



Skyline College

Comprehensive Program Review

SKY Dept - Economics

Instructional Comprehensive Program Review

Submitter Name:

Sandhya Patlolla

Submission Date:

11/14/2025

BACKGROUND

1.A. DIVISION:

Social Science and Creative Arts (SS/CA)

PROGRAM NAME:

Economics

1.B. YEAR OF REVIEW:

2025 - 2026

1.C. PROGRAM REVIEW TEAM

Sandhya Patlolla (Economics Full-time Faculty); Chris Gibson (Dean of Language Arts); Bianca Rowden-Quince (Dean of Social Sciences and Creative Arts), Don Uy-Barreta (Economics Part-time Faculty)

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

The Economics Program empowers and transforms a global community of learners by fostering economic literacy, equipping them to understand and navigate the events that shape their lives and careers.

Specifically, the economic program:

- a. Provide students with a strong foundation in economic principles, preparing them for further studies in business, economics, and related disciplines.
- b. Prepares students for Economics transfer (AA-T) to both CSU and UCs.
- c. Empower students on global interconnections, with a focus on international trade, immigration, foreign direct investment, and foreign exchange markets.
- d. Equip students with economic and statistical tools that enable them to critically evaluate their everyday personal choices within the context of broader market structures.
- e. The Economics Program remains up to date with advancements in the field by introducing new courses. For instance, we recently submitted a new Course Outline of Record (COR) for International Economics (ECON 220), which is currently pending final approval. This course is designed to enhance students' understanding of the global economy.
- f. Additionally, the program offers Economics of the Environment (ECON 210), which explores market failures and the economic dimensions of climate change, enabling students to analyze pressing issues such as pollution and natural disasters.

Together, these program features offer students meaningful opportunities to fulfill Skyline College's mission of empowering and transforming a community of global learners.

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ii. Alignment with the College Values:

Academic Excellence
Community Partnership
Open Access
Participatory Governance
Social Justice
Student Success and Equity
Sustainability

For each chosen Value, provide a concrete example of how each connects to your program.

Social Justice: The Economics department faculty is committed to promoting social justice through both our curriculum and teaching practices. Economics offers a systematic framework for examining income and wealth inequalities shaped by social hierarchies of class, race, gender, sexuality, and ability in modern capitalist societies. We aim to empower students by exploring policies such as the minimum wage and rent control—key mechanisms for addressing the challenges confronting marginalized communities in the United States.

Student Success and Equity: We are committed to supporting students in achieving their goals on time and empowering them to transform their lives through education. Central to this commitment is our focus on closing equity gaps through evidence-based research and intentional practices that promote student success. For example, we offer Zero Textbook Cost (ZTC) materials in at least some sections of all our courses, removing financial barriers and advancing equity. One of our faculty members (Sandhya Patlolla) collaborated with colleagues from other institutions, received the OER for Social Justice grant to create course materials that embed principles of diversity, equity, inclusion, and anti-racism (DEIA) for the 2023–2025 period. These open educational resources in the form a Introduction to Economics textbook are available to students beginning in Spring 2026, further enhancing access and equity. Additionally, our course on Principles of Microeconomics (ECON 102, new CCN: ECON C2001), Economics of the Environment (ECON 210), and International Economics (ECON 220) integrates analysis of public policy with a focus on balancing efficiency and equity.

Open Access: As a full-time faculty of Economics, Professor Patlolla is dedicated to offering high-quality educational programs and services that are accessible to everyone in the community—regardless of academic preparation, socioeconomic background, gender, gender identity or expression, sexual orientation, culture, religion, ethnicity, or disability status. Her participation reflects the Economics discipline’s commitment to equity, open access, and student success. This commitment includes maintaining open access to programs and providing responsive student services both in person and through asynchronous online formats, ensuring students have the flexibility to progress toward their academic and career goals. Additionally, as noted above, she supports the provision of Zero Textbook Cost (ZTC) materials in all the sections of every course she teaches, reducing financial barriers and promoting equity.

