

Instructional Comprehensive Program Review: Economics Program Review

Cover

Overview

Program Review Year 2024

Title Economics Program Review

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Update, if applicable

Originator Risso, Michael

Area Dean Angel Fuentes

Division

Bus & Workforce Development

Department

Economics

Subject

- ECON - Economics

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- ECON 010A - Principles of Macroeconomic Theory - Historical
- ECON 010A - Principles of Macroeconomic Theory - Historical
- ECON 010B - Introduction to Microeconomic Theory - Historical
- ECON 010B - Introduction to Microeconomic Theory - Historical

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Brown, Robert
- Fakhruddin, Fahmida
- Fuentes, Angel
- Garcia, Laura
- Herrera, Antoinette
- Longacre, Richard
- Sapigao, William

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- 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

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The Economics Department of Evergreen Valley College has existed since the inception of the school. 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 Chair of the IEC, which oversees this entire Program Review process, and 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). Another faculty member has been instrumental in the formation of a new student club, BEEF, the Business, Economics, Entrepreneurship and Finance Club, which provides an important platform to progress toward the mission of this College. 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.

The Economics Department responded to the pandemic by taking all courses online on March 11, 2020. The Department took, and passed, all relevant training courses to fulfill the DE requirements associated with teaching online, including completing EDIT 22 in the Fall 2020 semester. The more recent DE training sessions have been completed as well.

When I started teaching at EVC full time in August, 1990, Economics classes loaded at 58 students. Even at this level, which could be called inhumane, we were encouraged strongly to add extra students, which we did. Some classes would start with 70 students. Over many years, the number of students required to fill a class dropped to 55, then to 44. At all times, the Economics Department has added extra students to classes, if at all possible, given the constraints of the room.

All of this is reflected in our student success rates. From the Fall 2016/Spring 2017 academic year to present, the overall success rates for Economics courses has ranged from 63% to 80%, with an average success rate of 76.47% for the Program. These success rates are higher than the overall success rates for the same semesters at EVC, which average 72.31%. The Spring 2020 success rate of 63% is an anomaly caused by the pandemic. The Economics Department success rate bounced back to 77% by the Fall 2022 semester. One important statistic is the difference in success rates in our in-person classes, which are higher, as compared with our remote classes. We will investigate this disparity later in the Program Review.

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. The Economics Department has fulfilled all of the most recent requirements involving DE certification, and will continue completing all of the training and certification requirements in this area, while progressing toward changing the mix of in-person classes and DE classes. One goal of the Economics Department is to increase the number of in-person classes offered each semester.

Student success has increased since the last 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, and Microeconomics
- Create a prerequisite of English 104 eligibility for Economics 10A, and Economics 10B
- Broaden the Economics curriculum to reflect current community needs
- Offer an Economics Club, and an Economics Scholarship

Since the 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.

The original 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. A larger view of the mission of our College would include the following ideas:

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.

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

Below is a short video discussing careers in the economics field.

<https://www.youtube.com/watch?v=JjXC3QyTHNA> (<https://www.youtube.com/watch?v=JjXC3QyTHNA>)

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

The goals articulated in the answer to question #4 in the Overview section of the last Program Review are as follows:

1. Offerings of more courses that support ADT and online/hybrid courses to support students in transferring and scheduling courses. The Economics Department does not offer hybrid courses at this time..The “shift” of ALL Economics classes on March 11, 2020 from in-person to online classes certainly added more online courses to the Economics Department offerings! Since that time, the Economics Department offers more Econ 10 A and Econ 10 B classes online, as compared to six years ago. This improves the ability of students to schedule classes, and to transfer. The challenge is to improve the success rates of online classes, which lag behind in-person classes. I have included the numbers comparing the two from my own observations of my own classes. I consider this to be one of the top three issues we face as an institution. We also need to do more to ensure the academic integrity of online classes. Recent scandals involving this issue act to hammer home the challenges we face in this area.

2. Offering more evening and online courses. The “shift” of ALL Economics classes on March 11, 2020 from in-person to online classes certainly added more online courses to the Economics Department offerings! Since that time, the Economics Department offers more Econ 10 A and Econ 10 B classes online, as compared to six years ago. This improves the ability of students to schedule classes, and to transfer. The challenge is to improve the success rates of online classes, which lag behind in-person classes. I have included the numbers comparing the two from my own observations of my own classes. I consider this to be one of the top three issues we face as an institution. We also need to do more to ensure the academic integrity of online classes. Recent scandals involving this issue act to hammer home the challenges we face in this area.

3. The addition of an Economics Studies Lab. This is achieved on a class-by-class basis, with the lab section offered in Canvas, in both online and in-person classes. Also, the implementation of My Econ Lab may be done by tasking students to complete the work in a lab-type setting, during each Econ 10 A and Econ 10 B class. To a large extent, this is up to the discretion of the instructor, as it

should be. West Valley College has devoted an entire extra unit to a lab component for its Econ classes, making them a 4 unit class, rather than a 3 unit class. This has not been successful, and the Economics Department does not advise doing this.

