

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Department Name:**

**Division Name:**

Please list all team members who participated in this Program Review:

Name	Department	Position
Jay Patyk	Economics	Instructor
Brian Evans	Economics	Instructor

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

**List all programs covered by this review and indicate the program type:**

<input type="text" value="Economics"/>	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

**SECTION 1: PROGRAM DATA & ENROLLMENT**

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2012-2013	2013-2014	2014-2015
Economics AA	13	11	11

**1B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

**1C. Department Level Data:**

	2012-2013	2013-2014	2014-2015
<b>Enrollment</b>	2755	2689	2190

<b>Productivity</b>	604	583	521
<b>Course Success</b>	61%	61%	68%
<b>Full-Time Load (FTEF)</b>	7.4	7.5	6.8
<b>Part-Time Load (FTEF)</b>	3.6	3.4	3.1

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☒ Below Level  
 Female: ☐ Above Level ☐ At Level ☒ Below Level  
 <25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level  
 >25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

**1G. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The reality is Economics is a quantitative discipline with an emphasis on critical thinking. It seems this is a particularly difficult area for "disproportionally impacted students" - and, as a result, we are somewhat bound to have lower success rates relative to less quantitative disciplines. The full-time faculty (at least) have made a focused attempt to get lower-skilled students into office hours or to tutors but it is often difficult to get these students in for extra attention. This is even more difficult in the online environment where we never get to meet the students face to face. We continue to experiment and do not want to give up just because the challenge is greater. Specifically:

- Last year one full-time instructor began to use embedded tutors. Resources permitting we will expand the use of tutors to include the second full-time instructor in 2016.

- We will create a standardized email to send out to all students that fail the first quiz/assessment. The email will specifically request that the student come in to see the instructor during office hours or by appointment. All econ instructors will be asked to send this out. Here is a draft of this email:

Dear XX,

Unfortunately you did not do so well on the first quiz. I want to help you succeed in this class but it will take effort on your part. I ask that you come into office hours (or make an appointment with me) within the next week so we can review your quiz and figure out a study plan. Doing this will be a great sign that you are committed to the class and will allow us to strategize. This is not necessarily an easy class but I pledge to try my best to ensure your success. Sound like a plan?

I look forward to seeing you soon!

Thanks,  
Instructors name

**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

This does not apply.

**1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☒ Decrease

Program Productivity (Compared to College): ☐ Above Goal ☒ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

As of Summer 2014 Foothill College adopted a pre-requisite of Math 220. This most likely led to a fall in enrollment. It appears enrollments have stabilized as of Fall 2015.

We also expanded course offering in 2013-14 and, perhaps, 2014-15 which may have lowered productivity.

We have had staff changes in the instruction of Econ 9 which may have affected enrollment and productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Does not apply

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

Targeted Student Course Completion: ☐ Above Standard ☐ At Standard ☒ Below Standard

Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal

Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal

Online Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal

In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Targeted student course completion in 2014-15 was 46% - well below the standards above. Breaking this down we find that targeted student success rates are at standard (55%) for face to face courses. The "problem" lies in the online courses - where the success rate is 38%.

To address this we have the following plan of action. To date both full-time instructors have used, but not emphasized, videos in our online courses. In 2016 we will both embed videos directly into online courses.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

see above.

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Generally we have found our students are meeting our SLO objectives. We have annual department meetings at which we discuss strategies and teaching methodologies designed to achieve greater success rates. The SLO assessments serve as the starting point of these conversations.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Does not apply

**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

The PL assessments have been stellar. Our students show a marked improvement over the incoming students. This has given us confidence that those that "complete" the coursework are gaining a solid foundation in economics.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

We have frequent office hour discussions with our students in which we consult with students and help them define their plans.

If your department has a Workforce/CTE program, please complete Section 2F.  
If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

### SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Create the Econ ADT degree	Year: 2014	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase success rate of targeted groups in line with college wide goals	Year: 2015	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Please provide rationale behind any objectives that are no longer a priority for the program.

**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>

help create the new "Global Studies" ADT as Econ is one of the disciplines covered	Fall 2017	Courses and ADT approved at state and local level

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**3D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
None			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassigned time.