Academic Excellence: The Economics Department is staffed by highly qualified faculty who hold advanced degrees in economics and bring extensive teaching experience from both community colleges and four-year institutions. We are committed to academic rigor, offering a dynamic and evolving curriculum that incorporates current, global and emerging areas of study. Our faculty remains actively engaged in research, attending conferences and workshops with work published in respected peer-reviewed journals such as The World Bank Economic Review and Agricultural Economics. They also contribute to community development through public-facing reports and platforms like The World Bank Development Blog. In the classroom, faculty integrate research and real-world analysis into coursework, involving students in projects that foster critical thinking and practical application. Some students have taken their research a step further by presenting at Skyline College’s Undergraduate Symposium of Academic Research (uSOAR). Here is one example. As a result, our students benefit from a team of experts deeply committed to providing a high-quality education that equips them for successful careers. As evidence of academic excellence, Economics course retention rates consistently remain around 89 percent, aligning closely with the collegewide average in most academic years.

Participatory Governance: We value governance processes that are just, fair, inclusive, transparent, and grounded

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in open and honest communication. For example, our tenure-track faculty member, Sandhya Patlolla, actively contributes to campus-wide committees such as AB1111 (Common Course Numbering), the Teaching Transformation Task (T3) Group, and the Institutional Effectiveness Committee, providing valuable feedback to the division.

Sustainability: We value an institutional culture committed to environmental sustainability and social justice. In the Economics Program, this commitment is reflected in our course on Economics of the Environment (ECON 210), which provides students with a strong foundation in environmental sustainability and sustainable development. The course encourages critical thinking by helping students distinguish between economic development and sustainable development. Through this learning experience, students gain a deeper understanding of sustainable development as they pursue meeting present needs without compromising the ability of future generations to meet theirs.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

1

Adjunct Faculty FTE:

1.4

Classified Professionals FTE:

2

Manager/ Director FTE:

0

Dean FTE (if applicable):

1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Full-time Faculty: Since our last Comprehensive Program Review in 2018–2019, our full-time economics faculty member retired, and we received approval to hire a new full-time replacement. After a search conducted in Spring 2024, Sandhya Patlolla was selected and began her appointment in Fall 2024.

Part-time Faculty: We have three part-time faculty representing 1.4 FTE.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Economics program has only one full-time faculty and three part-time faculty members. Our faculty have been participating in various professional development programs to enhance our knowledge in the field of economics and update our pedagogy to make our teaching relevant, effective, and equitable. Following provides the various professional development programs that our faculty have participated in:

a. Using Pronto to Level Up Student Communication, Engagement, & Collaboration: This workshop introduced me to the basics of Pronto and showed me how it can be used to strengthen student communication, engagement, and collaboration in the classroom.

b. Best Practices in Mentoring Students: This session provided practical strategies and insights to help build stronger connections, offer effective guidance, and support student success.