4. Incorporating an element of social justice. The Econ Department is a member of SLOAC, which is right in the middle of changing the ILOs of this College to reflect this goal. Once again, this goal is being met on a class-by-class basis. The Course Outlines of both Econ 10 A and Econ 10 B have been modified to reflect these goals, ahead of any campus-wide change, which has been challenged in the courts as an infringement of academic freedom. While this is a VERY fascinating case to watch, the Economics Department is comfortable with changing the Course Outlines, as well as the CONTENT TAUGHT in Econ 10 A and Econ 10 B, to highlight issues including antipoverty programs, social justice, and climate change (which we call “negative externalities”). These issues have been given a greater role in Econ 10 A and Econ 10 B classes.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The greatest accomplishment of the Economics Department over the last six years, is that we survived. The last six years have presented the greatest challenges I have ever faced since I started teaching in 1981. Since our last Program Review, in the 2017 – 2018 cycle, the Economics Department at EVC has been confronted with two existential threats. On March 11, 2020, the Economics Department was forced to offer all courses online instead of in person. This change resulted in a massive (and temporary) drop in both the Completion Rate and the Success Rate, manifested by students in the Spring 2020 semester (details are located in the Student Success section of this Review). In five days, I was forced to learn how to teach in an online format. I spent hundreds of hours learning this process, while teaching a full load. In the Fall 2020 semester, I enrolled in and EDIT 22 course, and earned an A in that course, while teaching a full load. The greatest challenge – by far – during this terrible time was ensuring the academic integrity of the process – to be perfectly blunt, to ensure that students were not cheating. This remains that greatest challenge to the goals of the Economics Department, and to EVC as an institution. The recent scandal involving Antioch police officers paying a stranger to take, and pass, online classes for them illustrates the challenge we are facing as an institution: how many times is this happening, where the criminals are NOT getting caught? Dean Fuentes commented in the PDD Division Meeting on August 25, 2023, that he did not want to fly in a plane, or be operated on by a surgeon, who had all of their training online, and none in person. I could not agree more! Indeed, some areas, like Nursing and Automotive, have always insisted on many of their courses being in person, and not online --- even in March, 2020. Thus, the decision to keep some courses in person, at all times, is based on some set of priorities that have never been articulated perfectly. Profit maximizing firms keep offering new products that promise to “end” cheating by students in online classes. They are failing. The Economics Department addresses this threat to our institution by requiring in class assignments where the students are required to answer essay questions IN PERSON and IN CLASS. (Even so, many will still consult an AI platform!) Many students honestly do not understand why they need to learn something when they could look it up on an AI platform in twenty seconds. It is part of the educational process to convince them why it is necessary for them to provide their own reasoning skills and their own analytical skills. As a member of SLOAC, I am familiar with the SLO, PLO, and ILO process. I have seen and heard some pretty, elegant answers to this crisis – and it is a crisis. If I did not have 40 years of classroom experience, and a Doctorate from U.C. Berkeley, I might even fall prey to these sales pitches. The bottom line involves requiring students to perform their OWN analysis and their OWN reasoning IN PERSON. The struggle continues, and we must remain vigilant!

The mission of the college is to guide all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can prosper.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

There have been no special resources received for the Economics Department since the last Program Review.

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

In the next four years, it is the goal of the Economics Department to add four more course offerings in Econ 10 A and Econ 10 B each year, to add a full time instructor, and to change the mix of in-person classes and online classes, increasing the number of in-person classes, and decreasing the number if online classes. The mission of this College would be advanced with more in-person classes. The fundamental principle behind the mission of this college is academic integrity. We must ensure that students are analyzing issues, and writing essays, based on information that they have learned, taken time to consider, and analyze in depth, such as income inequality, the role of the government in our society our role as taxpayers, the role of housing costs, and tenant-landlord conflicts, the struggle between the worker and the firm, as evidenced by the current UAW strike and the recent agreement involving fast food workers in California, and dozens other major issues of our time. The optimal method to ensure student participation and growth is to mandate in-person essays by our students. The first order of business is to ensure that the student is the person doing the actual work. This is the foundation. Everything else follows from this. Every time there is a scandal involving students getting credit for passing a class, when they did not do the work themselves, we are all hurt.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		72.31%		

Courses with no Degree or Certification

ECON 010A - Principles of Macroeconomic Theory

Create / Modify DE Course

ECON 010B - Introduction to Microeconomic Theory

Create / Modify DE Course

ECON 010A - Principles of Macroeconomic Theory

New Course

Created: 08/26/2015

Originator: Vicki Brewster

Created: 05/29/2018

Originator: Fahmida Fakhruddin

Created: 10/21/2014

Originator: System Loaded

Program Success Rate 76.47%

Program Set Standard : It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 68.82%

Recommendation: 90% of the 6 year average success rate could be your program standard (average x 0.9).

Program Success Goal : It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 78%

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

It is higher.

- **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?**

The most important strategy to achieve student success in an in-person class is to require each student to complete an in-class assignment at the end of each and every class meeting. This ensures that attendance is recorded, and it engages students in every class meeting. This also reinforces the requirement that students attend each class. Assignments are returned at the start of each class, and students quickly learn that their names will be called within the first five minutes of each class meeting. They know that if they miss class, their name will be called, in order to return previous assignments, and review all relevant possible answers, and they are either present, or absent. Early Alert is notified if a student falls behind. In matters involving attendance, the instructor requests a quick meeting with the student to review the situation, and possible remedies.

- **Is the current program success rate higher than the program set standard?**

Yes.

- **How close is the program to meeting the program success goal?**

We are within two percentage points of meeting our program success goal.

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

They are current and accurate.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 91 - 75.500%**

Program Average Total Enrolled**Program Success Rate**

Success Rates: Measures by Gender

Success Rates: Measures by Age

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

I believe that attendance rates will continue to improve as they have over the past two years.: The success rates of our Program, Female, 79.93% and EVC, 74.07%, compared to Male, Program, 73.75% and EVC, 70.16%, bode well for the program, and are comparable. However, intervention strategies may include adoption of Early Alert even sooner in the semester to address the issue. As has been mentioned earlier, an assignment is given at the end of each class in order to assess student outcomes. Other success rates include American Indian, Program, 57.14% and EVC 75.5%, Asian, Program, 81.25% and EVC 79.97%, Black or African American, Program, 73.26% and EVC 61.77%, Hawaiian/Pacific Islander, Program, 8.33% and EVC 62.97%, (sample size of Program: 1), Latinx, Program, 69.17% and EVC 70.56%, Unknown, Program, 82.39% and EVC 72.85%, and White, Program, 76.5% and EVC 73.59%. This bodes well for the program, which outperforms the EVC average in all but two areas. The two areas 'underperforming' have a sample size of 2, and 1. This is not significant. In any case, interventions strategies include more aggressive use of Early Alert. The Economics Department has some advice for the greater EVC community: give more in-class assignments in order to assess student outcomes. These strategies will be implemented starting in the Fall 2024 semester.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**
 - a. The program success goal of 78% exceeds the EVC average of 72.31% and the program set standard of 68.82%. The Economics Department plans to exceed the set program success goal of 78% by enrolling more students into the Early Alert program at the first sign of trouble. The fact that students are assessed in class, in writing, at the end of each and every class makes this possible. Extra work and attention will be required by all Econ instructors to monitor student progress during the first three to four weeks of each semester, which is a very busy and challenging time, as students are enrolling, then dropping, and in some cases, enrolling again in the same class, and switching classes from one class to another. The Economics Department strives to meet this 78% goal in the next four years.
- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

