

## Economics

### SVCC Transfer Program Review Template

This program review template will be used to review the following program and courses.

<b>Program (degree):</b> Economics: AA 0651 & AS 0851
<b>Related program courses:</b> ECO 211 ECO 212

#### Transfer Program Objectives

<b>Prompt:</b> <i>What are the objectives of this program and the courses related to this degree?</i>
<b>Response to prompt:</b>  Economics provides our students with a body of knowledge regarding our mixed economy in which they live, and which business is conducted. Approximately 70% of our traditional students will spend a majority of their lives working for a profit seeking business. A scholarly understanding of economics provides our students with a useful tools for comprehending and adjusting to the businesses they will work for and their own personal financial dealings.  Economics at Sauk provides transfer students with a grounding in basic economic principals, concepts and problem solving skills they will need to succeed in four-year baccalaureate programs. This is accomplished by offering relevant and transferable courses.  I

#### Transfer Program Need

<b>Prompts:</b> <i>Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?</i>
<b>Possible topics to discuss:</b> Program enrollment, class enrollment, program/class enrollment by ethnic group, number of declared majors (total and by ethnic category), number of completions (total and by ethnic category), number of transfer students (total and by ethnic category).
<b>Data sources:</b> Table 1A, Table 1B, Table 2
<b>Response to prompts (identify strengths and challenges):</b> In your narrative, please refer to the data sets or evidence you have chosen to support your case.  Economics at the Sauk satisfies both general education and program specific credit transfer needs of our students. The narrow range of courses we offer (2) meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students.  Enrollment in our economics classes have been steady and for the most part correlate with or exceed overall enrollment at Sauk Valley.

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Our economics program and courses face the same enrollment challenges (weakness) as those faced by Sauk Valley College. Those challenges and a possible solution will be discussed further later in this review. ]

### Transfer Program Cost Effectiveness

**Prompts:** Is the program cost effective? *What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

**Possible topics to discuss:** Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed?

**Available Data Sources:** Table 3A, Table 3B

**Response to prompts (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Tables 3A and 3B clearly demonstrate that Sauk's Economics Program has been a steady and consistent money maker. In all years under review, revenues have exceeded expenses.

The need for supportive resources has been limited and has never exceeded budgeted amounts. Going forward, no material changes regarding additional resources are anticipated.

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### Transfer Program Quality

**Prompts:** *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

**Possible topics to discuss:** Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability), relevance of equipment. Any irregularities between ethnic groups or gender could be noted for many of the categories above.

The types of and quality of materials and equipment could also be discussed here along with facility quality.

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**The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines:** retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

**Available Data Sources:** Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews, etc.

**Response to prompt (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Our courses have been approved by ICCB, and fulfill their guidelines for course content and learning objectives in the field. In addition, Professor Nelson makes a concerted effort to relate current events in our economy and capital markets to the course material covered. This includes the use of video snippets and articles that are impacting our present economy.

Our text is used by many highly reputable universities and colleges. Sauk students consistently perform well (relative to native students) at universities such as Northern Illinois and Western Illinois. I have received positive feedback regarding their preparedness from former students and from professors at the 4 year schools they attend.

Persistence rates for ECO 211 have consistently been above 80% and for ECO 212 over 90%. For the last four years, all economics courses have been taught by full time faculty member John Nelson. His credentials include an MBA in Finance, CPA and extensive training in macroeconomics and capital markets while an employee of Citicorp Investment Bank in New York, Houston, and Los Angeles.

Statistical tracking of Economics majors is not meaningful in that there are typically only 1 to 3 such declared major each academic year.

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### Focused Questions from the Administrative Review Team (ART)

**Question 1. Is there an opportunity for females to be more heavily recruited into the economics major? What recommendations would you make in order to attract more females to this major?**

Response to question 1 (please refer to any data sets or evidence to support your case):

The number of opportunities for women in the business world is in my opinion growing. In the classroom I make a concerted effort to point out successful women in fields related to economics. A great example is Janet Yellen, the first female Chairperson of the United States Federal Reserve Bank.

