Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

Economics is the study of human decision-making within the constraints of the scarcity. Our mission is to empower students with the skills to thoughtfully analyze both individual choices and government policies. Our students graduate not only prepared for careers in business, finance, banking, actuarial science, consulting, law, government, or public policy but also as informed and engaged citizens who contribute positively to a global society.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

We cultivate critical thinking, encompassing the examination of intentions and unanticipated consequences inherent in diverse decisions and government actions. Our mission echoes the College's dedication to fostering curiosity and shaping futures. We empower students to grasp economic principles, equipping them for impactful contributions in our ever-evolving world.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
AA-T Increase	Plan to increase the number of AA-T degrees in Economics by atleast 40% so that more students learn to think critically and explore the range of career options and become informed and engaged citizens.	All faculty members in the department with guidelines provided by the department chair will share/provide information with the students.	Outreach & Counseling and Marketing department to create more advertisement material.	Have more presence during Village events including College Open House and Welcome days.	Regular department meetings and feedback to discuss the alternative strategies along with the data from the College Institutional Research website.	Data on the number of degrees (AA-T) degrees in Economics will help us assess the achievement of the goal.
Offer ECON3 more frequently.	ECON3 (Environmental Economics) since its inception in 2017 here at De Anza College is usually offered in Fall Quarter. However, we would like more students to understand and appreciate the economics of the environmental issues in the current and future world. We will explore the opportunity in earnest to offer ECON 3 throughout the year.	Prof. Thomas who developed this course and is currently teaching it.	All members of the department will advertise/encourage their current ECON1/ECON 2 students to take ECON 3 classes in the upcoming quarters/years.	Have more presence during Village events including College Open House and Welcome days.	Data on number of students taking Environmental Economics (ECON 3). We will offer ECON 3 every quarter in the coming years instead of just the Fall quarter	We will assess the achievement of our goal by ensuring that ECON 3 offered every quarter in the coming years has a robust demand.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

We would need the support from College's Department/Divisions in the areas of Outreach, Marketing as well as Counseling to achieve our goals as outlined above.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Social Sciences and Humanities - Economics-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	2,884	3,003	3,053	2,496	2,703	-6.3%
Enrollment	3,830	3,935	4,014	3,278	3,500	-8.6%
Sections	98	96	101	93	102	4.1%
WSCH	5,105	5,242	5,352	4,372	4,668	-8.6%
FTES (end of term)	345	354	361	295	311	-9.9%
FTEF (end of term)	8.1	8.1	8.6	7.7	8.0	-1.3%
Productivity (WSCH/FTEF)	630	646	622	568	584	-7.3%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☑ the data trend shows an increase in Enrollment

☐ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

While the 5 year period(2018-19 to 2022-23) shows a decline of 8.6%, THE ENROLLMENT INCREASED in our department BY 6% between the academic years 2021-22 and 2022-2023. This is in sharp contrast to the College decline in enrollment over the last five years of 17.7 % and decline of enrollment of 2.9% between the academic years 2021-22 and 2022-2023. LOOKING AT THE LATEST DATA (OCT 19,2023), OUR DEPARTMENT ENROLLMENT INCREASED BY 20% IN FALL 2023 COMPARED TO FALL 2022, WHILE OUR SECTIONS DECLINED. One of the chief reasons for this phenomenal increase was that there were 2 late start classes which were not canceled due to early cancelation policy and where 90% of the students registered after the official cancelation dates. This proves the point one more time that early cancelation policy does not serve any useful purpose at all.

Efforts by the Department

1. When students reach out to be added to a full section, the data is forwarded by the relevant instructor to the department chair who then compiles the data and email the individual student to assure the student that if enough demand exists, they will be added to the new section. Every time we were fortunate enough to add a new section, classes filled up right away. This unnecessary and extremely time -consuming effort on part of the department and the department chair is absolutely avoidable if classes are not cancelled early.

