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**2019-20 Annual Program Review Update Submitted By:** Ravjeet Singh

**APRU Complete for:** 2019-20



**Program Mission Statement:** We provide instruction in the Principles of Economics series including Macroeconomics (Economics 1) and Microeconomics (Economics 2). Additionally, since Fall 2016, we have begun offering Environmental Economics (Economics 3) and Economics of Public Issues (Economics 4). We have offered Behavioral Economics (ECON 5) in Fall 2017 and the response from students is huge so we have started offering it twice in an academic year. All these courses are part of AA-T degree in Economics .



We are offering an AA-T degree in Economics since Fall 2017. 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 25 AA-T Economics degrees were awarded in the year 2018-19. We still need funds for preparing attractive brochures for Open House as well as for distribution in the local high schools.



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 of 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.



Our students bring their valued skills to business, government and community endeavors, and so provide service and vision in the pursuit of our shared interests.



Our faculty represents a broad range of ethnic and professional backgrounds. Their collective experience in the private and public sectors both in the United States and in other countries, allows for unique learning opportunities for their students.



**I.A.1 What is the Primary Focus of Your Program?:** Transfer

**I.A.2 Choose a Secondary Focus of Your Program?:** Basic skills

**I.B.1 Number Certificates of Achievement Awarded:**

**I.B.2 Number Certif of Achievement-Advanced Awarded:**

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 25**

**I.B.4 # AA and/or AS Degrees Awarded: 47**

**I.B.5 Trends in # Degrees Awarded:** The increase in AA-T degree as well as AA (Economics as Transfer) has been phenomenal due to exceptional effort by our faculty. We still need additional funding and support to visit/advertise our various courses along with information about the AA-T degree in local high schools.

**I.B.6 Strategies to Increase Awards:** Our department had the highest number of people during Open House (2019) : 8 members from one department attended and did presentations for our Transfer degree as well as different subjects. We also had active participation from our faculty during College Fall opening day. The department chair will send out reminders to all the faculty members during registration period to reach out to students for information about AA-T degree as well as other courses offered by the department.

**I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**

**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::**

**I.D.1 Academic Services & Learning Resources: #Faculty served:** Unfortunately, the College ended the Adjunct Skills program in spite of our repeated pleas to extend the program and in fact add peer mentors.

**I.D.2 Academic Services & Learning Resources: #Students served:** Termination of Adjunct Skills program and failure to introduce Peer Mentors in classrooms is a tremendous loss for students.

**I.D.3 Academic Services & Learning Resources: #Staff Served: 2**

**I.E.1 Full time faculty (FTEF): 8.1**

**I.E.2 #Student Employees: 0**

**I.E.3 Full Time Load as a %: 32.3%**

**I.E.4 # Staff Employees: 0**

**I.E.4 #Staff Employees: 0**

**I.E.5 Changes in Employees/Resources:** We have been requesting for Peer mentors in our classrooms in addition to Adjunct Skills program. Unfortunately, instead of getting Peer mentors in our classrooms, even the Adjunct Skills program was abruptly terminated.

REGARDING ADDITIONAL FUNDS FOR PRINTING: Not very hopeful but the motto is NEVER GIVE UP!! This year, (8th year in a row, our major request is for additional funds for printing year after year but UNFORTUNATELY no action has been taken so far. We have been impacted by the continuous reduction in funds for printing class materials. This leaves faculty with insufficient handouts for in class group exercises and assessments. Other impacts include unproductive use of faculty time who have to staple their exams which imposes a large time cost. Moreover, some faculty are spending their own money to meet the printing needs for their classes. This is INEQUITABLE!!

**II.A Enrollment Trends:** OUR ENROLLMENT NUMBERS BETWEEN 2017-18 AND 2018-19





SHOWED A ROBUST INCREASE OF 4.5% IN CONTRAST TO DECLINE AT COLLEGE LEVEL OF 5.5% AND 1% DECLINE AT THE DIVISION LEVEL.

OUR PRODUCTIVITY NUMBERS ARE AT 630 COMPARED TO COLLEGE NUMBERS AT 514 AND OUR DIVISION AT 568

We have been swamped with requests to add and in Winter 2020, we had to turn away at least 30 students and many many more students trying to add the online classes.

