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**2025-26 Program Review – Instructional –   
ECON**

**Lead Author**

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| Update Lead Author |

**Program Overview**

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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| **Mission Statement**  Update  The Economics Department at College of Alameda offers students an opportunity to learn and apply economics knowledge in one of the most vibrant economic areas in the naon and provides incomparable learning experiences. Our faculty have remarkable academic background and long experience in teaching in two and four year colleges in the United States and internaonally. Outstanding and experiences faculty, opportunies to apply knowledge and seek internships in several firms enhanced by our great locaon in Bay Area, as well as our close collaboraon with other four year instuons in the Bay Area, California and the rest of the naon, are some of the reasons why you should take introductory economics courses offered by this department, or pursue an Economics Associate in Arts for Transfer degree. The introductory micro and macro course expose students to a rigorous knowledge and analycal skills and sustain a robust liberal arts educaon, and offer opportunies for community members to increase their human capital by pursuing an advanced degree such as a M.B.A or a law degree. Addionally, the Economics Associate in Arts for Transfer degree provides a pathway for transfer to a four year instuon. A plethora of jobs are available for those with economics degree. If you would like to have a career in business, government, academia, commercial banks, insurance companies, Internaonal lending instuons, unions, consulng firms, and trade associaons or simply have a knowledge base that assists you in beer serving your communies, you would like to take economics courses in this department. |

List your faculty and/or Staff, and indicate whether they are full-time or part-time.

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| Update  **Dr. Diana Bajrami**  **Chair Rochelle Olive** |

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| **Program Goal** | *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* |
| Status: In-Progress or Complete?  If complete, give a brief description of how you measured the goal completion. | Update Progress |
| Which college or district goal is aligned with your program goal? | Advance Student Access, Equity, and Success  Increase retention and persistence rates |

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| **Program Goal** | Improve quality instruction by investing on ongoing professional development. Increase the funds for professional development to allow participation in national conferences |
| Status: In-Progress or Complete?  If complete, give a brief description of how you measured the goal completion. | Update Progress |
| Which college or district goal is aligned with your program goal? | Advance CoA teaching and learning  Build Programs of Distinction |

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| **Program Goal** | Find curriculum and service solutions that address the opportunity gap in the field of economics |
| Status: In-Progress or Complete?  If complete, give a brief description of how you measured the goal completion. | Update Progress |
| Which college or district goal is aligned with your program goal? | Reduce loss of students prior to start of classes  Advance Student Access, Equity, and Success |

Describe your current utilization of facilities, including labs and other space

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| Update Paragraph Below  Department of economics is efficiently using smart classrooms that allow for a seamless integration between the face to face and online learning. Teaching hybrid courses in a smart classroom has significantly improved student learning and quality of teaching. |

**Enrollment Trends**

ECON

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OVERALL

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Discuss enrollment trends over the past four years.

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| ECON Enrollment increased from 2021-2022 to 2024-2025 but it did have a slight decrease in 2023-2024. ECON Productivity increased from 2021-2022 to 2022-2023 then decreased in 2023-2024 and 2024-2025.  This program did not follow the overall trend of the college because of the decline in 2023-2024.  Discuss any reason for decrease/increase in enrollment |

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The list of course sections in your area is sorted from lowest fill rate to the highest fill rate for the last four years. Consider and discuss whether the course offers meet the needs of our students.

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| Discuss Here |

Discuss any action plan to better meet student needs and demands.

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| Discuss Here |

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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| Describe Here |

How is technology used by the discipline department?

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| Discuss Here |

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

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| Discuss Here |

**Curriculum**

[**CurriQunet Meta**](https://peralta.curricunet.com/Account/Logon?ReturnUrl=%2f)

If necessary, use the CurriQunet META link to review the details of curriculum. Some summary information is provided below.



Please review your course outlines of record in CurriQunet META to determine if they have been updated in the past four years. Specify when your department will update, or deactivate, each one, within the next four years.

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| Discuss Here |

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

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| Discuss Here |

How is your program meeting the needs of students and/or articulation with four-year institutions?

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| Discuss Here |

**Assessment – Instructional**

Student Learning Outcomes Assessment

Your Student Learning Outcomes for active courses are listed below. Please review and note any corrections or planned changes.

