



Annual Program Update
Supplemental/Revised Template 2014-2015

For
Economics Department
 Prepared by

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 Economics Faculty

I. Overview			
BI Download:	Data provided September 19, 2014 Additional data collected during the month of October, 2014	Dept. Chair:	Rochelle Olive
Subject/Discipline:	Economics	Dean:	Dr. Charlene Perlas
Campus:	College of Alameda		
Mission Statement	<p>Economics Program at College of Alameda serves students by imparting knowledge of introductory economics principles and practices; by developing analytic skills; by making learning experiences beyond the classroom available; and by nurturing the attitudes, competence, and confidence to make a successful transition from community college to four year universities, or from school to a professional competitive environment.</p> <p>The primary mission is to achieve excellence in economics education by providing high quality teaching. This program strives to include the intellectual contributions to the field of economics into its classes. This is done through the dissemination of the results of economics and pedagogical research; the development and use of relevant economics textbooks and resources, case studies, and other instructional materials.</p> <p>The program is devoted to providing service experiences through participation in university committees, and seminars and professional development activities. In addition to assisting others, professional development activities undertaken by this program develop the knowledge and skills of those who serve, and provide relevant, practical examples for use in the classroom.</p>		

// Enrollment –

Enrollment Data and Data Analysis Economics 2 – Microeconomics Courses

TERM	CATL DESCR	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Spring-15	MICRO-ECONOMICS	6	9	0.83	0.80	1.04
Spring-14	MICRO-ECONOMICS	5	172	15.56	1.00	15.56
Spring-13	MICRO-ECONOMICS	5	145	11.37	1.00	11.37
Spring-12	MICRO-ECONOMICS	3	146	10.51	0.60	17.52
Spring-11	MICRO-ECONOMICS	4	132	10.41	0.80	13.02
Spring-10	MICRO-ECONOMICS	4	181	15.23	0.80	19.03
Spring-09	MICRO-ECONOMICS	5	181	18.20	0.99	18.31
Spring-08	MICRO-ECONOMICS	5	165	16.93	0.96	17.70
Spring-07	MICRO-ECONOMICS	4	145	15.38	0.81	18.93
Spring-06	MICRO-ECONOMICS	3	116	11.60	0.60	19.33
Spring-05	MICRO-ECONOMICS	3	99	9.90	0.60	16.50

TERM	CATL DESCR	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Fall-14	MICRO-ECONOMICS	4	102	10.20	0.80	12.75
Fall-13	MICRO-ECONOMICS	4	150	15.00	0.80	18.75
Fall-12	MICRO-ECONOMICS	3	115	11.50	0.60	19.17
Fall-11	MICRO-ECONOMICS	4	141	14.10	0.80	17.63
Fall-10	MICRO-ECONOMICS	4	145	14.50	0.80	18.13
Fall-09	MICRO-ECONOMICS	6	272	26.59	1.20	22.16
Fall-08	MICRO-ECONOMICS	5	181	18.09	1.00	18.09
Fall-07	MICRO-ECONOMICS	5	155	15.50	0.69	22.37
Fall-06	MICRO-ECONOMICS	3	85	8.40	0.58	14.41
Fall-05	MICRO-ECONOMICS	4	121	12.32	0.80	15.44
Fall-04	MICRO-ECONOMICS	3	99	9.96	0.60	16.51

Economics 1 – Macroeconomics Courses

TERM	CATL DESCR	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Spring-15	MACRO-ECONOMICS	7	6	0.46	1.20	0.38
Spring-14	MACRO-ECONOMICS	7	198	18.53	1.40	13.24
Spring-13	MACRO-ECONOMICS	5	171	13.80	1.00	13.80
Spring-12	MACRO-ECONOMICS	5	223	18.36	1.00	18.36
Spring-11	MACRO-ECONOMICS	5	196	16.89	1.00	16.89
Spring-10	MACRO-ECONOMICS	5	214	18.57	1.00	18.57
Spring-09	MACRO-ECONOMICS	6	193	19.48	1.20	16.23
Spring-08	MACRO-ECONOMICS	7	224	22.62	1.20	18.85
Spring-07	MACRO-ECONOMICS	6	156	15.85	1.21	13.06
Spring-06	MACRO-ECONOMICS	3	106	10.65	0.61	17.59
Spring-05	MACRO-ECONOMICS	4	136	14.25	0.81	17.69