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**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

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#### SECTION 4: PROGRAM SUMMARY

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
No particular concerns have been expressed	

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Our students seem extremely pleased with our program.

Both full-time instructors and are involved with student clubs (Jay Patyk - The Econ Club; Brian Evans - Fund the Future, Human Rights Club).

Two Econ instructors (Brian Evans and adjunct Yulia Yukina) took 11 students for a 2 week trip to Lucknow, India to volunteer at a rural private primary school.

One instructor (Brian) has twice spoken to parents and students at Gunn High School to promote Foothill College and community college in general.

## SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**5B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

## SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

### 6A. Strengths and successes of the program as evidenced by the data and analysis:

This department is made up of excellent teaching faculty who strive continuously to help their students access the curriculum and learn the material. I commend them for experimenting with embedded tutors and reaching out individually to at-risk students. It should be noted that their success rates for African American, Latino, Pacific Islander and Native American students have been increasing steadily-likely due to their pedagogical efforts.

### 6B. Areas of concern, if any:

Productivity and enrollment appear to be on a declining trend. It appears to be the result of a Math 220 as a pre-requisite for several economics classes. However, given the quantitative nature of Economics, it is important that students come into the class with the requisite understanding of algebra. If productivity and enrollment continue to decline significantly(10% or more) for 15-16, steps should be taken to analyze the situation.

### 6C. Recommendations for improvement:

None at this time.

### 6D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

### 6E. Strengths and successes of the program as evidenced by the data and analysis:

The Economics Department is an outstanding discipline with two talented full-time instructors who give great thought and effort into their teaching and the improvement of student success. The program serves many students seeking degrees in Business and Economics and for general transfer and the courses are rigorous. Program faculty are engaged outside the classroom as well. Last summer Brian Evans and Adjunct Instructor Yulia Yukina led a group of students to India to study micro credit

programs. The program faculty are actively involved in seeking ways to improve student success among targeted groups and more can be done along this line to meet the disparity in success, particularly for online classes.

**6F. Areas of concern, if any:**

The success of online targeted students at 38% needs to be addressed in several ways. My recommendations are below.

**6G. Recommendations for improvement:**

I recommend the faculty hold a department meeting to discuss online course success, review the data over several years and discuss what issues are commonly present in the non-success of students across courses in the department. Second, I recommend the department faculty work with the Dean to look at ways to ensure the online course quality is consistent across the department. Last, I recommend the department work with Dean to explore what online tutorial services may be available for the economics discipline, and how those can be made available to our students.

**6H. Recommended Next Steps:**

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*



# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Economics (ECON)