IN VIEW OF THE ALL THE ABOVE TRENDS, WE WILL BE PUTTING IN REQUESTS TO ADD MORE SECTIONS GOING FORWARD.

1. We strongly believe that our enrollment numbers could be improved upon even further if our enrollment process is managed in a more efficient and effective way. This is especially important since other colleges' enrollment numbers have kept up with population trends in a stark contrast to our own college numbers.

2. Current policy of the administration in cancelling classes weeks before the quarter begins is not effective. This policy is in sharp contrast to our sister campus and other campuses where classes are not cancelled weeks before the quarter begins.

3. THERE IS A LOT OF UNTAPPED DEMAND IN OUR LOCAL HIGH SCHOOL DISTRICT for Freshman and Sophomores who are vying for AP classes in their high school. Our campus could TRY TO ATTRACT THIS STUDENT POPULATION as a way to increase enrollment.

4. REGISTRATION PROCESS can also be improved: We have heard from different colleagues and members of the community how trying to register for a class at De Anza is something that people dread. SHORT VIDEOS CAN BE PREPARED EXPLAINING THE STEPS AND TARGETED TOWARDS SPECIFIC POPULATION: E.g. Students for Career training, Students coming after a gap etc.

5. It is great that that reminders are sent out to the currently registered students but IT MIGHT BE A GOOD IDEA TO SEND OUT REMINDERS TO students from the PREVIOUS QUARTERS about how the process of registration has begun, steps etc.

College enrollment decline is the unfortunate reality however the FACULTY IS BEING ASKED TO BEAR ALL THE BURDEN: EITHER MARKET THE CLASSES OR END UP WITH CANCELLED CLASSES INSTEAD OF FOCUSING ON THEIR CORE TASKS. FOR EXAMPLE, Considerable time and effort is spent every quarter since Fall 2014 by the department chair to manually examine the transcripts of hundreds of students and then communicating to the placement office for prerequisite clearance.

The decline in our enrollment would have been more severe if this process had not been done. Other faculty members in the department have been asked to devise ways and spend their time and energy to increase enrollment.

**II.B Overall Success Rate:** Our overall success rates have continued to increase and are



at 84% in 2018-19 (Huge improvement from 80% in 2013-14). The entire credit of this phenomenal success goes to the tremendous effort by our faculty. Department faculty members have worked tirelessly in spite of the severe constraints faced by them as explained in I.E.5 and II A. above.

**II.C Changes Imposed by Internal/External Regulations:** Although new Articulation agreements since Fall 2014 have affected our enrollments as explained above in II.A.1 but the TREND IS SLOWLY REVERSING NOW AS EVIDENCED BY INCREASE IN ENROLLMENT NUMBERS IN THE ACADEMIC YEAR 2018-19

Late registration dates and early arbitrary cancellation of classes has affected enrollment not just for our department but also for the entire college. This process has generated an extremely unhealthy and unfortunate trend. These will have/are already having an adverse implication for all faculty and students in the short run as well as the long run.

Lack of printing money has severely constrained our efforts to make improvements as explained in I.E.5 above.

Our department had been working with Student Success Center/Adjunct Skills center since 2008. The Supplemental Instructors have done a phenomenal job in helping with student success and retention. As the tutees were encouraged and guided by their peers to become confident students and connect to the material, the student retention rate went up.

COLLEGE DECISION TO COMPLETELY CANCEL THE ADJUNCT SKILLS PROGRAM WILL have a negative impact on student retention rates and really hurt our most vulnerable student population. Indeed we WERE strongly in favor of expansion of the Adjunct skills Center where more Peer mentors can be provided in the classrooms. This could have gone a long way to reduce the equity gap!

**III.A Program Success:** Success rates for targeted population is on the rise since 2013-14 and is a huge contrast from the success rate of targeted population of 68% in 2014-15.

OUR SUCCESS RATES FOR TARGETED POPULATION in the year 2018-19 (from 62%-73%) ARE BETTER THAN OUR DIVISION (66%-71%) AS WELL AS THE COLLEGE'S (68%-69%). Non-Success rates which have dropped from 24% in 2013-14 to 19% in 2017-18 and to 16% in 2018-19 whereas the College Non Success rate actually went up from 17% to 18%. Withdrawal rates for targeted groups' also exhibit a healthy downward trend over several academic years and stands at 11%( Still lower than 14% in 2013-14)

Our division has also shown similar trends though at a lesser pace. All these healthy trends are remarkable given almost unchanged rates for the College.

