

De Anza College

Program Review – Annual Update Form

- 1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).**

In our department meetings as well as through email communications, we have talked about a few strategies to increase the award offerings offered by our department.

The department chair prepared and presented a presentation titled: [Why Major in Economics](#)

in Guided Pathway Village. This presentation was then shared with all the colleagues in our department in order to encourage their respective students to apply for Econ as a major.

We have/plan to do more: Encourage the business majors who are required to take our core classes: Principles of Macroeconomics (ECON 1) and Principles of Macroeconomics (ECON 2) are then encouraged towards our other offerings including ECON 3 (Environmental Economics) and ECON 5 (Behavioral Economics).

- 2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))**

N/A

- 3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**

All of our course offerings (ECON 1, ECON 2, ECON 3, ECON 4 & ECON 5) are currently GE approved courses as well as part of AA-T degree in Economics.

Overall, the number of awards (AA-T) degree in Economics have increased 12% between 2022-23 and 2023-24 as per the latest data. While enrollment in the last academic year for ECON 3 has remained relatively stable, we are also going to focus our efforts towards increasing enrollment in ECON 5 and have begun offering in Fall and Spring Quarter.

Regarding the enrollment trends, we have observed that the extra efforts made by all the faculty members in the department have paid off. All the faculty members are encouraged to forward the emails requests sent by interested students once the sections are full. These emails are then compiled by the department chair to provide justification for adding late start classes.

Comparing the data from 2021-22 to 2023-24, our enrollment has increased by 17%. This rate of growth is much higher than the College's rate of growth of 4.7%.

Our success rates in the same time period have remained unchanged.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

N/A

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

As seen from the above data, we definitely have the potential to grow. However, in terms of achievement gap between the targeted and non-targeted population (By ethnicity) Unfortunately, none of our requests were approved. The success/failure rates for targeted population have not shown any change at all for the last several years. Our requests to have Peer Assisted Learning Tutors in classrooms have been continuously ignored 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

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? (Related to 5)

As already mentioned in response to 5 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, at least providing a reasonable number of peer learning tutors could be a great alternative.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. 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>ECON D003.50Z: FALL 2023</p> <p>SLO1. Demonstrate an understanding of environmental responsibility and natural resource scarcity, and its role within economic science and economic growth.</p> <p>SLO2. Demonstrate a basic understanding of the interdependent relationship between the economy and the environment, and the long-term thinking necessary to grow the world economy while simultaneously protecting environmental resources.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Short Answer Questions: Students answer the questions as part of their midterm, final exam, and homework assignment.</p>
<p>Summary of Assessment Results</p>	<ol style="list-style-type: none"> 1. Number of students exceeding expectations : 27 2. Number of students meeting expectations : 9 3. Number of students approaching expectations : 1 4. Number of students who do not meet this/these outcome(s) - did not attempt final exam : 3 5. Total number of students evaluated: 40
<p>Reflection on Results</p>	<p>Since instructor resources (From Pearson textbook) do not offer much in form of multiple-choice questions, and the subject matter of ECON 3 suggests the focus on critical thinking approach, it was felt that short answer questions are the best way to evaluate SLOs.</p>
<p>Strategies Implemented or Plan to be</p>	<p>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).</p>

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

8. Dean Manager Comments:

The Economics Department consistently achieves strong enrollment, but there is an opportunity to foster innovation within the discipline through ongoing discussions and new initiatives. Collaboration with the Business Department to expand course offerings and increase outreach efforts is a promising direction. The department's diverse faculty would benefit from deeper conversations about addressing equity gaps and implementing strategic scheduling practices. Additionally, exploring alternative scheduling and modalities could help attract a broader range of students and further strengthen enrollment.