2. The department chair has provided data year after year that early cancellation does not make any sense. Infact presentations have been done in our Division meetings as well as the Academic Senate department Chairs meeting where it has been clearly demonstrated that a significant percentage of students enroll very late sometimes well beyond the cancellation date

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. 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.

N/A

D. Course Success

saved report - pivot
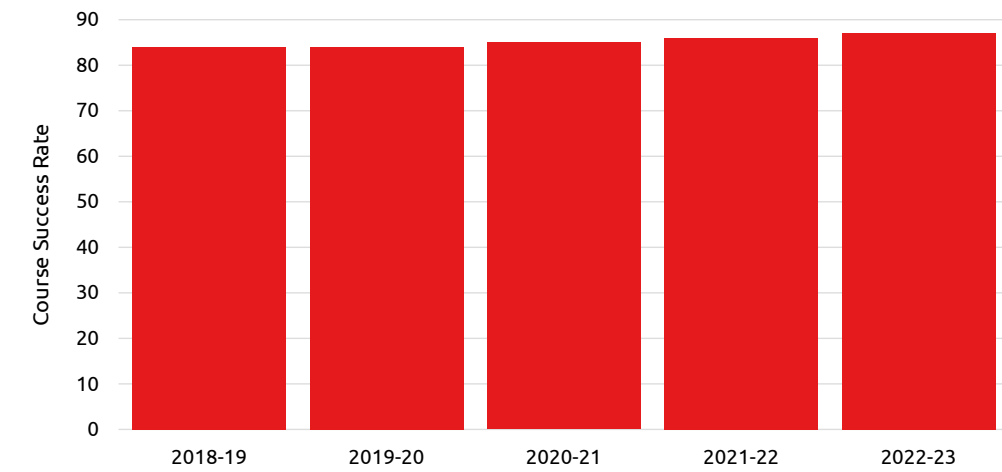
Course Success

Economics-FD

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	3,830	84%	3,226	3,935	84%	3,298	4,014	85%	3,404	3,278	86%	2,804	3,500	87%	3,040

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☑ the data trend shows an increase in Course Success

☐ the data trend shows a decrease in Course Success

☐ the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

Our success rates have increased from 84% to 87% in the last 5 years. All of our faculty members are committed to the success of the students. We noticed an increase in absolute number of students success rates in Spring 2021 and Fall 2021 due to Peer Assisted Learning (PAL) program. We would like to have this program in place all across the board instead of withdrawing the funds brutally in the middle of the academic year.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.
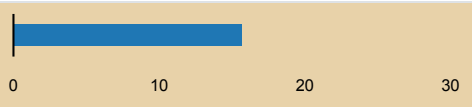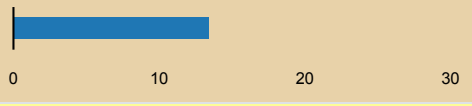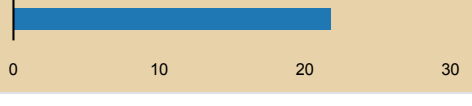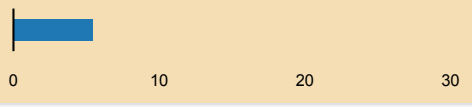
Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Hide cells with fewer than [10] students

| Social Sciences and Humanities - Economics-FD | | | | | | 2022 Summer to 2023 Spring |
| Number of sections: 102 | | | | | | |

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Economics-FD, 102 sections)	3,500	87%	87%	0		
Asian	1,709	91%	83%	+9		
Black	113	72%	87%	-16		18
Filipinx	179	88%	87%	+1		
Latinx	676	76%	89%	-13		91
Native American	N/A					
Pacific Islander	23	65%	87%	-22		6
Unknown ethnicity	314	91%	86%	+5		
White	481	88%	87%	+1		
Female	1,364	86%	87%	-1		16
Male	2,096	87%	86%	+1		
Non-Binary	0					
Unknown gender	40	83%	87%	-4		2
Foster youth	N/A					
Individuals with disabilities	74	88%	87%	+1		
Low Income	1,333	83%	89%	-5		73
Not Low Income	2,167	89%	83%	+5		
Veterans	68	85%	87%	-2		2

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☐   there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

Q1. What differences do you see in successful course completion rates by ethnicity?

Looking across the data from 2018-19 to 2022-23, we wish to highlight the following:

Overall success rates for the department has gone up and there are some welcome trends to be noted:

In particular, the Filipinx group gap has narrowed(reduced equity gap) from -10 to +1.

Latinx group equity gap hasn't changed much over the 5 year period (-12 to -11) except in the academic year 2021-22 (it narrowed to -8)

Black group equity gap has increased from -10 to -15. We do want to highlight a statistically significant data point between the years 2020-21 to 2021-22. Here the equity gap which jumped to -20 at the onset of the pandemic showed a very sharp reduction in the year 2021-22 (it narrowed to -13)

Q2. What are your thoughts on these differences?

It's quite obvious from the response to the previous question is that year 2021-22 had pretty significant welcome trends in terms of reducing the equity gap. Ceteris paribus(all else equal), during academic year 2021-22, we were given funds to hire peer mentors and which obviously played a significant role in reversing the growing equity gap between non targeted and targeted groups. Unfortunately the funding for these programs was withdrawn and the welcome trends were reversed resulting in making the equity gap even wider.

Response to Q3

While the enrollment for Asian and White students have declined sharply since 2020-2021, although those trends reversed in the year 2022-23. While other ethnic groups have been steady but we would like to focus on attract more Pacific Islanders and Native Americans to our discipline.

Response to Q4

We chose to explore the Students with Disabilities group because we wanted to explore their success rates as well and assess if more communication/collaboration with DSS was needed.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

Teaching & learning strategies:

Helpful strategies to help reduce gaps in successful course completion include providing opportunities for students to interact with peers. For example, assigning problem sets or critical thinking questions and putting students into groups so that they feel more connected to their classmates and the learning material, focus on collaboration (versus competition), students learn from each other, explain to each other. Here, Peer mentors in the classrooms can play a critical role in facilitating this collaborative work, In addition, Instructors should encourage students to form study groups to study together outside of class.

Increase motivation for learning and study: apply real world examples that specifically address cultures and ethnicities of students or groups that need to 'catch up'

Office hours: specific targeted support for students that need extra help. Instructors should provide information on the syllabus and verbally in class regarding college tutoring services that are available to Economics students on campus.

Of course, Instructors should make clear that they are willing to further explain lecture or book content after class or during office hours. This sends the message to students that they do not need to feel embarrassed to ask for help.

Listed Strategies Align with Our program's Mission and Goals

Our mission aligns with the College's dedication to fostering curiosity and shaping futures. The science of economics in particular empowers students to critically analyze decision making, by evaluating the economic costs and benefits, hereby equipping students to be engaged citizens. Fostering interpersonal communication skills through collaborative exercises and encouraging communication with the professor helps achieve this specific goal.

Trends in Awards

saved report - pivot

Degrees and Certificates by Ethnicity

Economics-FD

Who uses this report:

All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

↗ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts-Transfer	Asian	16	22	44	29	37
	Black	1		1	3	
	Filipinx		3	2	2	4
	Latinx	2	5	2	6	10
	Pacific Islander				1	
	White	5	5	10	5	8
	Unknown ethnicity	1	1	5	8	7
	Total	25	36	64	54	66
Total		25	36	64	54	66

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐ an increase in the number of Associate Degrees awarded

☐ a decrease in the number of Associate Degrees awarded

☐ no change in the number of Associate Degrees awarded

☑ Not applicable

Trends in Associate Degrees for Transfer awarded show;

