

**De Anza College**

**Program Review – Annual Update Form – Fall 2025**

1. Department/Area Name: **Economics**
2. Name of individual(s) completing the form: **Ravjeet Singh**
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager): **We have exceeded our goals of achieving an award of AA-T degrees in Economics as well as Enrollment. So, kudos to all the members of our department!!**
4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).  
**While we did lose 3 sections due to early cancellation policy, our enrollment numbers went up between 2023-24 and 2024-25.**
5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
AA-T Increase, Explore additional avenues as well in this direction.	Plan to increase the number of AA-T degrees in Economics by atleast 40% so that more students learn to think critically and explore the range of career options and become	All faculty members in the department have been provided with guidelines by the department chair & share	Outreach & Counseling and Marketing department to create more advertisement material.	Advertising material was created. The increase in number of awards speaks for itself.	Identified a 12% increase in awards year over year.	We have exceeded our goal, and we can continue to do more by encouraging students to pursue an AA-T in Econ along with AA-T in Business since there is

	informed and engaged citizens.	information with all the students.				a lot of overlap.
Offer ECON3 more frequently	ECON3 (Environmental Economics) since its inception in 2017 here at De Anza College is usually offered in Fall Quarter. However, we would like more students to understand and appreciate the economics of the environmental issues in the current and future world. We will explore the opportunity in earnest to offer ECON 3 throughout the year.	Prof. Thomas who developed this course and is currently teaching it.	All members of the department will advertise/encourage their current ECON1/ECON 2 students to take ECON 3 classes in the upcoming quarters/years.	Enrollment data from Inquiry Tool for ECON3	The number of students enrolled in ECON 3 for the Academic year 2024-25 is 113 with retention rate of 93.8%	Continue with the current efforts and focus more on retention efforts as well.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

**N/A**

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

**Our continuous requests to provide Peer assisted Learning in our classrooms have been denied repeatedly even though [studies](#) indicate how Peer Assisted Learning can go a long way to reduce the achievement gap between the Targeted and non-targeted groups (By ethnicity) of students.**

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

**Looking at the data across the two academic years 2023-24 and 2024-25, within targeted population categories, the success rate for Blacks went up from 75% to 78% (withdrawal rate down to 6% from 13%), Latinx up from 74% to 83% (withdrawal rate down to 8% from 14%).**

**Even though overall success rates have gone up for the targeted population, the gap between targeted population and non-targeted population has barely moved. As already mentioned in response to 7 above, the gap between the targeted and the non-targeted groups has persisted.**

**Ideally, a smaller size class would be yet another option to address this gap. If that option doesn't exist for our department, atleast providing a reasonable number of peer learning tutors could be a great alternative.**

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>ECON3: Environmental Economics</b>  <b>SLO3. Evaluate the marginal benefits and marginal costs of environmental cleanup and contrast the optimal solution of the free market versus competing views of valuing the environment.</b></p> <p><b>SLO4. Evaluate outcomes in markets with negative externalities, government policy responses and their effectiveness in the US and global economy.</b></p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<ol style="list-style-type: none"> <li>1. Method of Assessment: <b>Short Answer Questions</b></li> <li>2. Elaborate on Assessment Method: <b>Students answer the questions as part of their midterm, final exam, and homework assignment.</b></li> </ol>
<p>Summary of Assessment Results</p>	<ol style="list-style-type: none"> <li>1. Number of students exceeding expectations: <b>18</b></li> <li>2. Number of students meeting expectations: <b>10</b></li> <li>3. Number of students approaching expectations: <b>3</b></li> <li>4. Number of students who do not meet this/these outcome(s) and did not attempt final exam: <b>5</b></li> </ol>
<p>Reflection on Results</p>	<p>Since instructor resources (From Pearson textbook) do not offer much in form of multiple-choice questions, and the <b>subject matter of ECON 3 suggests the focus on critical thinking approach. Therefore, short answer questions to evaluate SLOs were chosen.</b></p>
<p>Strategies Implemented or Plan to be</p>	<p><b>The instructor plans to experiment with different types of short answer questions (some relating to critical thinking, others relating more to calculations and data analysis).</b></p>

Implemented (aka: enhancements)	
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**Please email this form to your dean/manager.**

10. Dean Manager Comments:

The Economics Department continues to perform strongly in terms of enrollment and remains a stable and high-demand program within the division. The department benefits from a solid core of full-time faculty who are engaged in effective teaching, curriculum development, and institutional service, contributing to the overall strength and consistency of the program.

At this stage, a key priority for the department is expanding professional development opportunities for part-time faculty, particularly related to Regular and Substantive Interaction (RSI) requirements for online and hybrid instruction. As a significant portion of economics courses are offered in online or mixed modalities, ensuring that part-time faculty are well supported in designing and delivering instruction that meets RSI standards is essential for both student success and regulatory compliance. Strengthening faculty capacity in this area will also help sustain instructional quality as enrollment demand remains high and student needs continue to evolve.

Across community colleges, economics departments that maintain strong enrollment are increasingly focused on online pedagogy, instructional consistency, and applied learning approaches. Many colleges emphasize training faculty in effective online engagement strategies, such as structured instructor presence, timely feedback, interactive assignments, and data-informed discussions. Departments are also modernizing curricula by incorporating real-world economic issues including inflation, labor markets, income inequality, housing, climate economics, and the economics of technology making courses more relevant and engaging for today's students.

In addition, institutions have aligned economics more clearly with transfer pathways, business and STEM-adjacent programs, and workforce-relevant skills such as data analysis, critical thinking, and policy evaluation. These practices help departments keep pace with student demand while maintaining academic rigor and compliance with evolving instructional standards. Overall, the Economics Department at De Anza College is well positioned to sustain its strong enrollment performance. By prioritizing RSI-focused professional development for part-time faculty and continuing the strong leadership of its full-time faculty, the department can enhance instructional quality, ensure compliance, and further strengthen student learning outcomes.

11. Vice President/Associate Vice President Comments:

The Economics Department continues to demonstrate strong performance in enrollment growth, degree completion, and student success. The department has exceeded its AA-T completion

goals and increased awards by more than 12 percent year over year, reflecting effective outreach, advising, and curriculum alignment. Environmental Economics (ECON 3) shows strong enrollment and retention, supporting the department's commitment to applied and relevant economic education. While success rates for Black and Latinx students have improved, equity gaps persist. Continued investment in part-time faculty professional development, particularly for RSI in online instruction, will be essential to sustaining quality and compliance.