

General Information:

**Department/Program Name:** Economics

**Last Review:** 2011

**Current Year:** 2017-2018

**Preparers' Name:** Michael Risso, Fahmida Fakhruddin

**Area Dean:** Dr. Maniphone Dickerson

**Evergreen Valley College's Mission:**

*With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.*

**Evergreen Valley College Strategic Initiatives:**

- Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
  - Access: Develop a balanced schedule of course offerings to better meet the needs of students
  - Curriculum and programs: Establish quality curriculum and programs to support student achievement of educational goals.
  - Services: Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens.
- Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.  
Areas of focus are:
  - Increase visibility
  - Develop strategic partnerships
  - Building campus community
- Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
  - Student Access: Completion of educational goals
  - Employee development
  - Transparent Infrastructure

**Overview of the Department /Program**

1. Provide a summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.

The Economics Department of Evergreen Valley College has existed since the inception of the school (1976). Our department offers a range of opportunities for students to acquire competence in developing analytical skills, to understand and apply economic principles and to develop a social conscience: understanding issues of social justice, such as income inequality, the rise in the cost of housing, the present and future impacts of climate change, the complex medical care system in the U.S. and how it may be improved, the struggle to achieve a living wage for all workers, the concentration of corporate power, and the relationship between economic power and political power.

Through our course offerings, students learn how to construct and deliver analysis of macroeconomic and microeconomic principles, how to advocate and critically debate, in writing and in group discussion, economic principles as they apply to social and political issues, how to appreciate diverse communication styles and divergent points of view, 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 own personal, academic, and career potential. Currently, we offer courses in: Introduction to Macroeconomic Theory, Econ 10 A, and Introduction to Microeconomic Theory, Econ 10 B. In addition, we offer Associates in Arts in Economics for Transfer Degree. Degree completion allows students to satisfy admission requirements to either CSU or UC as well as California Independent universities.

The Economics Department is one of the most successful disciplines at EVC. The following areas of strengths validate this assessment. Our WSCH/FTE ranks well above average compared to EVC as a whole. Our close involvement with the Natural Resources Defense Council (NRDC) and animal rescue groups such as WERC demonstrate our commitment to social justice. One of our excellent faculty members is part of the Guided Pathway project studying the effect of the use of electric stoves compared to traditional stoves for household cooking on lung-related diseases in rural Bangladesh. She has prepared and submitted grant funding proposals, published her research in journals, and presented papers in professional meetings and conferences. Another distinguished faculty member has practiced law, worked as a purchasing manager for medical supplies, a medical technician, cab driver, and worked as laborer in the construction industry (a vital and very interesting part of the U.S. economy). The Economics Department continues to reach out to full time workers in the community by offering night classes and is looking into the creation of weekend classes.

All of this is reflected in our student success rates. From the fall 2011/ Spring 2012 academic year to present, the overall success rates for Economics courses has ranged from 67% to 80%. These success rates are higher than the overall success rates for the same semesters at EVC, which range from 65%-70%.

Given the economic situation at EVC, we fully understand that our campus community faces a plethora of increased demands with fewer resources. And thus far, the Economics department has dealt with many challenges without substantial losses to our program. Areas our department will continue to work on are redeploying current teaching resources and creating new ones, to add to the overall strength of our program. Further, we must do more than maintain our deep and helpful relationships across campus. We must forge new partnerships in our own campus community and increase the level of coordination with San Jose City College, San Jose State University, local high schools, new district campus in Milpitas, and our community.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

During the last comprehensive Program Review, the following goals were articulated:

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.

During the last Program Review, four new initiatives were articulated:

- 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

Since the last Program Review, the Economics Program has fulfilled the mission of EVC by updating the Economics curriculum to reflect the interest and the needs of the community. The curriculum has been updated to include much more data and

discussion involving the increase in income inequality, the fight for gender equality, efforts to address the increasing cost of housing, particularly in our community, and a host of other issues. Macroeconomics and Microeconomics curricula have been updated thoroughly. International Economics (Econ 12) is not offered at EVC at this time. The Associate in Arts in Economics for Transfer Degree has been completed. This addresses all matters involving the creation of prerequisites for Economics 10 A and Economics 10 B. The Economics Program is continuing its efforts to create an Economics Scholarship at EVC.

3. Please state at least three recent accomplishments for your program which show how it contributes to the College's mission and success.

The Mission of Evergreen Valley College is as follows:

#### Mission

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer coursework, and basic skills education. (Revisions approved by the SJECCD Board of Trustee October 13, 2015)

#### Strategic Initiatives

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
  - Access
  - Curriculum and Programs
  - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
  - Increase Visibility
  - Develop Strategic Partnerships
  - Building Campus Community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
  - Communication
  - Employee Development
  - Transparent Infrastructure

Four recent accomplishments the Economics Department have created are as follows:

- a. Fulfillment of the state requirement for the New Associate in Arts in Economics for Transfer (AA-T) Degree 2016-2017
- b. Developing new courses to meet economic and workforce needs aligned with guided pathways
- c. New Hire of a new adjunct faculty in fall 2017 to meet the needs of economic courses
- d. Completed the evaluation process of all adjuncts faculty members

The Economics Program has worked to empower students from diverse backgrounds to succeed academically and to be civically responsible global citizens. Our Program has required students to participate in case studies involving the increasing inequality between rich and poor, wage theft, gender inequality, and efforts by our citizens to address many of the social issues of our time. In terms of employee development, the Economics Program has expanded its faculty and performed evaluations on both adjunct faculty members, who performed admirably. Since the last full Program Review, the full-time faculty member was evaluated twice, in accordance with the existing labor management agreement. The Economics Program has achieved overall student success numbers superior to the college as a whole. The Economics Program is addressing the few equity gaps that exist. We offer a wide spectrum of educational experiences and flexible methodologies for our students.

4. Please describe where you would like your program to be three years from now (program goals) and how these supports the college mission, strategic initiatives and student success?

Offerings of more courses that support the ADT and online/hybrid courses will greatly support students in transferring degree and scheduling courses. The Economics department is also committed to continued offering even more outside the prime-time schedule (evenings and online) with a goal of having all core requirements of the ADT degree along with one to two Economics courses all offered online. The addition of an Economics Studies Lab would benefit all Economics students, allowing for additional time and practice for major presentations students may be assigned as part of the Econ 10 A and Econ 10 B curriculum. Incorporating an element of social justice is an important part of the learning experience. Antipoverty programs such as the food stamp program, Head Start, various Housing Assistance programs, and Medicaid (MediCAL in our state) are under attack in this country, as is the Covered California Program. Both the EPA and our state equivalent, CARB, are under financial pressure by an Administration that as of 2017 does not believe in climate change. Students must be engaged in these issues as never before, and the Economics Program provides important insights into the issues involved in the growing income inequality in our country. Environmental issues and workers' rights issues are also

prominently discussed. Many students from EVC have chosen to major or minor in economics after taking Econ 10 A and Econ 10 B.