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- c. Enhancing Student Learning Through Assessment: Crafting SLOs: This workshop highlighted the importance of assessing with intentionality—gaining clearer insights into how we know students are truly learning, collaborating with colleagues to build shared expectations, and communicating those expectations effectively to students.
- d. CCC | Vision for Success Summit: Innovations in Teaching and Learning: In this webinar, a panel of presenters provide insights into innovative approaches to teaching and learning, such as competency based education and credit for prior learning, that support equitable student success.
- e. CCC | The Personal Development Shift: Goals to Growth: This professional development emphasizes growth and reminds us that one of the best ways to sustain our own growth is by surrounding ourselves with others who are also growing—making it all the more important to encourage growth in those around us.
- f. CCC | Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities: In this webinar hosted by the Center for Organizational Responsibility and Advancement (CORA), Dr. Luke Wood and Dr. Frank Harris presents some salient trends and issues that complicate the experiences of diverse community college learners in online courses and propose equity-minded teaching and learning strategies for faculty teaching online courses.
- g. CCC | OER Integration, Embedded Content, and POER Guidelines: This workshop explores the seamless integration of OER within Canvas, emphasizing best practices for embedding content within modules.
- h. CCC | Artificial Intelligence (AI) as a Partner in the Learning Process: This workshop helps to build the framework of partnering with Artificial Intelligence (AI) in which it participates in our learning spaces as we direct it to do so. It explores the options of relying on the elements of digital citizenship, create guidance to teach students the ins and outs of being an informed AI user and build a framework where instructor can begin to control the application/outcome of AI's use in learning environment.
- i. CCC | How to Make Documents Accessible from your Canvas Course: This workshop provides effective workflows for converting various documents into accessible Canvas pages, ensuring inclusivity and compliance with accessibility standards.
- j. CCC | Being Influential at Work on Video: In this course, creative director and production expert Noah Edelson reviews his tips for being influential on video. It enhances my understanding of how one can maximize their messaging and influence others on video.
- k. Equity Scholars Faculty Coaching program (completed 2024-25): I successfully completed a two-semester faculty peer coaching program focused on supporting culturally responsive teaching inside and outside the classroom. My one-on-one work with my mentee, Dr. Francisco, provided valuable opportunities for critical reflection and meaningful enhancements to my daily work on campus.
- l. Equity and Culturally Responsive Teaching Course (completed 2024-25): This self-paced, 25-hour course introduced Skyline College faculty to the pedagogy of Culturally Responsive Teaching and Learning (CRTL). It helped me develop strategies for fostering a welcoming environment, implementing student-centered design, and applying culturally responsive teaching practices.
- m. Student Well-Being in the Age of AI: This workshop explores how AI can address gaps in proactive, personalized, evidence-based, and scalable mental health support, offering just-in-time well-being coaching.
- n. Building a Strong Equitable Contract / Equity, Freedom and a Strong Contract: In this AFT-led session, members were given a chance to share their input and understand the building blocks of strong equitable contract.
- o. Small Actions, Big Impact: Science-Based Strategies for Personal, Relational, and Community Well-Being: In this interactive session, I explored the PERMA model of well-being, gaining deeper insights into how to nurture joy, self-compassion, stress management, and social connection. I was introduced to practical, science-based

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strategies and tools designed to be easily integrated into daily life, empowering me to cultivate greater calm, resilience, and overall well-being.

- p. CidiLabs DesignPLUS - Using Templates for Universal Design for Learning: This CidiLabs DesignPLUS session helped me to learn how to beautify my Canvas course shell and make it more interesting for students engage and learn my classes.
- q. It's All Fun & Games: Gamification in the Classroom: This session helped me to learn how to make learning more engaging and motivating for students by transforming lessons into interactive experiences; by tapping into students' natural curiosity and competitiveness, encouraging active participation and persistence in the learning process.
- r. Cultivating Agency for Personal Growth and Stronger Communities: In this workshop, Jennifer Merrill, Tiffany Schmierer, David Hasson, and Kolo Wamba shared their civic-oriented projects, which inspired me to design assignments that align with student service and learning support programs.
- s. Building Understanding: An Immersive Experience in Learning Differences: This workshop is to build awareness of the challenges that students with learning disabilities face on a daily basis using 6 simulation stations and learn some strategies from the Educational Access Center to support these students.
- t. CCC Anti-Racist Curriculum: Implicit Bias & Cultural Competency: This professional development learning focuses on cultural competency and implicit bias.
- u. CCC Pursuing the Vision for Success: This course explores how the goals and commitments are connected to Guided Pathways and what changes our system is undergoing to achieve them (PVS Badge).
- v. Open Education Resources for Social Justice (OER for Social Justice): The project aims to eliminate textbook costs to students and increase DEIA (Diversity, Equity, Inclusion, and Antiracism) and social justice in the course material. (2023-2025).
- w. Online Course Design Program (OCDP): A semester-long cohort-based faculty development program offered by Educational Technology Services to prepare me as an instructor to design, build, and facilitate a fully online, 100 percent asynchronous course (Spring 2023).
- x. Peer Online Course Review (POCR): A semester-long cohort-based program to help faculty improve the quality of their asynchronous online courses by aligning them to the Peralta Equity RubricLinks to an external site., and the CVC-OEI Course Design RubricLinks to an external site., a set of standards developed by California Community Colleges for content presentation, interaction, assessment, learner support, and accessibility (Fall 2022)
- y. Learned strategies by attending the Equity Summit workshops (i.e. grading for equity) and experimented with suggested assignments.
- z. Attended GEN (Global Educators Network at Stanford Univ.) on the Inquiry Meetups.
- aa. Engaged during the week long summer SIEPR (Stanford Institute for Economic Policy Research) workshops and earned CEU (continuing education units).
- bb. Participated in various economic related workshops (i.e. FTE (Foundation for Teaching Economics) and presentations from U.S. central bankers.

