



Welcome to Program Review

College of Alameda - 2019

ECON - Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

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 nation 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 internationally.

Outstanding and experienced faculty, opportunities to apply knowledge and seek internships in several firms 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, or pursue an Economics Associate in Arts for Transfer degree.

The introductory micro and macro course expose students to a rigorous knowledge and analytical skills and sustain a robust liberal arts education, and offer opportunities for community members to increase their human capital by pursuing an advanced degree such as a M.B.A or a law degree.

Additionally, the Economics Associate in Arts for Transfer degree provides a pathway for transfer to a four year institution. 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, International lending institutions, unions, consulting firms, and trade associations or simply have a knowledge base that assists you in better serving your communities, you would like to take economics courses in this department.

Program Total Faculty and/or Staff

Full Time

Dr. Diana Bajrami
Chair Rochelle Olive

Part Time

Souleymane Gueye

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this 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 If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress

College Goal
Increase retention and persistence rates

District Goal
Advance Student Access, Equity, and Success

Improve quality instruction by investing on ongoing professional development. Increase the funds for professional development to allow participation in national conferences

Status If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress

College Goal
Advance CoA teaching and learning

District Goal
Strengthen Accountability, Innovation and Collaboration

Expand economics curriculum by offering additional courses; especially on issues such as economics of public issues and international economics

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Two new courses are now added to the economics curriculum and are state improved. Economics 3 and Economics 6 courses are available to be offered during Fall 2020 semester

College Goal

Advance CoA teaching and learning

District Goal

Build Programs of Distinction

Find curriculum and service solutions that address the opportunity gap in the field of economics

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Reduce loss of students prior to start of classes

District Goal

Advance Student Access, Equity, and Success

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

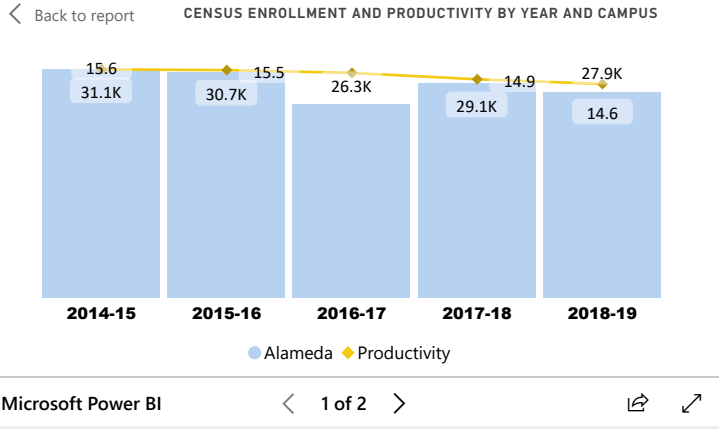
Department of economics is efficiently using the smart classrooms that allow for a seamless integration between the face to face and online learning. Teaching hybrid courses in a smart classroom has significantly improved student learning and quality of teaching.

Enrollment Trends

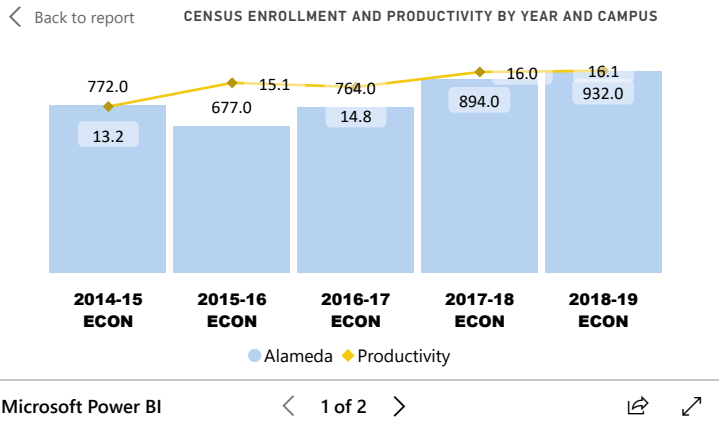
College Level - Program and Department comparison

Chart





Compare



Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your program compare to the overall college trend? What factors could be attributing to this trend?