### **PART A: Program Effectiveness and Student Success**

The goals and focus of this department/program is to provide awareness, training, and skills as they apply to economic analysis – skills that are essential for students to become successful members of our community and to pursue and fulfill personal, professional, and academic relationships and activities. The ability to understand and apply economic principles and understand economic concepts will prove to be useful in any career including: law, banking, government service, education, business management, communication management, journalism, law enforcement, mass media and media arts, political science, public policy and administration, social work, public relations, advertising, broadcasting, technology, and finance.

The program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District as follows:

i. **Student-Centered:**

1. The Economics Program, Econ 10 A and Econ 10 B, attracts a diverse group of students from diverse ethnic backgrounds. The AA/AT degree can lead to better employment opportunities as well as completion of the first two years of a four-year degree.
2. The Economics Program can provide service to the college in promotion of positive, highly visible images through campus and community involvement by students as they work in service learning areas.

ii. **Community Engagement:** We create a trusting environment where everyone is valued and empowered. Areas of focus are: 1) Student Access-Completion of Educational Goals; 2) Employee Development; 3) Transparent Infrastructure

1. Content in Economics courses allow for students to develop skills which lead to greater academic self-confidence. As our students successfully complete student learning outcomes, they discover abilities which will lead to success beyond the classroom. Good planning, determination and successful completion of courses, enhance the probability of achieving academic and professional success. Building upon these successes allow for students to gain trust in their ability to achieve and place greater value in EVC

which has assisted with their important personal development and growth.

2. Faculty are encouraged to seek out opportunities to attend conferences, with funding available through the EVC staff development program.
3. Ongoing Division meetings are held regularly with opportunities for faculty to openly share concerns or request support.

### **Organizational Transformation**

The Economics Program will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are: a) Access; b) Curriculum and Programs; c) Services. We provide access to quality and efficient programs and services to ensure student success. Areas of focus are: 1) Increased Visibility; 2) Develop Strategic Partnerships; 3) Building Campus Community. Whether it's functioning as a contributing member in a student club or asserting oneself to achieve individual personal and academic goals. This provides students with the tools needed to better engage in a highly complex society. The Economics Program has developed close partnerships with Community Based organizations which has provided the opportunity to offer a variety of volunteer experiences, networking, and valuable support in the community through work with the valuable Service Learning program. These successful partnerships foster a greater sense of community between EVC and the community at-large.

### **1. Program Set Standards/Program Success Goals**

Overall, EVC's Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

<i>Success Rate</i> (completion with "C" or better)	Economics	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'11-F'16 average	77.61%	71.23%	69.85%	79%

- a. Is your program success rate higher or lower than the campus?

Based on the 5- year average, Economics program success rate (77.6%) is higher than the campus (71.23%).

b. If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

We are helping students succeed in and outside the classroom by providing regular timely feedback as well as using different teaching methodology to address diverse learners. The Economics Department meets regularly to discuss and implement programs to increase student success, including meeting with students outside of class, outside of office hours when necessary, and providing immediate response to all student emails and texts.

c. Is the current program success rate higher than the program set standard?

In order to ensure any small variation from year to year, the Economics studies faculty set the program standard at 69.85%. The program set standard is based on multiplying the program 5-year average success rate in Economics courses (77.61) by 90% (90% was used based on the formula used by EVC's IEC). Should student success fall below 69.85% the Economics Department will meet to determine how to best address the issue and serve our student population. The current program success rate is higher than the program set standard.

d. How close is the program to meeting the program success goal?

Our program success goal is 79% and our 5-year average success rate 77.61%. So, we are very close to meet our program success goal.

e. Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

The program set standard and the program success goal are still current and accurate.

It should be noted from the following table that the 6-year average success rate for EVC economics is also higher than the state economics average success rate.



Economics-STATE						
Success Rate						
Fall2011	Fall2012	Fall2013	Fall2014	Fall2015	Fall2016	<b>6 Year</b>
						<b>Average</b>
63.96%	66.38%	67.38%	68.35%	69.50%	70.48%	<b>67.68%</b>
Economics-EVC						
Success Rate						
Fall2011	Fall2012	Fall2013	Fall2014	Fall2015	Fall2016	<b>6 Year</b>
						<b>Average</b>
73.56%	74.18%	74.51%	79.29%	78.69%	78.87%	<b>76.51%</b>

2. Identify student **success rate and patterns** within the department/program and compare your results to the overall college institutional set standard of 64% successful course completion with “c” or better and your program set standard

#### Success Rate (“C” or better)-average F11- F16

<i>Success Rates: <b><u>Measures by IPEDs</u></b></i>	Economics	EVC
American Indian	69.44%	<b>75.6%</b>
Asian	80.86%	<b>77.2%</b>
Black or African American	78.56%	<b>60.4%</b>
Hawaiian/Pacific Islander	92.86%	<b>65.4%</b>
Hispanic	70.47%	<b>64.6%</b>
Two or More Races	71.60%	<b>67.5%</b>
Unknown	77.85%	<b>74%</b>
White	80.52%	<b>74.4%</b>
<i>Success Rates: <b><u>Measures by Gender</u></b></i>	Economics	EVC

Female	79.37%	<b>72.9%</b>
Male	76.21%	<b>69.4%</b>
No Value Entered	n/a	<b>78.9%</b>
<i>Success Rates: <b><u>Measures by Age</u></b></i>	Economics	EVC
17 & Below	86.33%	<b>79.6%</b>
18-24	75.60%	<b>68%</b>
25-39	80.68%	<b>74.7%</b>
40 & Over	89.69%	<b>82%</b>
Unknown	n/a	<b>74.6%</b>

- a. With respect to success rates, how are your program success rates similar to or different from the rest of the campus? What equity gaps have you identified?

With respect to success rates measured by IPEDs, gender, and age economics program success rates are similar to the campus and higher than the campus as well. Only for American Indian student economics department success rate is lower than the campus. Equity gaps for success are identified for African American, American Indian, Hispanic, and Two or More Races.

- b. If equity gaps for success are identified, what interventions will be implemented in the program to address these equity gaps? Please include a timeline of implementation and reassessment.

To address the equity success issue with African American and Hispanic students, the Economics Program will participate in the College's Early Alert Program to ensure students with low performance are being contacted by Counseling area. In addition, the Division has implemented embedded counseling and students enrolled in economics program will be notified of Division counselors to contact to provide support. A reminder to economic students that tutoring is available face-to-face or online.

The Economics Program will review test strategies, including offering the first midterm earlier in the semester, in order to identify any problems. We have set a timeline of three-five years to achieve a 5-10% improvement in closing the equity gap.