We believe that it is OUR FACULTY 'S EFFORTS , C.A.R. project and Adjunct Skills Program for our Department and our Division has played a significant role in the past.



We would really like to have PEER MENTORS IN THE CLASSROOM. Those can go a long way to reduce the equity gap not only in our department but across the entire campus. Unfortunately, we neither have C.A.R. NOR ANY PEER MENTORS AND WE ALSO LOST ADJUNCT SKILLS PROGRAM.

**III.B Enrollment Trends - Equity Lens:** In percentage terms, The following enrollment trends have been observed in the last 3 years:

African Americans (Steady at 3%), Latinx (steady at 27%), Filipinx (Decreased slightly from 7% to 6%) while both Native Americans and Pacific Islander populations have been steady at 1% in the last 5 years. These trends are in line with College wide trends.

**III.C Success, Non-Success and Withdraw Rates:** Our Success rates have gone up or remained steady for all the targeted groups whereas the non success rates have either dropped or remained steady since the last academic year.

**CREDIT FOR SUCCESS:** Credit goes to our faculty's outstanding efforts. They have gone above and beyond their regular duties to engage the students through class discussions, giving students relevant examples, using effective class materials and group work and problem sets.

We strongly believe that C.A.R. project and growing diversity within our faculty itself and various strategies used by some faculty members have played a significant role. These strategies include creation of familia groups by one of our faculty members which requires lot of time and effort to create groups in the class. Other instructors used Adjunct Study skills group to hire tutors. We strongly believe that peer mentors in all our classrooms can play a significant role in further closing the student equity gap.

As outlined just above, not every faculty member creates familia and not every student is able to join the Adjunct study skills group. The Adjunct Skills program partnership has helped our students and they continue to benefit from the student tutor (Supplemental Instructors) led discussion groups. The groups' meet once a week for 50 minutes and students get to ask questions, work together on assignments, prepare for exams and clarify topics they find challenging.

Withdrawal Rates for African American population has remained steady whereas withdrawal rates for Filipinx, Pacific Islander, native Americans are all showing a healthy downward trend since last year.

Even then, as per the % difference for Successful completion rates between targeted groups and All student average, while African American groups are doing well but we still have to catch up with the College numbers/do better for other targeted groups.

In terms of Course Completion rates, we had more withdrawals which adversely affected the Course completion rates relative to the College.

PEER MENTORS (peer mentors mentoring the small groups in class) AND ADJUNCT SKILLS

PROGRAM COULD go a long way to improve our Course completion rates.

To summarize, provision of PEER MENTORS, ADJUNCT SKILLS PROGRAM AND PRINTING MONEY are our main requests. We have been making these requests several years in a row and we sincerely hope that these will be addressed at the earliest.

**III.D Equity Planning and Support:** To further reduce the gap, we need resources from the College.

1. We need Peer mentors in the class room and REINSTATEMENT of the ADJUNCT SKILLS PROGRAM.
2. We need clickers in classrooms (software subscription for each registered student) to assess the comprehension levels of the student population. This is especially important since students hesitate to ask questions in class.
3. We are requesting Logitech PowerPoint remotes to enhance the pedagogy given that some students are visual learners.
4. We need Printing money to make it more equitable for our students and our faculty.
5. IN THE ABSENCE OF PRINTING MONEY, WE NEED A COPIER/PRINTER WITH STAPLING OPTIONS FOR OUR ENTIRE DIVISION.
6. REDUCED CLASS SIZE would also go a long way to make the instructor more accessible to students.

**III.E Departmental Equity Planning and Progress:** Part of our equity planning is guided by De Anza theory of action, Intrapersonal development for equity: which focuses on intra, inter, institutional as well as leadership and environmental development. We have connected our strategies to this theory of action in the following ways:

Intra personal development for equity: encouraging conversations about possible strategies within the classroom to achieve equity and closing the achievement gap and provide feedback within the department about teaching methods and diverse pedagogies that are currently used and have shown success in achieving more equity. Majority of our department faculty is committed to promoting and working assiduously to achieve equity. At the same time, few instructors do very little to address equity, social justice, and multicultural inclusion. Sometimes, lack of resources in terms of peer mentors in classroom can also act as a major hindrance.

