De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: | Economics |  |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | We provide instruction in the Principles of Economics series including Macroeconomics (Economics 1) and Microeconomics (Economics 2). We have been offering 3 additional courses since Fall 2017.  Environmental Economics (ECON 3)  Economics of Public Issues (ECON 4)  Behavioral Economics (ECON 5)  For both ECON 3 and ECON 5, student response has prompted us to offer them twice a year instead of once a year. All these courses are part of AA-T degree in Economics. We are offering an AA-T degree in Economics since Fall 2017.  The Principles series is a requirement for those seeking a 4-year business degree as well as a 4- year economics degree. An important outcome of our courses is to prepare Business and Economics majors for their upper division coursework/4-year degree. All our courses fulfill De Anza G.E. requirements and are CSU and UC transferable. We also provide for general education with our focus on the economic foundations of social systems. Economics blends the quantitative analysis characteristics of physical sciences with the more qualitative methods associated with the social sciences. Students of economics develop a unique reasoning ability that provides a vital perspective on social issues. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | General Education, Personal enrichment |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | N/A |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | N/A |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 64 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | N/A |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Have gone up. While only 7 AA-T degrees were awarded in the year 2017-18, our efforts in advertising for our degree reflecting Economics as a career choice are paying off since 64 degrees were offered in the year 2020-2021.  We still need funds for preparing attractive brochures for Open House as well as for distribution in the local high schools. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | We have had several in-person presentations and zoom synchronous sessions (during the pandemic).  Have also updated our website with the latest information about degrees and course offerings. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | PAL program was introduced for Spring 2021 and Fall 2021. Pilot project with 1 faculty(4 classes) was introduced and was highly successful. |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | More than 40 students successfully enrolled in this program and attended sessions multiple times ( 5 – 9 times) with this program in Spring 2021 and Fall 2021. Unfortunately, the funding for this program was withdrawn after Fall 2021 despite of repeated requests to NOT DO SO. |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 8.6 (9.5 % decline in the last 5 years) |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 3 PAL tutors across different quarters. ( 2 per quarter) |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 26.7% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | N/A |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | As already mentioned above, PAL was extremely successful program since the tutors were embedded within the courses. They attended the weekly sessions and were extremely helpful to the students within and outside the class sessions. We would like the program to be expanded but instead it was WITHDRAWN AFTER FALL 2021. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | **Our department enrollment is up but number of sections have been reduced brutally. As always, the load falls on the faculty WHO END UP losing their livelihood due to the extremely shortsighted early cancellation policy for the last 10 years. And the students suffer too!**  **We have lost so many sections due to early cancellation and our requests to add late start classes have been repeatedly denied. (E.g., more than 60 students requested for an Econ 1 class in SPRING 2022 but this request was denied.)**  **IN OTHER WORDS**, Enrollments could have been far better if the College administration had changed course and stopped early cancellation and allowed for late-start sections to go forward because our experience shows that late-start classes do well. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | The enrollment for Latinix, Filipinx and Pacific Islanders has shown a healthy upward trend while the numbers (in percentage terms) for African American have remained stable but low.  **FOR BOTH EQUITY AND HEALTH REASONS, WE NEED TO HAVE SMALLER SECTIONS AND NOT THE UNREALISTIC 50 STUDENTS PER SECTION. THE STATE OF CA HAS ALREADY RECOGNIZED THE PROBLEM OF DECLINING ENROLLMENT.**  **SEVERAL COMMUNITY COLLEGES AND STATE UNIVERSITIES HAVE SIGNIFICANTLY LESS NUMBER OF STUDENTS IN EVERY SECTION.** |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Our success rates have remained steady/increased only DUE TO ALL THE EXTRA EFFORT THE FACULTY PUTS IN DAY IN DAY OUT.  We NEED PEER MENTORS to increase our success rate. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | By gender, the success rates for females continues to improve and currently stands at 87% ( an increase from 84% from 2016-17) whereas for males, it remains at 82%. The percentage of students enrolled across genders has not changed in the last 5 years.  While the success rates for Filipinix( 76% -84%), Latinix( 69-73%), Pacific Islander (63% -82%) have shown a very healthy upward trend, however, the decline in the success rates for African American group( 73% -65%) and the Native American group( 63% - 57%) is a cause of concern. The difference in the success rates has widened for certain groups in the pandemic year. **In terms of the strategies for successful course completion, small class size, peer mentor support is the key**. **IF THE COLLEGE ADMINISTRATION CAN ENABLE THESE REQUIRED CHANGES, THEN IT WILL BE A STEP IN THE RIGHT DIRECTION.** |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | College’s early cancellation policy and its emphasis on unrealistic class size ( 50 students) are identified as the key reasons |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | As mentioned before, Peer Mentor program for a few quarters helped improve the success rates for all groups including the disproportionately impacted groups. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? |  |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Peer mentors, small class size |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | * Enhanced support for students * Best Practices for online teaching |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | YES |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | N/A DUE TO COVID |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | Few SLO’s for ECON1, ECON will be assessed in Spring 2022. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Lack of money for our department resulted in abrupt termination of Peer Mentor program. We would like that program to be reinstated. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | The **College** has experienced a **decline in enrollment** **of 8.1%** which is much higher than the **decline in enrollment for Economics is 2.6%.** This suggests that the demand for our program offerings exist and the decline in enrollments can be arrested if the Senior Administration were to reverse its archaic and unreasonable policy of cancellation of classes. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | N/A |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | N/A |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | N/A |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Based on experience, trying to find prices for equipment etc. is an extremely painful experience (e.g., clickers). The vendors usually are looking to give quotes at the wholesale level with negotiating techniques involved. Eventually, nothing really works out. It might be more efficient to have a. single expert entity who can atleast arrange for the price estimate instead of the department chair running around like crazy and spending hours and hours on this. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Once we are fully back on campus, we need clickers for the classrooms to encourage more student engagement, printing money for printing the exams. This was our request for more than 5 years before the pandemic. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | We need Counselor specific to our Division, peer mentors for our classes. In the Post Covid world, we need more Hyflex classrooms. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. |  |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | **Given the fact that none of our requests have ever been accepted in the last 5 + years, it is a pointless exercise to hypothesize and assess the outcomes of those resource requests.** |
|  | Submitted by: | APRU writer’s name | Ravjeet Singh |
|  | Last Updated: | Give date of latest update | May 17, 2022 |