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| Discuss Here |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| Discuss Here |



What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| There are zero complete SLO assessments for this SLO Cycle for Economics. Only submitted SLO was in Fall 2019 for ECON 1.  Discuss Here |

Listed below are your programs (degrees and certificates) and the program learning outcomes (PLOs) for each. Please share your reflections on the PLOs and support from the college needed in assessing the PLOs over the next four years.

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| Discuss Here |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
* **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| Discuss Here |

**Course Completion**

Consider your course completion rates over the past four years (% of student who earned a grade of "C" or better).

A graph of a course completion and retention

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How does the course completion rate for your program or discipline compared to your college’s Institutional Set Standard for course completion (70% with stretch goal of 78%)? Also discuss the retention rate for your program or discipline, compared to the college average shown in data below.

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| The course completion for ECON is above the College of Alameda’s completion rate for that term except for summer 2023. ECON is also above the set standard of 70% for the completion rate for all terms. Fall 2023, Summer 2021, Summer 2024, Sprin 2023 and Spring 2024 terms were above the stretch goals. For retention, ECON is above the College of Alameda’s retention for that term except Fall 2024, Summer 2023 and Spring 2025. ECON is above the average of 85% for retention rate for all terms except Spring 2025. |

What has the discipline, department, or program done to improve course completion and retention rates?

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| Discuss Here |

**Equity Analysis**

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

Following is a brief description of equity data analysis, examining success rates of different ethnic groups (Asian, Black/African American, Hispanic/Latino, “Two or More”, “Unknown/NR”, White), age range, gender (Female, Male, Unknown Gender), and special population groups (Foster Youth, Veterans, College, SAS).

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| Success rate data in ECON for AY2024-25 was analyzed using the PPG-1 (percentage point gap minus 1) method, comparing the success rate of the given group against the success rate of everyone else. The success rate of the following groups falls significantly below the overall success rate of 76% for ECON outside the statistical margin of error:   * Ethnicity Black/ African American 59% * Ethnicity Hispanic/ Latino 66% * Foster Youth 30% * Not Veterans 75% * Not SAS 75%   While there are other groups whose success rates fall below the overall success rate for ECON, either the percentage point gap difference is small or, because of the small sample size, a reliable conclusion cannot be drawn. |

What can your discipline, department, or program do to improve course completion for disproportionately impacted groups?

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| Discuss Here |

Space below is provided for additional discussion of equity-impacting factors not discussed above, including those that affect dual enrollment courses and/or online/hybrid courses.

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| Discuss Here |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**.

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Below data shows the number of degrees and certificates awarded by year, for the past four years.

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| *There was a huge increase in 2023-2024 because of the international program. 48 of the 51 degrees were in the international program. There was an increase to 5 degrees in 2024-2025 from the 3 students who were not part of the international program. ECON average around 3.5 degrees per year. The year College of Alameda was top degrees for economics in the districts was 2023-2024 because of the 51 degrees.*  Discuss Here |

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| Discuss Here |

**Engagement**

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

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| Discuss Here |

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

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| Discuss Here |

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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| Discuss Here |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Full-Time Equivalent Percentage** | **Salary Grade (if applicable)** |
| **Personnel: Classified Staff** |  |  |  |
| **Personnel: Student Worker** |  |  |  |
| **Personnel: Part Time Faculty** |  |  |  |
| **Personnel: Full Time Faculty** |  |  |  |
| **Personnel: Full Time Faculty, future anticipated need** |  |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Professional Development: Department wide PD needed** |  |  |
| **Professional Development: Personal/Individual PD needed** |  |  |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Supplies: Software** |  |  |
| **Supplies: Books, Magazines, and/or Periodicals** |  |  |
| **Supplies: Instructional Supplies** |  |  |
| **Supplies: Non-Instructional Supplies** |  |  |
| **Supplies: Library Collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Technology & Equipment: New** |  |  |
| **Technology & Equipment: Replacement** |  |  |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Facilities: Classrooms** |  |  |
| **Facilities: Offices** |  |  |
| **Facilities: Labs** |  |  |
| **Facilities: Other** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Library: Library materials** |  |  |
| **Library: Library collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **OTHER** |  |  |