The IEC has informed me that there were no fully online courses offered in Economics during this time span, through 2022. The first fully online course was offered in the Spring 2023 semester. The success rate for in-person classes in Economics in 2021 and 2022 is 79%. The success rate for what I consider to be "online" classes in Economics in 2021 and 2022 is 74%. The student success rates are higher for in-person classes owing to the fact that a more direct and personal intervention may be employed in an in-person class. It is common knowledge that students in two year colleges perform better in in-person classes. Online classes were necessary during our national emergency. It is my opinion that they should not be offered to EVC students at this time, except in extraordinary circumstances. Many academics are chasing their tails trying to stay one step ahead of AI platforms, and jobs are at stake. I realize this. It would be amazing if the success rate for in-person classes were NOT superior to that in online classes. When a student misses an in-class assignment in an in-person class, or misses the assignment entirely, I can talk with the student, one on one, at the end of the next class. As the student hands in their work at the end of the next class, I can gently ask the student if we could talk for a moment. There is no confrontation, and no conflict. I understand that, in an online class, the student may be notified by the instructor, and/or Early Alert, through Canvas Inbox, or email, or another platform. Efforts in this regard need to be improved by the Economics Department. Clearly, an in person class offers more opportunity for successful intervention. A one-on-one in-person meeting is going to be more persuasive. The research on this is clear: a one-on-one meeting, in person, with a nutritionist is going to be much more persuasive to get me to change my diet, compared to a Zoom meeting, in fact, for me, it was, in fact, successful. My doctors encourage me – strongly – to come in for a face-to-face meeting to discuss health issues, in fact, many of them insist on it. The Economics Department will redouble its efforts in intervening on behalf of all students, both in online classes, and in-person classes.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

**http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)**

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **AA-T**

Number of Awards (Examine 2018-19, 2019-20 data, 2020-21 data and 2021-22 data)

200

Discussion

Economics, (code 2204):

2022-2023 84 awards

2021-2022 57 awards

2020-2021 38 awards

2019-2020 7 awards

2018-2019 13 awards

2017-2018 1 award

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

Student Enrollment Type: Academic Load

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

The program enrollment types for the Economics Department have changed substantially since the 2017 Program Review, (F 2011 through F 2016). We see a slight rise in the percentage of day students, from 42.5% in 2017 to 50.5% at present, with a corresponding drop in the percentage of day and evening students, from 47.8% in 2017 to 29.8% at present. The percentage of evening students has risen slightly from 9.4% in 2017 to 10.7% at present. The percentage of full time students has dropped from 58.9% to 32.7% while the percentage of half, or less than half-time students has risen from 38.8% in 2017 to 65.5% at present. This trend is most likely caused by the pandemic, and the change in student attendance patterns. In terms of headcount, we have 4,505 day students in the 2022 Program Review, with 2,656 Day and Evening students, and 951 Evening students, with 807 Unknown. We have 2,919 full-time students, and 5,843 classified as half-time or less than half time. This contrasts with the 2016 Program Review, (average F 2011 - F 2016) where the average headcount was 123 Female, 41% of the total, and 163 Male, 54.7% of the total. This compared to an EVC headcount of Female: 4,776, 53.8%, and Male, 4082, 46%. I commented at the time that more outreach efforts need to be made to attract and retain female students in the Program, as they are underrepresented in the Program. Broken down by age, in the 2017 Program Review, the average headcount was 7 for age 17 and below, 214, for age 18-24, 63 for age 25-39, 15 for age 49 and over, and .2 Unknown. The average headcount for the 2016 Program Review broken down by IPED was 1, American Indian, 162, Asian, 4, Black or African American, 82, Hispanic, 7, Two or More Races, 20, White, and 20, Unknown.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The Economics Department has slightly fewer day students, compared to the campus-wide average, but many more day and evening students, compared to the EVC average. In the current Program Review, the Program has a program average headcount of 137 Day students, 46.6% of the total, compared to 4,505 average headcount for EVC, 50.5% of the total. Thus, the Program has a lower than average % of Day students. The Program has an average Day and Evening headcount of 98, or 33.5% of the total, compared to EVC, with an average headcount of 2,656, or 29.8% of the total. Thus, the Program enjoys a higher than average proportion of Day and Evening students. The Program has an average headcount of 20 Evening students, or 6.8% of the total, compared to EVC,

which has an average headcount of 951, or 10.7%. Unknown: 38, or 13% for the Program, and 807, or 9%, for EVC. Thus, the Program exceeds the EVC average in Day and Evening student representation, yet falls below the EVC average in the Day category and the Evening category.

- **c. Based on the data, would you recommend any changes?**

The Economics Department would not recommend any changes at this time.

Student Demographics - Headcount

Student Demographic: Gender

Student Demographic: Age

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **a. Based on the program total headcount and percent change year to year, discuss if your 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?**

The Program Headcount for Females has dropped from 123 in 2016 to 115 at present, F 22, and for males it has dropped from 163 in 2016 to 150 at present. This can be explained by the tremendous drop in overall enrollment starting in March, 2020. Since then, enrollment has been rebounding, as students have returned to the classroom in record numbers. This trend, as evidenced over the past two years, should continue. Administration officials announced during the PDD meetings in January, 2024, that enrollment has returned to Fall 2019 levels. This is evidenced by the increase in foot traffic on campus in the Spring 2024 semester, which is nothing less than heartwarming to witness, during passing periods! The new student organization, BEEF, is designed to increase enrollment, and to promote student involvement. In terms of Day, Day and Evening, and Evening, the Program Headcount for F 11 to F 16 came in at : 127, 143, and 28, compared to F 16 to F22: 137, 98, and 20. We see a rise in the Day headcount, from F 16 to F 22, and a drop in the Day and evening, and Evening, headcount from F 16 to F 22. This is consistent with the onset of the pandemic, which most likely drove students to favor Day classes over Evening, over the last six years.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The Economics Department has a smaller female component, 43% compared to the EVC average of 55%, and a larger male component, 57% compared to the EVC average of 44%. Many students enroll in Economics as part of preparing for a Business major. In terms of Headcount, the Latinx component of the Economics Department, at 34%, is less than the EVC average of 40%. The Asian component for the Program is 48%, compared to the EVC average of 41%. The Amercian Indian, and Black or African American, and White Headcounts are similar for the Program and the EVC average, at .47% and .49%, 2% and 2%, and 5% and 6%, respectively. The new Economics and Business