I am not certain of how to best recruit gender specific students into business and economics. However, given declining high school enrollments in our district, I feel strongly that Sauk's

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current initiative to expand and strengthen our online offerings is our best hope to maintain and expand our student enrollment numbers in all fields.

I also met with an Enrollment Representative to discuss this issue. Sarah is Sauk's High School Recruiting Coordinator. She suggested a special recruiting effort similar to the "Men in Nursing" program which was apparently successful. It is my understanding grant money supported the male nurse recruiting program, perhaps a similar grant may be available for business and economics that focused on bringing more females into those fields of study.

**Responses to Program Challenges.** Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

### Response to Challenges:

As stated in the prior section, I believe our online initiative is the best way to move Sauk forward. Quality online offerings and aggressive marketing are the best way to grow our enrollment from outside our district.

### Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	<input checked="" type="checkbox"/>
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	<input checked="" type="checkbox"/>
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If	<input checked="" type="checkbox"/>

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	there are changes to the course descriptions please send them to the Curriculum Committee for approval.	
<b>1.1 transfer completion list</b>	<p>ICCB expects the college to maintain current articulation agreements for all <u>1.1 transfer courses</u>. IR* will use the following link to create a master table that shows the current articulation agreements for the program's courses.</p> <p><a href="http://www.svcc.edu/students/equival.pdf">http://www.svcc.edu/students/equival.pdf</a></p> <p><i>*This task will be completed by IR Department.</i></p>	<input type="checkbox"/>

## Author's Final Recommendation

Recommendation	Check only one
Continued with minor improvements	<input checked="" type="checkbox"/>
Significantly modify the program	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

Signature/Date	Program Review Team Member	
	[John Nelson, MBA and CPA ]	Chair
	[James Wright, PhD ]	Member
	[Dennis Day, EdD and CPA ]	Member

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**Program Review.** Items from the program review will be entered here. *After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.*

*\* Use the origination code PR 2015.*

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
<b>Comments:</b>							

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# ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

## Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

<b>Academic Degree (discipline)</b>	Economics: (A.A. 0651)
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### Summary

*Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?*

Economics at Sauk provides transfer students with a grounding in basic economic principals, concepts and problem solving skills they will need to succeed in four-year baccalaureate programs. This is accomplished by offering relevant and transferable courses.

*Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?*

Economics at the Sauk satisfies both general education and program specific credit transfer needs of our students. The narrow range of courses we offer (2) meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students.

Enrollment in our economics classes have been steady and for the most part correlate with or exceed overall enrollment at Sauk Valley.

*Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?*

The data provided clearly demonstrate that Sauk's Economics Program has been a steady and consistent money maker. In all years under review, revenues have exceeded expenses.

The need for supportive resources has been limited and has never exceeded budgeted amounts. Going forward, no material changes regarding additional resources are anticipated.

*Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.*

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*Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.*

SVCC Courses	EIU	ISU	NIU	SIUC	WIU
ECO 211	ECN 2801G	ECO 102	ECON 261	ECON 241	ECON 231
ECO 212	ECN 2802G	ECO 101	ECON 260	ECON 240	ECON 232



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# ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

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Sauk Valley Community College (506)

Academic Year 2015 - 2016

<b>Academic Degree (discipline)</b>	Economics: (A.S. 0851)
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<b>Program Review Committee/Administrative Review Team Recommendations</b>	
<b>This Program Review is considered complete.</b>	
<b>The following are the recommendations from the Program Review Committee:</b> [ 1. Convert ECO 212 to an online course. Having that course online would then allow the degree to be fully online. 2. Change the numbering and naming of ECO 211 and ECO 212. Recommendation: Renumber ECO 211 to a higher number than ECO 212 and have “macroeconomics” in the new name. Rename (Renumber if necessary) ECO 212 to have “microeconomics” in the new name. ]	
<b>Signature of the Program Review Committee Chair</b>	

<b>President's Recommendation</b>	
<b>The Program Review has been reviewed.</b>	
<b>The following are the recommendations from the President:</b> 	
<b>President's Signature/Date</b>	