**Mission Statement:** The mission of the Economics Department is to provide students with an underpinning of economic theory and critical thinking in preparation for future academic and workplace environments.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Economics (ECON) - ECON 18 - CONTEMPORARY ECONOMIC ISSUES - Master supply and demand - Employ the supply and demand model to predict market responses to shocks. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active			
Department - Economics (ECON) - ECON 18 - CONTEMPORARY ECONOMIC ISSUES - Unintended Consequences - Illustrate and explain unintended consequences resulting from government interference in well-functioning markets. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active			
Department - Economics (ECON) - ECON 18 - CONTEMPORARY ECONOMIC ISSUES - Critical Thinkings - Explain and critically assess competing strategies to resolve contemporary economic issues. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active			
Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 1 - Supply and Demand - Employ the supply and demand model to predict market	<b>Assessment Method:</b> a) Draw Supply and Demand curves for apples in a competitive market. Label the curves, axes and equilibrium price and	04/24/2015 - The average scores of the 4 instructors who taught this course were: a) 8.7 b) 7.7. Students performed very well on this SLO. On the graphical portion, the majority of students	04/27/2015 - The faculty were satisfied with the results. <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>responses to shocks. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>quantity. b) Illustrate the short-run response if experts discover that the pesticide used on apples (only) causes cancer, and the price of pears increases. Identify the new equilibrium price and quantity. Explain your shifts. (Instructors are free to change the market and the shifters but should continue to use 2 shifters in the assessment.)</p> <p><b>Target for Success:</b> a) 60% b) 60%</p>	<p>performed extremely well. However, on the written portion of the SLO, some of the explanations students provided were inadequate, often omitting key terminology that was associated with the market outcome. Other students failed to provide any explanation.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None <b>GE/IL-SLO Reflection:</b> Spend additional class time on explaining all dynamic elements taking place within a Supply/Demand Model, and provide exercises where students graph the model out and explain what is happening within it.</p>	
<p>Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 2 - Government Interference - Illustrate and explain unintended consequences resulting from government interference in well-functioning markets. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> a) Illustrate an effective price ceiling on milk in a supply and demand diagram. Clearly indicate any shifts of curves (if any). Clearly label any excess supply or demand (if any). (Instructors are free to change the market and may also ask about a price floor.) b) In addition to what is evident from the graph, provide at least one more example of how consumers or producers will respond to the price control. (Instructors may ask about a specific consequence if they choose for this question. For example, is this price floor well-targeted to low-income families? Is there an allocation problem here?)</p> <p><b>Target for Success:</b> a) 60% b) 60%</p>	<p>04/24/2015 - The average scores for the 4 instructors who taught this course was: a) 7.1 b) 5.2. Students performed below target on the second part of this SLO. The majority of students were often able to graph the model correctly. However, they often mislabeled, confused price ceilings and price floors, and/or failed to provide an adequate explanation regarding the possible responses by both producers and consumers to the price control.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None <b>GE/IL-SLO Reflection:</b> Students' written communication and critical thinking skills were fairly weak on this particular SLO.</p>	<p>04/24/2015 - Faculty might consider spending additional time on supply and demand concepts, focusing special attention on price ceilings and price floors. Faculty may want to assign exercises where the students not only graph the model out, but also explain what is taking place within the model. Upon completion, instructors may want to provide feedback on the exercises to help reinforce the concepts.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 3- Aggregate economy - Illustrate and critically assess the aggregate economy using a macroeconomic model or models. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> a) Draw the AS/AD Model used in class assuming the U.S. economy is in long-run equilibrium. Label all curves and axes. b) Illustrate and explain what happens in the U.S. AS/AD Model if an economic expansion occurs in Europe.</p> <p><b>Target for Success:</b> a) 60% b) 60%</p>		
<p>Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 4 - Fiscal and monetary policy - Analyze and critically assess the effectiveness of fiscal and monetary policy and their relationship to inflation, unemployment, and the overall business cycle. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Instructors are free to choose one of the following questions:</p> <p>1) Briefly assess the effectiveness of fiscal and monetary policy as it relates to the goals of stabilizing inflation, unemployment and the business cycle.</p> <p>OR -</p> <p>2) Clearly explain the economic significance of the phrase, "You can't push on a string."</p> <p>OR -</p> <p>3) Should the government undertake stabilization policies? Provide arguments for and against.</p> <p><b>Target for Success:</b> 60%</p>		
<p>Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS - SLO 1 - Supply and Demand - Employ the supply and demand model to predict market responses to shocks. (Created By Department - Economics (ECON))</p>	<p><b>Assessment Method:</b> a) Draw Supply and Demand curves for apples in a competitive market. Label the curves, axes and equilibrium price and quantity. b) Illustrate the short-run response if experts</p>	<p>04/29/2015 - Average instructor results for all face to face sections: 1a: 8.7 1b: 7.7</p> <p>Average instructor results for all online sections:</p>	<p>04/29/2015 - Students met goal</p> <hr/> <p>04/20/2014 - Again, one instructor will change his in-class guidance.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<p>discover that the pesticide used on apples (only) causes cancer, and the price of pears increases. Identify the new equilibrium price and quantity. Explain your shifts. (Instructors are free to change the market and the shifters but should continue to use 2 shifters in the assessment.)</p> <p><b>Target for Success:</b> 60%</p>	<p>1a: 7.5 1b: 5.5</p> <p>We were clearly happy with the results for part a. The results for part b were less satisfying. One instructor (who got a 3.2 avg for part b) stated he had never done two shifts during class lectures or worksheets. Thus his students were particularly confused... he will address this going forward to see if his students improve.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> none</p>	