Economics Department at College of Alameda continues to be a leader in the entire district when it pertains to enrollment in economics courses. As clearly seen in the comparative economics enrollment table, COA enrollment for 18-19 academic year has increased 4.25 % compared to the previous year reaching a 932 census enrollment data (note that both BCC and Laney College have a combined census enrollment of 1138).

In addition, this enrollment data is 162 % more compared to Laney College economics enrollment and 187 % higher than that of Berkeley College economics enrollment.

This robust enrollment is much appreciated when it is accompanied with the highest productivity rate for all economics department within the district (16.06 productivity). This productivity also exceeds the college wide productivity of 14.6.

Another noticeable comparison would be to compare the enrollment in this department to the overall college enrollment. While the total enrollment at COA dropped at a 4.1 % level, the enrollment in this department increased 4.1 %. Also, the overall productivity of this department is much higher than the overall college productivity (COA Economics department productivity is 16.06 while the COA overall productivity is 14.57) The attached document provides a more clear graphical description of the continuous increase in enrollment for economics courses at College of Alameda.

Attached, are graphs and tables that present the same data.

[Economics Department Enrollment Data.docx](#)

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

This department pays close attention to 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. Economics faculty in this college continuously invest in their professional development being this by staying always in touch with the most recent research in economics (Attending annual economics conferences); and also always in touch with cutting edge technology that increases student success and safeguards the integrity of learning.

How is technology used by the discipline, department?

This department has been a pioneer in utilizing technology to effectively teach courses face to face, in a hybrid or fully online format. Technology such as software that produce high quality videos, or other learning platforms that provide interactive learning opportunities such as interactive graphs or economic simulation with real FRED data are some of the examples of how this department is always in search of better technology and technological products to improve the quality of learning/teaching. Investing in technological solution takes time and research and this department has invested time and energy on both fronts by utilizing technology that uses algorithms and data sets that use real economic data.

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?

The faculty who teach in this department are seasoned educators who have invested in their professional growth and have earned several professional degrees in economics and education. Each faculty has more than 25 years of experience teaching economics courses at introductory level. As economics majors they do understand the importance of a robust introductory foundation as essential for intermediate and advanced economics courses. Both have a strong quantitative background essential for effective teaching of economic. This experience and preparation, and most importantly their constant exposure to new learning methodologies and technology has positioned this department as a leader in creating consistently high level of academic standard as demonstrated by high success rate and transfer and success in some of the most prominent economics and business schools in California and the nation.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Increase the Availability of Professional Development F...	In order to maintain high levels of integrity and student success there is a need for ongoing professional development such as participation in annual economics teaching conferences	6/5/2020	Dr. Diana Bajrami

Resource Request

Professional Development	Department-wide PD needed		
Description/Justification		Estimated Cost	
It is essential for student success that faculty are provided with opportunities and funds to participate annually in economics national conferences.		1500	

Resource Request

Supplies	Software		
Description/Justification		Estimated Cost	
Softwares that facilitate the creation of short and effective videos are essential for student success		800	

Resource Request

Supplies	Books, Magazines and Periodicals		
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Description/Justification
The Economist and Wall Street Journal

Estimated Cost
500

Improvement Action

Action Item
Work collaboratively with the Business Department to cr...

Description
Working in collaboration with the business department we shall focus on building a schedule that allows several pathways to earning an AA degree within two years and with back to back courses that support and build upon each other

To be completed By
7/31/2021

Responsible Person
Dr. Diana Bajrami and chair Olive

Resource Request

Personnel

Full-time Faculty

% Time
40

Description/Justification
Reassign time to establish multiple paths to earning an AA degree

Estimated Annual Salary Costs
10000

Estimated Annual Benefits Costs

Total Costs
10000

Resource Request

Choose an Option

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name	Last updated date	Semester and Year	To be updated on	To be deactivated on
ECON 005 - Introduction to Econom...	September, 15 2016 11:35:28	Select Year...	Improve my program	5/30/2020
ECON 001 - Principles of Economics ...	April, 09 2019 14:53:00	Select Year...	8/27/2021	
ECON 002 - Principles of Economics ...	April, 09 2019 14:52:48	Select Year...	8/27/2021	
ECON 3 - Economics of Public Issues	July, 17 2019 15:30:37	Select Year...	8/27/2021	
ECON 6 - International Economics	July, 17 2019 15:41:40	Select Year...	8/27/2021	

Please summarize your plans for curriculum improvement/development, including details on specific courses or programs you plan to improve/develop.

