

INSTITUTIONAL ASSESSMENT REPORT

ECONOMICS / 2012

Department's Relationship to the College Mission and Strategic Plan

(completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

The Economics program at Jefferson College supports the College Mission by promoting intellectual, social, and personal growth. The Economics program provides a quality general education for all students bound for four-year institutions. In addition, for those students seeking a Bachelor of Science degree in Business Administration, this program offers two courses required for this degree. Students enrolled in Jefferson College's economics courses have the opportunity to:

- Develop and apply critical thinking skills and actively engage in the world of ideas.
- Develop skills required of good citizens through (1) consideration of how economists view and solve problems and (2) applications to personal or business financial decisions.
- Develop and apply graphing and mathematical skills.

Summary of Departmental Activities, Assessment and Use of Results

(completed Spring semester or on accreditation cycle)

(may include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

Based on many years of teaching ECO 100 (Introduction to Economics), former full-time faculty member Jim Watson completely redesigned this course. Specifically, realizing that the majority of students taking this course do not possess strong interests in either business or mathematics, he created a course packet in Spring 2011 wherein basic economic concepts are presented using a history of economics and economic thought approach. He believes that this new approach still effectively exposes students to the basic economic concepts.

Internal and External Data Collection and Analysis

(completed by Fall semester or on accreditation cycle)

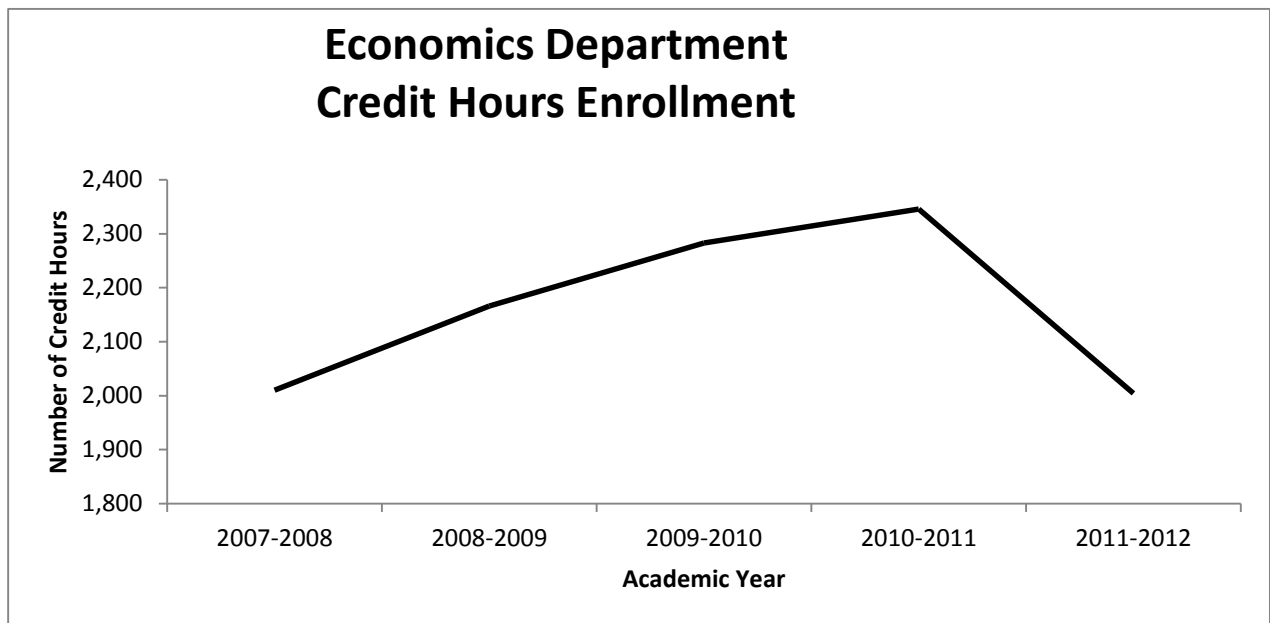
Gather and analyze relevant internal and external data (link to data).

Faculty Indicators for Economics (ECO), (School Years 2007-2012) School Terms 200801 through 201203 (Summer 2007 through Spring 2012)

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours Earned	Average Students	Average GPA	Annualized 5-Year Program FTE
157	3,603	351	9.7%	8,526	22.9	2.762	56.8

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.
Annualized Program FTE is the number of graded credit hours divided by 150 (30 hours/yr for 5 years).

Academic Year	Seats	Credit Hours
2007-2008	670	2,010
2008-2009	722	2,166
2009-2010	761	2,283
2010-2011	782	2,346
2011-2012	668	2,004
Totals	3,603	10,809



From the 2007-2008 through the 2010-2011 academic years, the Economics Department experienced an upward trend in enrollment. The largest percentage increase in enrollment occurred from 2007-2008 to 2008-2009 (a 7.76% increase). Smaller percentage increases in enrollment occurred from 2008-2009 to 2009-2010 (5.40%) and from 2009-2010 to 2010-2011 (2.76%). From 2010-2011 to 2011-2012, the Economics Department experienced a 14.58% decrease in enrollment. This unfavorable change in enrollment is consistent with the unfavorable change in enrollment reported in the *Fall 2011 Fact Book* for all full-time Jefferson College students for Fall 2011 as compared to Fall 2010 (a 9.4% decrease). The higher percentage decrease reported by the Economics Department (14.58%) may in part be due to the absence of a full-time faculty member leading and promoting the department for 2011-2012.

