

# Instruction

## Section 1: Program Information

Economics, with applications in both business and the social sciences, examines the production, distribution, and consumption of goods and services as well as the theory and management of economies and how the choices made by individuals, firms, and governments impact scarce resources.

In macroeconomics, the topics include: economics resources, government expenditures and taxation, unemployment and inflation, monetary policy and the banking system, national income determination, business cycles, fiscal policy, international economics, and economic growth.

In microeconomics, the topics include: price determination, economic analysis of firms, market structures, distribution of income, and labor and unions.

Students may earn an associate degree for transfer in economics. Economics courses also satisfy general education requirements for an associate degree and for lower division transfer. The Honors Program includes one economics course: ECON 101H Principles of Macroeconomics—Honors. Courses are offered during the day and evening and during early and late start and sessions online.

**Faculty/Staff – List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.**

**Full time:** Louie Zawahri\* and Chris Styles

**Part time:** Lizette Arroyo, David Kelly, Laurelyn Mynhier

**Administrative Assistant:** Gayle Alan

**Administrative Supervisor:** Dr. Jack Beckham

## Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

## Economics – Comprehensive Program Review 2024-2025

**How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?**

The Economics program serves multiple educational purposes, aiming to equip students with a broad range of skills and knowledge that are applicable in various professional fields.

- **Skill Proficiency:** Students in an Economics program develop several key skills:
  - **Analytical Skills:** Ability to analyze data, understand economic trends, and make informed decisions.
  - **Quantitative Skills:** Proficiency in using statistical and mathematical tools to interpret economic data.
  - **Critical Thinking:** Evaluating economic theories and policies critically.
  - **Communication Skills:** Effectively conveying complex economic concepts in both written and verbal forms.

### Degrees and Certificates

Citrus College offers the following Degrees related to the program;

- **ADT in Economics** (which prepares students for seamless transfer to a four-year university).
- **Curriculum in related multidisciplinary programs:**
  - ADT in Law, Public Policy and Society
  - AA in Social Science

The ADT is designed to facilitate transfer to California State University (CSU) campuses, ensuring students can continue their education with junior status. This pathway guarantees admission to the CSU system, although not necessarily to a specific campus or major.

### Employment Prospects

Graduates of Economics/ Business programs can pursue careers in:

- **Business and Finance:** Roles such as financial analyst, market researcher, and economic consultant.
- **Government and Public Policy:** Positions in policy analysis, public administration, and international relations.
- **Academia and Research:** Opportunities for further study and research in economics.

## Economics – Comprehensive Program Review 2024-2025

### Promoting Equity and Cultural Awareness

Economics programs often incorporate initiatives to promote equity and cultural awareness:

- **Diversity and Inclusion:** The program commitment to diversity in economics aim to create an inclusive environment for all students.
- **Cultural Equity Plans:** Citrus College develop plans to ensure that diverse racial and ethnic communities are recognized and equitably served.
- **Global Perspectives:** Courses and projects that focus on international economics and the impact of global policies on different cultures.

These efforts help students understand the economic disparities and cultural dynamics that shape our world, fostering a more inclusive and equitable approach to economic analysis and policy-making.

### Section 3: Course Curriculum

#### Curriculum Table

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- **Currency of courses:** Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?
  - Yes, the courses meet current educational standards, incorporate the latest developments in the field, and align with institutional goals and accreditation requirements. The review includes evaluating the course title, description, objectives, content, assignments, and assessment methods. The curriculum committee conducts a rigorous content review to determine if the prerequisites are appropriate and necessary.
- **Alignment** with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?
  - The Economics program aligns with the California General Education Transfer Curriculum (CalGETC), which is designed to streamline the transfer process for students moving from community colleges to California State University (CSU) and University of California (UC) campus. This alignment ensures that the courses within the Economics program meet the general education requirements necessary for transfer, providing students with a clear pathway to continue their education at four-year institutions. The Economics program is designed to align with the needs of business and industry.

## Economics – Comprehensive Program Review 2024-2025

- **Formats** (modality type, course length, evening/weekend, noncredit, etc.)
  - Economics courses are offered in various formats to accommodate different learning preferences, schedules, and needs. Here are some common formats:
    - **Face-to-Face (F2F):** Traditional in-person classes where students attend lectures and participate in discussions on campus.
    - **Online:** Courses delivered entirely over the internet. These can be:
      - **Asynchronous:** Students access materials and complete assignments on their own schedule.
      - **Synchronous:** Students attend live online sessions at scheduled times.
      - **Hybrid/Blended:** A combination of face-to-face and online instruction. Students may attend some classes on campus and complete other coursework online.
  - **Course Length**
    - **Full-Term Courses:** Typically span an entire semester or quarter.
    - **Short-Term Courses:** Condensed courses that may last a few weeks, often offered during summer or winter sessions.

### Section 4: Student Success Data

Power BI Dashboard ([linked](#), [noneditable](#))

<https://app.powerbi.com/view?r=eyJrljoiNWw1NmRkOGQtOTIhMC00NzZiLThmNjctNWw1YTE4ZTA1MzM3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWwLTdhYTcxNTlyMGZkYyIsImMiOiJ9>

Review and write about the data on student success, retention, degrees, certificates, and transfer.

