


 Dept - (SSH) Economics


2018-19 Annual Program Review Update Submitted By: Ravjeet Singh

APRU Complete for: 2018-19

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 have offered Behavioral Economics (ECON 5) in Fall 2017 and the response from students is huge so going forward we may offer it twice in the 2018-19 academic year. All these courses are part of AA-T degree in Economics .

We are offering an AA-T degree in Economics since Fall 2017. 7 AA-T degrees were awarded in the year 2017-18. We will be vigorously advertising for our degree given that lot of students have indicated interest in Economics as a career choice. We will need funds for preparing attractive brochures for Open House as well as for distribution in d local high schools.

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 Achievement Awarded:

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

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 7

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

I.B.5 Strategies to Increase Awards : We will need funds for creating attractive brochures to advertise our Transfer degree. We would also need support to visit/advertise our various courses along with information about the AA-T degree in local high schools.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::****I.D.1 Academic Services & Learning Resources: #Faculty served:**

I.D.2 Academic Services & Learning Resources: #Students served: 77

I.D.3 Academic Services & Learning Resources: #Staff Served: 2**I.E.1 Full time faculty (FTEF): 8.3****I.E.2 #Student Employees:****I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: 0****I.E.4 # Staff Employees:****I.E.4 #Staff Employees: 0**

I.E.5 Changes in Employees/Resources: Not very hopeful but the motto is NEVER GIVE UP!! This year, (7th 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. This is INEQUITABLE!!

II.A Enrollment Trends: Our enrollment numbers fell by 11.23% between the years 2016-17 and 2017-18 although our Productivity increased. We strongly believe that our enrollment numbers could be improved upon 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. Two main reasons fro DECLINE IN ENROLLMENT can be identified at the outset:

1. Other districts like West Valley- Mission College are offering free tuition to their resident students.
2. Current policy of the administration in cancelling classes weeks before the quarter begins is not effective. This policy is in sharp contrast to our sister campus and other campuses where classes are not cancelled weeks before the quarter begins.
3. THERE IS A LOT OF UNTAPPED DEMAND IN OUR LOCAL HIGH SCHOOL DISTRICT for Freshman and Sophomores who are vying for AP classes in their high school. Our campus could TRY TO ATTRACT THIS STUDENT POPULATION as a way to increase enrollment.
4. REGISTRATION PROCESS can also be improved: We have heard from different colleagues and members of the community how trying to register for a class at De Anza is something that people dread. SHORT VIDEOS CAN BE PREPARED EXPLAINING THE STEPS AND TARGETED TOWARDS SPECIFIC POPULATION: E.g. Students for Career training, Students coming after a gap etc.
5. It is great that that reminders are sent out to the currently registered students but IT MIGHT BE A GOOD IDEA TO SEND OUT REMINDERS TO students from the PREVIOUS QUARTERS about how the process of registration has begun, steps etc.

College enrollment decline is the unfortunate reality however the FACULTY IS BEING ASKED TO

BEAR ALL THE BURDEN: EITHER MARKET THE CLASSES OR END UP WITH CANCELLED CLASSES INSTEAD OF FOCUSING ON THEIR CORE TASKS.

FOR EXAMPLE, Considerable time and effort is spent every quarter since Fall 2014 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 in our enrollment 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.

II.B Overall Success Rate: Our overall success rates have continued to increase and are at 84% in 2017-18 (Huge improvement from 80% in 2013-14). 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 and II A. above.

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.

Our department has been working with Student Success Center/Adjunct Skills center since 2008. The Supplemental Instructors have done a phenomenal job in helping with student success and retention. As the tutees are encouraged and guided by their peers to become confident students and connect to the material, the student retention rate goes up.

We are concerned that reduced funding for Adjunct Skills Center will have a negative impact on student retention rates and really hurt our most vulnerable student population. Indeed we are strongly in favor of expansion of the Adjunct skills Center where more Peer mentors can be provided in the classrooms. This can go a long way to reduce the equity gap!

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: Success rates for targeted population is on the rise since 2013-14 and is a huge contrast from the success rate of targeted population of 68% in 2014-15. OUR SUCCESS RATES FOR TARGETED POPULATION (from 62%-73%) ARE BETTER THAN OUR DIVISION (66%-71%) AS WELL AS THE COLLEGE'S (68%-70%). Non-Success rates which have dropped from 24% in 2013-14 to 19% in 2017-18. Withdrawal rates for targeted groups' also exhibit a healthy downward trend over the last 4 academic years and stands at 9%(Still lower than 14% in 2013-14)

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 it is OUR FACULTY 'S EFFORTS , C.A.R. project and Adjunct Skills Program for our Department and our Division has played a significant role in the past.