Interpersonal development: Students will participate in a variety of activities, such as group learning and projects, community engagement (service learning), writing reflections and/or research papers, conducting presentations, participating in experiments and classroom discussions. Research papers, presentations and class exams are also directed towards encouraging multicultural identity. Materials covered in class are presented in form of multicultural inclusion such as different countries / perspectives / schools of thought.



Institutional Development: Culturally relevant pedagogies are employed, such as researching or showing video clips of economists of color and their achievements in the field, as well as continued conversations about achieving equity.

Environmental / Cultural Development: The C.A.R. (Conversations, Application and Reflection) project spearheaded by our division, SS&H has played a significant role in promoting awareness and positive attitudes about multiculturalism and equity.

Some instructors provide peer support in class (working and collaborating as cohorts, in 'familias'); students are given (and are encouraged to utilize) individual support during office hours; safe and inclusive environment is created in the classroom to ask questions. Here, the responsibility is solely on resources in terms of her time and or money. Based on these initiatives that help center our work on equity, we have seen the following progress: faculty who participate in our program report deeper connections among and raised awareness about the equity imperative among colleagues and a greater sense of identity awareness.

We would like to extend creation of familia to the entire department. For this we do need peer mentors who can provide peer support in class (working and collaborating as cohorts, in 'familias').

### **III.F Assistance Needed to close Equity Gap: Yes**

**IV. A. SLOAC Summary:** We revised a few SLO's for ECON 2 to make them more current and comprehensive after discussion with the faculty members.

**IV.B Assessment Planning:** 2 New SLO's for ECON 2 and 1 PLO will be assessed in Winter 2020.

**V.A Budget Trends:** We have been impacted by the continuous reduction in funds for printing services. This leaves the faculty with insufficient amount of handouts for in class group exercises. Other impacts include unproductive use of adjunct faculty time who are asked to staple their exams or others who are spending their own money to meet the printing needs for their students.

Early cancellation of classes to increase productivity has set the entire campus on an unhealthy trajectory. It would be better to reduce the class size to 35- 40 students so that students are better served.

We are also requesting the subscription to Proctorio software to reduce possible cheating in online classes. THE DISTRICT ALREADY HAS IT AND FOOTHILL IS USING IT.

**V.B Funding Impact on Enrollment Trends:** As shown by the increase in our overall enrollment and a phenomenal increase in productivity AS WELL AS VERY HIGH NUMBER OF STUDENTS TRYING TO ADD in CONTRAST TO THE COLLEGE LEVEL, WE ARE REQUESTING ADDITIONAL SECTIONS. (ATLEAST 1 FACE TO FACE AND 1 ONLINE SECTION)

More important than funding, it is the early cancellation policy in the last several years that have been one of the major reasons for decline in enrollment. Our policy is inconsistent with our sister school: Foothill College as well as other College districts who are now offering free tuition to their resident students.

We need printer/copier with stapling options. Our campus is probably the only college where adjunct faculty is unable to print exams/handouts. They are either spending out of their pocket (inequitable and unjust) or wasting their time, effort and creating potential health problems for themselves in manually stapling hundreds of exams. We need adequate college funding so as to avoid this unfortunate burden on our faculty. This could eventually translate into loss of outstanding adjunct faculty. This can also lead to a negative impact on enrollment as students find themselves without proper resources to achieve their potential and, therefore, will seek admission elsewhere.

**V.C.1 Faculty Position(s) Needed:**

**V.C.2 Justification for Faculty Position(s):**

**V.D.1 Staff Position(s) Needed:** Growth position

**V.D.2 Justification for Staff Position(s)::** We need Peer mentors and reinstatement of Adjunct Skills program to reduce the equity gap.

**V.E Equipment Requests:** Equipment resource requests listed on spreadsheet

**V.F Facility Request:** See Spreadsheet

**V.G Other Needed Resources:** Resource requests listed on spreadsheet

**V.H.1 Staff Development Needs:** Peer mentor Training.

**V.H.2 Staff Development Needs Justification:** See III C, III D AND III E

**V.I Closing the Loop:** Please refer to III C, III D, V.E.2, V.G, V.H. 1 V.J.B for answer to this question.

**Last Updated:** 02/03/2020

**#SLO STATEMENTS Archived from ECMS:**