### How does your program compare with college-wide data?

The Economics program typically attracts a diverse group of students interested in business, finance, and public policy. Enrollment trends show a higher proportion of students aiming for transfer to four-year institutions. Often has higher transfer rates due to the structured pathways like the associate in arts in Economics for Transfer (AA-T) degree, which guarantees admission to the CSU system. The Economics program at Citrus College reflects the diversity of the college's service area and Los Angeles County, though there are some differences in demographic concentrations. Citrus College Service Area and Los Angeles County Demographics Service Area: 43% Hispanic, 36% White, 13% Asian, 4% African American. Los Angeles County: 48.6% Hispanic, 25.3% White (non-Hispanic), 16% Asian, 9% African American. Economics Program Demographics While specific demographic data for the Economics program isn't readily available, the overall student population at Citrus College provides some insights: Citrus College Overall: 41% Hispanic, 42% White, 10% Asian, 4% African American. Comparison Hispanic Population: The Economics program likely mirrors the college-wide Hispanic population, which is slightly lower than Los Angeles County but higher than the service area. White Population: The service area has a higher concentration of White students compared to Los Angeles County, and this trend is likely reflected in the Economics program. Asian Population: The Asian population in the service

## Economics – Comprehensive Program Review 2024-2025

area and the college is slightly lower than in Los Angeles County. African American Population: Both the service area and the college have a lower concentration of African American students compared to Los Angeles County. Overall, the Economics program at Citrus College is likely to reflect the diverse demographics of the college's service area, with some variations compared to Los Angeles County.

### **Compare performances within your program to those of the collegewide data.**

The Economics program at Citrus College is designed to align closely with both educational and industry standards, ensuring that students are well-prepared for transfer and employment. When compared to college-wide data, the Economics program often shows strong performance in areas such as transfer rates and employment outcomes, reflecting its focus on providing relevant and high-quality education.

- **College-Wide Data (as of August 31, 2024)**
  - **Graduation Rate:** 44% within 150% of the normal time.
  - **Retention Rate:** 70%.
  - **Transfer-Out Rate:** 8%.
- **Economics Program Data**
  - **Degrees Awarded:** Increased from 12 to 16 between the 2023 and 2024 academic years.
  - **Retention Rates:** Ranged from 92% to 96% during the same period.
  - **Success Rates:** Ranged from 79% to 89%.

These figures highlight the strong performance of the Economics program, demonstrating its effectiveness in retaining students and helping them succeed academically. The program's alignment with industry standards ensures that graduates are well-equipped for their future careers.

### **Write about any notable equity gaps in performance.**

Based on the available data, there are some notable equity gaps in performance at Citrus College, which reflect broader trends in higher education.

- **Graduation Rates by Demographics**
  - Asian Students: 68.57%
  - Black (Non-Hispanic) Students: 19.35%
  - Hispanic Students: 41.10%
  - White Students: 53.27%
  - Native Hawaiian or Other Pacific Islander Students: 100%
  - Two or More Races: 57.14%<sup>1</sup>
- **Retention and Success Rates**
  - Overall Retention Rate: 70%
  - Economics Program Specifics

## Economics – Comprehensive Program Review 2024-2025

- Degrees Awarded: Increased from 12 to 16 between the 2023 and 2024 academic years.
- Retention Rates: 92% to 96%
- Success Rates: 79% to 89%
- **Equity Gaps**
  - **Black (Non-Hispanic) Students:** The graduation rate for Black students is significantly lower (19.35%) compared to other groups, indicating a substantial equity gap.
  - **Hispanic Students:** While the graduation rate for Hispanic students (41.10%) is higher than that for Black students, it is still below the rates for White (53.27%) and Asian (68.57%) students.
  - **White and Asian Students:** These groups tend to have higher graduation rates, suggesting they may have better access to resources or face fewer barriers to completion.

### What potential obstacles or barriers do students face?

Economics involves understanding complex theories, mathematical models, and data analysis, which can be challenging for many students. Students may struggle if they lack a strong foundation in mathematics and statistics, which are crucial for success in economics courses. Limited access to textbooks, academic journals, and online resources can hinder students' ability to fully engage with the course content. Students without reliable internet access or up to date technology may find it difficult to participate in online or hybrid courses. The cost of tuition, fees, and textbooks can be significant barrier for many students, particularly those from low-income backgrounds. Many students need to work part-time or full-time jobs to support themselves, which can limit the time and energy they can dedicate to their studies. Balancing coursework with personal responsibilities, such as family obligations, can be challenging for many students. Stress, anxiety, and other mental health issues can impact students' academic performance and overall well-being.

### What opportunities are available to address these barriers?

Addressing Equity Gaps Citrus College has initiatives aimed at closing these equity gaps, such as targeted support services, mentorship programs, and efforts to increase cultural awareness and inclusivity on campus. By focusing on these areas, Citrus College can continue to improve outcomes for all students and work towards closing these equity gaps.

**Support Services:** Citrus College offers a range of support services to help students succeed: Academic Advising: Personalized guidance to help students navigate their academic journey. Tutoring: Free tutoring services to assist with coursework Career Counseling: Resources and support for career planning and job placement. Mentorship Programs: Connecting students with mentors for additional support and guidance The Student Equity Plan outlines goals and activities to improve outcomes for target student groups. Key areas of focus include Access: Increasing enrollment for underrepresented

## Economics – Comprehensive Program Review 2024-2025

groups. Course Completion: Providing support to improve course completion rates. ESL and Basic Skills Completion: Enhancing support for students in ESL and basic skills courses. Degree and Certificate Completion: Implementing strategies to increase graduation rates. Transfer: Supporting students in transferring to four-year institutions. These efforts demonstrate Citrus College's commitment to fostering an inclusive and supportive learning environment for all students, particularly those from underrepresented and disproportionately impacted groups.

Links to [Guided Pathways](#) and [DEIA+](#)

### Section 5: Program-Level Student Learning Outcome Assessment

Review all program, degree, certificate, and skill award SLOs. Write about their current status, as well as any modifications that have been made or need to be made. (If you need to update the degree/certificate/skill award learning outcomes, this is done through the curriculum review process. Program learning outcomes should be updated here.) Provide a summary of how well course-level SLOs align with the broader program-level SLOs and if any changes are needed.

The Course level SLOs align well with the Program level SLOs by ensuring that the foundational skills developed in individual courses contribute to the broader program goals. For example, the analytical and quantitative skills emphasized in courses directly support the program's goal of understanding and assessing economic systems and institutions. Courses focus on developing students' ability to analyze economic data and trends, emphasis on using statistical and mathematical tools to interpret economic data, encouraging students to evaluate economic theories and policies critically, training students to effectively convey complex economic concepts in both written and verbal forms and evaluating the operation of economic institutions and their impact on the economy. These skills are integral at both the course and program levels, ensuring that students can critically evaluate economic theories and effectively communicate their findings, which are essential for assessing economic efficiency and institutions.

### Program Learning Outcomes

#### Current Program SOLs

This discipline prepares students to do the following:

- Acquire fundamental economic knowledge and demonstrate the ability to understand, discuss and write clearly about economic concepts, theories, their applications and consequences to make better decisions as consumers, professionals, and citizens.
- Locate, organize, and analyze information on the measurement of the economy using math skills and computer proficiency. Present findings in written assignments, discussion and through problem solving to build skills required by the major.

## Economics – Comprehensive Program Review 2024-2025

- Demonstrate the ability to identify, critically analyze & apply macro or micro economic theories by explaining & predicting changes to key economic variables.

Current Program SLOs are still capture the accurate goals of the Economics program. There have been no major updates to the course SLOs either. The SLOs for ECON 101 and ECOL 102 still align with the program SLOs.

### Section 6: Assessment and Planning

#### Past Recommendations and Goals

**Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.**

- **Develop math support class for Economics:** This goal is complete.
- **Evaluate the time of day, sections and type (traditional and online) of classes offered to increase student success and increase the completion of degrees:** This goal is complete
- **Econ 100 Survey course throughout the year:** Econ 100 is no longer offered.

**Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.**

The economics program is equipping students with strong analytical and problem-solving skills, which are essential for understanding complex markets and making informed decisions. Students learn to break down complex problems and assess multiple data sources to develop insights, they are trained to critically evaluate economic theories and apply them to real-world scenarios. The economics program often incorporate elements from other fields, such as sociology, political science, and environmental studies. These efforts are helping students gain valuable skills and knowledge, preparing them for successful careers and making meaningful contributions to society.

**Overall Weaknesses: In what ways does your program need to improve?**

Ensure that the curriculum is up to date with current economic theories and practices. Incorporating real-world applications and case studies can make the material more engaging and relevant for students, investing in continuous professional development for faculty can enhance teaching quality. Encouraging faculty to stay current with the latest research and teaching methodologies is crucial. Promoting diversity and inclusivity within the program can create a more welcoming environment for all students, this includes diverse hiring practices and inclusive teaching methods. Tailor lessons to meet the diverse needs and interests of students. Providing options for projects and assignments allows students to explore topics they are passionate about.

**How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?**

## Economics – Comprehensive Program Review 2024-2025

Strength in academic advising to help students navigate their educational paths, understand degree requirements, and plan their careers, expanded tutoring services to provide more personalized academic support. This includes peer tutoring, online tutoring, and subject-specific help centers. Increased access to mental health resources, including counseling, workshops, and wellness programs. Supporting students' mental health is crucial for their academic success, the program encourages collaboration between departments on interdisciplinary projects, this can provide students with a broader perspective and enhance their problem-solving skills.

**Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)**

- Regularly revise the curriculum to include current economic theories, practices, and real-world applications. Incorporate case studies and contemporary issues to make learning more relevant.
- Encourage faculty to adopt innovative teaching methods, such as flipped classrooms and blended learning.
- Develop robust online learning platforms to provide flexible learning options for students.
- Invite industry professionals to speak to students about real-world economic issues and career opportunities.

**Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.**