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

Our part-time faculty represent 1.4 FTE. To further strengthen student success and advance equity, increasing opportunities for part-time faculty to participate consistently in professional development activities would be highly

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beneficial. Expanded engagement in training, workshops, and collaborative initiatives would support instructional alignment, enhance teaching practices, and promote more equitable outcomes across Economics courses.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

Enrollment in the Economics program has grown substantially, rising from just 3 students in 2019–20 to 50 students in 2024–25—a 1,567% increase. The strongest growth is seen in the Economics Associate Degree for Transfer (CSU/UC) pathway, which expanded from only 1 student in 2019–20 to 35 students in 2023–24.

We collaborated with Karen Wong, Coordinator of Institutional Effectiveness, on the Canvas Pilot Program and successfully completed SLO, PSLO, and ISLO assessments for all three Economics courses during the 2024–25 academic year.

All three current economics classes in our curriculum have been revised and updated their Course Outline of Records (COR).

The Principles of Macroeconomics course (formerly ECON 100) has been updated as part of Phase 2A of the Common Course Numbering (CCN) initiative and is now designated as ECON C2002.

The Principles of Microeconomics course (formerly ECON 102) has been updated as part of Phase 2A of the Common Course Numbering (CCN) initiative and is now designated as ECON C2001.

To stay current with developments in the field, we recently developed and submitted a new Course Outline of Record (COR) for International Economics (ECON 220) to the Curriculum Committee, where it is currently pending final approval. Once approved, it will be added as an elective option within the Economics AA-T program. We are planning to offer this course starting fall of 2026.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

While no specific legislation has directly impacted the Economics program, the number of classes offered has declined in recent years. This reduction is largely the result of division-wide limits on the total number of course sections that can be scheduled. As a result, departments within the Social Sciences and Creative Arts Division must compete for a limited number of course slots. Although student interest in Economics remains strong, these constraints prevent us from offering enough sections to fully meet demand.

Additionally, expanding our part-time instructional capacity—particularly for in-person sections—would further support the program. Although part-time faculty collectively represent 1.4 FTE, only one in-person section is currently taught by a part-time instructor. Increasing the availability of part-time faculty who can teach in-person courses would help the program better respond to student needs and enrollment pressures.

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

Enrollment in the Economics program has grown substantially, rising from just 3 students in 2019–20 to 50 students in 2024–25—a 1,567% increase. The strongest growth is seen in the Economics Associate Degree for Transfer (CSU/UC) pathway, which expanded from only 1 student in 2019–20 to 35 students in 2023–24 (shown in the table below).

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Unduplicated Headcount by Program of Study and Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	% Change 2019-2020 to 2023-2024
Economics (Associate Degree-Transfer)					1	---
Economics (Associate Degree-Transfer CSU)	2	6	8	6	10	+400%
Economics (Associate Degree-Transfer CSU or UC)	1	17	27	36	35	+3,400%
TOTAL:	3	23	35	41	45	+1,400%

Although enrollment in the Economics program has continued to grow, the number of economics sections offered has declined substantially—from 39 sections in 2020–21 to 29 sections in 2024–25, a drop of more than 25%. By comparison, the overall number of sections offered college-wide decreased by less than 5% during the same period. This decline is not due to a lack of demand for economics courses. On the contrary, the average enrollment per section in Economics increased from 39.8 in 2020–21 to 44.7, far exceeding the college-wide average, which rose only modestly from 26.1 to 27.5. Many sections now carry extensive waitlists each semester, forcing us to turn away students who wish to enroll. The reduction in course offerings has directly contributed to a 17% decline in overall economics enrollment. A similar trend appears between fall and spring terms: each spring, the division offers at least two fewer sections than in fall, leading to overcrowded classes, longer waitlists, and lower overall spring enrollment in economics courses. For example, in spring 2025, the average enrollment per section reached 47.4. Expanding the number of sections would better accommodate demand and support continued growth in the program.

Additionally, expanding our part-time instructional capacity—particularly for in-person sections—would further support the program. Although part-time faculty collectively represent 1.4 FTE, only one in-person section is currently taught by a part-time instructor. Increasing the availability of part-time faculty who can teach in-person courses would help the program better respond to student needs and enrollment pressures.