This department created two new courses during 2019-2019 academic year to increase the list of economics courses for students who aspire to major in economics as well as for other students majoring in political science, public policy and/or other majors. In addition, the department has created a clear path for students majoring with an economics AA-T as part of the Guided Pathways cohort I work.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Provide Modification to the Economics AA-T	After a careful review of the AA-T in Economics as a result of Guided Pathways participation, the economics team decided to make some modification to the newly created degree to incite more interest and create a variety of course selection	5/29/2020	Dr. Diana Bajrami, Prof. Rochelle Olive and the Curriculu...

Resource Request

Personnel	Part-time Faculty		
% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
20		3780	
Total Costs			
3780			

Instruction - Assessment

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

Course	Student Learning Outcomes (SLO)	Last date Assessed	Planned Assessment Date	Attachments
ECON 005 - Introduction to Economics	Evaluate the importance of economic growth on the welfare of a community, an economy and the global world. Evaluate the impact of fiscal policy on the economic activity Evaluate the impact of monetary policy on the economic activity.	4/5/2015		
ECON 001 - Principles of Economics (Macroeconomics)	□ Demonstrate mastery of the vocabulary of macroeconomics	12/11/2018	12/22/2021	
ECON 001 - Principles of Economics (Macroeconomics)	Apply economic theory and reasoning to analyze macroeconomic questions and policy issues.	12/11/2018		
ECON 001 - Principles of Economics (Macroeconomics)	Measure key macroeconomic statistics and determine the overall performance of an economy	12/11/2018		
ECON 001 - Principles of Economics (Macroeconomics)	Apply economic theory and reasoning to analyze macroeconomic questions and policy issues.	12/11/2018		

ECON 002 - Principles of Economics (Microeconomics)	Demonstrate mastery of the vocabulary of microeconomics as demonstrated in exams, written exercises, news articles discussion, firms reports and other work related documents.
ECON 002 - Principles of Economics (Microeconomics)	Demonstrate numerical and computational skills required for microeconomic problem solving.
ECON 002 - Principles of Economics (Microeconomics)	Solve microeconomic policy questions and social issues by applying microeconomics knowledge.
ECON 002 - Principles of Economics (Microeconomics)	Apply the tools and core principles of microeconomics to analyze issues facing individual consumers and firms.
ECON 002 - Principles of Economics (Microeconomics)	Demonstrate mastery of the vocabulary of microeconomics as used in news articles, firm reports and other work-related documents.
ECON 3 - Economics of Public Issues	Evaluate the effects and unintended consequences of individual choice and government intervention in the economy

ECON 3 - Economics of Public Issues	Analyze various economic and public policies
ECON 3 - Economics of Public Issues	Compare and contrast various macroeconomic schools of thought
ECON 6 - International Economics	Define, discuss, and graphically analyze the concept of comparative advantage and its determinants.
ECON 6 - International Economics	Describe, apply, and evaluate models of international trade
ECON 6 - International Economics	Calculate and interpret the gains from trade
ECON 6 - International Economics	Summarize and evaluate the effects of international trade and international policies on economic welfare, domestic goods, and factor markets.

How has your department worked together on assessment? Provide examples on collaboration, leadership, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

The department works collaborative to create authentic assessment each assessment cycle. Creating a rubric to assess all sections is what worked best for the department. Embedding this assessment into the course work has proven to be a successful approach.

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

The most important thing we learned is that students still struggle with the quantitative and graphical aspect of these courses. Robust mathematical preparation is needed to overcome these challenges and also more tutors

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or Curricunet Meta.