<p>Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS - SLO 2 - Government Interference - Illustrate and explain unintended consequences resulting from government interference in well-functioning markets. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b></p> <p>a) Illustrate an effective price ceiling on milk in a supply and demand diagram. Clearly indicate any shifts of curves (if any). Clearly label any excess supply or demand (if any). (Instructors are free to change the market and may also ask about a price floor.)</p> <p>b) In addition to what is evident from the graph, provide at least one more example of how consumers or producers will respond to the price control. (Instructors may ask about a specific consequence if they choose for this question. For example, ?Is this price floor well-targeted to low-income families?, Is there an allocation problem here (discuss)??)</p> <p><b>Target for Success:</b> 60%</p>	<p>04/29/2015 - The average scores for all instructors were: 2a: 5.8 2b: 5.5</p> <p>These scores were slightly off our target of 6.0.</p> <p>Comments: "Many students put the price ceiling in correctly but did not label the resulting shortage." Some students misunderstood the second part of the question and explained how the behavior of buyers and sellers under the ceiling would lead to a shortage."</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None</p>	<p>04/29/2015 - Our scores were only slightly below our target. We will continue to add practice questions to give students more opportunity with hands on practice.</p>
<p>Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS</p>	<p><b>Assessment Method:</b> Consider the following profit maximizing</p>	<p>04/29/2015 - The average scores were: 3a: 6.6</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- SLO 3 - Market structures - Analyze different market structures from both a short-run and long-run perspective. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>monopolist. (graph)</p> <p>a. Show the profit maximizing price and output. b. Carefully outline and shade in the profits. c. At what price would revenue be maximized (indicate on graph with Pr)</p> <p><b>Target for Success:</b> a) 60% b) 60% c) none</p>	<p>3b: 5.4 3c: 1</p> <p>The results were brought down by one particular online section. The instructor noted there is a "lack of practice drawing graphs on paper in an online class."</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> none</p>	<p>04/29/2015 - The instructor referred to above said, "I will try to come up with some ways to (have students) create graphs on their own."</p>
<p>Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS - SLO 4 - Cost-benefit analysis - Effectively employ marginal cost-benefit analysis to arrive at an efficient outcome. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Consider this profit-maximizing firm competing in a perfectly competitive market with a market price of \$5. Should the firm have produced the 40th unit? Explain using economic terminology.</p> <p><b>Target for Success:</b> 60%</p>	<p>04/29/2015 - Average score: 6.5</p> <p>"For the most part, students did quite well on this question."</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> none</p>	<p>04/29/2015 - no particular action needed</p>
<p>Department - Economics (ECON) - ECON 25 - INTRODUCTION TO THE GLOBAL ECONOMY - SLO 1 - Free Trade - Employ economic models to illustrate the benefits of free trade. (Created By Department - Economics (ECON))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Consider the two-country world below. Point A represents autarky production and consumption for each.... Which country has a comparative advantage in wine? Explain using numbers.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 6/10</p>	<p>09/21/2015 - The average score (36 students) for part a was 9.0 and 6.6 for part b. Part a is the easiest of the assessment questions so I expect the scores to be high. Still, this was an excellent result. I think this was a particularly good bunch of students.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> none <b>Resource Request:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		none <b>Resource Request:</b> none <b>Resource Request:</b> none <b>GE/IL-SLO Reflection:</b> Excellent result <b>GE/IL-SLO Reflection:</b> Excellent result	
Department - Economics (ECON) - ECON 25 - INTRODUCTION TO THE GLOBAL ECONOMY - SLO 2- Protectionist arguments - Assess the relative merits of protectionist arguments. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Aside from universally deplorable policies such as slavery and apartheid, explain the WTO position and logic concerning the inclusion of labor standards in trade agreements. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 6/10	09/21/2015 - The average was 7.2 (36 students). This is actually a pretty good average . Students showed a good understanding of the logic behind the lack of labor standards in WTO agreements. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None	
Department - Economics (ECON) - ECON 25 - INTRODUCTION TO THE GLOBAL ECONOMY - SLO 3 - Foreign exchange market - Analyze shocks to the foreign exchange market using a supply and demand diagram. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Consider teh S&D diagram of \$US (in terms of Mexican pesos). Assume the Mexican Central Bank lowers interest rates. Show and explain the impact on the S&D graph. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 6/10	09/21/2015 - The average (15 students) was 7.9. I am very pleased with these results as, for the most part, the students were able to shift the curves correctly and supported this with clear explanations. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None	
Department - Economics (ECON) - ECON 36 - SPECIAL PROJECTS IN ECONOMICS - 1 - Critical Economic Thinking - A successful student will be able to use economic thinking and logic to explain and	<b>Assessment Method:</b> This class was used as a way to expose students to different social entrepreneurs tackling the issue of global poverty - with an aim toward having students assist in some		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