student club, nicknamed BEEF, is engaged in outreach efforts to encourage greater female and Latinx participation in both disciplines. Also, the Economics Department will consider changing the focus of the Economics courses to reflect more issues involving the Latinx community, women's rights, and the role of women in the workforce. In terms of age, the Program numbers compare with EVC as a whole in the following way: 17 and below, 4% for the Program, 6% for EVC, age 18 to 24, 75% for the Program, 60% for EVC, age 25 - 39, 18% for the Program, 24% for EVC, age 40 and Over, 3% for the Program, and 10% for EVC. Thus, the Program skews younger, with more students in the 18 to 24 age group, and fewer in the age groups older than age 24. The Program response to this is to focus on material in a way that addresses this issue. For example, a discussion on housing costs in the Bay Area must address the issue that many of the students in the room, in the age group 18 to 24, do not directly pay rent or a mortgage payment, yet they live in a household where these payments are made by their parents or grandparents. As a result, models are used to explain the housing cost burden for the typical family.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The Economics Department will be more aggressive in marketing the new student club to Latinx and female students. It will coordinate with the relevant EVC representatives to coordinate greater outreach efforts to high schools in this regard. In addition, Early Alert will be used more effectively to retain the female and Latinx students who enroll in the class.

Institutional Effectiveness (6.5 year average)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity

78.53%

Program Productivity

19.00

Is your capacity rate higher or lower than the campus?

Higher

Is your productivity goal higher or lower than the campus?

Higher

If the program capacity and/or productivity is lower than the campus, please provide rationale

Curriculum

Related Assessments

Econ 10 A Spring 2021- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1486)

ECON 10 A Spring 2021- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1487)

Econ 10 A- Created: 10/22/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1687)

Econ 10 B- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1488)

Econ 10 B- Created: 10/22/2021 New Section Level SLO Assessment Report Originator: Michael Risso
(/Form/Module/Index/1688)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

The Economics Program met with the Curriculum Committee during the Spring 2023 semester for its scheduled course outline revision. The Economics Program, both Economics 10 A, and Economics 10 B, sailed through with flying colors. Both courses have been updated by the Curriculum Committee as of May, 2023. There have been no major updates to the curriculum, and no new programs.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

The Economics Department offers two courses: Economics 10A, Introduction to Macroeconomics, and Economics 10B, Introduction to Microeconomics. They are offered every semester, usually with eight to ten sections, evenly divided between the two courses. It is recommended that a student take Econ 10A first, then Econ 10B, but this is not required. The Introduction to Macroeconomics course, Econ 10A, provides students with a basic understanding of the major spending areas in our economy, household spending, business spending, government spending, exports and imports, as well as an analysis of the role of the government: fiscal policy and monetary policy. These concepts are essential for any and all business students, and any student who desires to understand their role in society. The Introduction to Microeconomics course, Econ 10 A, discusses how markets work, the role of supply and demand forces, price controls and the many roles our government plays in regulating the firm. In both courses, current events are highlighted in every class: the UAW strike, the cost of housing and the housing crisis in our country, income inequality, the living wage, and a host of other issues. These two courses are absolutely essential for any student to achieve a deeper understanding of our society, and their potential role in our society and our system. Students are encouraged to consider working for a government agency at some point, perhaps as an intern. They are also encouraged to consider teaching as a profession, which is the greatest job in the world!

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

The link below is to the Economics guided pathways program map.

<https://programmap.evc.edu/academics/interest-clusters/d6a4568d-2d6b-434e-af80-cabbba426ce0/programs/71bcc001-d9a0-c679-0b2b-5a6b559e71c9>
(<https://programmap.evc.edu/academics/interest-clusters/d6a4568d-2d6b-434e-af80-cabbba426ce0/programs/71bcc001-d9a0-c679-0b2b-5a6b559e71c9>)

- **4. 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?**

The most important strategy that the Economics Department has developed is one that emphasizes student INVOLVEMENT. In each and every class meeting, students are required to write an analysis of some major issue involving economics, usually an issue torn from the headlines, such as the current UAW strike, or the new action taken by the FTC against Google. This written work is returned to the student within two weeks, with feedback, and a short presentation about the issue. Students are exposed to the issue three times: first, when it is presented to them, second, when they are asked to participate in an analysis of the issue, and third, when their papers are returned to them, with feedback, and the issue is revisited once again, often with updates since the work was turned in. The goal is to get student interested in these issues for the rest of their lives.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

This issue will be revisited next year. Possible future plans and Program modifications include increased outreach activities to attract more students into the Economics Program. Also, various internships with local businesses will be investigated, using our excellent Accounting Program as a model, where students are trained to prepare tax returns for families in the area, under the direct supervision of the Accounting instructors at EVC. This involves a partnership with local accountants. The Economics Department will investigate the logistics involved in these opportunities, all with an eye toward increasing enrollment into the Program.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

The Economics Department has met all requirements involving articulation with high schools, and with four year institutions. The articulation requirements with both the CSU system and the UC system have been met. This involved a revision of the Course Outlines in both courses, Econ 10 A and Econ 10 B, so that these articulation requirements are clearly met, and easily identified. The Curriculum Committee signed off on these revisions in May, 2023, as part of their routine review of the Economics Department curricula.

Student Learning Outcome and Assessment

Related Assessments

Econ 10 A Spring 2021- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1486)

ECON 10 A Spring 2021- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1487)

Econ 10 A- Created: 10/22/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1687)

Econ 10 B- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Michael Risso (/Form/Module/Index/1488)

Econ 10 B- Created: 10/22/2021 New Section Level SLO Assessment Report Originator: Michael Risso
(/Form/Module/Index/1688)

Student Learning Outcomes

ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Active)
ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Historical)
ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Draft)
ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Historical)
ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Rejected)
ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Historical)
ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Historical)
ECON 010A - Principles of Macroeconomic Theory - Identify and interpret macroeconomic data (Active)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Active)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Historical)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Historical)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Rejected)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Historical)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Draft)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Historical)
ECON 010A - Principles of Macroeconomic Theory - Apply macroeconomic models to describe the economy (Active)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Active)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Historical)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Draft)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Historical)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Rejected)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Historical)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Historical)
ECON 010A - Principles of Macroeconomic Theory - Analyze the economic impacts of monetary and fiscal policy. (Active)
ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Active)
ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Historical)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Historical)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Rejected)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Historical)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Draft)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Historical)

ECON 010A - Principles of Macroeconomic Theory - Explain the function of the central bank and the banking system. (Active)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Rejected)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Active)

ECON 010B - Introduction to Microeconomic Theory - Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior. (Active)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity (Active)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity (Active)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity (Historical)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity (Rejected)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity (Historical)

ECON 010B - Introduction to Microeconomic Theory - Calculate and interpret measures of elasticity (Historical)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Rejected)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Active)

ECON 010B - Introduction to Microeconomic Theory - Describe/explain how markets function and what happens in the presence of market failures. (Active)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Active)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Active)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Rejected)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Analyze production and costs of a firm. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Rejected)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Historical)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Active)

ECON 010B - Introduction to Microeconomic Theory - Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run. (Active)

Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

The Program Learning Outcomes for Economics are as follows:

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

The PLOs relate to the ILOs in many ways: Students are tasked with analyzing the issues raised in the PLOs in each and every class meeting through a series of in-class writing assignments. These assignments fulfill the ILOs of communication, information competency, inquiry and reasoning, personal development, and social responsibility. Details involving exactly how the SLOs map to the PLOs and the ILOs will be provided in the answer to Question #3 below. Program Learning Outcomes will be provided in the answer to question #2 below.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

As a member of SLOAC, the Economics Department shares the results of SLO assessments with Grace Estrada, Chair of SLOAC, and with the department and with college colleagues. The deadline to submit SLO and PLO reports is met at all times. The Economics Department reports 100% success in this regard within the Business and Workforce Division, often being the first, or among the first, department to submit reports. The entire B&WF Division has earned a 100% rating in terms of SLOs accepted inside the deadline provided by SLOAC. Student proficiency in subject matter consists of assessment tools utilized to determine mastering subject matter which include: class examinations, written reflection assignments, oral presentations, research projects, and 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 is a summary of minutes from a Feb. 9, 2024 SLOAC meeting, and a summary of SLO work:

Student Learning Outcomes and Assessment Committee (SLOAC)

February 9, 2024 10 to 11:30 AM MS-296

<https://sjeccd-edu.zoom.us/j/84939112046> (<https://sjeccd-edu.zoom.us/j/84939112046>)

COMMITTEE MEMBERS PRESENT:

Business & Workforce: **Mike Risso - online**

Counseling: **Tram Pham - in person**

Language Arts: **Sherryanne Lim - - online**

Nursing and Allied Health: **Elaine Kafle - in person**

SSHAPE: **Rahmon Pashtunyar - in person**

At Large: **Simon Cook - in person**

All-Curriculum Chair: **Eric Narveson - in person**

Administration: Robert Gutierrez - in person, Robbie Kunkel - online

Chair: Grace Estrada - in person

Guest: Arthur College

COMMITTEE MEMBERS ABSENT:

Ex Officio: VP Matais Pouncil, VP Howard Willis

Classified Professionals: Vera Nazarov

Associated Students: Luzele Alvarado**Agenda**

- I. CALL TO ORDER 10:03 AM
- II. ADOPTION OF AGENDA 1st Rahmon, 2nd Eric
- III. APPROVAL OF MINUTES (December 8, 2023) 1st Rahmon, 2nd Simon
- IV. PUBLIC COMMENTS (LIMIT TO 3 MINUTES):

ACCC Chair introduced a motion at Academic Senate to adjust their charge so that the SLOAC and DE Chairs are voting members of ACCC

- V. ACTION ITEM: Standardized Allocation of Time for PLO Assessment Reports

SLOAC Recommended Standardized Allocation of Time for PLO Assessment Report
Completion in CurriQunet

Program Learning Outcome (PLO) Assessment reports are completed as a tool to collect assessment data on academic programs. They enable faculty to reflect on student performance and make evidence-based decisions.

The assessment of student learning is part of our contractual faculty responsibilities, regardless of full-time or part-time status. SLOAC recommends the following formula as the standardized allocation of time to complete the assessment reports in CurriQunet:

The first PLO Report (including time for collegial collaboration and self-paced learning)=2 hours + 1 hour per additional PLO reported.

To be clear, the compensation is based on how many distinct PLOs are being reported and reflected upon, not on how many courses are included in the report.

Quarter Hour System:

0-.07 min.. = 0 .08 - .22 min.. =.25 hr. .23 - .37 min. = .50 hr. .38 - .52 min. = .75 hr.
.53 - .60 min. = 1.00 hr.

- 1st Eric, 2nd Rahmon - unanimous approval from SLOAC
-

VI. INFORMATION/DISCUSSION ITEMS:

- PDD Workshop Recap: Outcomes and Objectives - review of PDF providing faculty with guidelines on how to use AI to help develop outcomes from course objectives.
- Updates to SLO Handbook - suggestions
 - Include explanation distinguishing outcomes vs. objectives starting p4.
 - Add the link to the Canvas shell
 - Add committee members' names and month/year of revision
 - Placement of listed documents
 - SLOAC Recommended Assessment Processes -> Appendix A, A3.1
 - SLOAC Recommendation of Standardized Allocation of Time for SLO Assessment Reports -> Appendix A A3.2
 - SLOAC Recommended PLO Assessment Processes -> Appendix A4
 - SLOAC Recommendation of Standardized Allocation of Time for PLO Assessment Reports -> Appendix A4.1
 - ILO Definitions - once approved by Academic Senate, p5
 - ILO Rubrics - > specify that they are recommended, not required -> Appendix B

VII. RECOGNITION AND ANNOUNCEMENTS:

Reminder to encourage students to use free tax preparation services

VIII. ADJOURNMENT 1st Robert, 2nd Eric - 10:54 AM

Next meetings: Spring Semester Feb 23, March 8, 22, April 12, 26, and May 10.

