Assessment Report

Yuba Community College District

YC - Economics Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Dean

Program Description : A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.
Students are able to receive tutoring assistance in both Microeconomics and Macroeconomics at both Yuba College – Marysville Campus and Yuba College – Clear Lake Campus.

A2. If services are available, how do they demonstrate an increase in student success?
Students at the Clear Lake Campus have specifically informed the instructional staff that the tutoring that they received in the Learning Resourse Center was key to their success in passing both Macroeconomics and Microeconomics.

B3. How is current and previous program review data used to refine and improve program or department practices?
Program Review data from past reviews has not been utilized in improving program practices. For the past several reviews, it has been noted that a full-time instructor located at the Marysville Campus is necessary. To date, a full-time instructor in Economics has not been hired.

Curriculum & SLO Assessment Summary : D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
At the state level, a C-ID approved transfer degree in Economics is almost completed. Upon approval at the state level, a transfer degree in Economics can be put in place at Yuba College. This degree may encourage students to transfer to 4-year institutions.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
Within the Economics program, there are only two specific classes: Economics 1A and Economics 1B. Both of these classes are required for many certificates and degrees and will be the focal point to an upcoming C-ID degree in Economics.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Both Economics 1A and Economics 1B have current CORs.

D9. If applicable, how are teaching methodologies in your program or department assessed?
Student Learning Outcomes (SLOs) have been assessed on an annual basis in Economics beginning in the reporting year 2010-2011. The results of SLO assessment have been reviewed and action has been taken to improve teaching methodologies in the Economics program.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
During the SLO assessment process, it was discovered that students learn the concept of graphing more readily if they have more in-class examples. The assessment process led to more hands-on activities in both Macroeconomics and Microeconomics.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
Economics 1A is taught online every semester and during the summer session. SLOs are used to assess the effectiveness of online courses and results are continuously reviewed so that improvements can be made to instructional effectiveness.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
Support for students taking DE courses needs significant improvement. In the past, students have struggled to access BlackBoard and they have a difficult time finding help on campus. Moving to Canvas might alleviate this issue. Online students oftentimes need additional tutoring and Economics tutors are hard to find. Test proctoring at the Clear Lake Campus is also necessary and currently unavailable.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
Both Macroeconomics and Microeconomics are primarily taught through a lecture format. With the addition of in-class activities that reinforce graphing and mathematical calculations, a better understanding of harder concepts has been achieved.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
CSLOs focusing on Communication and Technical Awareness were assessed during the last reporting year.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
The assessment data proved to be quite helpful with the development of new in-class materials. Materials were created that helped students gain a better understanding of the graphing and mathematical aspects of economics.

Industry Trends and Program Data Analysis :

C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
The Economics program aligns with the educational needs of local communities in that both Economics 1A and Economics 1B satisfies a graduation requirement (Area B) and is a required course for many degrees and certificates in the business area.
C5. How is your program or department direction driven by empirical data?
Economics is a science that is purely driven by empirical data. The subject matter relies heavily on data to explain concepts to students. However, the economics program in and of itself, is not specifically driven by empirical data. Economics is a required

course. It is a course for those students who are interested in transferring to a 4-year institution.

Future Goals and Program Direction: The hiring of a full-time faculty member in Economics needs to be a high priority. There are two economists in the district - one is located on the Woodland Campus and the other on the Clear Lake campus. There needs to be a full-time economist on the Marysville campus to round out the course offerings.

Course Content and Statistical Analysis: ...

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
SLO Assessment				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Staff a full-time faculty position and hire more paid readers				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Secure funding for equipment & technology				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Improve facilities where economics is taught to include 4 to 6 whiteboards in each room.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - E16. How do program or department goals align with stated Yuba College goals? The Economics Program can distinctly state that it is aligned with several of the Yuba College goals. The Economics Program helps “students complete their educational goals in a timely manner” by ensuring that students are able to take an economics class in both a live setting and in the online environment.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
The Economics Program has also successfully utilized SLOs and the assessment of SLOs to “ensure continuous quality improvement”.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 1 - E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities? The Economics Program offers two important, core courses. Microeconomics specifically helps students become aware of consumer choices and business decisions. The course helps prepare them for the economic realities of our world. Macroeconomics will give students a better understanding of our global economy and explains the intricacies of taxation and government spending. A student will leave our Macroeconomics course with a clearer vision of how our government works and why certain decisions are developed.				