Other observations resulting from a review of the data for Summer 2007 through Spring 2012 include the following:

- (1) As a result of the loss of a full-time faculty member in 2011, the number of adjunct faculty responsible for teaching one or more Economics courses has approximately doubled. A growing number of part-time faculty presents various challenges with respect to program quality. Specifically, standardization of course content across all sections of the three different Economics courses will be more difficult to enforce. Also, because part-time faculty are not obligated to maintain office hours, students struggling with Economics courses potentially are not receiving the same degree of academic support outside of the classroom as would be provided by a full-time faculty member.
- (2) The attrition rates for Macroeconomics and Microeconomics were significantly higher in 2011-2012 as compared to the previous four academic years. More precisely, the attrition rate for Macroeconomics rose to 11.2% for 2011-2012 and the attrition rate for Microeconomics rose to 14.0% for the same academic year. Of interest to note is that one part-time faculty member's attrition rate for both of these courses rose significantly in 2011-2012 as compared to that same individual's attrition rate for previous academic years. Specifically, for Macroeconomics and Microeconomics, this faculty member's attrition rates

for 2011-2012 were 25.4% and 20.0%, respectively. Prior to 2011-2012, the highest attrition rate reported for either Macroeconomics or Microeconomics for this same individual was 11.6%. His dramatic increase in the attrition rate may partially be due to the lack of a full-time faculty member promoting program quality.

Annual Cost per FTE and Trend Analyses
(completed by Fall semester)

Provide cost per FTE and analyze for the period being evaluated.

The table below provides the Economics cost per FTE for the five year period, Summer 2007 through Spring 2012.

Economics Cost per FTE					
Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Credit Hours	2,010	2,166	2,283	2,346	2,004
FTE	67.00	72.20	76.10	78.20	66.80
Program Cost	\$126,427.56	\$134,319.25	\$150,319.69	\$146,912.72	\$69,355.91
Cost per FTE	\$1,886.98	\$1,860.38	\$1,975.29	\$1,878.68	\$1,038.26

The cost per FTE remained largely unchanged from 2007-2008 through 2010-2011. For 2011-2012, the cost per FTE dropped dramatically (i.e., by about \$840). This substantial decrease is due primarily to the loss of the salary and benefits associated with the full-time faculty member who retired in June 2011.

SWOT Analysis
(completed by Fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

<p>Internal Strengths</p> <ul style="list-style-type: none"> • Experienced adjunct faculty. • The Economics program offers courses which support the College's mission of providing a quality general education for students bound for four-year institutions. The program also offers Business students courses required for their associate and baccalaureate degrees. 	<p>Internal Weaknesses</p> <ul style="list-style-type: none"> • Absence of a full-time faculty member leading the program. This "weakness" threatens the sustainability of the program. Other issues / concerns associated with the absence of a full-time faculty member include: • Lack of consistency of course materials across all sections. • Delay in creating online course formats for Macroeconomics and Microeconomics. • No multi-sectional assessment being conducted to measure effectiveness of instruction and/or the degree of student learning.
<p>External Opportunities</p> <ul style="list-style-type: none"> • Given the absence of a full-time faculty member leading the program, opportunities for growth and development are limited. 	<p>External Threats</p> <ul style="list-style-type: none"> • If the quality of the program is not maintained, Jefferson College's reputation for delivery of quality, current, and relevant curricula could be jeopardized. Potential adverse effects resulting from a decrease in program quality would include a decrease in enrollment for both Economics and Business courses. • Competition from other institutions may adversely affect enrollment. • Lowered state funding may reduce Jefferson College's low cost tuition advantage.

Internal Strengths

The Jefferson College Economics department offers courses which support the College's mission of providing quality general education courses. The department has experienced adjunct faculty.

Internal Weaknesses

The most crucial internal weakness of the Economics department is the loss of the only full-time faculty position. Due to this change the department has experienced various challenges with respect to quality course design and instructional delivery. The department lacks leadership in developing multi-section assessments to ensure consistent instructional quality. Without this leadership many opportunities to expand online offerings for Macroeconomics and Microeconomics have been delayed.

External Opportunities

Business programs are expanding at many educational institutions. Economic courses are an integral component of business curricula. The demand for Economics courses offered in a variety of delivery modes will be important to meet the changing needs of the student population. Development of online courses for Macroeconomics and Microeconomics is important in meeting those changing needs.

External Threats

Competition from other institutions may reduce enrollment in the Business and Economics courses. Lower state funding may cause the College to increase tuition cost and reduce educational opportunities for the community.

External Accreditation (if applicable)

Link to accreditation report.

Not Applicable.

DEPARTMENTAL ACTION PLANS for *Economics* / 2012

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
55404	1	3	Hire a full-time Economics faculty member.	2	65,000	Office space and computer	Math/Science Division Chair		Pending (New Plan)	2013	Percentage of Economics courses taught by full-time versus part-time faculty	0	Current Percentage of Economics courses taught by full-time versus part-time faculty.	0	Increase the percentage of classes taught by full-time instructors. At this time there are no full-time faculty members. All Economics courses are taught by adjunct faculty.	50%

Evaluation

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Meets Expectations

Comments:

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Requires Attention and Submission of a Follow-Up Report

Comments:

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Does Not Meet Expectations and Requires Submission of a Follow-Up Report

Comments:

Follow-up report required by: September 30, 2013
Comments: (Date)

Approvals

Genda K. Abernathy
Division Chair/Director
Comments:

November 6, 2012
Date

Shirley Davenport
Dean
Comments:

November 8, 2012
Date

M.K. Selser
Vice President/President
Comments:

January 31, 2013
Date