Below is a summary of SLO work:

FOR 10A SLOs 2023

Identify and interpret macroeconomic data

Spring 2023:: 32 out of 35 students have demonstrated competency in understanding this SLO.

Apply macroeconomic models to describe the economy

Spring 2023: For SLO #2, Apply macroeconomic models to describe the economy, 32 out of 35 students scored C or higher. The student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the discussion threads were very helpful in that regard!

Analyze the economic impacts of monetary and fiscal policy.

For SLO #3, Analyze the economic impacts of monetary and fiscal policy, 32 out of 35 students scored C or higher. Students were able to master the material once I realized that a series of 'extra credit' practice exam questions at the end of each class would focus their attention on the issues. The student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the discussion threads were very helpful in that regard!

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

For SLO #4, Explain the functions of the central bank and the banking system, 35 out of 35 students scored C or higher Spring 2023. The student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the discussion threads were very helpful in that regard!

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

The ILOs associated with these SLOs included communication skills, reasoning skills, and information competency skills. The discussion threads in particular helped students with their communication skills, reasoning skills, and information competency skills.

FOR 10B SLOs 2023

Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 3% compared to the Fall 2022 semester.

Calculate and interpret measures of elasticity

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

Describe/explain how markets function and what happens in the presence of market failures. Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

Analyze production and costs of a firm.

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run.

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

The SLO assessment results tell me that the students have mastered communication skills, reasoning skills, and information competency. The Discussion threads in particular helped students with their communication skills, reasoning skills and information competency.

PLOs 2023

Assessment Results

Listed below are the assessment results that were reported in the contributing SLO assessment reports. If you reported additional PLO assessments on the previous page, discuss what the additional assessments revealed. On the next page, Reflection, you will have the opportunity to share what the assessment results altogether revealed about student learning overall.

ECON 010A - Principles of Macroeconomic Theory

Identify and interpret macroeconomic data

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

Spring 2023:: 32 out of 35 students have demonstrated competency in understanding this SLO.

Apply macroeconomic models to describe the economy

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

Spring 2023: For SLO #2, Apply macroeconomic models to describe the economy, 32 out of 35 students scored C or higher. The student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the discussion threads were very helpful in that regard!

Analyze the economic impacts of monetary and fiscal policy.

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

For SLO #3, Analyze the economic impacts of monetary and fiscal policy, 32 out of 35 students scored C or higher. Students were able to master the material once I realized that a series of 'extra credit' practice exam questions at the end of each class would focus their attention on the issues. The student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the discussion threads were very helpful in that regard!

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

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

For SLO #4, Explain the functions of the central bank and the banking system, 35 out of 35 students scored C or higher in Spring 2023. The student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the discussion threads were very helpful in that regard!

ECON 010B - Introduction to Microeconomic Theory

Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 3% compared to the Fall 2022 semester.

Calculate and interpret measures of elasticity

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

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

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

Analyze production and costs of a firm.

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run.

- **Rating: 4: Almost all (90%+) of the students have mastered the competency.**
-
- **Assessment Results:**

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Fall 2022 semester.

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

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?

Students were required to demonstrate oral and written competency in the major field, including an analysis of production costs of a firm. Students were asked specific essay questions about the costs and production of a firm doing business in the U.S. These essay questions were asked at the end of each class, and in quizzes. I evaluated the essay answers of each student, and we reviewed the answers in class during a class discussion.

Analyze production and costs of a firm.

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?

Students were required to demonstrate oral and written competency in the major field, including an analysis of production costs of a firm. Students were asked specific essay questions about the costs and production of a firm doing business in the U.S. These essay questions were asked at the end of each class, and in quizzes. I evaluated the essay answers of each student, and we reviewed the answers in class during a class discussion.

Apply macroeconomic models to describe the economy.

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?

Students were required to demonstrate oral and written competency in the major field, including the application of macro models. Students were asked essay questions requiring them to apply macroeconomic models to explain the economy, such as unemployment and inflation models. They were asked essay questions at the end of each class, as well as in quizzes. The answers were reviewed in class as part of class discussions.

Analyze the economic impacts of monetary and fiscal policy.

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?

Students demonstrated oral and written competency in the major field, which includes an analysis of the two major government policies, fiscal policy and monetary policy. Students were asked essay questions involving the impacts of monetary and fiscal policy. These questions were asked, in essay form, at the end of each class, in class, and on the final exam. As I returned the in-class answers, we reviewed the answers as part of a larger discussion.

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

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?

Students were required to demonstrate oral and written competency in the major field, which includes a mastery of the concepts involving the central bank and the banking system. Students were asked essay questions about the function of the central bank and the banking system, both at the end of each class, and on the final exam. The in-class answers were reviewed as part of a general class discussion.

Demonstrate oral and written competence in the major field.

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO

Students were required to write essays answering questions at the end of each in-person class, involving the issues of Microeconomics and Macroeconomics, many of which are mentioned above. In addition, two quizzes and a final exam were given. The answers to the in-class essay questions were reviewed at the beginning of the following class, at which time students participated in a discussion.

SLOs ECON 10A Assessment Results Fall 2022

Identify and interpret macroeconomic data

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Spring 2022 semester.

Apply macroeconomic models to describe the economy

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 1% compared to the Spring 2022 semester.

Analyze the economic impacts of monetary and fiscal policy.

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 3% compared to the Spring 2022 semester.

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

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Spring 2022 semester.

SLOS ECON 10 A Fall 2022 Assessment Results

Identify and interpret macroeconomic data

Fall 2022: 36 out of 39 students have demonstrated competency in understanding this SLO.

Apply macroeconomic models to describe the economy

Fall 2022: For SLO #2, Apply macroeconomic models to describe the economy, 26 out of 28 students scored C or higher. For SLO #3, Analyze the economic impacts of monetary and fiscal policy, 27 out of 28 students scored C or higher. For SLO #4, Explain the functions of the central bank and the banking system, 24 out of 25 students scored C or higher

Analyze the economic impacts of monetary and fiscal policy.

Students were able to master the material once I realized that a series of 'extra credit' practice exam questions at the end of each class would focus their attention on the issues

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

Fall 2022: In the case of SLOs #2, 3, and 4, the student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the Discussion threads were very helpful in that regard!

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

The ILOs associated with these SLOs included communication skills, reasoning skills, and information competency skills. The Discussion threads in particular helped students with their communication skills.

ECON 10B Assessment Results Date on this is MARCH 4, 2023.

Describe/explain how markets function and what happens in the presence of market failures. Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 3% compared to the Spring 2022 semester.

Analyze production and costs of a firm.

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 2% compared to the Spring 2022 semester.

Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run.

Students were tasked to explain these concepts and analyze results by giving examples. Student success improved by 1% compared to the Spring 2022 semester.

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

The SLO assessment results tell me that the students have mastered communication skills, reasoning skills, and information competency. The Discussion threads in particular helped students with their communication skills.

ECON 10B Assessment Results Date on this is 10/25/2021

Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.

For SLO #1, 27 of the 28 students scored C or higher on the exam. The 'needs' that were revealed are the needs that some students have to see and to be assessed on the material more than once. I included practice exams and Discussion threads before the exam that covered this SLO.

Describe/explain how markets function and what happens in the presence of market failures. For this SLO, 25 of the 26 students scored C or higher on the quiz covering this material.. Once again, practice exams and Discussion threads improved the results from the previous semester

Analyze production and costs of a firm.

For this SO, which I call #4, 23 out of 24 students scored C or higher on the exam. Once again, the use of a practice exam and a Discussion thread improved outcomes

Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run.

For this SLO, 22 out of 23 students scored a C or higher on the exam. Once again, the inclusion of a practice exam and a Discussion thread improved outcomes from the previous semester.

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

ILO(s) associated with selected SLO(s)

Each SLO assessment told me that the students are mastering the ILOs of communication skills, particularly with the Discussion threads, reasoning skills, and information competency.

ECON 10 A Date Assessment Results on this is 10.25.2021

Apply macroeconomic models to describe the economy

For SLO #2, Apply macroeconomic models to describe the economy, 26 out of 28 students scored C or higher. For SLO #3, Analyze the economic impacts of monetary and fiscal policy, 27 out of 28 students scored C or higher. For SLO #4, Explain the functions of the central bank and the banking system, 24 out of 25 students scored C or higher.

Analyze the economic impacts of monetary and fiscal policy.

Students were able to master the material once I realized that a series of 'extra credit' practice exam questions at the end of each class would focus their attention on the issues

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

In the case of SLOs #2, 3, and 4, the student needs that were addressed included the need by many students to see the material more than once, and to be evaluated on the material more than once. The practice exams and the Discussion threads were very helpful in that regard!

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

The ILOs associated with these SLOs included communication skills, reasoning skills, and information competency skills. The Discussion threads in particular helped students with their communication skills.

ECON 10B SLOS Assessment Results Sept. 2022

Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.

Fall 2022: For SLO #1, 27 of the 28 students scored C or higher on the exam. The 'needs' that were revealed are the needs that some students have to see and to be assessed on the material more than once. I included practice exams and Discussion threads before the exam that covered this SLO.

Spring 2021: 33/39 students (84.6%) scored C or higher on the required essay exam

Calculate and interpret measures of elasticity

Fall 2022: 35 out of 38 students demonstrated competency in understanding this SLO.

Describe/explain how markets function and what happens in the presence of market failures.
Fall 2022: For this SLO, 25 of the 26 students scored C or higher on the quiz covering this material.. Once again, practice exams and Discussion threads improved the results from the previous semester

Analyze production and costs of a firm.

Fall 2022: For this SO, which I call #4, 23 out of 24 students scored C or higher on the exam. Once again, the use of a practice exam and a Discussion thread improved outcomes

Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run.

Fall 2022: For this SLO, 22 out of 23 students scored a C or higher on the exam. Once again, the inclusion of a practice exam and a Discussion thread improved outcomes from the previous semester.

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

Each SLO assessment told me that the students are mastering the ILOs of communication skills, particularly with the Discussion threads, reasoning skills, and information competency

PLOs on worksheet

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.

ILOs for overall EVC courses

Communication: The student will demonstrate effective communication, appropriate to the audience and purpose.

Inquiry and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.

Information Competency: The student will utilize information from a variety of sources and make an informed decision and take action.

Social Responsibility: The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.

Personal Development: The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

Below is a link to the recording of a division meeting that occurred on September 21, 2022

<https://sjeccd-edu.zoom.us/rec/share/x4I5G72Jpky1ZFcCmPF3Sv4EB2A51TgWFLdjr1X-MMexMSz3mNGgrN0o4NugS3Mw.BI-PWWDnIKP2S5PB?startTime=1663797365000> (<https://sjeccd-edu.zoom.us/rec/share/x4I5G72Jpky1ZFcCmPF3Sv4EB2A51TgWFLdjr1X-MMexMSz3mNGgrN0o4NugS3Mw.BI-PWWDnIKP2S5PB?startTime=1663797365000>)

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, as well as any future proposed courses.

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 82% in the Fall 2022 semester, 83% in Spring 2023, and 86% in Fall 2023. 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 $Total\ Spending = C + I + G + (X - M)$. It takes several weeks to cover all aspects of this model. Success rates jumped from 83% in Fall 2022, to 85% in Spring 2023, to 87% in Fall 2023. 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 81% in Fall 2022 to 82% in Spring 2023 to 84% this semester, Fall 2023. 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?" 81% of all students mastered SLO#3 in the Spring 2023 semester, with the success rate rising to 85% in the Fall 2023 semester. This SLO will be assessed once again in the Spring 2024 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: 82% of all students mastered SLO#4 in the Spring 2023 semester, and 85% in the Fall 2023 semester. This SLO will be assessed again in the Spring 2024 semester. SLO #4 cannot be done independently 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 85% in Fall 2022, 85% in Spring 2023 and 86% in Fall 2023. 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: 85% in Fall 2022, 85% in Spring 2023, and 86% in Fall 2023.

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 82% in Spring 2022, 85% in Fall 2022 and 87% in Spring 2023. 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. 81% of all students mastered this SLO in Fall 2022, 83% in Spring 2023, and 84% in the Fall 2023 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.

During SLOAC meetings, we discuss the completion rates of SLOs and PLOs campus wide, as well as much larger issues involving how departments may change their SLOs in order to streamline the entire process. The Economics Department is directly involved in this process during SLOAC meetings, which take place every second and fourth Friday of each month.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Since our last Program Review, the Economics Department has implemented new strategies involving assessment. At the end of each and every class meeting, students are tasked with answering a question, in writing. The questions at the end of each class are always directed to one or more of the SLOs and PLOs stated in this document. This allows the instructor to assess the work of the students constantly. If a student is falling behind, Early Alert may be notified in a timely manner, and the instructor can intervene with the student. Often, problems arise owing to a student's lack of attendance and/or tardiness. If a student is not present in a class for the in class assignment, it is clear to all parties. There is no misunderstanding. This requires the instructor to do a lot of grading, each and every week. This is all part of the job. This process minimizes misunderstanding and conflict, especially once students realize that they are being grade on their work each and every time class meets. Also, current events may be integrated into each class presentation, for example, the rise in the frequency and duration of strikes by workers in America, with all of the students asked to analyze the potential effects of the current events.

Faculty and Staff

Part D: Faculty and Staff

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

The Economics Program currently has one full-time faculty – **Michael Risso** and two adjunct faculty - **Malkiat Sandhu**, 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 42years, 37 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.

On March 11, 2020, I helped the Economics Department transition from all in-person classes to all online classes--five days. One hundred and twenty hours. 120. This involved many scores of hours of work transitioning five classes that met in person to five asynchronous online classes. There is no special distinction here: all disciplines had to do the same. The Economics Department is not looking for any kind of special recognition. I just wanted to point out that this was the largest disruption and shock to the system of education in my VERY long career. The Economics Department handled this adversity with a high degree of professionalism.

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.

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.

Before coming to Evergreen Valley College, I worked at Clemson University, DeVry University and Stanford University. Currently, I am teaching at San Jose State University as well where I teach mainly upper division courses on Mathematical Economics, Health Economics, Managerial Economics Microeconomic Analysis and Principles of Economics courses. In the past, I have taught Business Economics, Business Statistics in the MBA program as well as Elementary Statistics and Econometrics. My primary research area is Health Economics & U.S. Health Policy. My secondary research area is Natural Resource and Environmental Economics.

For the last three years, I have been involved with Institutional Effectiveness research and making recommendations for the College's program review and strategic planning process.

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.

Here is the list of a few Honors and Awards that I received:

Distinguished Part-Time Faculty Member of the Year 2018-2019, Academic Senate of Evergreen Valley College, April 2019

Selected from among other part-time faculty nominees by the Academic Senate as Distinguished Part-time Faculty Member of the Year. Selections were based on nominee's teaching experience, excellence in campus/community service, professional development, and/or demonstrated sensitivity to diversity.

Economics Faculty Lead for Open Educational Resources Initiative (OERI) Aug 2020- May 2021

Selected from other economics faculty applicants to serve as the resource for economics colleagues and hold webinars and events.

Professional Development in the Past Three Years:

Over the last three years, I have done economic research, attended conferences, earned STATA certification, Mastered MyEconLab, MyStatLab and earned certification in Advanced online Teaching and Peer Online Course Reviewer (PCOR).

One of the projects 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 collaborating with the Budget Committee, SLOAC Committee and Curriculum Committee to create transparent and effective process and procedure for EVC. I just want to contribute and change the system for the better. My future goal is to make a positive difference to the success of the economic program at EVC. Currently, My passion is to create an inclusive and culturally responsive classroom. I am a human right, social justice activist, and die-hard advocate for underserved students!

At present I am chairing Evergreen Valley College's Institutional Effectiveness Committee (IEC).

Key accomplishments as IEC Chair for the last three years:

1. Streamlined and Enhanced Program Review Cycle:

- Reduced comprehensive program review cycle from 6 to 4 years'
- Established a robust cyclical review framework that emphasizes:
 - Data-driven evaluation of student learning and achievement.
 - Alignment with budgeting and resource allocation.
 - Clear criteria for relevancy, appropriateness, and future planning.
 - Consistent application across all college programs.

2. Pioneered Online Program Review:

- Developed and launched the program review module in CurriQunet, enabling efficient online submissions and housing.
- Demonstrated resourcefulness and adaptability by successfully utilizing CROA to generate the necessary data set in the absence of a research analyst.

3. Championed ISER Success:

- Led the Standard I Team for the ISER, delivering significant contributions to narrative development, evidence gathering, and timely submission.

4. Authored Program Review Handbook:

- Created the first-ever program review handbook, providing invaluable guidance for future reviews.

5. Supported EMP Implementation:

- Facilitated department/program engagement in the EMP and provided support for implementation forms.

6. Enhanced Annual Update Process:

- Developed and launched the Annual Update and Resource Request module in CurriQunet, streamlining submissions and data management.

Professor Malkiat Sandhu teaches Economics 10A and Economics 10B at both EVC and San Jose City College. He is the faculty advisor to the new Business, Economics, Entrepreneurship and Finance club, BEEF. Along with Dean Fuentes, he was instrumental in getting the group started, after some growing pains. The goals of the club align with the goals of the Economics Department: to increase enrollment in Economics classes! This may be achieved by generating greater student enthusiasm about the study of Economics at EVC, by creating a closer connection between the students and faculty. Of course, this all starts with excellent instruction in the classroom, which the Economics Department provides, during each and every class meeting.

The major professional development activities completed by faculty and staff in this department/program in the last six years are the following:

- 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 2019.
- 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.
- n. On March 11, 2020, ushered in a successful transition from fully in-person classes to online classes, with an excellent retention rate.
- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

The Economics Department does not anticipate any additional professional development needs at the current time. This matter will be revisited in a year.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

It is the understanding of the Economics Department that the budget is adequate at the present time to meet the Department's needs.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

N/A

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The Economics Department's current technology and equipment is adequate. There have been no significant changes to technology or equipment since the last program review.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

1. **N/A**

Ongoing Budget Needs

One-Time Expenditure

Request linked to SLO/PLO #

Strategic Initiatives (student centered, organizational transformation, community engagement)

No

Improving student success rates

No

Achievement of program set standard for student success

No

Total Cost

N/A

Attach Files

Attached File

Budget Usage.docx (/Form/Module/_DownloadFile/3724/43692?fileId=449)

IEC Reviewers

IEC Mentor

Antoinette Herrera

IEC Second Reader

William Sapigao