critically assess different perspectives pertaining to the issue under study. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active	small way. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Active participation		
Department - Economics (ECON) - ECON 36X - SPECIAL PROJECTS IN ECONOMICS - 1 - Critical Economic Thinking - A successful student will be able to use economic thinking and logic to explain and critically assess different perspectives pertaining to the issue under study. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active			
Department - Economics (ECON) - ECON 54H - HONORS INSTITUTE SEMINAR IN ECONOMICS - SLO 1 - Economic reasoning - Students will be able to employ economic reasoning to a current economic topic. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students were required to write a research paper on an economic topic. Some students selected current topics such as climate change, income inequality, and current monetary policy. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 60%	05/13/2015 - The research papers were, on the whole, exceptional. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None <b>GE/IL-SLO Reflection:</b> Very satisfied with results. The class is, of course, of small size and filled with honors students.	09/21/2015 - The students seem to be doing quite well. As such, no action is required at this time.   11/20/2013 - It seems the honors class is working very well.
Department - Economics (ECON) - ECON 54H - HONORS INSTITUTE SEMINAR IN ECONOMICS - SLO 2 - Understanding - Students will be able to exhibit understanding of an economic concept discussed in class. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students are required to participate in all class discussions. Students are assessed based on the quantity and quality of their responses. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 60%	05/13/2015 - The students were assigned numerous articles to read and discuss on various economic topics. Topics included income inequality, climate change/environmental degradation, as well as critiquing Economics and whether it is a pure science or not. Students did a phenomenal job. Their responses were lucid and cerebral, and definitely reflected their sound understanding of the material. <b>Result:</b>	09/21/2015 - The students are performing quite well. No action plan required at this time.   11/20/2013 - Honors course seems to be working well.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> none <b>GE/IL-SLO Reflection:</b> Small class of honors students should do quite well... and they did.	
Department - Economics (ECON) - ECON 70H - DEPARTMENT HONORS PROJECTS IN ECONOMICS - Critical economic thinking - Use economic thinking and logic to explain and critically assess different perspectives pertaining to the issue under study. (Created By Department - Economics (ECON))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Oversee individual student work... topics vary with every student and are largely based on student interests. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> Faculty determination of individual student work.		
Department - Economics (ECON) - ECON 9 - POLITICAL ECONOMY - SLO 1 - International political economy - Critically analyze contending theoretical formulations of the International Political Economy. (Created By Department - Economics (ECON))  <b>Assessment Cycles:</b> End of Academic Year  <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 08/29/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Non-honors students were required to write a 15 page research paper. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> The class achieves an average score of 70%.	11/23/2015 - Drop rate was severe in this section-- 8 of 13 econ students dropped. I am going to try to talk to the Econ instructors about the research paper requirement, so they can let their students know in advance of this requirement. Possibly (if schedule works), I can go to their classes and talk about this class myself. We (in poli sci who always teach this course right now) can keep systematic track of when the econ students tend to drop (prior to which assignment).  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> For interdisciplinary courses, we need more resources to dedicated to a discussion of results for each discipline. Maybe for example, more general writing tutors are required to help econ. students. Or there	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>may need to be more discussion between econ and poli sci faculty.</p> <p><b>GE/IL-SLO Reflection:</b> For interdisciplinary courses, we need more resources to dedicated to a discussion of results for each discipline. Maybe for example, more general writing tutors are required to help econ. students. Or there may need to be more discussion between econ and poli sci faculty.</p>	
	<p><b>Assessment Method:</b> Midterm examination consisting of objective-type questions as well as essay questions.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The class achieves an average score of 70%.</p>		
<p>Department - Economics (ECON) - ECON 9</p> <p>- POLITICAL ECONOMY - SLO 2- development and underdevelopment - Critically analyze contending theoretical formulations on Development and Underdevelopment. (Created By Department - Economics (ECON))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 08/29/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Non-Honors students were required to write a 15 page research paper.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> The class achieves an average score of 70%.</p> <p><b>Assessment Method:</b> Midterm examination.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The class achieves an average score of 70%.</p>		
<p>Department - Economics (ECON) - ECON 9H - HONORS POLITICAL ECONOMY - SLO 1 - International political economy - Critically analyze contending theoretical</p>	<p><b>Assessment Method:</b> Honors students were required to write a 20 page research paper.</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
formulations of the International Political Economy. (Created By Department - Economics (ECON)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 08/29/2014 <b>Course-Level SLO Status:</b> Active	Research Paper <b>Target for Success:</b> The class achieves an average score of 70%.		
Department - Economics (ECON) - ECON 9H - HONORS POLITICAL ECONOMY - SLO 2 - Development and Underdevelopment - Critically analyze contending theoretical formulations on Development and Underdevelopment. (Created By Department - Economics (ECON)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/23/2013 <b>End Date:</b> 08/29/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Honors students were required to write a 20 page research paper. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> The class achieves an average score of 70%.		