There has not been a PLO assessment since the first program in economics, AA-T in economics was just established.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

We need additional tutors as well as more support for part time faculty to complete and record the assessment results.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions	Improvement Action
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Improvement Action

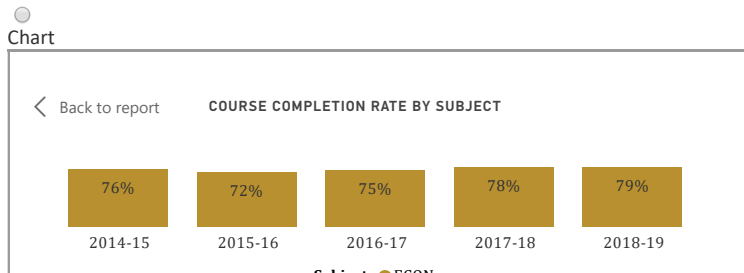
Action Item	Description	To be completed By	Responsible Person
Revise and Redesign Assessment	Provide some more thoughts and work in redesigning the assessment rubric for different course delivery modalities	5/29/2020	Dr. Souleymane Gueye

Resource Request

Personnel	Part-time Faculty	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
% Time 10	Description/Justification Provide reassigned time for the part time faculty to participate in assessment redesign	500	
Total Costs 500			

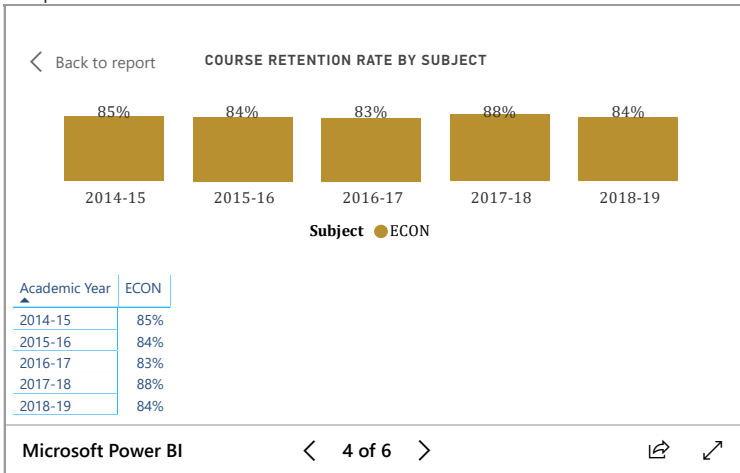
Course Completion

College Level - Program and Department comparison





Compare



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

Name	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
ECON 1 MACRO-ECONOMICS	74	77	76

ECON 2 MICRO-ECONOMICS

76

80

82

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>The success rate of younger group ages is higher. We think that the 16-18 group age has most recently worked in mathematical courses that are extremely essential for success in economics courses.</p>
Ethnicity	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>The Opportunity Gap continues to display itself in this department, with African American, Latino and two or more races succeeding at a lower rates. Embedded tutoring or more services needed to address this inequality. Interesting to notice that when you provide a chi square test analysis between the success rate across race and student residency status, there is no race difference for international students, which is another indicator that what we are noticing is indeed an opportunity gap, happening in the United States that provides disadvantages for students of color to succeed and that is tied with their upbringing in the United States (inequitable k-12 educational system)</p>
Gender	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>There is a 5 % difference in gender with females doing better, but this statistics is in line with national averages, and we will pay closer attention to it</p>
Foster Youth Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>There is a significant difference (almost 20 %) between overall success rate and the success rate of foster students.</p>
Disability Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>There is a 4 % difference when it comes to the ability status</p>
Low Income Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>There is no significant difference when it pertains to the income level (the difference is less than 2 %)</p>
Veteran Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>There is a 4 % difference (lower) success rate for veteran students.</p>

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Select Course	ECON 001 - Principles of Economics (Macroeconomics)		
	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
Face-to-Face	63	74	74
Hybrid			
100% Online	75	77	77
Dual Enrollment			
Day time		78	77
Evening			

Select Course	ECON 002 - Principles of Economics (Microeconomics)		
	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
Face-to-Face	60	80	78
Hybrid			
100% Online	80	82	84
Dual Enrollment			
Day time	80	81	83

Evening

67

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The student completion rate far exceeds the college standard of completion rates

How do the department's Hybrid course completion rates compare to the college course completion standard?

