❗ Dept-(SSH)Economics   Department   Program Review

$ ❗ Dept - (SSH) Economics

Program Mission Statement: We provide instruction in the Principles of Economics series including Macroeconomics (Economics 1) and Microeconomics (Economics 2). Additionally, since Fall 2016, we have begun offering Environmental Economics (Economics 3) and Economics of Public Issues (Economics 4). We will be offering Behavioral Economics (ECON 5) in Fall 2017. All these courses are part of AA-T degree in Economics .
AA-T Degree in Economics at De Anza College has been approved in Feb 2017 effective Fall 2017.

The Principles series is a requirement for those seeking a 4-year business degree as well as a 4- year economics degree. An important outcome of our courses is to prepare Business and Economics majors for their upper division coursework/4 year degree. All of our courses fulfill De Anza G.E. requirements and are CSU and UC transferable. We also provide for general education with our focus on the economic foundations of social systems. Economics blends the quantitative analysis characteristics of physical sciences with the more qualitative methods associated with the social sciences. Students of economics develop a unique reasoning ability that provides a vital perspective on social issues.

Our students bring their valued skills to business, government and community endeavors, and so provide service and vision in the pursuit of our shared interests.

Our faculty represents a broad range of ethnic and professional backgrounds. Their collective experience in the private and public sectors both in the United States and in other countries, allows for unique learning opportunities for their students.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

ID.1   Academic Services & Learning Resources: #Faculty served: 2

I.D.2   Academic Services & Learning Resources: #Students served:

I.D.3   Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 9.2

I.E.2 #Student Employees:

I.E.3   Full-time to Part-time Ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching: - 3%

I.E.4   #Staff Employees: 0

I.E.5   Changes in Employees/Resources: This year, (4th year in a row, our major request is for additional funds for printing year after year but UNFORTUNATELY no action has been taken so far. We have been impacted by the continuous reduction in funds for printing class materials. This leaves faculty with insufficient handouts for in class group exercises and assessments. Other impacts include unproductive use of faculty time who have to staple their exams which imposes a large time cost. Moreover, some faculty are spending their own money to meet the printing needs for their classes.

II.A Enrollment Trends: Our enrollment numbers fell by 2.4% between 2015-2016 and 2014-15. Even though this is a reduction but the rate of decline has slowed considerably especially when we compare the previous year to year drop when our enrollment numbers had fallen by 8.3% between 2014-15 and 2013-2014. (Anticipated due to the new prerequisites for both the Principles Courses)
CONSIDERABLE TIME AND EFFORT WAS SPENT BY THE DEPARTMENT CHAIR TO MANUALLY EXAMINE THE TRANSCRIPTS OF HUNDREDS OF STUDENTS AND THEN COMMUNICATING TO THE PLACEMENT OFFICE FOR PREREQUISITE CLEARANCE.
The decline would have been more severe if this process had not been done. Other faculty members in the department have been asked to devise ways and spend their time and energy to increase enrollment.
While the rate of enrollment has declined to 2.4% between 2014-15 and 2015-16, we strongly believe that our enrollment numbers could be improved upon even further if our enrollment process is managed in a more efficient and effective way. This is especially important since other colleges' enrollment numbers have kept up with population trends in a stark contrast to our own college numbers. To this end, an Enrollment Advisory Team has been created comprising administrators, faculty and staff whose chief mission is to devise strategies to improve enrollment.

II.B.1   Overall Success Rate: Our overall success rates have continued to increase and are at 84% in 2015-16 (Huge improvement from 74% in 2012-13). The entire credit of this phenomenal success goes to the tremendous effort by our faculty. Department faculty members have worked tirelessly in spite of the severe constraints faced by them as explained in I.E.5 above.

II.B.2   Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations: New Articulation agreements since Fall 2014 have affected our enrollments as explained above in II.A.1
Lack of printing money has severely constrained our efforts to make improvements as explained in I.E.5 above.

Late registration dates and early arbitrary cancellation of classes has affected enrollment not just for our department but also for the entire college.

This process has generated an extremely unhealthy and unfortunate trend. These will have/are already having an adverse implication for all faculty and students in the short run as well as the long run.

Creation of Enrollment Advisory team to devise ways and strategies to improve enrollment is a step in the right direction.