# Unit Assessment Report - Four Column

## Foothill College

### Program (BSS-ECON) - Economics AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-ECON) - Economics AA - 1 - Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth and stability, market structures and competition, market failures and the economic role of government.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> We have a 14 point quiz consisting of 10 multiple choice questions (1 pt each) and 2 2-point questions - one a supply and demand shift and one a marginal benefit-marginal cost assessment.</p> <p>We are giving the exam to one intro class at the beginning of the quarter ONLY to students that have not had any college economics yet. We are then giving the same exam to students in Econ 25 toward the end of the quarter who have also completed both Econ 1A and Econ 1B at Foothill. Obviously the 2nd pool of students will be much smaller.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> For students that have completed our econ courses we expect to achieve at least 60% on the quiz.</p>	<p>09/24/2014 - Econ students (n=11) scored 75% on the exam while incoming students scored 34% (n=37). We feel this magnitude of improvement shows that our students are retaining basic economic principles.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> This degree addresses all four Cs, but this assessment specifically targets Computation, whereas ECON students use decision analysis (synthesis and evaluation) and apply mathematical concepts and reasoning, and ability to analyze and use numerical data.</p>	<p>09/24/2014 - no action needed as we satisfied.</p> <hr/>
<p>Program (BSS-ECON) - Economics AA - 2 - Employ economic reasoning to explain the world around them and make objective decisions based on assessments of costs and benefits.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> We have a 14 point quiz consisting of 10 multiple choice questions (1 pt each) and 2 2-point questions - one a supply and demand shift and one a marginal benefit-marginal cost assessment.</p> <p>We are giving the exam to one intro class at the beginning of the quarter ONLY to students that have not had any college economics yet. We are then giving the same exam to students in Econ 25 toward the end of the quarter who have also completed both</p>	<p>09/24/2014 - Again, econ students scored significantly higher than their non-econ peers on the assessment test.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> This degree addresses all four Cs, but this assessment specifically targets Computation, whereas ECON students use</p>	<p>09/24/2014 - no action needed as we are satisfied with the results.</p> <hr/> <p>09/24/2014 - We were satisfied with the clear improvement that Econ students showed in the exam.</p> <hr/>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Econ 1A and Econ 1B at Foothill. Obviously the 2nd pool of students will be much smaller. <b>Target:</b> Students finishing their Foothill Econ studies: 60%	decision analysis (synthesis and evaluation) and apply mathematical concepts and reasoning, and ability to analyze and use numerical data.	