The hybrid and online sessions have a very good completion rate and this is the result of a massive investment in online technology and resources that provide robust assessment and opportunities for students and faculty to make an early assessment of success and make needed intervention to keep students engaged in class.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

We see some difference but it is in the opposite site. Online students are outperforming face to face students. This could be a multivariate issue, with the most important criterion being that online students are more goal oriented and have better study skills and discipline

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

This department has excellent retention rates and this is a direct indicator of the commitment and hard work of faculty working in this discipline and a strong department/cluster leadership focused on students and student success

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

While we are enjoying these great indicators we continue to work on making them even better, especially focusing on equitable results for all students.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improve the equitable student outcomes	Create preparatory courses or sessions to prepare students for the rigors of economics	2/6/2021	Dr. Diana Bajrami

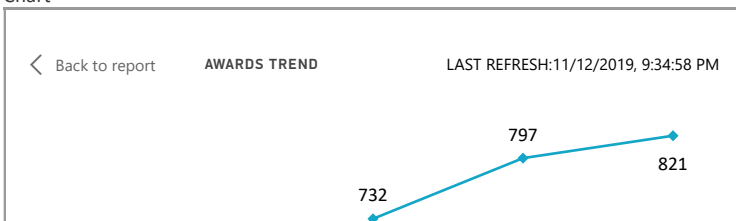
Resource Request

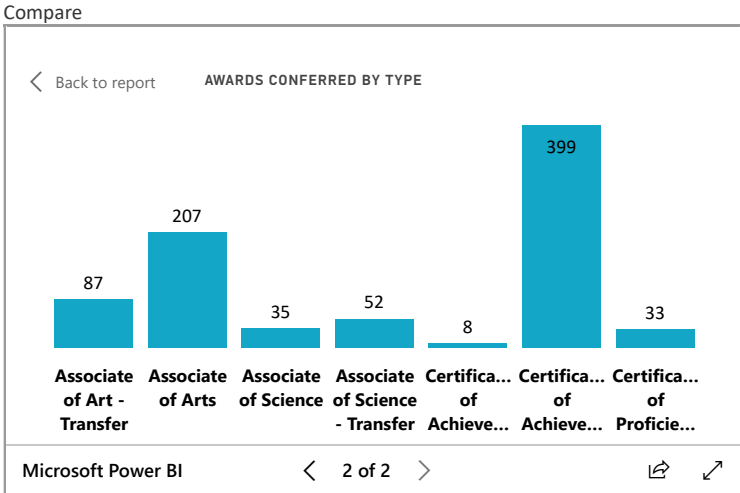
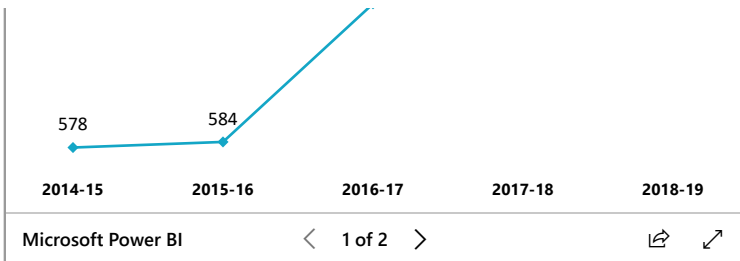
Professional Development	Department-wide PD needed	
Description/Justification		Estimated Cost 1500

Degrees and Certificates

College Level - Program and Department comparison

Chart





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

The AA_T in economics has been just approved and we still do not have data available to provide such an assessment.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

We have created a well detailed pathway for students to facilitate their focus on this degree. In addition, we are working closely with student services to continuously to review the path and make needed changes.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Continue to monitor program completion	As this AA-T is being implemented we will continue to monitor the data and make proper adjustment to increase program completion	5/29/2020	

Resource Request

Personnel

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.

The full time faculty in this department has always been active in institutional efforts to improve student success. She is currently a co chair of three committees: Budget committe, Distance Education Committee and Professional Development Committee.

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

The full time faculty of this department worked closely with the Federal Reserve Bank of San Francisco as a fellow in the Advisory Board.