- c. With respect to disaggregated success rates (ethnicity/race, gender and age), how did the students do in reaching your program set standard for student success? How about reaching the program success goal?

In regard to disaggregated success rates (ethnicity/race, gender and age), all ethnic groups except American Indian students are reaching economics program set standard (69.85%). Again, White, Asian, and Hawaiian/Pacific Islander are reaching program success goal (79%). But Black or African American, and Hispanic students are falling behind to meet the program success goal. Success rates for students ages 18-24 at 75.6% do not meet either program set standard or program success goal.

- d. If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to get a student success report on the online sections. Then discuss the success of fully online sections verses face to face sections.

N/A. We are not offering any fully online course currently.

#### **4.Student Enrollment Types (average F11-F16)**

<i>Day or Evening Student</i>	Program average Headcount	Pct of Total	EVC- average Headcount/Pct Total
Day	127	42.5%	4,106/ <b>46.3%</b>
Day & Evening	143	47.8%	3,486/ <b>39.2%</b>
Evening	28	9.4%	1,116/ <b>12.6%</b>
Unknown	n/a	n/a	171/ <b>1.9%</b>

<i>Academic Load</i>	Program average Headcount	Pct of Total	EVC average Headcount/Pct Total*
Full Time	176	58.9%	3,102/ <b>34.6%</b>
Half Time or less than half time	116	38.8%	5,797/ <b>64.8%</b>

\*Note: Not reported here are overload/withdrawn to equal 100%

### **5.Student Demographics- Headcount (average F11-F16)**

<b>Program Total Headcount</b>		<b>Pct change year to year</b>	
<b>Gender</b>	<b>Headcount</b>	<b>Pct of Total</b>	<b>EVC Headcount/Pct Total</b>
Female	123	41.3%	4,776/ <b>53.8%</b>
Male	163	54.7%	4,082/ <b>46%</b>
No Value Entered	0.2	0.06%	24/ <b>0.3%</b>
<b>Age</b>	<b>Headcount</b>	<b>Pct of Total</b>	<b>EVC Headcount/Pct Total</b>
17 & Below	7	2.3%	436/ <b>4.9%</b>
18-24	214	71.8%	5,358/ <b>60.3%</b>
25-39	63	21.1%	2,091/ <b>23.5%</b>
40 & Over	15	5.0%	994/ <b>11.2%</b>
Unknown	0.2	0.06%	9/ <b>0.10%</b>
<b>IPEDs (Race Ethnic Classification)</b>	<b>Headcount</b>	<b>Pct of Total</b>	<b>EVC Headcount/Pct Total</b>
American Indian	1	0.34%	42/ <b>0.47%</b>
Asian	162	54%	3,546/ <b>40%</b>
Black or African American	4	1.3%	260/ <b>2.9%</b>
Hawaiian/Pacific Islander	1	0.34%	50/ <b>0.56%</b>
Hispanic	82	27.5%	3,413/ <b>38.4%</b>
Two or More Races	7	2.3%	207/ <b>2.3%</b>
Unknown	20	6.7%	741/ <b>8.4%</b>
White	20	6.7%	622/ <b>7%</b>

a. Did you notice any changes in **program enrollment types** (day vs evening, full-time vs. part-time) since your last program review? How do your program enrollments (Pct of total) compare to EVC? Based on the data, would you recommend any changes?

Since our last program review (2011) program enrollment types (day vs evening, full-time vs part-time) remain almost same as percentage of Day, Day & Evening, and Evening classes were 42.69%, 46.78%, and 10.23% respectively. The data for Full Time and Half Time or less than half time economics student depicts opposite picture of EVC. Economics has more Full-Time students (58.9%) as compared to EVC (34.6%) whereas EVC has more Half Time or less than half time students (64.8%) than economics ((38.8%).

The cross comparison of enrollment patterns show that Economics is closely comparable to the college, however, there is need for increase of evening courses. Based on the data provided by CROA there are more day to evening courses represented. The Economics Program will redouble its efforts to increase evening enrollment, including marketing our evening classes to our daytime students. The Economics Department will investigate other marketing opportunities, including forming partnerships with local non-profit organizations such as the

Natural Resources Defense Council. Adding more evening sections will provide non-traditional students with more options for sections and diversity of courses to take courses in the evening.

- b. Based on the **program total headcount** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

Based on the Program total headcount and Pct change year to year economics program is declining. This decline in enrollment is due to the fact of average decrease in unemployment rate in California. California's average unemployment in 2011 was 11.7% whereas in 2017 it was 4.9%. To address this issue, The Economics Program can offer certificate level courses as well as more courses.

- c. What gaps have you identified in your program? How is your program enrollment similar or different from the campus? Which gender, age, and/or ethnic group are proportionally smaller than campus make up?

Economic program has more male students (54.7%) whereas EVC has more female students. Compared to males, females are significantly underrepresented in the Economics program. We plan to use our successful female alumnae as role models and show case their stories on the school website. Initiate discussions with Service Learning and the instructors of Women Studies to specially address the needs of female students.

Most of the economics students (71.8%) are ages between 18 and 24 and only 5% of students are ages 40 and over. Data is consistent with college population. It should be noted that the head count by age between the brackets of 18-24 is significantly higher which may indicate that the department offers a large traditional college age student population due to transfer courses. The Economics Department will redouble its efforts to increase the enrollment of students over the age of 40, female students, and African American and Hispanic students. These efforts may include, but not be limited to, outreach efforts in our senior community, including The Villages, presentations to various high schools that are tailored to the above-mentioned groups.

Economics program enrollment is similar to the campus. Age group 40 and Over (5%) and Hispanic ethnic group (27.5%) are proportionally smaller than campus make up.

- d. Based on your findings, what interventions can the program implement to address any gaps in enrollment?