☑ an increase in the number of Associate Degrees for Transfer awarded

☐ a decrease in the number of Associate Degrees for Transfer awarded

☐ no change in the number of Associate Degrees for Transfer awarded

☐ Not applicable

Trends in Credit Certificates awarded show:

☐ an increase in the number of Credit Certificates awarded

☐ a decrease in the number of Credit Certificates awarded

☐ no change in the number of Credit Certificates awarded

☑ Not applicable

Trends in Non Credit Certificates awarded show:

☐ an increase in the number of Noncredit Certificates awarded

☐ a decrease in the number of Noncredit Certificates awarded

☐ no change in the number of Noncredit Certificates awarded

☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

> One of our stated goals above is to increase the number of AA-T in Economics by atleast 40%. We have already outlined strategies above in order to achieve one of our stated goals. While the number of Asian students is increasing, we also note a welcome trend in the Latinix population and we hope to strengthen this trend in this group as well as other targeted groups.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

> None of the above questions as stated above are applicable to our department since all courses have been offered/ we have not removed any courses. Also, at this point, we do not have any plans to offer new degrees or certificates.

Staffing Trends

Faculty Workload

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS

Faculty Workload
Social Sciences and Humanities - Economics-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.6	2.3	2.3	2.7	3.0	15%
Full Time %	32.3%	28.0%	26.7%	35.1%	37.5%	16%
Overload	1.3	1.2	1.2	1.0	1.2	-7%
Overload %	16.0%	14.3%	14.0%	13.0%	15.0%	-6%
Part Time Load	4.2	4.7	5.1	4.0	3.8	-9%
Part Time %	51.7%	57.8%	59.3%	52.0%	47.5%	-8%
Total FTEF	8.1	8.1	8.6	7.7	8.0	-1%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- ☑ the data trend shows an increase in Full Time %
- ☐ the data trend shows a decrease in Full Time %
- ☐ the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

Q1: N/A

Q2: While we have a great faculty in our department, we do need the following for our student's success in general as and in particular: various targeted groups in our program:

- Peer Mentors in the classrooms have played a significant role in promoting the student success, retention as well as reducing the equity gap.
- Specialist Counselor/liaison to provide more support for our department/Division can also help in increasing student enrollment as well as increased student retention and success.
- We would appreciate more resources/interaction for career/job/internship fairs at College wide level with the local firms. This would go a long way to not only increase the presence and vitality of our programs but can also potentially play a significant role in increasing enrollment at the College wide level.

Q3. The current staffing ratios do place a lot of burden on the individual faculty especially when combined with a huge number of students in all of our sections. All the faculty members in our department have different modalities of communication with the students. We also have tutoring services offered by the College but it would be really helpful if we had specific tutors/peer mentors instead.

Assessment Cycle
Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

SLO assessment cycles were carried out in Fall 2023 for several classes encompassing different modalities (Hybrid/Fully Face to Face/Synchronous Online/Asynchronous Online) as well as courses taught once a year, e.g., ECON 5 (Behavioral Economics). While most SLO results were satisfactory or above, several instructors provided a range of useful enhancements based on the reflection of their assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

Specific strategies included adding more multiple-choice questions, short answer/written response, and analysis questions, revising questions based on the current events from multiple sources, more calculations (for example different discount rates to evaluate cost-benefit analysis of environmental costs) to obtain objective results.

3. How do these strategies align with the program's mission and goals.

We revisited our SLO's and PLO's assessment cycle during our department meeting in September 2023, and we decided to have another big round of assessment in Fall 2023 and Winter 2024 encompassing all SLO's for all our courses (including the ones offered once a year, e.g., ECON 3, 4 and 5). The program's mission and goals are to foster critical thinking and find more diverse ways to assess students' knowledge of the material as outlined above. The goal of the SLO assessment is to find areas for improvement and take action to make improvements and then reassess to see if the actions worked.

Dean/Manager Comments

I support the narrative written above.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.