In addition, since the pandemic, student preference for face-to-face classes has declined—particularly for elective courses, where flexibility is highly valued. Offering electives in an asynchronous format, while balancing other economics courses to align with student needs, would help strengthen and promote the overall Economics program.

3.B. EQUITABLE ACCESS

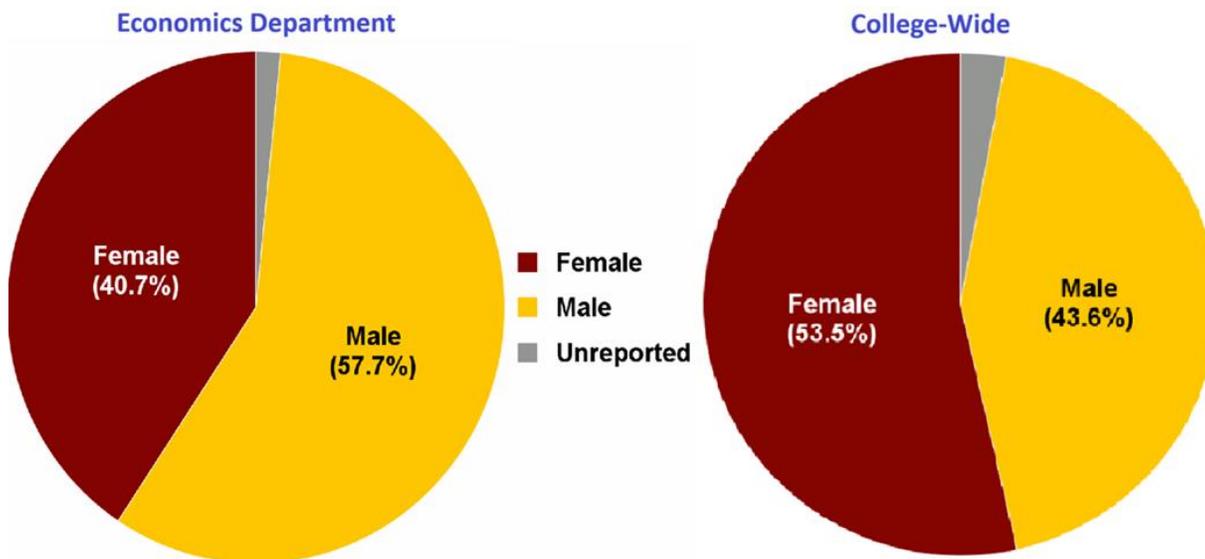
Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

- i. **PROGRAM ACCESS:** How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

Demographic Factor: Gender

At Skyline College, female students make up a majority of the student body (53.5%), compared to 43.6% male students (As shown below). However, within the Economics Department, the trend is reversed—57.7% of enrolled students are male, while only 40.7% are female, based on unduplicated headcount data from 2019–2020 to 2023–2024.

Unduplicated Headcount by Gender



The underrepresentation of women in economics—both in academia and in the profession—remains a persistent and multifaceted issue. Factors contributing to this imbalance include the perception of economics as a highly competitive, quantitative, and male-dominated field, which can discourage women from pursuing or remaining in the discipline. Many women are also drawn to fields perceived as having more direct social impact, such as sociology, psychology or child development, whereas economics is not always viewed through that lens.