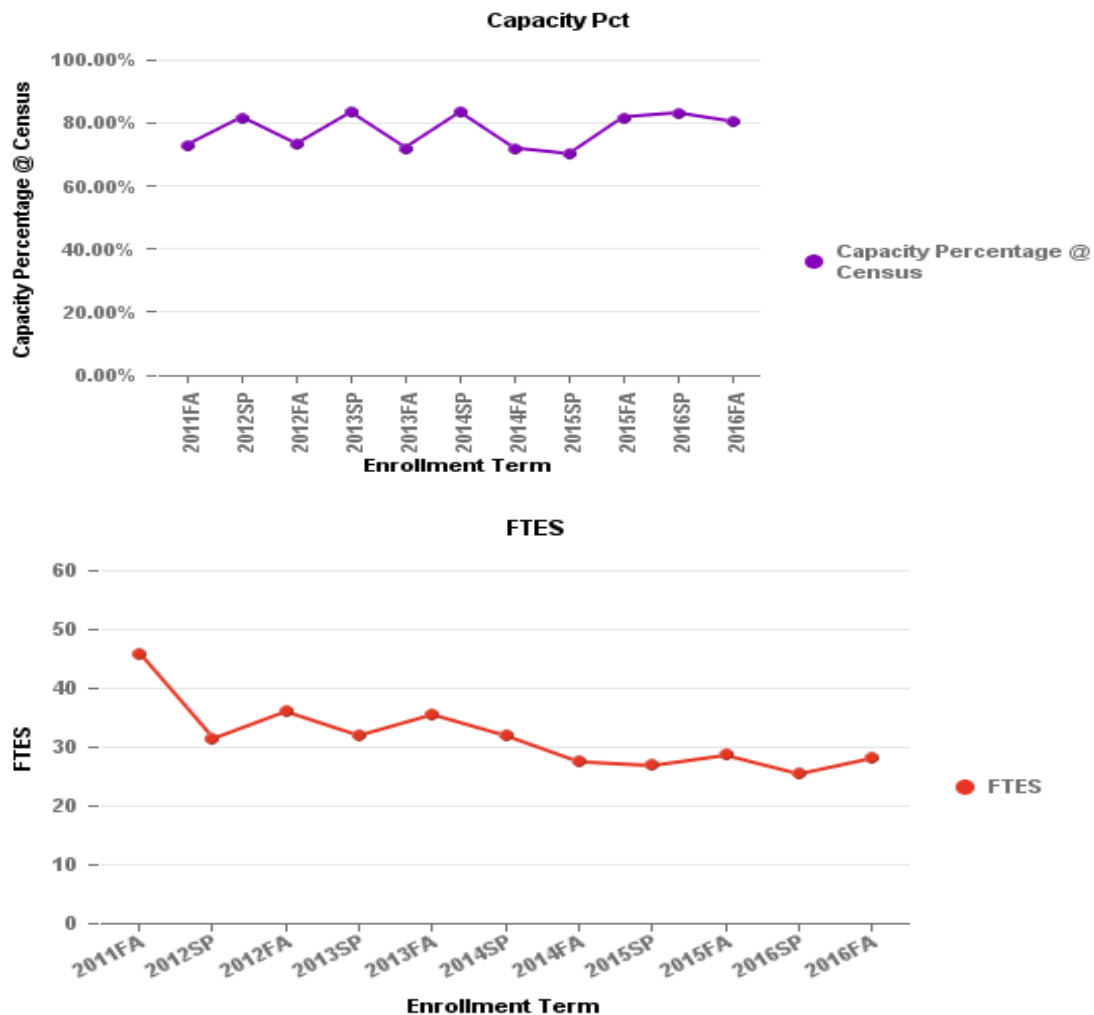
These gaps can be addressed by offering more evening and online classes and certifications. The Economics Program will put more efforts to market Economics classes to African American and Hispanic students with more focused presentations at local high schools. The Economics Program will present specific career opportunities to the above-mentioned groups at the beginning of each semester. Information involving career opportunities will be integrated throughout the semester, with an emphasis at the beginning of the semester, including the

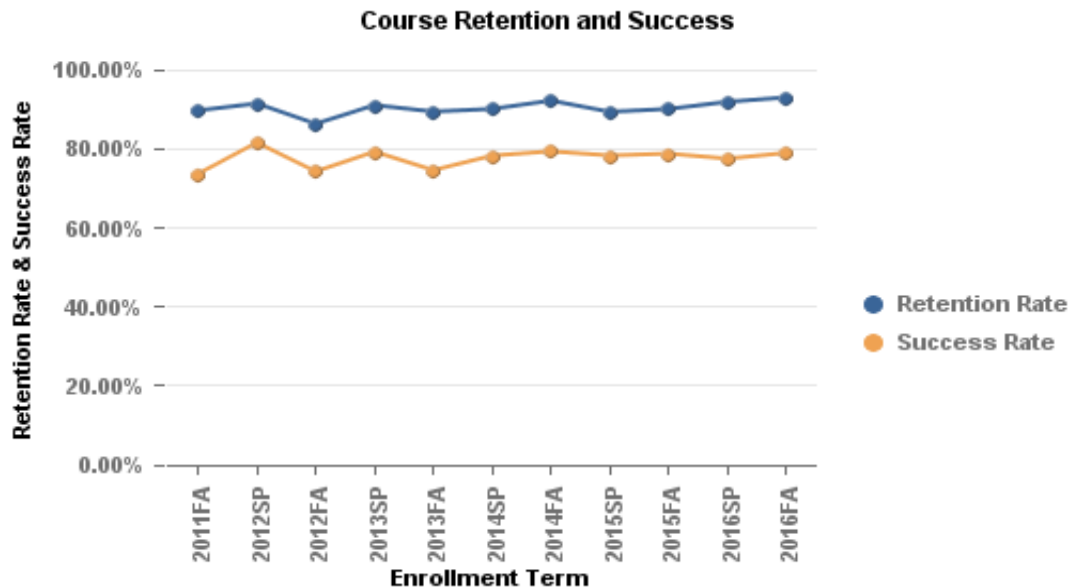
presentation on the first day of class. We will also encourage more ‘word of mouth’ advertising on the part of all of our students.

### Summary of Capacity, Retention., and Success

	Economics	EVC
<i>Capacity</i>	77.68%	77.6%
<i>Productivity (goal 16)</i>	20.23	15.65

**Analysis:** As shown above the EVC Economics department closely aligns with the campus overall in productivity target. Therefore, the program meets college and district productivity targets. Economics capacity rate is almost same as the campus and productivity goal is higher than campus.





As the charts above indicates, the economic program has maintained above 80% Retention Rate and above 75% Success Rate over the last six years. Retention Rate can be increased by developing new courses such as economic/business forecasting and offering online courses.

Economics enrollment is declining over the last six years. This is due to the due to the fact of decrease in average unemployment rate in California. California's average unemployment rate in 2011 was 11.7% whereas in 2016 it was 5.4%. To address this issue, courses need to be aligned to program / degrees, offer dual enrollment, non-credit courses, and offer online and hybrid classes. Again, collaborate with other programs such as auto and engineering may help to increase enrollment.

To increase the success/ completion rate certificate level courses need to be introduced. Work or occupation related courses such as environmental economics, urban regional planners, market research analyst, social science research assistant, economics for teachers would also be helpful. Again, need to partner with more four -year colleges to transfer.

## **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).
  - i. ECON 10 A Introduction to Macroeconomic Theory
  - ii. ECON 10 B Introduction to Microeconomic Theory

\*Transfer status: CSU/UC; Degree Applicable: AA/AS

\*\*Transfer status: CSU; Degree Applicable: AA/AS

2. All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.

- a. All courses in the communication program are updated based on current research information.
  - b. All course outlines are current. Fall 2013-2014
3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?
  - a. The Economics Program utilizes feedback from SLO assessment to determine which educational delivery systems are most effective as well as which assignments may or may not be meeting the needs of our students. The program also offers an AA as well as an AT degree Economics Associate in Arts for Transfer. In addition, we are incorporating online/hybrid courses for future options and service learning for further engagement in community. Over the past six years, the Economics Department has modified strategies involving the delivery of contest as well as assessing student performance. Although methods may vary somewhat from instructor to instructor, my strategy includes asking every student an “in-class” question at the end of EACH class meeting that they must answer in writing before leaving the class that day. Students have the chance of augmenting the response as homework if they wish to do so. This “in-class” assignment makes up part of their class participation grade, which is one-third of their total grade. Of course, this means I have about 400 short essays to read each weekend. The work is returned to students on a timely basis and we REVIEW THE ANSWERS IN CLASS. This strategy puts a premium on class attendance. Luckily, now with online classes, students who cannot fulfill the attendance requirements of the Economics classes may choose to take an online class instead. I firmly believe that one of the most important functions of the Economics classes, and all classes, is to teach students that they are personally responsible for getting to class on time on a regular basis. This is a CRUCIAL life skill.

### **ASSOCIATE IN ARTS IN COMMUNICATION STUDIES FOR TRANSFER DEGREE 2016-2017**

Economics is the study of human interaction. It includes the study of social justice, income distribution, the allocation of resources, the MANY roles of government in our society, the development of anti-poverty programs, the function of markets in our society, the concept of market failure and what to do about it, the effects of climate change and our societal response to this threat, the effects of the rise in the cost of housing, antitrust law, corporate behavior and misbehavior, externalities, cost and



production theory, the various market structures, pricing strategy and price discrimination, barriers to entry, international trade issue, and so much more. The mastery of these concepts is essential for success in today's society and for fulfilling personal, professional, and academic relationships and activities. Mastery of the concepts covered in Macroeconomic theory and Microeconomic theory, and acquiring the ability to analyze social issues and current events in terms of economic theory, will be useful in any career including: education, business management, communication management, journalism, law, paralegal studies, law enforcement, mass media and media arts, political science, public policy and administration, social work, public relations, advertising, broadcasting, technology, banking and finance.

### **Program Learning Outcomes:**

Upon successful completion of this program, students will be able to:

1. Describe and explain how markets function and what happens in the presence of market failures.

The Economics 10 B course begins with the fundamentals of economic theory: the concepts of Demand and Supply curves, how they intersect to yield price and quantity, how demand and supply curves rise and fall. Students are asked several questions involving these concepts during the first three weeks of a traditional 17-week course. At the outset, they are given in-class assignments at the end of each class involving the dynamics behind supply curve movements and demand curve movements: what may cause a rise in supply? A drop? What may cause a rise in demand? A drop? We then progress to a relevant example: rental housing in San Jose, which has risen from an average of \$2500 a month to \$2750 as of 10\17 (Trulia Market Trends Report, San Jose Mercury News 11\19\17. Students are asked if indeed this is a major social problem, how would they identify this phenomenon as a market failure and what remedies are available to achieve this goal: to make, or keep, rental housing affordable and available for all people. In the Spring 2017, 90% of all students in my two Econ 10 B sections mastered these concepts, PLO #1. This is an improvement from the 87% of all students who mastered these concepts in the Fall 2016 semester.

2. Analyze production and costs of a firm.

The Economics 10 B course discusses various concepts and theories related to production and costs of a firm during the middle four weeks of a traditional 17-week semester. In the Spring 2017 semester, 85% of all students in my two Econ 10 B classes mastered these concepts, PLO #2. This is an improvement from the 81% of all students who mastered these concepts in the Fall 2016 semester.

3. Apply macroeconomic models to describe the economy.

Economics 10 A breaks down the study of macroeconomic principles by emphasizing various models, including the equation  $\text{Total Spending} = C + I + G + (X - M)$ , as well as many others. Students are assessed on their ability to master these models with three written closed notes closed book essay exams as well as end-of-the-class written

assignments. In the Spring 2017 semester, 91% of all students mastered these concepts, PLO#3. This is an improvement over the 83% of all students who mastered these concepts in the Fall 2016 semester.

4. Analyze the economic impacts of monetary and fiscal policy.

The concepts of monetary and fiscal policy dominate the final third of Econ 10 A, roughly the last six weeks of a seventeen-week semester, as we look to government policy as a means to achieve the goals of government policy: low inflation, low unemployment, low interest rates, a high rate of growth, a strong and stable economy, and a more fair distribution of wealth and income. In the Spring 2017 semester, 91% of all students mastered these concepts, PLO #4. This is an improvement over the 87% of all students who mastered these concepts in the Fall 2016 semester.

5. Explain the function of the central bank and the banking system.

PLO #5 is a subset of PLO #4: to master PLO#5, a student must first master PLO #4: the central bank's function and the role of the banking system is to CONDUCT monetary policy. Thus, not surprisingly, the results for this PLO are the same as PLO #4: 91% of all students in the Spring 2017 semester mastered these concepts, an improvement over the 87% in the Fall 2016 semester.

6. Demonstrate oral and written competence in the major field.

In both Econ 10 A and Econ 10 B, each student is required to write answers to in-class questions involving all concepts covered involving Macroeconomic Theory and Microeconomic Theory during EACH CLASS MEETING. Also, students must complete three in-class closed notes, closed book essay exams. It is difficult to imagine students being given more written work in a college class. In addition, students are required to participate in class discussion. The class discussion and in-class assignments at the end of each class are considered part of the "class participation" grade in the course. In the Spring 2017 semester, 90% of all students fulfilled this PLO, PLO #6. This is an improvement over the 88% of all students who fulfilled this PLO in the Fall 2016 semester.

## **1. Statement of Program Goals and Objectives**

The Associate in Arts in Economics for Transfer degree is based on the approved Transfer Model Curriculum provided by the Academic Senate for California Community Colleges in accordance to SB1440 and California Education code sections 66746-66749. The Associate in Arts in Economics for Transfer degree is designed to prepare students to seamlessly transfer into the California State University (CSU) system and complete a baccalaureate degree in Economics or similar field of study. It also will advance growth competitiveness at Evergreen Valley College

by offering education in the Economics field, thus improving the surrounding communities. The Associate in Arts in Economics for Transfer degree will enable Evergreen Valley College to fulfill its transfer mission on one hand, “empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens” on the other.

After completing an AA-T in Economics, students will be able to:

- Describe and explain how markets function and what happens in the presence of market failures.
- Analyze production and costs of a firm.
- Apply macroeconomic models to describe the economy.
- Analyze the economic impacts of monetary and fiscal policy.
- Explain the function of the central bank and the banking system.
- Demonstrate oral and written competence in the major field.

## **2. Catalog Description**

The Associate in Arts in Economics for Transfer (AA-T) degree will prepare students with the strong foundation necessary for pursuing studies at the university level in various careers in the fields of banking, inventory management, academia and government service. Career options include: economist in the private or public sector, financial analyst, controller, treasurer, marketing manager, production control specialist, inventory control manager and business analyst.

The AA-T in Economics is intended for students who plan to complete a baccalaureate degree in Economics or a related field of study at a California State University (CSU). Students who complete this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that accepts the AA-T in Economics will be required to complete no more than 60 semester units after transfer to earn a baccalaureate degree.

### **To be awarded the Associate in Arts in Economics for Transfer degree, students must:**

- (1) Complete 60 semester units or 90 quarter units which are eligible for transfer to the California State University (CSU) system, including both of the following:
  - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
  - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtain a minimum grade point average of 2.0.

*While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.*

Associate Degrees for Transfer (ADTs) also require that students earn a “C” or better in all courses required for the major or area of emphasis.

In the four columns to the right under the **College Program Requirements**, enter the college’s course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor’s Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. ***All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor’s Office.***

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the
- major at a CSU;

# Associate in Arts in Economics for Transfer Degree

**College Name: Evergreen Valley College**

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CS U	IGE TC
REQUIRED CORE: (12-13 units)						
Principles of Macroeconomics (3)	ECON 202	ECON 010A	Principles of Macroeconomic Theory	3	D	4
Principles of Microeconomics (3)	ECON 201	ECON 010B	Introduction to Microeconomic Theory	3	D	4
Introduction to Statistics (3)	MATH 110	MATH 063	Elementary Statistics	3	B4	2A
		or BUS 060	Fundamentals of Business Statistics	3	B4	2A
Business Calculus (3)  OR Single Variable Calculus I – Early Transcendentals (4)  OR Single Variable Calculus I – Late Transcendentals (4)  OR Single Variable Calculus Sequence (4+4)	MATH 140  OR MATH 210  OR MATH 211  OR MATH 900S*	MATH 062	Calculus for Business and Social Sciences	3	B4	2A
		MATH 071	Calculus I with Analytic Geometry	5	B4	2A

<b>LIST A: Select one</b> (3-4 units)						
Any course articulated as lower-division preparation in the Economics major at a CSU (3-4)	<b>AAM</b>					
Finite Mathematics (3)	MATH 130	MATH 061	Finite Mathematics	3	B4	2A
Single Variable Calculus II – Early Transcendentals (4)  <b>OR</b> Single Variable Calculus II – Late Transcendentals (4)  <b>OR</b> Single Variable Calculus Sequence (4+4)	MATH 220  <b>OR</b> MATH 221  <b>OR</b> MATH 900S*	MATH 072	Calculus II with Analytic Geometry	5	B4	2A
Financial Accounting (3)	ACCT 110	ACCTG 001A	Principles of Financial Accounting	4		
Managerial Accounting (3)	ACCT 120	ACCTG 001B	Managerial Accounting	4		
Business Information Systems, Computer Information Systems (3)	BUS 140	CIT 010	Computer and Information Technology	4		
Business Communication (3)	BUS 115					
<b>LIST B: Select one course</b> (3-4 units)						
Any <b>LIST A</b> course not already used.						

Any CSU transferrable Economics course.	<b>BCT</b>					
Multivariable Calculus (4)	MATH 230	MATH 073	Multivariable Calculus	5	B4	2A
Introduction to Linear Algebra (3)	MATH 250	MATH 079	Linear Algebra	3	B4	2A
<b>Total Units for the Major:</b>	<b>18</b>	<b>Total Units for the Major:</b>		18-24		
		<b>Total Units that may be double-counted</b> <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			9	9
		<b>General Education (CSU-GE or IGETC) Units</b>			<b>39</b>	<b>37</b>
		<b>Elective (CSU Transferable) Units</b>			6-12	8-14
		<b>Total Degree Units (maximum)</b>			<b>60</b>	

- CSU Baccalaureate Level Course List by Department (**BCT**) for the transfer courses; and/or,
- CSU GE Certification Course List by Area (**GECC**).

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

\*If **MATH 900S** sequence descriptor is to be used, the entire sequence is required for the major.

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.

- a. The Economics program is considering the development of fully online courses (Econ 10 A and Econ 10 B) so that students could complete the core Economics requirements for an AT degree transfer with online option. This will allow a student located anywhere in California to register and complete an online Economics course originating from EVC.
  - b. The faculty are considering developing a “Conflict Resolution” Certificate program that might allow students to complete certification in area for job growth and employment. The will do further study to substantiate connection to employment opportunities.
  - c. Evaluate and implement a plan for English Language Learners, including creation of a specific course for these students that address issues for ESL students.
  - d. Develop a plan for newer courses in the degree that have not been offered due to low enrollment, such as International Economics
  - e. Market out Econ AA-T
  - f. Create a promotional Economics Program video to promote the department.
  - g. Partner with the Counseling Department to promote the AA-T in Economics
  - h. Develop an Economics Program Newsletter
5. Describe how your program is articulated with the High School Districts, and/or other four-year institutions. (Include articulation agreements, CID, ADTs...
- a. The Economics Program courses are college level and do not articulate with high school or CCOC courses.
  - b. The program has articulation with CSU and UC.
    - i. ADT
    - ii. Courses CID Approved
6. If external accreditation or certification is required, please state the certifying agency and status of the program.
- a. N/A

### **PART C: Student Learning Outcomes and Assessment**

1. On the program level, defined as a course of study leading to a degree or certificate, list the Program Learning Outcomes (PLO), and how they relate to the GE/ILOs (link to ILOs). If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please disregard this question.
  - a. Program Learning Outcomes: •
    - i. Describe and Explain how markets function and what happens in the presence of market failures
      1. (ILO: Communication)
    - ii. Analyze production and cost of a firm



1. (ILO: Inquiry and Reasoning)
  - iii. Apply macroeconomic models to describe the economy
    1. (ILO: Social Responsibility)
  - iv. Analyze the economic impacts of monetary and fiscal policy
    1. (ILO: Personal development)
  - v. Explain the function of the central bank and the banking system
    1. (ILO: Inquiry and Reasoning)
  - vi. Demonstrate oral and written competence in the major field
    1. (ILO: Information Competency)
2. Since your last program review, summarize SLO assessment results at the course and program level (if this is your first program review, please summarize your SLO assessment results over the past 6 years). Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue department).

Student proficiency in subject matter: Assessment tools utilized to determine Mastering subject matter include: class examinations, written reflection assignments, oral presentations, research projects, in depth research papers. A grading rubric for all assignments are provided for students. Assessment of Student Learning Outcomes and critical thinking skills occur throughout each semester. The benchmark used to determine whether an SLO has been met is a minimum of 70% of students who complete a Communication Studies course demonstrate proficiency. The Economics faculty meet as needed to discuss teaching learning activities. In the future, the faculty will include more targeted dialogue linked to SLOs and the results identified through assessment.

Below are samples of SLO assessment work for the Economics courses. There are currently two Economics courses, and both are assessed on an ongoing basis and included below. The International Economics course has not been consistently offered due to lower enrollment. The faculty will work with the division office to develop a plan to address this course.

Note: add a couple of sentences summarizing overall SLO work at the course and program level. Pull out specific examples of what you learned through assessment.

The SLOs for Econ 10 A are as follows:

1. Identify and interpret macroeconomic data
2. Apply macroeconomic models to describe the economy

3. Analyze the economic impacts of monetary and fiscal policy
4. Explain the function of the central bank and the banking system

The SLOs for Econ 10 B are as follows:

1. Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior
2. Calculate and interpret measures of elasticity
3. Describe/explain how markets function and what happens in the presence of market failures
4. Analyze production and costs of a firm

Over the past six years, both Econ 10 A and Econ 10 B have experienced a rise in the student success rate involving mastering the various SLOs. For Econ 10 A, the student success rate for SLO #1 has climbed steadily from a rate of 80% in the Fall 2012 semester, 83% in Fall 2014, and 85% in Fall 2016. The improvement is due to both the lecture and the end-of-class questions asking more for more precise analysis involving the collection of unemployment data, inflation data, and data involving economic growth. For SLO #2 in Econ 10 A, students also demonstrated improvement from assessment to assessment: once again, the preeminent macroeconomic model in Econ 10 A is the equation  $\text{Total Spending} = C + I + G + (X - M)$ . It takes several weeks to cover all aspects of this model. Success rates jumped from 82% in Spring 2013, to 84% in Spring 2015, to 86% in Spring 2017. The improvement was due to instructors tailoring the presentation, the end-of-class in-class questions, and the questions on Midterm #1 and Midterm #2 more closely to the precise wording of SLO#2. Regarding SLO#3, student success rates rose from 79% in Fall 2013 to 82% in Fall 2015 to 83% this semester, Fall 2017. SLO #3 is a MUCH broader SLO. It takes several weeks of lecture and multiple end-of-class in-class questions and midterm questions to cover this SLO, with questions including “What is the Debt? What is the Deficit? What harms are imposed upon our economy by the debt and the deficit? What are the five best proposals to lower future deficits, in your opinion? What is Monetary Policy? What may ‘go wrong’ as the Fed attempts to conduct monetary policy?” 80% of all students mastered SLO#3 in the Spring 2014 semester, with the success rate rising to 83% in the Spring 2016 semester. This SLO will be assessed once again in the Spring 2018 semester. SLO#4 is a narrower SLO. It is covered as SLO #3 is covered in class lecture, end-of-class in-class questions, and midterm questions. The success rate for SLO #4 mirrors that of SLO #3: 80% of all students mastered SLO#4 in the Spring 2014 semester, and 83% in Spring 2016. This SLO will be assessed again in the Spring 2018 semester. It would be literally

impossible to do SLO #4 independent of SLO #3. Therefore, they are done together. Results of all SLO assessments are discussed with all relevant interested parties, including adjunct instructors and Deans.

In Econ 10 B, SLO #1 ranks as by far the broadest SLO. It takes several weeks of presentation, end-of-class in-class assignments, and midterm questions for a student to master SLO#1. The entire essence of the Demand curve, the Supply curve, price, quantity, and markets is based upon economic tradeoffs and rational behavior. Over the first five weeks or so in a traditional 17-week semester, SLO#1 concepts are explored. The student success rate for SLO #1 was 83% in Fall 2012, 84% in Fall 2014 and 85% in Fall 2016. Rising success rates may be attributed to instructors emphasizing the concept of scarcity to students MULTIPLE times over several weeks and asking more focused questions on exams and assignments. SLO #2 is a much more narrow SLO and is incorporated within SLO #1: the price elasticity of demand concept is directly related to the idea of scarcity, tradeoffs, and opportunity costs. As a result, both SLO #1 and SLO #2 are assessed at the same time. Thus, not surprisingly, success rates are identical for SLO #2: 83% in Fall 2012, 84% in Fall 2014, and 85% in Fall 2016. SLO #3 involves market failures, and examples include pollution, and, arguably, the horrific rise in the cost of housing, both rental and owner-occupied, that ranks as perhaps the #1 problem facing our society today. We cover this SLO most directly when examining rent control as a potential solution to this vexing social problem. Student success rates with SLO #3 are 81% in Spring 2013, 83% in Spring 2015 and 86% in Spring 2017. The rise in success rates may be attributed to greater emphasis on the concept of 'market failure' as it applies to rental housing, medical care, education, and pollution, and the use of more focused questions at the end of each class and in Midterm #2. Finally, SLO #4 requires the student to master the concepts of production and costs of a firm. We cover this material in the middle third of Econ 10 B. Students are required to master the idea of a 'U' shaped cost curve, MC, AVC, TVC, TR, all at various levels of production. 78% of all students mastered this SLO in Fall 2013, 79% in Fall 2015, and 80% in the Fall 2017 semester. This material is a bit more technical and abstract than the subject matter in the other SLOs. Gradual success has been due to the instructor taking more time to introduce these rather technical concepts to the students, as well as asking more questions at the end of class. Results of all SLO assessments are discussed with all relevant parties, including adjunct professors and Deans.

ECON 12 is not offered.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?
  - a. A. Exams
    - i. Essay exams are utilized: Closed notes, closed book, essay questions: Three midterms minimum
  - b. B. Papers
    - i. Detailed grading rubrics (for all possible grade levels) are provided for all writing assignments.
    - ii. For online courses in addition to grading rubrics a detailed learning outcome rubric is included; this is done for the online courses because a discussion in the classroom connecting specific learning outcomes for each aspect of an assignment is not possible.
  - c. Oral presentations
    - i. Detailed grading rubrics (for all possible grade levels) are provided for all oral presentation assignments.
  - d. Group projects
    - i. Detailed grading rubrics (for all possible grade levels) are provided for all group assignments
    - ii. For online courses in addition to grading rubrics a detailed learning outcome rubric is included; this is done for the online courses because a discussion in the classroom connecting specific learning outcomes for each aspect of an assignment is not possible.

The Economics Program has implemented plans for improvement to its courses as a result of SLO assessment. For example, SLO #3 in Econ 10 B involves explaining the functions of a market, and an analysis of market failure. Four years ago, students were required to simply answer questions involving this series of issues. Some students did not grasp the topic completely. A case study was introduced involving families of renters losing their home of 30 years by being ‘priced out’ of the Mission District in San Francisco. By making the issue of market failure “real” for the students, more students were able to grasp the concept and thus fulfill this particular student learning objective.

