

Peralta Community College District



Annual Program Update

Economics Discipline

Submitted by: Dr. Diana Bajrami, Ed.D, Economics Full Time Faculty

In collaboration with Dr. Souleymane Gueye and Dr. Shahbaz Shahbazi and BUS Chair: Prof. Rochelle Olive

I. Program Information

Program Name: Economics

Prepared by: Dr. Diana Bajrami, Ed.D in collaboration with Dr. Gueye, and Dr. Shahbazi

Date: October 14, 2016

Program Type:	Instructional	Student Services	Administrative Unit
(circle the answer)	X		

College 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.

Program Mission/Narrative:

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: Academic Year 2015-2016.

There is a major concern about the lack of training and diverse representation in the Validation Team. The validation team for the last year Program Review was comprised of two administrators none of which has either instructional experience and is directly providing instructional services. A well defined and trained validation team is needed to provide constructive feedback as well as assistance in finalizing the completion of APUs/Program Reviews. Also, special attention should be given to have faculty review APUs/Program Reviews given that this is a 10+1 matter.

Date of Comprehensive Program Review Validation: October 2015

Please, refer to the District Goals and COA Goals when reading this Table. District and COA Goals are listed in the last page of this APU

II. Reporting Progress on Attainment of Program Goals

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment Continue to complete assessment per each semester and make quality improvement to the scheduling, program, and services of Economics courses	1. PCCD Strategic Goals (list the specific goal here, D 2. College Goals: (list the specific goal here D1, D 2	Ongoing: Each semester	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	Ongoing: 2016	All the documentation has been submitted and the AA T on Economics was anticipated to be completed on 2015-2016. It is imperative that this is approved this year. AAT is proven by research to increase student success and creates pathways to transfer/completion
Instruction (if applicable) <ul style="list-style-type: none"> Improve quality instruction by investing on ongoing 	1. PCCD Strategic Goals (list the specific goal here D	Ongoing:	Ongoing. With technology moving extremely fast and an increase in DE enrollment it is essential that the

<p>professional development. Increase the funds for professional development to allow participation in national conferences</p>	<p>2. College Goals: D1 D2 See COA Goals last page</p>		<p>institution pays attention to the needs of faculty</p>
<p>Student Success and Student Equity</p> <ol style="list-style-type: none"> 1. Increase equitable access for all students by having a dedicated online counselor to promptly clear the prerequisites 2. Increase equitable student success 3. Build a Honors Program for BUS/Econ majors 4. Advocate for an Economics Faculty Advisor that collaborated with SSSP/Equity to increase access/success 	<p>1. PCCD Strategic Goals (list the specific goal here A</p> <p>2. College Goals: (list the specific goal here A1, A 2, A 3, C2</p> <p>1. PCCD Strategic Goals (list the specific goal here A</p> <p>2. College Goals: (list the specific goal here A1, A 2, A 3, C2</p>	<p>Ongoing:</p> <p style="text-align: center;">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</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <ol style="list-style-type: none"> 1. Plan training of new faculty for an effective use of the software management system that supports our textbook. 2. Develop ideas involving guided pathway to degree/certificate completion or transfer, peer mentoring, supplemental instruction, course acceleration and curriculum redesign to deal 	<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>2. College Goals: (list the specific goal here C1, C2, A1, 2, 3</p>	<p>Ongoing: 2016-2017</p> <p>2016-2017</p>	<p>This is an ongoing request and the institution shall allocate funds for training of new faculty especially training with technology</p>

with the success rate. Create a Business/Econ DE Pathway			
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III. Data Trend Analysis

Please review and reflect upon the data for your program. 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:**

No institutional data on student demographics are provided for this academic year. Without this data, this author is unable to provide a good assessment of changes. It is imperative that the IR office provides this data and that the college advocates for this data.

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

There has been a decrease in enrollment in Economics discipline compared with the last academic year. While this decline is reflecting the decline of Enrollment College wide, there have been other elements reflecting this enrollment. An analysis of the DE versus face to face traditional course (below) clearly indicates that there is an increase in online education, and there is not enough training of part time faculty to be able to teach high quality online courses that address both universal accessibility and equitable success. As the DE enrollment increases, there is a need for a meaningful data analysis and also decision making processes that ensure that online student have the needed services available to succeed.

Table 1: Enrollment Patterns Economics Discipline 2015-2016 Academic Year

Fall`15		Alameda		ECON											
CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PRO D
ECON:1	MACRO-ECONOMICS	5	154	156	14.04	1.41	15.45	0	0	1	1	31	3.09	0.2	15.45
ECON:2	MICRO-ECONOMICS	4	137	137	11.5	2.2	13.7	0	0	0.8	0.8	34	3.43	0.2	17.13
Grand Total		9	291	293	25.54	3.61	29.15	0	0	1.8	1.8	32	3.24	0.2	16.19

Spring`16		Alameda		ECON											
CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PRO D
ECON:1	MACRO-ECONOMICS	4	128	128	11.1	1.7	12.8	0.8	0	0	0.8	32	3.2	0.2	16
ECON:2	MICRO-ECONOMICS	5	145	145	12.6	1.9	14.5	0.6	0.2	0.2	1	29	2.9	0.2	14.5
Grand Total		9	273	273	23.7	3.6	27.3	1.4	0.2	0.2	1.8	30	3.03	0.2	15.17

Summer`16		Alameda		ECON											
CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PRO D
ECON:1	MACRO-ECONOMICS	2	68	68	5.7	1.1	6.8	0	0.4	0	0.4	34	3.4	0.2	17

ECON:2	MICRO-ECONOMICS	1	34	33	3.2	0.2	3.4	0	0.2	0	0.2	33	3.4	0.2	17
Grand Total		3	102	101	8.9	1.3	10.2	0	0.6	0	0.6	33	3.4	0.2	17

Productivity

While there is a clear need for increase in enrollment in the economics discipline, it is important to note that productivity exceeds the COA overall productivity, with the summer session approaching the optimal 17.5 FTES/FTEF productivity goal. See figure below.

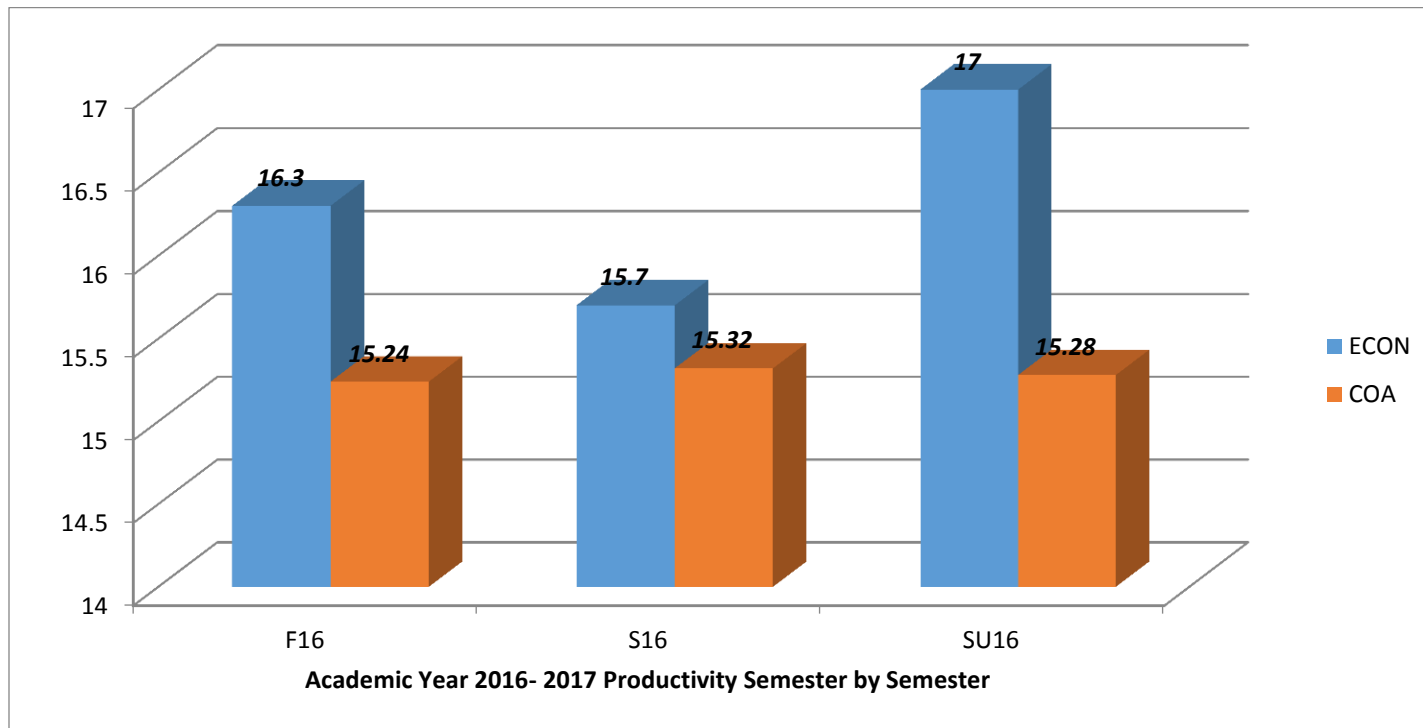


Figure 1: Comparative Analysis: Productivity Econ versus COA

The push for productivity while well understood has been creating a vicious cycle of low enrollment and low productivity.

Economics department has responded by giving the scheduling a careful attention to address some of our practices and limitations.