TERM	CATL DESCR	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Fall-14	MACRO-ECONOMICS	5	150	14.84	1.00	14.84
Fall-13	MACRO-ECONOMICS	4	162	16.20	0.80	20.25
Fall-12	MACRO-ECONOMICS	5	191	19.10	1.00	19.10
Fall-11	MACRO-ECONOMICS	3	138	13.80	0.60	23.00
Fall-10	MACRO-ECONOMICS	5	184	18.40	1.00	18.40
Fall-09	MACRO-ECONOMICS	8	276	27.12	1.60	16.95
Fall-08	MACRO-ECONOMICS	8	260	26.19	1.58	16.56
Fall-07	MACRO-ECONOMICS	6	212	22.09	1.19	18.50
Fall-06	MACRO-ECONOMICS	5	206	20.99	1.00	21.02
Fall-05	MACRO-ECONOMICS	5	181	18.49	1.00	18.56
Fall-04	MACRO-ECONOMICS	5	154	15.94	1.00	15.97

The above data indicates that economics department has a robust enrollment and continues to lead the entire district in terms of enrollment, and productivity. Interesting to also note, that COA had a total enrollment of 682 students in all econ courses offered during the last academic year, which is 42 percent of the total enrollment for the entire district. More specifically, enrollment at census date is 42 percent higher than that of Laney College Economics Department, thus leading the entire district in this discipline.

This robust enrollment is a direct result of continues quality improvement to meet students where they are at, being this in terms of date/time classes are scheduled, format of classes (a robust combination of fully online, hybrid and technology enhanced classes), as well as purposeful selection of course materials and technology that best fits students' needs and preparation.

The great combination of fully online, hybrid and face to face courses has been proven to be very successful. Online and hybrid courses generate a significant FTES which is roughly more than 50 % of the total FTES.

In addition to excellent enrollment, productivity also continues to be robust, as seen in the table below.

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Fall-13	8	312	31.20	1.60	19.50
Fall-12	8	306	30.60	1.60	19.13
Fall-11	7	279	27.90	1.40	19.93
Fall-10	9	329	32.90	1.80	18.28
Fall-09	14	548	53.70	2.80	19.18

III. Student Success–

Student success is a core value of this department and the data below indicates strong success and retention rates for the academic year 2013-2014.

TERM	CAMPUS	SUBJECT	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAW	WITHDRAW RATE
F13	Alameda	ECON	296	235	79.4%	25	8.4%

TERM	CAMPUS	SUBJECT	RETAINED	CENSUS ENROLLMENT	RETENTION RATE
F13	Alameda	ECON	271	312	86.9%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
 Census Enrollment = Dropped after census or didn't drop
 Retention Rate = Retained / Census Enrollment
 Retained is not unduplicated and includes all courses per student

TERM	CAMPUS	SUBJECT	RETAINED	CENSUS ENROLLMENT	RETENTION RATE
S14	Alameda	ECON	328	370	88.6%

TERM	CAMPUS	SUBJECT	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAW	WITHDRAW RATE
S14	Alameda	ECON	352	287	81.5%	24	6.8%

The success and retention rate continue to be very strong and the faculty continuously engage in a purposeful discussion and dialogues that focuses on the best resources, being this human, physical and technology resources, needed to improve student success.

IV. Faculty –

SUB	SECT	CENSUS	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	8	312	31.2	0.05	0.75	0.8	1.6
SP14	12	370	34.09	1.2	0.2	1	2.4

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Not Applicable

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

This is an important transfer course. The courses are updated often to reflect the changes in the field. This is a major course for the AA degree in Business and COA has one of the largest business programs. We designed the courses with the students and community needs in mind and offer a variety of course formats to meet the diverse needs. Given that all courses are transfer courses we keep an open dialogue with the four year colleges in the area.