III. A Growth and Decline of Targeted Student Populations: Success rates for targeted population is on a healthy trend and is now at 77% , a huge contrast from 62% in 2013-14. Non-Success rates have dropped from 24% in 2013-14 to 15% in 2015-16. Withdrawal rates for targeted groups' also exhibit a healthy downward trend over the last 4 academic years and now stands at all time low rate of 7%.

Our division has also shown similar trends though at a lesser pace. All these healthy trends are remarkable given almost unchanged rates for the College.

We believe that C.A.R. project for our Department and our Division has played a significant role.

VIB Closing the Student Equity Gap: The equity gap between targeted and non targeted population has declined from 18% in 2012-13 to 8%. Success rates for Females have improved from 76% in 2012-13 to 86% in 2015-16. African Americans Latinos, Filipinos and Native Americans improved significantly whereas their non-success rates dropped.

On the one hand, the fall in performance as well as the population of Pacific islanders is quite significant in our department compared to 2012-13 and needs to be addressed. On the other hand, our success rate for African Americans is now at a phenomenal high at 77% compared to the 54% in 2012-13. Success rates for Filipono (86% compared to 75% last year, 65% in 2012-13). For Latino, (75% compared to 59%)

Credit goes to our faculty's outstanding efforts. They have gone above and beyond their regular duties to engage the students through class discussions, giving students relevant examples, using effective class materials and group work and problem sets.

We strongly believe that C.A.R. project and growing diversity within our faculty itself and various strategies used by some faculty members have played a significant role. These strategies include creation of familia groups by one of our faculty members which requires lot of time and effort to create groups in the class. Other instructors use Adjunct Study skills group to hire tutors. We strongly believe that peer mentors in all our classrooms can play a significant role in further closing the student equity gap.

As outlined just above, not every faculty member creates familia and not every student is able to join the Adjunct study skills group. However, if we could have peer mentors mentoring the small groups in class can go a long way to improve our success rates even further and narrow the equity gap as well.

Unfortunately, some faculty members have paid out of their own pocket to pay the teaching assistants and to print the problem sets and other materials. We need adequate college funding so as to avoid this unfortunate burden on our faculty. This could eventually translate into loss of outstanding adjunct faculty.

To summarize, provision of PEER MENTORS AND PRINTING MONEY are our main requests. We have been making these requests several years in a row and we sincerely hope that these will be addressed at the earliest.

VI.C   Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D Departmental Equity Planning and Progress: Part of our equity planning is guided by De Anza theory of action,

Intrapersonal development for equity: which focuses on intra, inter, institutional as well as leadership and environmental development. We have connected our strategies to this theory of action in the following ways:

Intrapersonal development for equity: encouraging conversations about possible strategies within the classroom to achieve equity and closing the achievement gap and provide feedback within the department about teaching methods and diverse pedagogies that are currently used and have shown success in achieving more equity. Majority of our department faculty is committed to promoting and working assiduously to achieve equity. At the same time, few instructors do very little to address equity, social justice, and multicultural inclusion. Sometimes, lack of resources in terms of peer mentors in classroom can also act as a major hindrance.

Interpersonal development: Students will participate in a variety of activities, such as group learning and projects, community engagement (service learning), writing reflections and/or research papers, conducting presentations, participating in experiments and classroom discussions. Research papers, presentations and class exams are also directed towards encouraging multicultural identity. Materials covered in class are presented in form of multicultural inclusion such as different countries / perspectives / schools of thought.

Institutional Development: Culturally relevant pedagogies are employed, such as researching or showing video clips of economists of color and their achievements in the field, as well as continued conversations about achieving equity.

Environmental / Cultural Development: The C.A.R. (Conversations, Application and Reflection) project spearheaded by our division, SS&H has played a significant role in promoting awareness and positive attitudes about multiculturalism and equity.

Some instructors provide peer support in class (working and collaborating as cohorts, in 'familias'); students are given (and are encouraged to utilize) individual support during office hours; safe and inclusive environment is created in the classroom to ask questions. Here, the responsibility is solely on resources in terms of her time and or money.

Based on these initiatives that help center our work on equity, we have seen the following

progress: faculty who participate in our program report deeper connections among and raised awareness about the equity imperative among colleagues and a greater sense of identity awareness.

We would like to extend creation of familia to the entire department. For this we do need peer mentors who can provide peer support in class (working and collaborating as cohorts, in 'familias').