Enrollment Trends

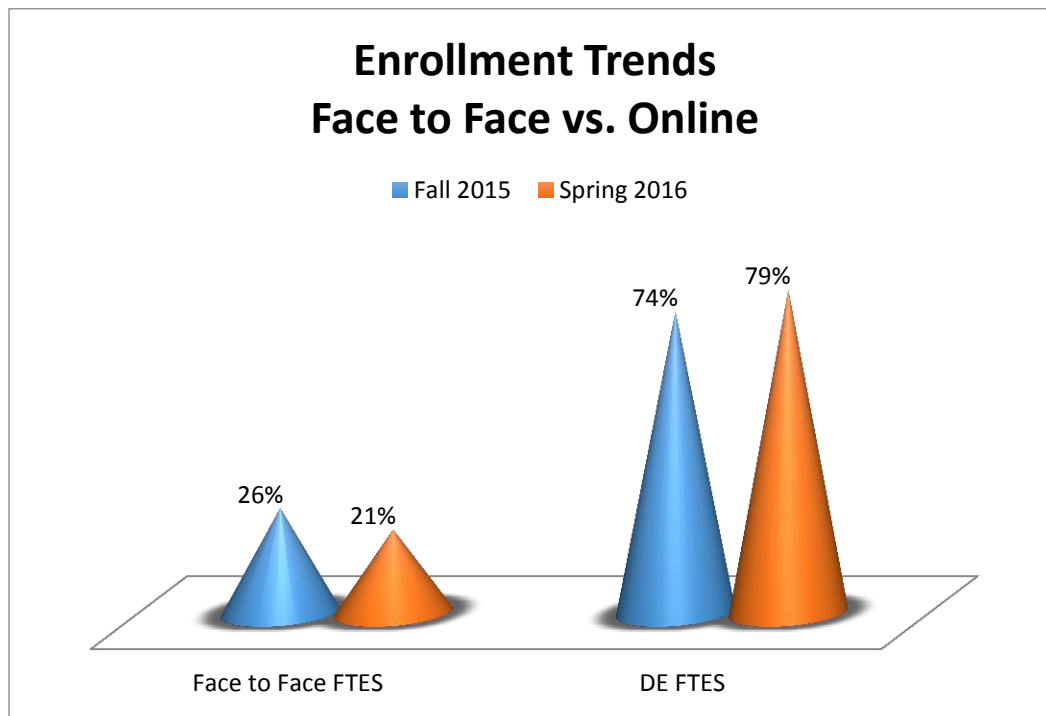


Figure 2: DE versus Face to Face Enrollment

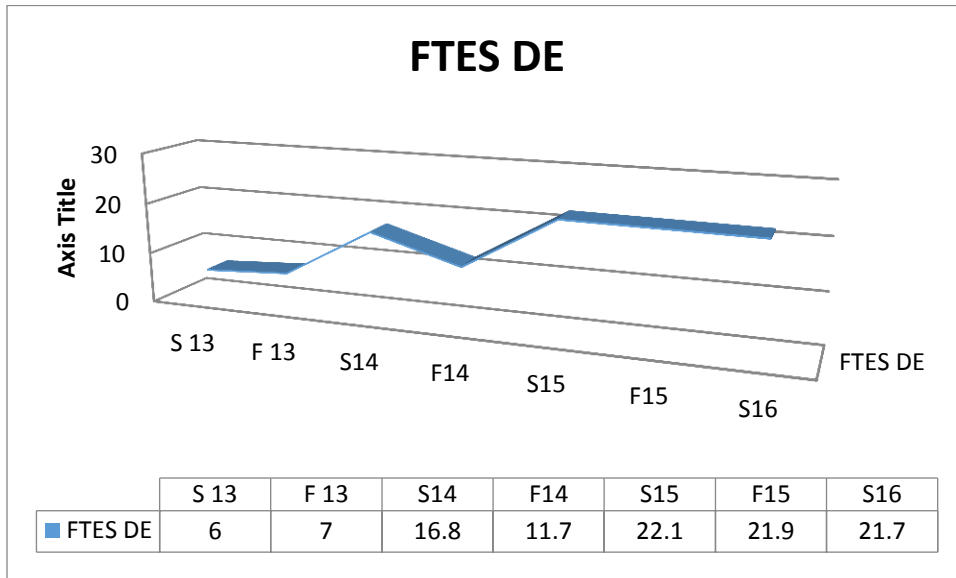


Figure 3: DE Enrollment Trends in Economics Department
Data extracted from the BI tool and analyzed by D. Bajrami

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

Given the challenges that economics discipline presents, there is pleasantly surprising that the success rate is relatively high in econ courses. The success rate has been fluctuating in the 70 % average zone and it is a good success rate. The goal will be to reduce the withdraw rate and we provide more services for students to stay connected with the course and not drop it.

Table 2: Student Success for Economics Department Academic Year 2015-2016

Success by Course for Economics Department

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	ECON	1	MACRO-ECONOMICS	156	116	74.40%	29	18.60%
F15	Alameda	ECON	2	MICRO-ECONOMICS	137	95	69.30%	22	16.10%

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	ECON	1	MACRO-ECONOMICS	141	96	68.10%	24	17.00%
S16	Alameda	ECON	2	MICRO-ECONOMICS	145	101	69.70%	26	17.90%

Total Graded = any grade, including W
 Success = A, B, C, or Pass
 Success Rate = Success / Total Graded
 Withdraw = Withdraw from class
 Withdraw Rate = Withdraw / Total Graded

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

There is no institutional data available to provide a reflection and review in this item. However,

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

There is a significant increase in enrollment in distance education courses, and there is an urgent need for resources and services that are geared towards assisting the increasing amount of students in these courses. A beneficial idea is to have online and face to face tutoring services available to students and to start thinking about scheduling that supports degree completion online so that students who prefer online education have pathways in place to complete all required courses which being provided sufficient services to succeed.

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?

Unable to assess this information given that there is no institutional data available.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. 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?

There is a need for better integration of academic (instruction) services and student services. This integration will result in better vetted SSSP and Equity plans as well as the involvement of all disciplines/faculty. A suggestion would be to advocate and implement the Faculty Advisor Model as researched by the California State Academic Senate. This model will emphasize the importance of instructional faculty as advisers who would focus on degree/certificate completion and transfer.

Also,

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

There is an ongoing dialogue among all economics faculty to introduce a new course which will increase the variety of courses offered. However, given the current enrollment trends, there is the fear that new courses will not be able to survive given the push for enrollment and productivity, so there is a need to discuss college wide how do we update the current curriculum to embrace new knowledge and needs and how to support new course creation and development. The work is ongoing for developing an International Economics Course.

- 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.

Student assessment has informed us of a need for more tutoring services. However, there has been a hesitation from potential tutors to provide their services to the college when they are informed that they need to take a non-credit course to be able to tutor. I recommend that we lower barriers to tutoring services, and have the faculty of the discipline interview the potential tutors instead of them having to take a non-credit course.

- 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.

Economics has always been devoted to assessing courses each semester, and engage in a dialogue about assessment findings. We will continue to assess courses each semester and this feedback brings all of us together engaged in a meaningful discussion about quality of teaching and learning. Economics is not a program, and as such does not have PLOs, however, economics works closely with the business

program and we align our SLOs to the Program Learning Outcomes for the Business department and with the Institutional Learning Outcomes.

- 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?

The economics discipline has been in the forefront of the need for more dialogue and also the need to use assessment planning to guide our decisions. This dialogue

- 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).

Assessment results indicate a need for tutoring services and other support services for economics students. In addition, the assessment results indicate a need for better collaboration between economics department and mathematics department to explore pathways to success in economics courses.

VII. 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.

Human Resource 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)

<p>Several tutors are needed specifically for Economics</p> <p>We need at least four tutors for a total of 80 hours a week</p> <p>Additional paid office hours needed for part time faculty to be available to students</p> <p>Online office hours needed for part time economics faculty</p> <p>Two Economics Faculty Advisers trained and compensated from SSSP/Equity funds to focus on student success and</p>	<p>Yes, this request has been submitted every single year</p>	<p>Improve equitable student success in economics courses</p>	<p>Yes, assessment results indicate the importance of tutoring services</p>	<p>There is a direct connection between tutoring services made available and student success</p>	<p>A 2, A 3, A 4</p>	<p>A, C, D</p>
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comprehensive Edplans \$ 4000 / year						
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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)
LCD Projectors in all classroom Urgent need for LCD Projectors and White Board in all the Labs Five desktops and a printer for the Accounting/Economics Tutoring room as well as an LCD Projector so that students can better tutor and create study groups	Yes, Requested for several years	Improve the quality of teaching and student success	yes	Directly contributes to student success	C1, C2, A1, A2, A3	C, A

\$ 10, 000						
Supply \$ on the amount of \$1000 to support the needs of students an purchase access to MyLab for econ tutors and other available supplies						
A new Scantron Machine in the BAT Room						

- **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)
Tutoring Room/ The current Accounting tutoring room is too small and ill equipped to serve the needs of students. There is a need for a larger facility that is better equipped with	Yes	Increase equitable student success	YEs	Yes	A, 2, 3, 4,	A, D

computers and other technology resources						
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- 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?

Professional Development or Other 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)
Increase the amount of funds for professional development to allow the participation in national economics conferences. Increase the amount to &2000 per semester	No	Yes	Yes	Directly connected	D	D1, 2

Approved by the District Academic Senate, May 20, 2016

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



College of Alameda

MISSION

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.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p>

	<p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>