VI. Course SLOs and Assessment

Fall 2014

Number of active courses in your discipline

2

Number with SLOs

2

% SLOs/Active Courses

100 %

Number of courses with SLOs that have been assessed

% Assessed/SLOs

100 %

Describe types of assessment methods you are using
Direct and indirect assessments. Exams, essays, final projects

Describe results of your SLO assessment progress

Good progress overall but more efforts needed in improving the problem solving skills. There is a need for more Economics tutors and possibly economics Teaching Assistants.

A larger and better facility to conduct tutoring needed, and also better technology.

Given that online and hybrid course (more than 50 % online courses) bring in significant enrollment, there is an urgent need for investment in technology that improves the success rate of online courses. We need Camtasia software to videotape and audio tape the lectures so that all student success can increase.

In addition, we need institutional support to identify if student of low income and students of color are being disadvantaged when it comes to online education, and a follow up issue would be identifying resources that will increase their access and success in online education.

Describe how assessment results and reflection on those results have led to improvements.

The best improvement of assessment efforts is the dialogue that takes place each semester. This dialogue results in exchanging strategies that improve success and also identifying resources.

For the last 14 years economics keeps getting the same funds when the enrollment has doubled and the assessment results have indicated a need for more financial resources.

VII. Program Learning Outcomes and Assessment	
	Fall 2014
Number of degrees and certificates in your discipline	No program is offered in this discipline Possibly working towards creating Economics Transfer Degree
Number with Program Learning Outcomes	There are no PLOs in this discipline since there are currently no Certificates/degrees
Number assessed	This discipline closely works with the BUS department and assists in meeting their PLOS
% Assessed	N/A
Describe assessment methods you are using N/A	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. N/A	

VIII. Strategic Planning Goals

<p>Check all that apply.</p> <p>X <input type="checkbox"/> Advance Student Access, Success & Equity</p> <p>X <input type="checkbox"/> Engage our Communities & Partners</p> <p>X <input type="checkbox"/> Build Programs of Distinction</p> <p>X <input type="checkbox"/> Create a Culture of Innovation & Collaboration</p> <p><input type="checkbox"/> Develop Resources to Advance & Sustain Mission</p>	<p>Describe how goals apply to your program.</p> <p>Economics courses are extremely important not only for transfer students but also for community members in search of improving their human capital.</p> <p>Economics is leading the district in terms of innovation and providing more online and hybrid courses that embrace the best practices.</p>
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IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

The focus for 2014-2015 will be:

- Identify best practices that improve the success rate for all students
- Promote the field of economics as a field that improves human capital
- Participate in state and national conferences to stay updated with the best teaching practices in the field
- Continue to engage in a dialogue about best strategies to improve student success
- Use assessment data to drive resource requests and advocate for more resource allocation
- Increase the visibility of the program by connecting with the counterparts at CSU East Bay, UC Berkeley and other four year colleges in the area
- Continue to invest in professional development of all faculty
- Advocate for more professional development funds that would enable participation in different conferences in the field
- Continue to provide peer evaluation that improves the effectiveness of teaching and student success
- Engage in surveys to hear students' voices in what is working well and what needs to be improved

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

- We need 20 hours of tutoring services devoted to econ as well as two teaching assistants
- \$ 400/ weekly in teaching assistants and tutors
- . 25 FTE Reassigned time needed to train part time faculty in becoming familiar with the latest technology in Econ which is proved to improve students success

Please describe and prioritize any **equipment, material, and supply** needs.

Mac Laptop for the needs of faculty (especially online courses), Camtasia Software for online videos and audios, better audio equipment to communicate with students constantly, and other electronic accessories

More specifically:

- \$2000 Mac Pro
- \$299 Camtasia Studio
- & 800 Video and Audio equipment (microphone, earphones, USB ports)
- \$ 200 Ink for the printer

Please describe and prioritize any **facility's** needs.

- A better Economics tutoring room and five desktops in the room ,
- Unable to assess the cost of this item

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!

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: 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 & 2014-2015 Institutional Objectives	
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>
B: Engage and Leverage Partners	<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>
C: Build Programs of Distinction	<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>
D: Strengthen Accountability, Innovation and Collaboration	<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>