Adjunct faculty in our department is currently asked to print and staple their own exams. This results in wastage of time and effort as well as potential health costs. This also takes the time and effort away from providing more guidance and student support. Some adjunct faculty is also using their own money to pay for the exams which is inequitable, unjust and unacceptable at the same time. Unfortunately, this has been going on for several years and we are hearing increasing frustration about these practices.

We sincerely hope that College will provide a long term solution to this fundamental problem.

VA **Cycle 2 PLOAC Summary (since June 30, 2014):** 50%

VB **Cycle 2 SLOAC Summary (since June 30, 2014):** 53.3%

A **Budget Trends:** We have been impacted by the continuous reduction in funds for printing services. This leaves the faculty with insufficient amount of handouts for in class group exercises. Other impacts include unproductive use of adjunct faculty time who are asked to staple their exams or others who are spending their own money to meet the printing needs for their students. SEE ATTACHED DOCUMENT

B **Funding Impact on Enrollment Trends:** Unfortunately, some faculty members have paid out of their own pocket to pay the teaching assistants and to print the problem sets and other class materials. We need adequate college funding so as to avoid this unfortunate burden on our faculty. This could eventually translate into loss of outstanding adjunct faculty. This can also lead to a negative impact on enrollment as students find themselves without proper resources to achieve their potential and, therefore, will seek admission elsewhere.

C **Faculty Position(s) Needed:**

D **Justification for Faculty Position(s):**

V.D.1 **Staff Position(s) Needed:** None needed unless vacancy

V.D.2 **Justification for Staff Position(s):**

E **Equipment Requests:** Over $1,000

F **Equipment Title, Description, and Quantity:** We need printing money for printing handouts. These handouts are currently printed by instructors out of their pocket. We need printing money so that adjunct faculty do not have to waste their time, effort and cause POTENTIAL HEALTH PROBLEMS IN MANUALLY STAPLING HUNDREDS OF EXAMS.

G **Equipment Justification:** Equipment/access to printing money is justified on equity grounds. Faculty should be able to assess students' success in a fair and equitable way.

Time, effort and money is currently being misused in absence of this resource.

V.F.1 Facility Request:

V.F.2 Facility Justification:

V.G Equity Planning and Support: Based on our review of our planning and implementation progress, we have identified the following areas of growth and need for support:

1. We need additional resources in terms of peer mentors and teaching assistants in the classroom to have more in class group activities and to facilitate our efforts to promote equity and safe environment in the classroom. These resources can go a long way towards encouraged a wider participation of faculty in the division effort to promote equity.

2.Resources needed to achieve this new plan include support for faculty training as well as mentor training (peer mentor support that could be implemented following the model of the LEAD program).

3. Lack of adequate printing budget for our faculty has dampened our efforts to achieve optimum outcome. Faculty is unable to print adequate amount of handouts or end up spending their own funds, which clearly violates equity principles at the faculty as well as students' level.

X1   Other Needed Resources: We need additional funding for Printing, teaching assistants/peer mentors in the classrooms to monitor group performance and provide peer support to students.

X2   Other Needed Resources Justification: See SLOAC (CYCLE 2); III B, III D AND VG. ABOVE

V.J. "B" Budget Augmentation: We need adequate printing funds to cover our assessments. Faculty are asked to staple their own exams and or spend out of their own funds, which impedes faculty's ability to work effectively. Failure to provide adequate funds for printing means that faculty is unable to assess students' performance in effective ways.

We need printing money for printing exams, worksheets for group work, and problem sets.

Asking students to print their own handouts is a violation of college equity goals since not all students are able to print their own handouts.

Our SLOAC Cycle 2 enhancement clearly identifies this need for a proper printing budget for our students. We are clearly doing a disservice to our students as well as our adjunct colleagues. They have being asked to print and then staple the exams themselves and /or use their own funds to avoid their health and time costs for printing exams and in class problem sets and handouts.

X   Staff Development Needs: Peer mentor Training.

X   Staff Development Needs Justification: See III D AND VG. ABOVE

V. L Closing the Loop: We will further look at our SLOAC and PLOAC in Cycle 2 and our departmental equity planning and progress efforts to assess whether or not the student achievement gap has been reduced. We would also like to have access to our own classroom equity data to see if our requests and teaching pedagogies have been successful.

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Last Updated: 03/03/2017

APRU Complete for 2016-17: Yes

 # SLO STATEMENTS Archived from ECMS: