**Evergreen Valley College**

**Program Review Self-Study Document**

**Criteria**

**11-12**

In preparing this Program Review, keep the college mission, strategic plan CTAs in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

**Evergreen Valley College’s Mission**: With student learning as our primary focus, Evergreen Valley College’s mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

**DEPARTMENT/PROGRAM NAME: Economics**

**PREPARED BY: Michael Risso**

**LAST REVIEW: Unknown**

**CURRENT YEAR: 2011-2012**

**AREA DEAN: Jonathan King, Business and Workforce Development Division**

**SUMMARY OF THE DEPARTMENT/PROGRAM**

**Provide a brief summary of the department/program including brief history (impetus for department/program initiation if applicable, years of existence, progress made or not made over time, any other major factors that affected the program and current status)**

The Economics Department of Evergreen Valley College has existed since the inception of the school in 1976. Our department offers students an introduction into an understanding of some of the most important issues of our time: the role of the government in our society, taxation, government spending, government regulations (federal, state and local), and various systems of resource allocation, including capitalism, socialism, communism, and various hybrid systems. We also discuss and analyze the increase in income disparity and wealth disparity in the United States, the increased concentration of wealth by the wealthiest one percent, compared with and contrasted to the “typical” American household’s struggle earn a rise in real income, after taxes and after inflation.

Relevant areas of discussion include the rate of unemployment, the poverty rate, food insecurity, the five hundred percent rise in college tuition at CSU and UC colleges over the past thirty years, and the correlation between a college degree and greater income earning potential, among many other issues relevant to EVC students. We also analyze the growing interdependence between the United States and countries in Europe, Asia, Latin America and Africa.

Through our course offerings, students learn how to analyze issues and form their own opinions regarding many of the greatest issues of our time, deliver critiques, advocate and critically debate ideas in social and political settings, appreciate and respect diverse viewpoints, work productively in task-oriented groups, and engage in rewarding interpersonal relationships. In our classrooms we strive to create a learning environment that is supportive and accessible to all students regardless of race, ethnicity, culture, gender, language, disability, sexual orientation or religion, and to ensure every student has the opportunity to succeed in developing her/his personal academic and career potential. Currently, we offer courses in: Principles of Macroeconomic Theory, (Econ 10 A), Introduction to Microeconomic Theory, (Econ 10 B), and Introduction to Global Economics (Econ 12). The Economics Department is one of the most productive and successful at EVC. The data found at the end of this Program Review validates this assessment. Even though this is not some sort of competition, it should be noted that the WSCH/FTE for Economics ranks at or near the top of all programs offered at EVC, far, far exceeding the EVC average. Economics is one of the very few disciplines at EVC that loads at 55 students per class, with long waiting lists for almost every class, almost every semester. A full time Economics instructor will teach five classes each semester, with 55 students in each class. She or he will interact with 275 students in each semester. Our student success rates are higher than the EVC average over the same time period.

Given the challenging economic situation at EVC, we fully understand that our campus community faces a series of increased demands with fewer resources. The Economics Department has continued to address the many challenges without substantial losses to our program. Despite the recent reductions in course offerings, the Economics Department will continue to meet current and future challenges, redeploying resources and creating new ones, to add to the overall strength of our program. We strive to create new partnerships with San Jose City College, CSU San Jose, the UC system, local high schools, and our community.

## PART A: Overview of Program

## 1. Identify EVC’s CTA for this year.

### A. Student Centered:

Provide access to quality and efficient programs and services to ensure student success.

### B. Organizational Transformation

We create a trusting environment where everyone is valued and empowered.

### C. Community Engagement:

Transform college image and enhance partnerships with community, business, and educational institutions.

1. **Identify your program/department’s CTA for this year.**

### **Student Centered**:

* Evaluate need for the creation of a General Studies Degree with an emphasis in Economics
* Increase number of courses that are available online
* Expand course offerings and explore the development of new courses
* Emphasize use of technology in the classroom
* Reevaluate materials and curriculum to keep current in the field
* Update curriculum to reflect academic trends

### B. Organizational Transformation:

* Maintain consistent departmental communication by establishing regular departmental meetings
* Attend relevant educational development programs
* Develop partnerships with community organizations
* Maintain relationships with professional organizations

### C. Community Engagement:

* Participate in Constitution Day
* Participate in planning for Women’s Herstory Month
* Participate in the St. Andrew’s Day Celebration
* Participate in annual Veterans Day Celebration
* Participate in on-campus programs including Service Learning and Honors
* Promote other on-campus resources, including the TLC and Tutoring Center

1. **How did your program/department meet the overall CTA of the College?**

**Describe how your program/department met the overall CTA of the College.**

**Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal.**

### Student Centered CTAs met:

* Update Curriculum

**B. Organizational Transformation CTAs met:**

* Members of the Economics faculty participated in shared governance by serving on:
* tenure review committees
* screening committees
* Safety and Facilities Committee (helped research, collect and interpret data relating to room availability and Master Plan options with Committee Chair)
* Increased afternoon and evening enrollment in existing Economics classes
* Expanded evening classes for Econ 10 A and Econ 10 B
* Created Econ 12
* Participated in two full-time tenure-track faculty members reaching tenure (one is currently in the process)
* Participated in the regular, timely review of performance of adjunct faculty
* Updated all course outlines for all courses (with the emphasis of fast-changing current events, this occurs twice each year)
* Developed, revised and refined Student Learning Objectives for all courses

### C. Community Engagement met:

* Participated in Service Learning Program
* Participated in Honors Program
* Participated in Women’s Herstory Month
* Supported Disabled Student Program
* Supported Student Athletics Program

Each of our department’s CTAs was created to help reach a goal set forth by the CTA of the college. Student Centeredness, Organizational Transformation and Community Engagement have been at the core of all our CTAs and each one relates to a desired area of focus for the College. As outlined above, there is no area that has not been addressed by our department.

1. **Identify**

### Analysis of unmet goals:

* Economics Degree
* Social Science Degree
* Establish Writing Standards for Economics Courses
* Establish Prerequisite Writing Standard for Economics Courses

### B. Accomplishments of the Economics Department:

* Developed course in Global Economics
* Revised, updated, and improved Principles of Macroeconomics course
* Revised, updated, and improved Introduction to Microeconomics Theory course

### C. Three new initiatives:

* Revive and update courses in Macroeconomics, Microeconomics and Global Economics
* Create a prerequisite of English 104 eligibility for Economics 10 A, Economics 10 B, and Economics 12
* Broaden the Economics curriculum to reflect current community needs
* Offer an Economics Scholarship

1. **State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

The Economics Department fulfills EVC’s mission by providing a multicultural approach to developing curriculum. Most of our courses fulfill general education requirements that are necessary for transferring students. The Department’s courses fulfill transfer requirements to CSU, UC, and California’s private colleges and universities. Our courses provide the basis for understanding the interactions of various peoples of all backgrounds and ethnicities in the context of global development. We also provide courses that explore the development of the United States’ rich cultural diversity over time.

**6. Identify current student demographics. If there are changes in student demo-**

**graphics, state how the program is addressing these changes.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **Fall 2009** |  | **Spring 2010** |  | **Fall 2010** |  | **Spring 2011** |  |
| **Female** | 148 | 45% | 144 | 39% | 175 | 47% | 143 | 48% |
| **Male** | 179 | 55% | 226 | 61% | 197 | 53% | 157 | 52% |
| **Unreported** | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Age** | Fall 2009 |  | Spring 2010 |  | Fall 2010 |  | Spring 2011 |  |
|  | # | % | # | % | # | % | # | % |
| **<18** | 5 | 2% | 5 | 2% | 8 | 2% | 5 | 2% |
| **18-19** | 92 | 28% | 90 | 24% | 109 | 29% | 67 | 22% |
| **20-22** | 131 | 40% | 159 | 43% | 136 | 37% | 117 | 39% |
| **23-24** | 40 | 12% | 43 | 12% | 41 | 11% | 31 | 10% |
| **25-29** | 37 | 11% | 40 | 11% | 51 | 14% | 38 | 13% |
| **30-39** | 14 | 4% | 21 | 6% | 18 | 5% | 28 | 9% |
| **40-49** | 4 | 1% | 9 | 2% | 7 | 2% | 11 | 4% |
| **50>** | 4 | 1% | 3 | 1% | 2 | 1% | 3 | 1% |

**7. Identify enrollment patterns of the department/program in the last 6 years and**

**analyze the pattern.**

Econ 10 A has been successfully offering 5 to 6 sections each semester since fall 2006. There have been long waiting lists for almost every class for the past ten semesters. In the spring 2012 semester, the section count will be reduced to 4 per semester. The cause for this may be owing to the challenging fiscal situation faced by Evergreen Valley College. Obviously, this is a nationwide phenomenon. The Economics Department will bear its fair share of budget cuts. We will endeavor to minimize the pain and inconvenience this will cause our students. We look forward to the day when one or two more Econ 10 A course offerings will be restored to the Class Schedule in future semesters. The demand on the part of the students is clear.

Econ 10 B has fluctuated anywhere between 4 and 5 sections per semester. The most common offering is 5 sections per semester. The spring 2012 semester will offer only 3 Econ 10 B classes. There is demand for at least 4, possibly 5 or even 6 classes in Econ 10 B in any one semester.

Econ 12 has generally offered one section per semester. The fluctuation has been between zero and one section per semester. Econ 12 is not being offered in the spring 2012 semester.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Enrollment Status** | Fall 2009 |  | Spring 2010 |  | Fall 2010 |  | Spring 2011 |  |
|  | # | % | # | % | # | % | # | % |
| **Day** | 145 | 44% | 155 | 42% | 160 | 43% | 126 | 42% |
| **Day & Eve** | 147 | 45% | 180 | 49% | 180 | 48% | 135 | 45% |
| **Evening** | 35 | 11% | 35 | 9% | 32 | 9% | 39 | 13% |
|  |  |  |  |  |  |  |  |  |
| **Full-time** | 208 | 64% | 236 | 64% | 242 | 65% | 178 | 59% |
| **Part-time** | 119 | 36% | 134 | 36% | 130 | 35% | 122 | 41% |

**8. Identify department/program productivity.**

Statistics for the productivity of Economics courses are derived from the fall 2006 semester through the spring 2011 semester. The tables found at the end of this report provide the WSCH/FTEF averages for each semester for the three Economics courses offered at EVC. Please refer to the tables found at the end of this report.

This department produces extraordinary WSCH/FTEF for the college. Few, if any, departments are as productive. A full time Economics instructor will teach five classes with 55 students per class, thus interacting with 275 students. This is more than double or even triple the number of students faced by many other full-time instructors in a typical semester at EVC. This places a special responsibility upon the Economics Department, and we are proud to have it. Only a few single-section classes have fallen below the target 525 mark. Overall, the college benefits greatly from the productive, very highly-enrolled Economics courses offered at EVC.

**Department/ Program Productivity**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2009 |  | Spring 2010 |  | Fall 2010 |  | Spring 2011 |  |  |
|  | # | % | # | % | # | % | # | % |  |
| **Capacity Percentage** |  |  |  |  |  |  |  |  |  |
| **@ Census (CAP)** |  | 84% |  | 92% |  | 94% |  | 85% |  |
| **Completion Rate** |  | 86% |  | 86% |  | 90% |  | 92% |  |
| **Awards** | 0 |  | 0 |  | 0 |  | 0 |  |  |
| **WSCH** | 1,256 |  | 1,384 |  | 1,385 |  | 1,102 |  |  |
| **FTES** | 37.8 |  | 41.8 |  | 42.1 |  | 33.5 |  |  |
| **FTEF** | 1.8 |  | 1.6 |  | 1.8 |  | 1.4 |  |  |
| **Productivity** | 697.8 |  | 864.8 |  | 769.6 |  | 786.9 |  |  |

**9. Identify student success rate and patterns within the department/program paying**

**particular attention to our college’s target groups.**

The tables show success rates for each course by semester. Please refer to the tables below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2009** | Seatcount |  | Retention |  | Success |  |
| **Ethnicity of Students** | # | % | # | % | # | % |
| **African American** | 9 | 3% | 6 | 67% | 5 | 56% |
| **Asian (All other)** | 28 | 8% | 23 | 82% | 20 | 71% |
| **Asian/Cambodian** | 2 | 1% | 2 | 100% | 2 | 100% |
| **Asian/Chinese** | 16 | 5% | 14 | 88% | 13 | 81% |
| **Asian/Indian** | 11 | 3% | 9 | 82% | 6 | 55% |
| **Asian/Vietnamese** | 84 | 24% | 73 | 87% | 59 | 70% |
| **Filipino** | 29 | 8% | 23 | 79% | 17 | 59% |
| **Latina/o** | 78 | 23% | 66 | 85% | 50 | 64% |
| **Native American** |  |  |  |  |  |  |
| **Pacific Islander** | 2 | 1% | 2 | 100% | 2 | 100% |
| **White** | 20 | 6% | 18 | 90% | 16 | 80% |
| **Other/Unknown** | 65 | 19% | 59 | 91% | 44 | 68% |
| **Total:** | 344 | 100% | 295 | 86% | 234 | 68% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2010** | Seatcount |  | Retention |  | Success |  |
| **Ethnicity of Students** | # | % | # | % | # | % |
| **African American** | 11 | 3% | 8 | 73% | 8 | 73% |
| **Asian (All other)** | 34 | 9% | 31 | 91% | 27 | 79% |
| **Asian/Cambodian** | 6 | 2% | 5 | 83% | 4 | 67% |
| **Asian/Chinese** | 10 | 3% | 8 | 80% | 8 | 80% |
| **Asian/Indian** | 11 | 3% | 10 | 91% | 7 | 64% |
| **Asian/Vietnamese** | 86 | 22% | 80 | 93% | 62 | 72% |
| **Filipino** | 33 | 9% | 29 | 88% | 22 | 67% |
| **Latina/o** | 104 | 27% | 83 | 80% | 74 | 71% |
| **Native American** | 1 | 0% | 1 | 100% | 1 | 100% |
| **Pacific Islander** | 2 | 1% | 2 | 100% | 2 | 100% |
| **White** | 20 | 5% | 17 | 85% | 15 | 75% |
| **Other/Unknown** | 66 | 17% | 58 | 88% | 45 | 68% |
| **Total:** | 384 | 100% | 332 | 86% | 275 | 72% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall 2010** | Seatcount |  | Retention |  | Success |  |
| **Ethnicity of Students** | # | % | # | % | # | % |
| **African American** | 10 | 3% | 10 | 100% | 7 | 70% |
| **Asian (All other)** | 34 | 9% | 30 | 88% | 24 | 71% |
| **Asian/Cambodian** | 4 | 1% | 4 | 100% | 3 | 75% |
| **Asian/Chinese** | 8 | 2% | 7 | 88% | 5 | 63% |
| **Asian/Indian** | 12 | 3% | 11 | 92% | 9 | 75% |
| **Asian/Vietnamese** | 84 | 21% | 77 | 92% | 64 | 76% |
| **Filipino** | 28 | 7% | 26 | 93% | 18 | 64% |
| **Latina/o** | 88 | 22% | 73 | 83% | 53 | 60% |
| **Native American** | 6 | 2% | 6 | 100% | 2 | 33% |
| **Pacific Islander** | 1 | 0% | 1 | 100% | 1 | 100% |
| **White** | 23 | 6% | 20 | 87% | 14 | 61% |
| **Other/Unknown** | 95 | 24% | 88 | 93% | 71 | 75% |
| **Total:** | 393 | 100% | 353 | 90% | 271 | 69% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2011** | Seatcount |  | Retention |  | Success |  |
| **Ethnicity of Students** | # | % | # | % | # | % |
| **African American** | 12 | 4% | 10 | 83% | 6 | 50% |
| **Asian (All other)** | 36 | 11% | 35 | 97% | 33 | 92% |
| **Asian/Cambodian** | 4 | 1% | 3 | 75% | 1 | 25% |
| **Asian/Chinese** | 7 | 2% | 7 | 100% | 7 | 100% |
| **Asian/Indian** | 8 | 2% | 8 | 100% | 8 | 100% |
| **Asian/Vietnamese** | 75 | 23% | 66 | 88% | 56 | 75% |
| **Filipino** | 24 | 7% | 23 | 96% | 22 | 92% |
| **Latina/o** | 73 | 23% | 68 | 93% | 54 | 74% |
| **Native American** | 2 | 1% | 0 | 0% | 0 | 0% |
| **Pacific Islander** | 2 | 1% | 2 | 100% | 2 | 100% |
| **White** | 12 | 4% | 11 | 92% | 8 | 67% |
| **Other/Unknown** | 67 | 21% | 64 | 96% | 48 | 72% |
| **Total:** | 322 | 100% | 297 | 92% | 245 | 76% |

Generally, the retention rates for all Economics courses are in the 80% to 90% range. Success rates for most Economics courses are in the 70% range. This indicates many students who remain in the class, but do not pass the class. It is the experience of the faculty members that these students generally do not possess enough English skills (writing and listening) to be able to pass the examinations, and therefore constitute the bulk of the disparity between the retention rate and the success rate.

**10. If the program utilizes advisory boards and/or professional organizations, describe their roles**

Although the department actively engages with other groups, colleagues, and community members, we do not currently utilize advisory boards.

## PART B: Curriculum

1. **Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).**

These are the Economics courses offered at EVC:

* Economics 10A Principles of Macroeconomic Theory (meets CSU GE Area D2, Social Science)
* Economics 10B Introduction to Microeconomic Theory (meets CSU GE Area D2, Social Science)
* Economics 12 Introduction to Global Economics (meets CSU GE Area D2, Social Science)

All three courses strive to meet the needs of working professionals, and the EVC community at large.

General Education Requirements for CSU

Area D: Social Science

D2 ECONOMICS: Economics 10 A, 10 B

All Economics courses are articulated with CSU and UC systems

1. **State how the program has remained current in the discipline(s).**

With the cycle of course updates, each course continues to reflect the latest changes in the appropriate fields of study pertinent to that course. The recent creation of the new course, Econ 12, reflects the current variety of lower division survey courses available both statewide and nationwide.

1. **All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process. (curriculum recency)**

All Economics courses have been updated in the last six years.

1. **Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

The members of the Economics Department faculty have agreed several years ago that all Economics courses contain essay examinations as the primary method of assessment. As a result of this requirement, the faculty are considering requiring eligibility to English 104 as the prerequisite for Econ 10 A and Econ 10 B. Based upon the student success rate of these courses, the prerequisite may be applied to other courses as well.

The members of the Economics Department encourage the use of technology and group work in all Economics courses when appropriate to the course content and/or classroom facility.

1. **Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use the Curriculum mapping form to lay out your plan.**

* Develop a General Studies AA Degree with emphasis in Economics, or an AA Degree in Economics.
* Develop a General Studies AA Degree with emphasis in Social Science, with the Economics Department contributing several courses as foundational work as well as electives.

1. **Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

All Economics courses are transfer-level baccalaureate courses that have been articulated for CSU GE. Several courses are also required or elective options for the BA in Economics at most local and national universities.

1. **If external accreditation or certification is required, please state the certifying agency and status of the program.**

There is no external accreditation for the program.

## PART C: Student Outcomes

## On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.

All Economics courses possess student learning outcomes. The SLOs are updated regularly.

1. **On the program level, list all programs (and degrees) that have current student**

**learning outcomes and provide the culture of evidence.**

There is no Economics degree or certificate at this time.

1. **List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of analysis.**

Assessment mechanisms are being identified at the course and section level through examinations, both midterm and final. No analysis is yet available.

## PART D: Faculty and Staff

1. **List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

FULL TIME INSTRUCTORS:

**Michael J. Risso – B.A. and M.A., Economics, University of California, Berkeley, J.D., University of California, Berkeley.**

Area of Expertise: Professor Risso teaches Economics from a social perspective that incorporates the political, social, and economic issues facing the many diverse economic and ethnic groups struggling to achieve economic progress in our society, including, most notably, EVC students. The emphasis of his classes include achieving social justice and economic fairness, and addressing the widening gap (more of a Grand Canyon) between the richest one percent of all Americans, and the bottom fifty percent.

How My Position Contributes to Program Success: Professor Risso has taught courses within the Economics Department with an emphasis on lower income families and middle income families for the past 31 years, 26 at EVC. He has taught Managerial Economics, Accounting, Business Statistics, Organizational Behavior and Management, Financial Decisionmaking, Practical Research Planning and Design, Statistics for Management and Economics, The Economics of Social Issues, The Economics of Women, Men and Work, The Legal Foundations of Public Administration, Business Law, and Strategic Management. He has taught at San Jose State University, the University of San Francisco, Cabrillo College, West Valley College, Canada College, Golden Gate University, Mission College, and De Anza College.

Professor Risso has developed methods of instruction and assessment that support student success, adapting Economics courses to the diverse learning styles of his students. He utilizes various forms of instruction, including traditional lecture, questions and answers (both verbal and written) on a daily basis, and classroom discussion formats. Current events drive the discussion and the dialog. Every day, something happens that affects some aspect of our society and our economy, whether Congress debates a new tax plan or spending bill or government regulation, or whether a group of protesters take to the streets to draw attention to the obscene accumulation of wealth by the wealthiest one percent in our society. He incorporates these current events into the discussion in every class meeting. In this way, the students learn about society, their current role in society, and plan their future potential roles in society as well.

**Professional Development in the Past Six Years**

Professor Risso participates in academic conferences and workshops and utilizes the acquired knowledge to strengthen the Economics Program. Recent and planned conferences and workshops include The 23rd Annual Teaching Economics Conference, co-sponsored by Robert Morris University and McGraw Hill/Irwin Publishing Co., the 4th Annual West Coast Economics Teaching Conference, co-sponsored by the University of Nevada-Reno, the 7th Annual Economics Teaching Conference, sponsored by South-Western CENGAGE Learning and accessed online, “About Accelerated Practices”, sponsored by Chabot College, the Virtual Entrepreneurship Speakers Series, topic: Starting an e-commerce Company, sponsored by Evergreen Valley College, and Teaching Disability: A Training on How to Teach and Celebrate Disability History Week in the Classroom, Wiley Faculty Network 2011 Guest Lecture Series.

**ADJUNCT INSTRUCTORS**

**David Moglen, MA**

Professor Moglen earned his Bachelor’s Degree from UC Santa Cruz, where he double-majored in Economics and Modern Literature, graduating with honors. He earned his Master’s Degree in Economics from UC Santa Barbara with an emphasis in Business Economics. He began teaching at EVC in 2004. David has also taught for Mission College since 2001, Foothill College since 2004, as well as Ohlone College and De Anza College.

**How My Position Contributes to Program Success:**

Professor Moglen’s unique background includes working as an Instructional Designer (among numerous other responsibilities) for a web-based education startup company in the eLearning industry. Professor Moglen’s trademark of Economics instruction includes frequent use of group activity, reinforcing the audio and visual cognition of his students with kinesthetic and social learning.

**Mohammad Roghani, MA**

Professor Roghani earned a Bachelor’s degree in Economics from Tehran University and a Master’s degree in Economics degree in Economics from San Jose State University. Professor Roghani has taught at College of San Mateo, Chabot College, and Ohlone College before coming to work as an Instructor at Evergreen Valley College.

**How My Position Contributes to Program Success:**

Professor Roghani has over 15 years of experience of teaching Economics for a variety of Community Colleges in the Bay Area. He also has a broad understanding about economic theory which applies to both Western and Middle Eastern societies.

1. **List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.**

**Professional Development:**

Faculty members participate in conferences and seminars such as the 7th Annual Economics Teaching Conference, the 23rd Annual Teaching Economics Conference, and the 4th Annual West Coast Economics Teaching Conference.

Faculty members have benefited from participating in these conferences and have implemented new teaching techniques into their curriculum, developed better methods in dealing with a diverse population and have developed new Economics courses. The conferences have enabled the faculty to network with other Economics instructors and remain current with the latest scholarship.

1. **Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.**

**Evaluation of Non–tenured Faculty:** The Economics department has not hired a full time

faculty member since 1990. We look forward to doing so. When we do so, the department will follow the guidelines described in Article 20 of the Faculty Association Collective Bargaining Agreement (FACBA).

The non –tenured faculty member is evaluated for four years in order to give the faculty member an opportunity to demonstrate that they meet the performance criteria established by a Tenure Review committee which is composed of the following members: the

Discipline administrator and faculty. The tenure evaluation process consists of:

* Tenure Review committee in which faculty play a central role
* A pre-evaluation plan
* A Growth and Development Plan
* Observations of performance
* Student evaluations
* Progress review conferences
* Improvement plan, when applicable
* Summary Evaluation Report and recommendation prepared by the TRC
* Post evaluation conference
* Self- Evaluation

After the four-year process the TRC will make its recommendation to the Board of Trustees to grant tenure to the faculty member.

At the beginning of the non –tenured faculty member’s first semester of employment with the District a Tenure Review Committee is formed according to the selection procedure stated in section 20 .2 of the FACBA. The non – tenured faculty committee is composed of a faculty member selected from the appropriate subject area by the division administrator; the non- tenured member shall select the second faculty member. This must be done by the eighth week of the first semester of the first year. The Academic Senate must approve the tenured faculty members serving on TRC committees.

During this process the division administrator appoints the non- tenured faculty a mentor in the discipline. The mentor shall be available for assistance, discussions, and support related to the successful performance of new non-tenured faculty.

In the first three years of service the non-tenured faculty must be informed by the administrator of the rights and responsibilities concerning the evaluation process.

A Pre-evaluation Conference is convened by the end of the ninth week in the first semester and by the end of the fifth week in the third and fifth semesters. The non-tenured faculty member’s classes are then visited and the TRC members conduct student’s evaluations.

The non- tenured faculty member is responsible for designing a Growth and Development Plan according to FACBA 20.8.2. The Progress Review Conference is convened by the end of the fourteenth week of the first, third and fifth semesters to review the information from the TRC members and student evaluations as well as the Growth and Development Plan. A Post –Evaluation Conference is then convened by the fourth week of the non-tenured faculty member’s second, fourth, and sixth semesters to review and finalize the faculty member’s Growth and Development Plan.

In the fourth year, the Pre-Evaluation, Progress review Evaluation and the Post –Evaluation conferences are all completed by the end of the non-tenured faculty member’s seventh semester. The TRC chairperson drafts a Summary Evaluation Report based on classroom observations, administrator and student evaluations, job description and the non-tenured faculty member’s Growth and Development Plan. The TRC will proceed with tenure recommendation and submitted to the College President for approval. The Board of Trustees makes the final decision.

**Evaluation of Tenured Faculty:**

Tenured faculty are informed each term, by their respective deans, to have one of their classes visited by a faculty member who will conduct the student evaluation process. The student evaluations are summarized and kept in file in the dean’s office. If the dean perceives a problem, a conference will be convened by the dean with the faculty member, otherwise, a regular conference with the faculty member and the dean takes place once every three years to review student evaluations, issues and concerns related to the faculty member’s curriculum and teaching methods.

**Evaluation of Adjunct faculty:**

Adjunct faculty is evaluated according to article 19 of the Faculty Association Collective Bargaining Agreement (FACBA). An evaluation committee is formed and shall consist of the division dean and a peer full- time faculty member. At least one of the members of the Committee shall observe the performance of the adjunct faculty member.

The evaluation process is as follows:

* The adjunct faculty shall be informed in advance of the evaluation process
* Observations should be scheduled in advanced and the adjunct faculty must consent.
* Student evaluations will be conducted at the end of the observation and collected by the committee member
* The adjunct faculty is provided with a written summary of the evaluations by the division dean in charge.
* A post evaluation conference shall be held with the adjunct faculty member and the dean at the conclusion of the evaluation process.

**Classified Staff Evaluation:**

Classified staff is evaluated in accordance with the schedule set forth in Article 16.2 of the CSEA contract.

**Probationary New-Hire Classified Employees**

Probationary new-hire classified employees are evaluated three times during the first year (twelve months) of employment. The first two evaluations take place after the third and sixth months of employment, and a final evaluation after eleven months, using the full progress report form.

**Probationary Promotional Classified Employees**

Classified employees promoted to a higher classification (pursuant to Article 15.4 of the CSEA contract) serve a probationary period of at least six months. Probationary promotional classified employees are evaluated at the end of the third and fifth months of employment in the new classification.

**Permanent Classified Employees**

After the probationary period, all classified employees are evaluated annually, on the employee’s anniversary date of hire.

1. **Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

**Orientation process for new faculty:**

In addition to the orientation process given by the District, the department has a mentoring program for the new full –time faculty. During the first semester of service the new faculty member is appointed a mentor in the same discipline. The mentor serves as a guide and supporting person, assisting the new faculty in school procedures and deadlines. The mentor also advises the new faculty concerning curriculum development, college committees and tenure review.

The Teaching and Learning Center provides an orientation for all new faculty on the history of the college and shared governance. The center offers new faculty the opportunity to attend Friday Academies. The academy provides opportunities and discussions on teaching pedagogies and campus services. It offers a variety of workshops on education, service learning and has an extensive Faculty Resource center.

**Orientation process for new adjunct:**

The adjunct faculty is introduced to the campus by the division dean. The division dean assigns a faculty mentor to the adjunct faculty. The mentor familiarizes the adjunct with school procedures; teaching assignments, class syllabus and college deadlines.

The Economics department has open doors policy in which adjunct faculty are encouraged to review the course syllabi, attend department meetings and ask for advice.

The adjunct faculty is encouraged to attend the Teaching and Learning orientation in order to become familiar with the history of the campus, shared governance and the opportunity to network with other faculty.

## PART E: Facilities, Equipment, Materials and Maintenance

1. **Identify facilities allocated to the program (including the facilities often used by the department/program)**

**Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program.**

**(faculty and staff can use the Instructional Equipment request form and process here as part of the information)**

**Identify facility needs and its rationale.**

The Economics department teaches most of its classes in C 209. The classroom is designated a Smart classroom. The quality of the equipment in the classroom is adequate. The air quality in C 209 is marginal, leading to some complaints. This matter is being resolved. The desks are too large for the room, a result of the retrofit to Cedro that was completed last year. As a result, we have 49 desks crammed into a room that loads at 55 students. This is not a long term problem, owing to some student attrition. Yet, this does make it almost impossible for any Economics instructor to add students, as almost every Economics class starts with a full load of 55 students. Overall, C 209 is a fine room, well above average for EVC.

1. **Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.**

The computers and overhead projectors used in C 209 are adequate. The technology in room C 209 has been upgraded so that the Economics department has developed a curriculum that meets the needs of the twenty-first century digital student.

1. **If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

There is no industry support. The Economics Department is not a CTE program.

## PART F: Future Needs

1. **What faculty positions will be needed in the next six years in order to maintain or build the department?**

In theory, the Economics department could benefit from the hiring of another full-time Economics instructor, in order to meet the needs of the community and the student population. This need pales in comparison to the need for a full-time Political Science instructor, a full-time Business instructor based at EVC, and perhaps another full-time Legal Assistant instructor. Only seven Economics classes are being offered for spring 2012, so at the current time, there is no room, and no need, for another full-time Economics instructor.

1. **What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years? Provide rationale.**

There is no need for a staff position.

1. **Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale.**

**Identify any external (fund 17) funding the department/program receives and**

**describe its primary use.**

Considering the Department’s amazing productivity (WSCH/FTES), the Economics faculty believe more sections of Economics should be offered to meet student demand.

Additional money should be allocated for attendance of professional conferences to maintain staff development and currency in the field.

Additional money should be allocated for visiting speakers and student field-trips.

1. **What equipment will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

Classrooms with smaller tables and/or two-person tables/desks to promote cooperative learning and a different pedagogy than the traditional single-seat desk classrooms.

1. **What facilities will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

Bigger classrooms to maintain and perhaps increase the incredibly high WSCH/FTEF productivity of the department

**PART G: Additional Information**

1. **Describe any other pertinent information about the program that these questions did not address?**

**PART H: Annual Assessment (Program Faculty and PR Committee)**

The Economics Department is interested in learning more about the students taking Economics classes, and exploring options to improve student success. The faculty will continue to review student evaluations as well as student success data. The faculty will continue to work together to update program SLOs, update courses, and improve all existing methods of assessment.

**Part I: Resource Allocation Table**

The Economics Department demonstrated a WSCH/FTE that averaged an astounding 825 for Econ 10A and Econ 10B classes in the most recent academic year, and Econ 12 demonstrated a WCSH/FTE of 323 in the most recent academic year.

*(We would like to remind you that Econ 12 is one class that is offered once a year, representing less than ten percent of all course offerings).*

* The Student Success Rate for fall 2010 was 69% for Econ 10A, 70% for Econ 10B, and 53% for Econ 12.
* The Student Retention Rate for fall 2010 was 90% for Econ 10A, 90% for Econ 10B, and 76% for Econ 12.
* The Student Success Rate for spring 2010 was 73% for Econ 10A, and 70% for Econ 10B.
* The Student Retention Rate for spring 2010 was 87% for Econ 10A and 86% for Econ 10B.
* The Student Success Rate for fall 2009 was 69% for Econ 10A, 66% for Econ 10B, and 75% for Econ 12.
* The Student Retention Rate for fall 2009 was 86% for Econ 10A, 86% for Econ 10B, and 83% for Econ 12.

Economics 10A offered five sections per semester in the most recent Academic Year. One section was cut for spring 2012, thus, there are four class offerings for spring 2012.

Economics 10B offered four sections per semester in the most recent Academic Year. One section was cut for spring 2012, thus, there are three class offerings for spring 2012.

Economics 12 offered one section in the fall semester and no sections for the spring semester of the most recent Academic Year. There are no sections of Econ 12 offered in the spring 2012 semester.

There has been a 15% rise in enrollment in Economics classes in the most recent Academic Year, compared with three years earlier. 585 students were enrolled in Economics classes in the fall 2007 and spring 2008 semesters. 672 students were enrolled in Economics classes in the fall 2010 and spring 2011 semesters.

Economics 10A, 10B, and 12 are social science classes, similar to History and Political Science classes that have no distinct separate budget and no current external funding. Our future faculty needs and our future staff needs will remain constant and consistent with the past Academic Year. Our future requirements regarding facilities and supplies will remain constant and consistent with the past Academic Year.

The Economics Program’s future needs assessment assumes that our program’s enrollment will remain stable.