We discussed During our department meeting on February 22, 2019, we talked about the ENROLLMENT PROBLEMS (SEE (II A 1-5) ABOVE. We also discussed ways to market AA-T degree in Economics. We are working on the brochure for marketing purposes.

III.A.2 Targeted Student Populations: Growth and Decline: In percentage terms, The following enrollment trends have been observed in the last 5 years:

African Americans (Steady at 3%), Latinx (Gone up from 14% to 16%), Filipinx (Decreased slightly from 5% to 4%) while both Native Americans and Pacific Islander populations have been close to 0% in the last 5 years.

III.B.1 Closing the Student Equity Gap: Success Rates: The equity gap between targeted and non targeted population has declined from 18% in 2013-14 to 14%. Success rates for Females have improved from 79% in 2013-14 to 85% in 2017-18.

African Americans Latinos, Filipinos and Native Americans improved significantly whereas their non-success rates dropped.

Although performance of Pacific Islanders has improved since last year but the population continues to fall. At the same time, population of Native Americans is showing a healthy upward trend. More effort needs to be made at the Outreach and Marketing level.

On the other hand, our success rate for African Americans is now at a phenomenal high at 76% compared to the 64% in 2013-14.

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. The Adjunct Skills program partnership has helped our students and they continue to benefit from the student tutor (Supplemental Instructors) led discussion groups. The groups' meet once a week for 50 minutes and students get to ask questions, work together on assignments, prepare for exams and clarify topics they find challenging.

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.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: Our Department is a SUCCESS STORY in terms of the decline of withdrawal rates for targeted groups in HUGE CONTRAST to College numbers solely due to the tremendous effort by our colleagues in spite of the constraints in which they are forced to work.

Withdrawal rates for African American have COME DOWN FROM 14% IN 2013-14 TO 6% IN 2017-18: CONTRAST THAT WITH COLLEGE DECLINE FROM 15% TO 14% IN THE SAME TIME PERIOD); ECON DEPT: FILIPINO(13% TO 5%;, COLLEGE: 11% -11%), LATINA (ECON DEPT:15%-10%: COLLEGE: 13% TO 13%), NATIVE AMERICAN (ECON DEPARTMENT:43% - 15%, COLLEGE: 14%-14%), PACIFIC ISLANDER:(ECON DEPT 6% -8%, COLLEGE: 13%-14%)

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Success Rates for Targeted Groups: 62%, 68%, 77%, 72%, 73%

Success Rates For Non targeted Groups: 80%, 84%, 85%, 86%, 87%

The gap has declined from 18% to 14% over the years.

III.C Action Plan for Targeted Group(s): Given the fact that we have much lower withdrawal rates than the College, our faculty needs to be commended for that. To further reduce the gap, we need resources from the College. We really DO NOT need any point persons but only the support from College.

1. We need Peer mentors in the class room and an expansion of the ADJUNCT SKILLS PROGRAM.
2. We need Printing money to make it more equitable for our students and our faculty.
3. IN THE ABSENCE OF PRINTING MONEY, WE NEED A COPIER/PRINTER WITH STAPLING OPTIONS FOR OUR ENTIRE DIVISION.
4. REDUCED CLASS SIZE would also go a long way to make the instructor more accessible to students.

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:

Intra personal 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').

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 1. Improve transfer and graduation rates for disproportionately impacted students.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 76.4%

V.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. Early cancellation of classes to increase productivity has set the entire campus on an unhealthy trajectory. It would be better to reduce the class size to

V.B Funding Impact on Enrollment Trends: More important than funding, it is the early cancellation policy in the last several years that have been one of the major reasons for decline in enrollment. Our policy is inconsistent with our sister school: Foothill College as well as other College districts who are now offering free tuition to their resident students.

We need printer/copier with stapling options. Our campus is probably the only college where adjunct faculty is unable to print exams/handouts. They are either spending out of their pocket (inequitable and unjust) or wasting their time, effort and creating potential health problems for themselves in manually stapling hundreds of exams.

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.

V.C.1 Faculty Position(s) Needed:

V.C.2 Justification for Faculty Position(s):

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

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

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity:

V.E.3 Equipment Justification: Equipment/access to photocopier with stapling options is justified on assessing student success and 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 photocopier with stapling options/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.

V.H.1 Other Needed Resources: We are making this request (7th year in a row: EVERY YEAR, THE NUMBER GOES UP BY 1 DIGIT) that we need additional funding for Printing, (COPIER/PRINTER WITH STAPLING OPTIONS), teaching assistants/peer mentors in the classrooms to monitor group performance and provide peer support to students.

V.H.2 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 photocopier with stapling options 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.

V.K.1 Staff Development Needs: Peer mentor Training.

V.K.2 Staff Development Needs Justification: See III D AND VG. ABOVE

V.L Closing the Loop: Please refer to III C, III D, V.E.2, V.G, V.H. 1 V.J.B for answer to this question.

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