**For full SLO and PLO matrices:**

[http://www.evc.edu/discover-evc/student-learning-outcomes-\(slos\)/student-learning-outcomes-\(slo\)-assessment/course](http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment/course)

**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.

The Economics Program currently has one full-time faculty – Michael Risso and two adjunct faculty - Don Crooks, and Fahmida Fakhruddin.

Faculty:

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

Area of Expertise: I teach 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 my classes includes 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: I have taught courses within the Economics Department with an emphasis on lower income families and middle-income families for the past 37 years, 32 years at EVC. I have taught Managerial Economics, Accounting, Business Statistics, Organizational Behavior and Management, Financial Decision making, 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. I have 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.

I have developed methods of instruction and assessment that support student success, adapting Economics courses to the diverse learning styles of his students. I utilize 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. I incorporate 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

I participated in academic conferences and workshops and utilized the acquired knowledge to strengthen the Economics Program. I am involved with the Natural Resources Defense Council (NRDC) and animal rescue groups such as WERC which demonstrates my commitment of social justice.

**Don Crooks - B.A. Political Science, Macalester College, St. Paul, MN, M.A., Economics, SJSU, J.D., Golden Gate University**

Area of Expertise: I have extensive experience in teaching economic courses. Have taught classes all over the bay area - San Jose State University, West valley etc.

How My Position Contributes to Program Success: I have practiced law, worked as a purchasing manager for medical supplies, a medical technician, cab driver, and worked as laborer in the construction industry (a vital and very interesting part of the U.S. economy).

**Fahmida Fakhruddin** - B.S., M.S., Economics, University of Dhaka, Bangladesh, Ph.D., Applied Economics, Clemson University

Area of Expertise: I have taught Economics, Econometrics, and statistics courses in a variety of modalities including face-to-face, online, hybrid, and video-conference classes where students were in remote location classrooms. I taught courses on analytical techniques as well. I also have taught at the MBA program at Keller Business School of Management, DeVry University. I worked at Clemson University, Storm Thurmond Institute of Public Policy, and Stanford University.

How My Position Contributes to Program Success:

Having faced similar issues as a student myself, I am sensitive to the diverse population of community college students and have successfully taught a very diverse population from those coming straight from high school, students with disabilities, English language learners, non-traditional aged, to working professionals.

Many of our students seek relevance from their education. To that end my real-world experience that I bring into the classroom includes well-developed economic and statistical analysis skills from my work as a project manager and research analyst. I worked in different research projects. I prepared and submitted grant funding proposals, published my research in journals, and presented papers in professional meetings and conferences. I have proven my ability to communicate effectively and professionally with students, colleagues, and staff.

Because of my professional expertise and experience I love to teach economic courses with real life examples and coach students on how to transfer what they learn in my classes to their everyday lives. I use my understanding of statistics to teach economics and I incorporate statistics into my economic courses as well.

Professional Development in the Past Six Years

Over the last six years, I have done economic research, attended conferences, earned certification on online teaching, earned STATA certification, and Mastered Blackboard, MyEconLab, MyStatLab,

One of the project I was working on is to use Hedonic pricing method to estimate how much people are willing and able to pay to live near lakes and open spaces. Another Project: Cost Benefit Analysis: electric stove use vs. traditional: impact on lung-related diseases in rural Bangladesh.

I am involved with curriculum committee and guided pathways. Currently, I am learning Canvas (taking classes this semester for credit). I intend to use Canvas effectively in teaching my courses as well as to develop online classes. I just want to contribute and change the system for better. My future goal is to make a positive difference to the success of the economic program at EVC.

2. 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.
  - a. Increased afternoon enrollment in Economics courses.
  - b. Added late afternoon Econ 10 A course.
  - c. Scheduled evening classes for all courses covered in the certificate.
  - d. Served as faculty advisors for student clubs.
  - e. Participated in EVC Kicks It Outside event.
  - f. Participate in Service Learning Program.
  - g. Participated in Honors Program.
  - h. Participated in FasTrack program.
  - i. Participated in Aspire program.
  - j. Hired second adjunct faculty member in Fall 2017.
  - k. Updated course outlines for all courses.
  - l. Developed Student Learning Objectives for all courses.
  - m. Maintained working relationship with outside organizations such as the NRDC, Guided Pathway and WERC.
  
3. 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).
  - a. New faculty hires are provided an administrative orientation by HR and the Dean overseeing Business and Workforce development. Student and peer evaluations are included as part of the faculty evaluation process in accordance with the Collective Bargaining Agreement.

## **PART F: Budget Planning and Resource Allocation**

1. Current Budget
  - A. Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.  
 The budget for each department in Economics is about \$100 annually.  
 This number needs to increase so the department can help students meet technological needs in Economics for residents in Silicon Valley.
  - B. Identify any external (fund 17) funding the department/program receives, and describe its primary use.  
 N/A
  - C. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.  
 N/A
  
2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?  
 None department knows of.

**PART F: Future Needs:**

1. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes? Please provide rationale on how the requests tie into the strategic initiatives, college mission, SLO Assessment or Student Success  
N/A
2. What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.  
None- at this time
3. Does your program require any additional facilities, equipment, technology and/or supplies over the next six years (above and beyond the program's current budget)?
  - a. New technology for students to access teaching/learning online resources
  - b. Presentation software programs
  - c. Presentation Aids
  - d. FACILITIES Department requests very specific needs for classroom design due to the high level of student interaction, group work, and grading of student speeches (need desk in back of the room) for privacy grading. We believe our high enrollment numbers warrant an additional classroom dedicated to Economics
  - e. Tables for presentations
  - f. Need for webmaster and web support to effectively market our program on the college website

**PART G: Additional Information**

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

NONE

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

*Please attach copies of any Annual Reviews that you have completed in the last six years (if applicable)*

NONE



## PART I: Resource Allocation Table

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC's Budget and Planning Process.

Item Title	Response
Productivity (WSCH/FTEF)	
Student Success Rate (Retention Rate)	
Number of class sections offered by your program	
Changes in enrollment	Most recent academic year vs. three years ago (e.g. +3%, -1%)
Your Program's Current Budget (from Fund 10)	Most recent Fiscal Year
Current External Funding (from Fund 17)	Most recent Fiscal Year
Future Needs: Faculty (Estimated Additional Cost)	Annual cost*
Future Needs: Staff (Estimated Additional Cost)	Annual cost*
Future Needs: Facilities (Estimated Additional Cost)	Total cost over useful life of facilities*
Future Needs: Supplies (Estimated Additional Cost)	Total cost*

*\* Do your program's future needs assume that your program's enrollment will remain stable or do they depend upon enrollment growth? If they depend on growth, please explain the growth projections on which you are basing your assumptions. You may attach any supporting documentation to explain or support assumptions.*