the fastest growing majors at UCSB.

Request for Funding:

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	*
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
ECON	1-4	Budget Computer College Equipment	H				ECON 1301	Clerical assistance and technical equipment	Clerical assistance to the faculty, adequate computers in offices and more smart classes	
ECON	1-4	Budget	H				ECON 1302	Technical staff for online classes	At the very least hire a replacement of Krista Wilbur	
ECON	1-4	None	H				ECON 1303	Better institutional planning	Avoid multiple and major initiatives in the middle of the semester	
ECON	1-4	Budget	H				ECON 1304	Helping maintain and grow our International Studies Program	Re-instate the position of the administrator of International Studies Program	5,000

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6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

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7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? Yes.

2a. Were the identified initiatives implemented?

Initiative 1: Part 1 of 3 was implemented

Initiative 2: This program's WSCH ratios are very high and this year they were even better. The clerical assistance requested was not provided. If anything, hourly student assistance was also eliminated.

Initiatives 3-4: Not accomplished yet

2b. Did the initiatives make a difference?

Better computers were of great help. We have some more smart classes but all classes should be smart.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

4. How have the changes in the program review process worked for your area?

N/A

5. How would you improve the program review process based on this experience?

The data necessary was provided much better last year. We had to spend so much time to find them this time. The program review this year is much more comprehensive and time consuming taking so much precious time from the faculty to do clerical work. By overloading the faculty with clerical work, the only improvement in the retention and success ratios will be through grade inflation.

7C. Appeals

Economics Program Review

2012-2013

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.