



## I. Program Information

- Program Name:** Economics
- Date:** October 3, 2017
- Program Type:** Instructional
- Prepared by:** Dr. Diana Bajrami
- Reviewed by:** Mrs. Rochelle Olive, Department Chair

### College and District Mission Statement:

The Mission of **College of Alameda** to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

**Peralta Community College District Mission Statement:** We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;

- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future

## **Program Mission and Narrative:**

The Economics Department at College of Alameda offers students an opportunity to learn introductory concepts of economics in one of the most vibrant economic areas in the nation. Our faculty have incredible academic background in economics, and also a vast experience in teaching economics courses in community colleges and other institutions of higher education in the United States and abroad. Small classes and opportunities to intern in several firms which are enhanced by our great location in Bay Area, as well as our close collaboration with other four year institutions in the Bay Area, California and the rest of the nation, are some of the reasons why you should take introductory economics courses offered by this department.

In addition, our faculty continues to invest in professional development activities and provide some of the best learning tools, pedagogy, and technology which will enable you to select from a variety of classes, being this face to face, web enhanced, hybrid and fully online classes, full term and short term classes and accelerated formats for completing introductory economics courses.

The introductory micro and macroeconomics classes offered by this department give students a rigorous exposure to the principles of micro and macroeconomics. This program is here for students who would like to take these courses to complete a degree/certificate in business, transfer to a four year institution, or who would like to pursue an advanced degree such as a M.B.A or a law degree. If you would like to have a career in business, government or simply have a knowledge base that assists you in better serving your communities, you would like to take courses from this department.

### **Mission:**

The Economics Department at College of Alameda offers students an opportunity to learn introductory concepts of economics in one of the most vibrant economic areas in the nation.

**Date of Last Comprehensive Program Review:**                      **October 2015**

**Date of Comprehensive Program Review Validation:**                      **October 14, 2016**

## II. Reporting Progress on Attainment of Program Goals

<b>Program Goal or Administrative Unit Outcome (AUO)</b> (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	<b>Which institutional goals will be advanced upon completion?</b> (circle all that apply)	<b>Progress on goal or AUO attainment</b> (choose one)	<b>Explanation and Comments</b> (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment  1. Continue to complete assessment per each semester and make quality improvement to the scheduling, courses and services provided to students in reference to their successful completion of Economics courses at COA	1. PCCD Strategic Goals (list the specific goal here, D  2. College Goals: (list the specific goal here D1, D 2	<b>Ongoing: Each semester</b>	An ongoing goal that directly impact student access/success and ongoing quality improvement
Curriculum (if applicable)  1. Advocate for the Curriculum Committee to complete and approve Economics Transfer Degree given that all the information has been completed  2. Reassign a .2 FTEF to devote resources to develop the curriculum for International Economics course. (\$5000)	1. PCCD Strategic Goals (list the specific goal here C.  2. College Goals: (list the specific goal here C	<b>Ongoing: Since 2016</b>	1. Completed and Approved  An approved and finalized AAT in economics is proven by research to increase student success and creates pathways to transfer/completion  2. Ongoing... there is a need to expand the curriculum and institutional support is needed

<p>Instruction (if applicable)</p> <ul style="list-style-type: none"> <li>Improve quality instruction by investing on ongoing professional development. Increase the funds for professional development to allow participation in national conferences</li> </ul>	<p>1. PCCD Strategic Goals (list the specific goal here D)</p> <p>2. College Goals: D1 D2 See COA Goals last page</p>	<p><b>Ongoing:</b></p>	<p>Ongoing. With technology moving extremely fast and an increase in DE enrollment it is essential that the institution pays attention to the needs of faculty</p> <p>Two major professional development activities with the focus on improving quality teaching and learning in Economics are scheduled for Fall 2017</p>
<p>Student Success and Student Equity</p> <ol style="list-style-type: none"> <li>Increase equitable access for all students by having a dedicated online counselor to promptly clear the prerequisites</li> <li>Increase equitable student success</li> <li>Build a Honors Program for BUS/Econ majors</li> <li>Advocate for an Economics Faculty Advisor that collaborates with</li> <li>SSSP/Equity to increase access/success</li> </ol>	<p>1. PCCD Strategic Goals (list the specific goal here A)</p> <p>2. College Goals: (list the specific goal here <b>A1, A 2, A 3, C2</b>)</p> <p>1. PCCD Strategic Goals (list the specific goal here A)</p> <p>2. College Goals: (list the specific goal here <b>A1, A 2, A 3, C2</b>)</p>	<p>Ongoing:</p> <p>2016-2017</p>	<p>Revised Goal</p> <p>We need a dedicated Counselor that addresses the need to clear the prerequisites and address students needs... This request has not been satisfied by the student services at COA and often time we turn students away by not being able to meet their needs promptly and efficiently</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <ol style="list-style-type: none"> <li>Plan training of new faculty for an effective use of the software management system that supports our textbook.</li> </ol>	<p>1. PCCD Strategic Goals (list the specific goal here C, A)</p> <p>2. College Goals: (list the specific goal here C1, C2, A1, 2, 3)</p> <p>1. PCCD Strategic Goals (list the specific goal here C, A)</p>	<p><b>Ongoing</b></p>	<p>This is an ongoing request and the institution shall allocate funds for training of new faculty especially training with technology that goes beyond the use of Canvas and goes in depth of the intricacies of reach discipline</p>

<p>2. Develop ideas involving guided pathway to degree/certificate completion or transfer, peer mentoring, supplemental instruction, course acceleration and curriculum redesign to deal with the success rate. Create a Business/Econ DE Pathway</p>	<p>2. College Goals: (list the specific goal here C1, C2, A1, 2, 3</p>		
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### III. Data Trend Analysis

Please review and reflect upon the data for your program. Data is available via the hyperlinks below, on the COA Program Review page, as well as on your program's individual Program Review/APU webpage (accessible [here](#)) under Program Information. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

#### A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

A first look at the data indicates that Economics Department has done an excellent job at maintaining and increasing the enrollment, compared to the College enrollment (see graphs below). In addition, as the data indicate this Department has seen a respectable **32 %** increase in enrollment from Fall to Fall and a **34 %** increase from Spring to Spring, compared to a decrease of respectively -2.8 % and -7.6 % from Fall to Fall and Spring to Spring college wide.

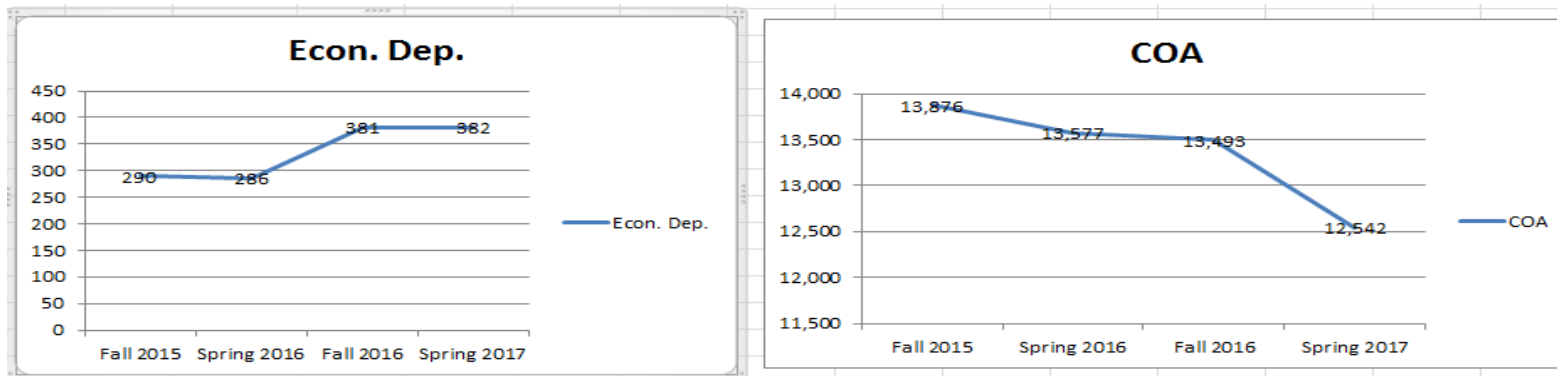


Figure 1: Overall Enrollment in the Economics courses at COA versus total college enrollment

While this significant increase in enrollment is commendable, an in depth analysis of data focusing on race/ethnicity indicates a decrease in the enrollment of African American Students enrolled in economics courses as displayed in the graph below.

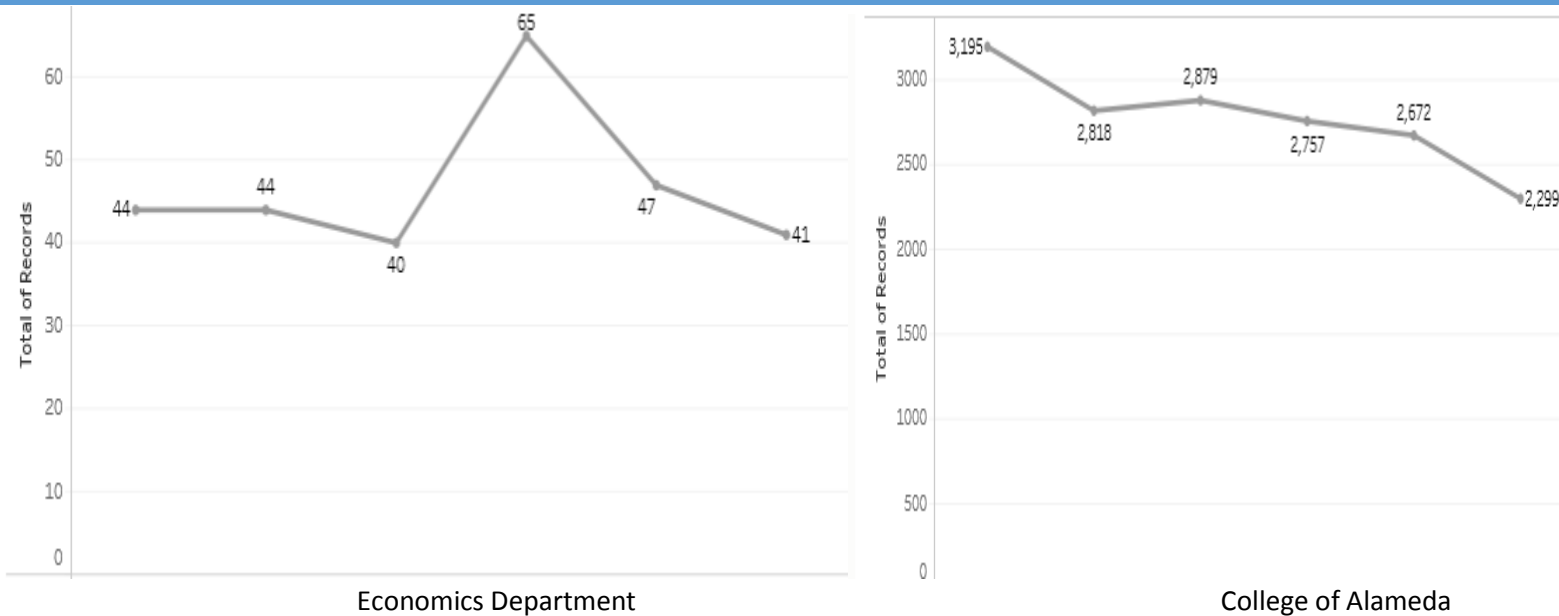


Figure 2: *Enrollment of African American Students in Economics Courses by Time of Offering*

Furthermore, the data indicates that there is a decrease in enrollment of all ethnic/race categories with the exception for the Asian students. While, the huge enrollment data in economics is a great return on the outstanding job of this department, it appears that there is more work to be done to ensure that this increase in enrollment is also enjoyed by all students across the ethnic/race backgrounds.

**B. Enrollment** (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

As stated above, and as seen in Figure 3 (below) economics department has been seeing a significant increase in enrollment and this increase is highlighted even more when compared with the fact that there has been a general decrease in the enrollment data college wide. This increase in enrollment is an attribute of multiple factors, but overall reflects the hard work of faculty in this department. A detailed analysis of some of the factors contributing to this robust increase is discussed in other sections.

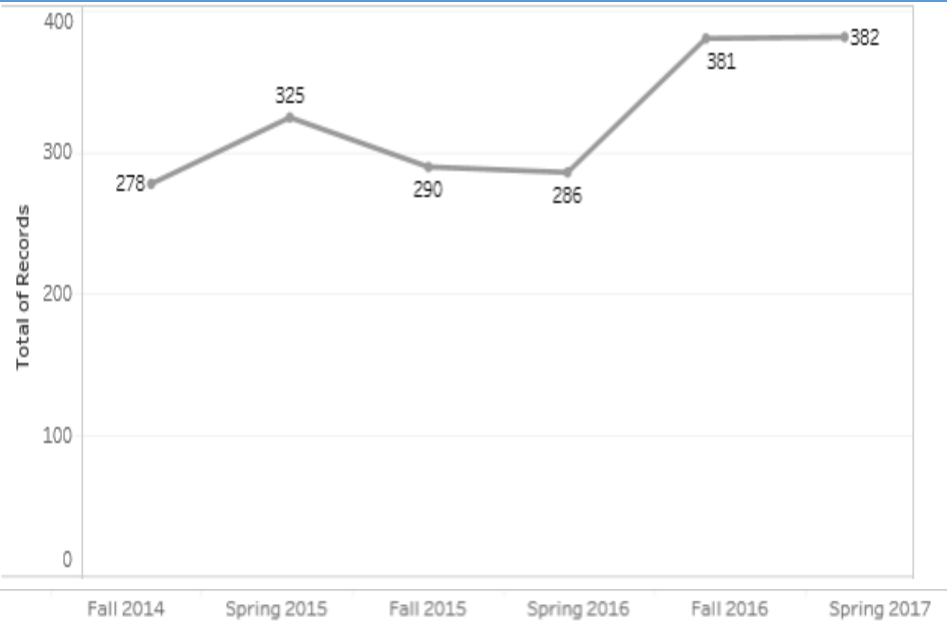


Figure 3: *Student enrollment economics department*

Table 1: Productivity Comparative Analysis

College of Alameda  
Productivity - Data Table

	Fall 2014	Fall 2015	Fall 2016	Spring 2015	Spring 2016	Spring 2017
Productivity	14.8	15.2	14.7	15.2	13.8	13.7
FTEF Total	117	112	113	114	124	113
FTES Total	1,734	1,702	1,653	1,742	1,702	1,545



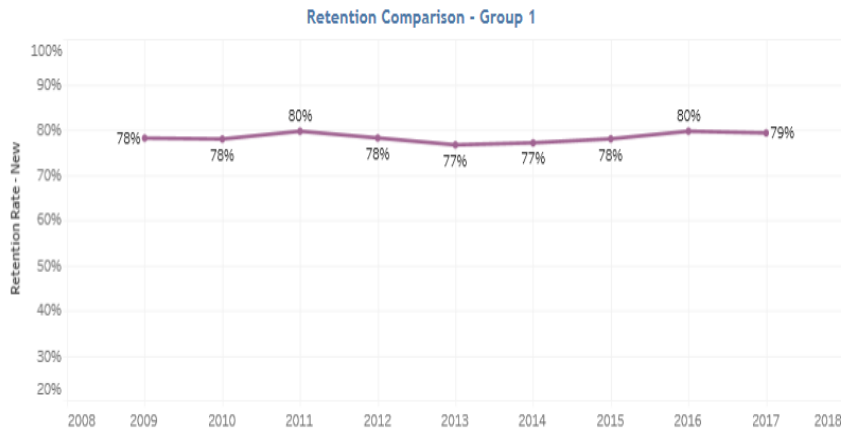
## Economics Department Productivity Data

Productivity - Data Table

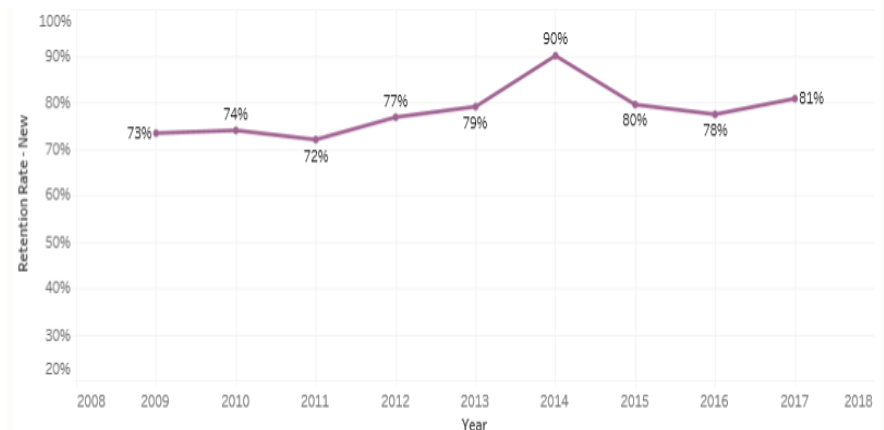
	Fall 2014	Fall 2015	Fall 2016	Spring 2015	Spring 2016	Spring 2017
Productivity	12.4	12.1	13.5	12.0	9.3	12.8
FTEF Total	1.20	0.60	0.80	0.80	0.60	1.00
FTES Total	14.83	7.25	10.80	9.60	5.60	12.80

When it comes to productivity, it appears that economics department need to work a little harder to ensure that there is an increase in productivity. A more in depth analysis indicates that the productivity of online/hybrid courses is much higher than overall productivity, so we might need to explore adding an online component to some other traditional course, while at the same time ensuring that there are offerings of face to face courses to meet that demand.

### C. Student Success ([retention](#) and [completion](#) rates, # of student contacts, etc.). **Comments about changes:**



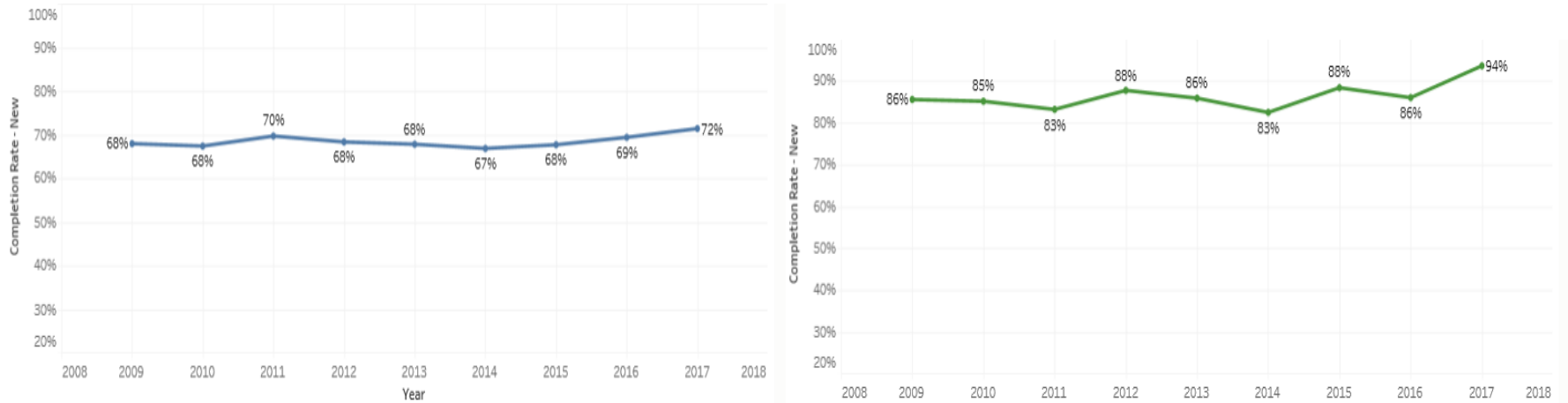
College of Alameda



Economics Department

Figure 4: *Retention Rates for COA overall, and the Economics Department*

Retention data for economics department indicates that the department in alongside with the entire college in retaining almost 81 % of all students. While this indicator is along the college average, it is the goal of this department to increase that average, especially knowing that there have been times when this number has been at the 90 % level.



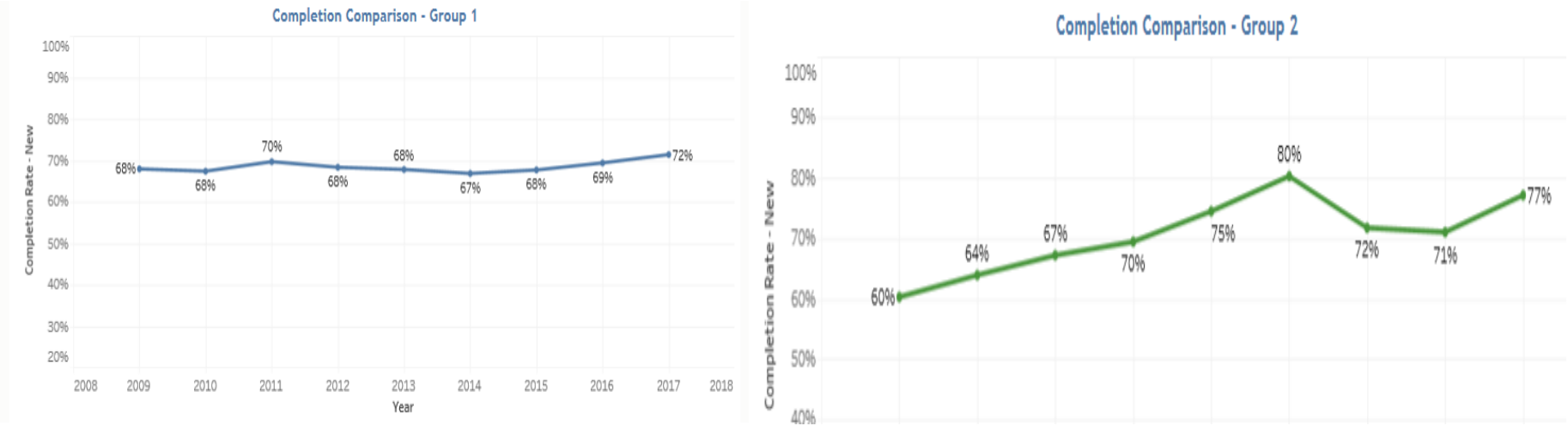
College of Alameda

Economics Department

Figure 5: Comparative Analysis: Completion rates at COA and Econ Department

Completion rates are above the college average and indicate a real success for this department.

**D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:**



Picture 6: Completion Rate Comparisons of overall success rate at COA (group 1) and Economics Department at COA (group 2)

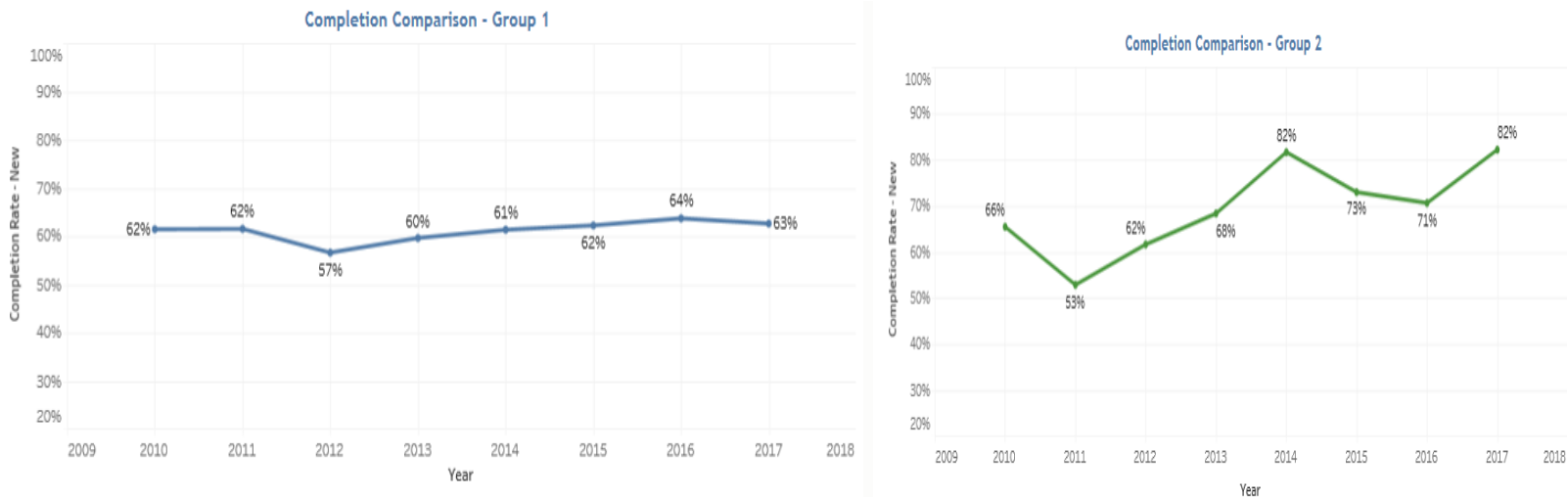


Figure 7: Comparative Analysis of 100 % Online Course at COA versus Economics Department at COA

Figure 7 also indicates that this department has been successful in increasing the student success rates for online courses. Individualized e-mails sent to student to alert them about their progress and to motivate/encourage them of the coursework seem to have been successful in keeping students engaged and motivated.

**E. Other program specific data or unplanned events** that reflect significant change in the program.

This program is growing in enrollment and success and in addition to the data listed above, the program has been working collaboratively with other department to find out ways to collaborate to and increase student success.

## IV. Equity

- Please review the [student success data](#) for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Table 2: Success Rate for African American Low Income Students at COA and Economics Department

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	51%	50%	54%	55%	56%	54%	55%	52%	51%
Success Count	1,429	2,424	2,806	2,663	3,179	2,720	2,261	554	146
Total Graded	2,798	4,833	5,198	4,860	5,628	5,065	4,123	1,060	288

### College of Alameda

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	43%	40%	46%	48%	64%	61%	62%	55%	25%
Success Count	29.0	31.0	30.0	44.0	65.0	31.0	43.0	6.0	1.0
Total Graded	67.0	78.0	65.0	91.0	102.0	51.0	69.0	11.0	4.0

### Economic Department

While the department has made major progress in terms of enrollment, retention, student success, this success is not enjoyed from all students equally. African American students who identified themselves as being low income have an alarming low success rate in economics courses.

This data indicates the importance of collaborating with student services to create programs that address this opportunity gap. There is an urgent need to have focused assessment tests to measure the real reasons behind this lack of success and to create programs that meet students' needs.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college – these plans are available online [here](#) under Program Planning & Assessment. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

As stated in the previous reviews, there is an urgent need of the planning documents of each department to be utilized while coming up with the SSSP and Equity plan and furthermore, campus wide engagement and discussions are needed to better tailor these plans and most importantly allocate the resources to assist students to succeed and to address the educational opportunity gap. This department suggests that the administration look closely at each unit plan and use the data to address some of the issues and concerns brought forward by faculty. Better collaboration between student services and instructional services is needed to overcome issues of disproportionality in access and success. These programs shall allocate more funds and resources to programs that are implemented in the classrooms and assist students directly, such as focused assessment tests, support services at the course level and also faculty advisers collaborating closely with the counseling department to inform, refer and guide students.

## V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
  - This department reflects closely of the pedagogy and the strategies used in the classroom. Since the last program review, we have tried to infuse more effective technology in the classroom to generate data that would inform us about the student success and student challenges. A laptop and a Ipad is used in the classroom to generate instantaneous information of areas of challenge for students so that the feedback and the lectures provide focus on those areas.
  - Also, another change is to assess the mathematical level of each student and provide an individualize lesson plan to overcome some of the mathematical challenges

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.
  - Assessment continues to inform us that there is a dire need for stronger quantitative reasoning skills for economics students. As a result, economics department is trying to collaborate closely with the math department to generate some better solutions for students.
  
- Attach a summary depicting the program’s progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program’s progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.
  - All SLOs (4) for each of the course is assessed each semester in a rubric that was the product of a dialogue between all economics faculty and which is reviewed continuously. The report generated from Taskstream below indicates that SLOs are assessed for the 2016-2017 assessment cycle year.

At-a-Glance - Status Report		
COURSE ASSESSMENT		
Legend:  In Progress (Not Shared)  Shared (Not Reviewed)  Reviewed		
Organizational Area	2016-2017 Assessment Cycle	
	Assessment Plan	Assessment Findings
<b>College of Alameda AMS</b>		
<b>Full Course Listing</b>		
<b>ECON 1 Principles of Economics (Macro-Economics)</b>		
<b>ECON 2 Principles of Economics (Macro-Economics)</b>		
<b>SUMMARY:</b>	0 In Progress 2 Shared 0 Reviewed 2 Total	0 In Progress 2 Shared 0 Reviewed 2 Total

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?
  - Assessment findings are discussed continuously and guide our strategies used in the classroom as well as the supply, technology and equipment requests,
  
- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).
  - The assessment findings highlight the importance of continuous professional development in search of the best pedagogies in the classroom that would make economics subject accessible and successful to all students, especially to students who would benefit from this subject to overcome poverty and lack of employment opportunities. Assessment continues to hone on the importance of the quantitative reasoning skills, and it is imperative that we tap into equity funds to come up with better programs and collaborations that focuses on the strengthening of quantitative reasoning skills.

## **VI. Additional Questions**

**VII. Prior-Year Resource Utilization Self-Evaluation**

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds. A link to the actual revenues and expenses for your program can be found on [your program's page](#) – see the Prior Year Resource Utilization Self Evaluation **Template**.

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
General Fund								
Instructional Equipment	6000	6000		Extremely useful if providing instantaneous feedback	All the statistical highlights mentioned above serve as the best evidence			
Instructional Supplies	400	400		More technology tools to Address the increasing demand On DE courses and to provide				



				The ongoing support				
<b>Fund 10</b>	0							
<b>Measure A</b>	0							
<b>Strong Workforce</b>	0							
<b>Perkins</b>	0							
<b>Equity</b>	0							
<b>Basic Skills</b>	0							
<b>Work-Study</b>	0							
<b>Other</b>								
<b>TOTAL</b>								

**VIII. New Resource Needs Not Covered by Current Budget**

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

<b>Human Resource Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (cut and paste from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
Two teaching Assistants	Yes	Improve Student Success Course Completion	Yes	Yes	Yes	Yes

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**Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
10,000	Yes	Academic Excellent Equitable Success	Yes	Yes	Academic Excellence	Yes

**Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Econ Lab	Yes	Yes	Yes	Yes	Academic Excellence	Yes

**Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

<b>Professional Development or Other Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
2000	Yes	Improve quality of education	yes	Significant as it allows to be in touch with other efforts undertaken nationwide	Academic Excellent	A, B

There is important that college increases the amount of funds available for faculty to participate in meaningful conferences that share best strategies at improving success in economics. A nationwide conference will cost much more than \$1000 allocated for professional development funds, and it is important that equity funds be utilize to augment this amount, since participation in content specific conferences in the most beneficial professional development for faculty to continue to be in touch with the best development in their subject and some of the best teaching strategies.

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016