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

The part time faculty are always invited and have effectively participated in department meetings, and always engaged in focused and purposeful discussion of promoting student success and increasing enrollement

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Continue to stay engaged in issue pertaining to distance...	Take a major leadership role in issues pertaining to distance education provided the vast experience	6/25/2021	Dr. Diana Bajrami

Resource Request

Personnel Full-time Faculty

% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
20		3780	0
Total Costs			
3780			

Action Plan Summary and New Program Goals

Total Improvement Plans: 7
 Total Resource Request: 13

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head	Description		
Instruction			
Enrollment Trends			
Increase the Availability of Professional Development Funds	In order to maintain high levels of integrity and student success there is a need for ongoing professional development such as participation in annual economics teaching conferences	6/5/2020	Completed Date Annual Progress Update Date
Work collaboratively with the Business Department to create schedules and pathways that meet the needs of students by reducing swirling and by providing schedules that enable students to complete the AA in Business and economics within two years	Working in collaboration with the business department we shall focus on building a schedule that allows several pathways to earning an AA degree within two years and with back to back courses that support and build upon each other	7/31/2021	Completed Date Annual Progress Update Date
Curriculum			

Provide Modification to the Economics AA-T	After a careful review of the AA-T in Economics as a result of Guided Pathways participation, the economics team decided to make some modification to the newly created degree to incite more interest and create a variety of course selection	5/29/2020	Completed Date Annual Progress Update Date
Assessment Revise and Redesign Assessment	Provide some more thoughts and work in redesigning the assessment rubric for different course delivery modalities	5/29/2020	Completed Date Annual Progress Update Date
Course Completion Improve the equitable student outcomes	Create preparatory courses or sessions to prepare students for the rigors of economics	2/6/2021	Completed Date Annual Progress Update Date
Degrees and Certificates Continue to monitor program completion	As this AA-T is being implemented we will continue to monitor the data and make proper adjustment to increase program completion	5/29/2020	Completed Date Annual Progress Update Date

Engagement

Engagement Continue to stay engaged in issue pertaining to distance education	Take a major leadership role in issues pertaining to distance education provided the vast experience	6/25/2021	Completed Date Annual Progress Update Date
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New and Continuing Goals

Discipline, Department or Program Goal

College Goal

PCCD Goal

Select College Goal...

Select Goal...

Select College Goal...

Select Goal...

Resource Request Summary

Total Cost: \$36360

Total Resource Request: 13

Instruction

Personnel

Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs
Student Worker		There is a need for additional funds to be made available to hire additional economics tutors	5000		5000
Full-time Faculty	40	Reassign time to establish multiple paths to earning an AA degree	10000		10000
Part-time Faculty	20		3780		3780
Part-time Faculty	10	Provide reassigned time for the part time faculty to participate in assessment redesign	500		500

Personnel Type

Sub-Total: \$19280

Professional Development

Type	Description/Justification	Estimated Cost
Department-wide PD needed	It is essential for student success that faculty are provided with opportunities and funds to participate annually in economics national conferences.	1500
Department-wide PD needed		1500

Sub-Total: \$3000

Technology and Equipment

Type	Description/Justification	Estimated Cost
Replacement	There is a need for a replacement of the personal laptop for faculty More software to minimize academic dis integrity -college wide Meeting owl to improve the effectiveness of zoom office hours Refresh computers in the computer labs provide state of the art office desktops	8000
Sub-Total: \$8000		

Supplies

Type	Description/Justification	Estimated Cost
Software	Softwares that facilitate the creation of short and effective videos are essential for student success	800
Books, Magazines and Periodicals	It is important for faculty to be in touch with the most recent publications in the field of economics. In addition, it is important to have a subscription of Wall Street Journal and the Economist	1000
Sub-Total: \$1800		

Facilities

No Resources found for this category

Library

Type	Description/Justification	Estimated Cost
Library materials	The Economist and Wall Street Journal	500
Sub-Total: \$500		

Other

No Resources found for this category

Engagement

Personnel					
Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs
Full-time Faculty	20		3780		3780
Sub-Total: \$3780					

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Dr. Diana Bajrami, Dr. Souleymane Gueye and Chair Rochelle Olive

Please enter the name of the person submitting this program review.

Dr. Diana Bajrami