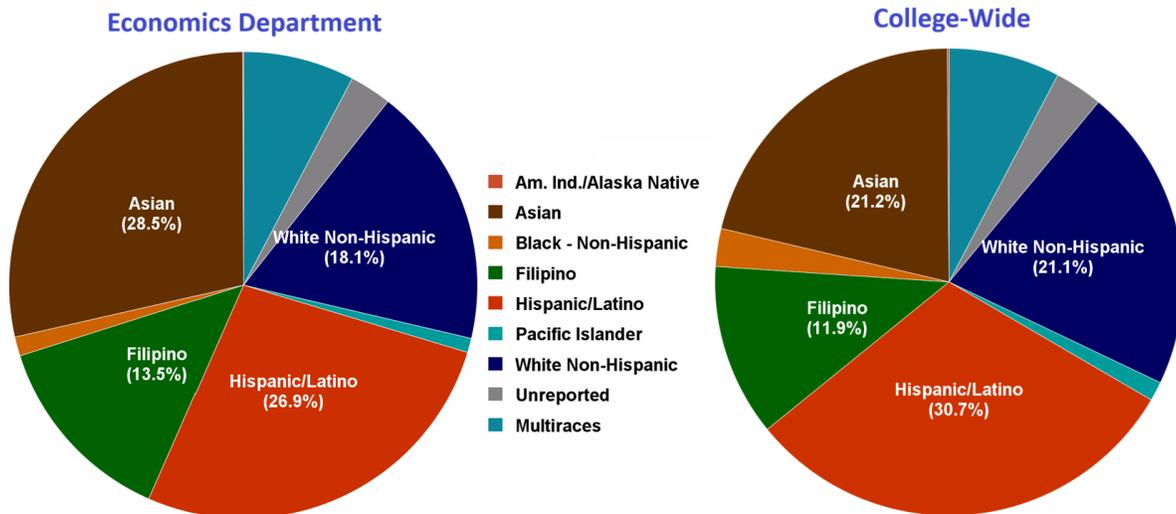
Fortunately, this perception is beginning to shift. With increasing focus on areas like economic development, inequality, and environmental sustainability, it is becoming clearer that economics plays a critical role in addressing key societal challenges. Still, early discouragement, limited exposure to economics in high school, and introductory courses that lack diversity in content and representation can reinforce existing gender gaps. The historical underrepresentation of women in senior roles within the field further compounds the issue.

At Skyline College, we are proud to have achieved gender parity among our economics faculty. We are deeply committed to fostering a more inclusive environment that supports and encourages women to pursue economics. As we work to reshape perceptions and highlight the field’s potential for meaningful social impact, we are hopeful that female enrollment will continue to grow in the years ahead.

Demographic Factor: Ethnicity

The Economics Department at Skyline College enrolls a higher percentage of Asian students (28.5%) compared to the overall college population (21.2%). In contrast, the percentage of Black or African American (Non-Hispanic) students in the department is lower (1.3%) than the college-wide average (2.6%). See below.

Unduplicated Headcount by Ethnicity



These trends may be influenced by cultural and familial factors. In many Asian cultures, economics and related fields—such as finance, business, and data analysis—are often viewed as practical and prestigious career paths associated with stability and high earning potential. This perception may lead to greater encouragement to pursue economics.

For Black-Non-Hispanic students, there may be less exposure to or encouragement toward economics, partly due to the lack of visible role models in the field and a cultural emphasis on disciplines perceived as more directly impactful or community-oriented. Economics is sometimes seen as abstract, quantitative, and disconnected from social justice or grassroots engagement, which may deter students who are passionate about applied, community-based work. However, economic policies shape nearly every aspect of our daily lives and have a significant social impact. Ensuring that these policies are designed and evaluated through an equity lens requires the inclusion of voices from underrepresented communities. Increasing the number of economics majors from diverse backgrounds is therefore essential for the development of equitable and inclusive policy solutions.

At Skyline College, counselors play a vital role in reshaping student perceptions—helping individuals from all backgrounds, especially those historically underrepresented in the field, see economics as both a practical discipline and a powerful tool for social impact, with strong career prospects. Within the department, we are also striving to inspire students— even those who take just one economics course—by emphasizing the field’s relevance, its strong ties to social justice, and its potential to drive meaningful social change.

Demographic Factor: Age and Goal

Enrollment in the Economics Department is generally aligned with the overall student population at Skyline College in terms of age distribution. Approximately 78% of economics students are under the age of 22, compared to 72% college-wide. However, only 2% of economics students are over 40, significantly lower than the 10% figure across the college. This difference may be linked to the structure of the program, as economics is often part of an Associate Degree for Transfer (AA-T) pathway, which tends to attract younger students planning to transfer to four-year universities. Older students, on the other hand, may be less likely to pursue transfer-focused degrees due to time limitations, financial responsibilities, or their current life stage.

This trend is also reflected in the data on unduplicated headcount by educational goal: 77.4% of students in the economics program list degree/transfer as their primary goal, compared to just 53.4% across the college—a notable 24% gap that helps explain the smaller proportion of older students in the program.

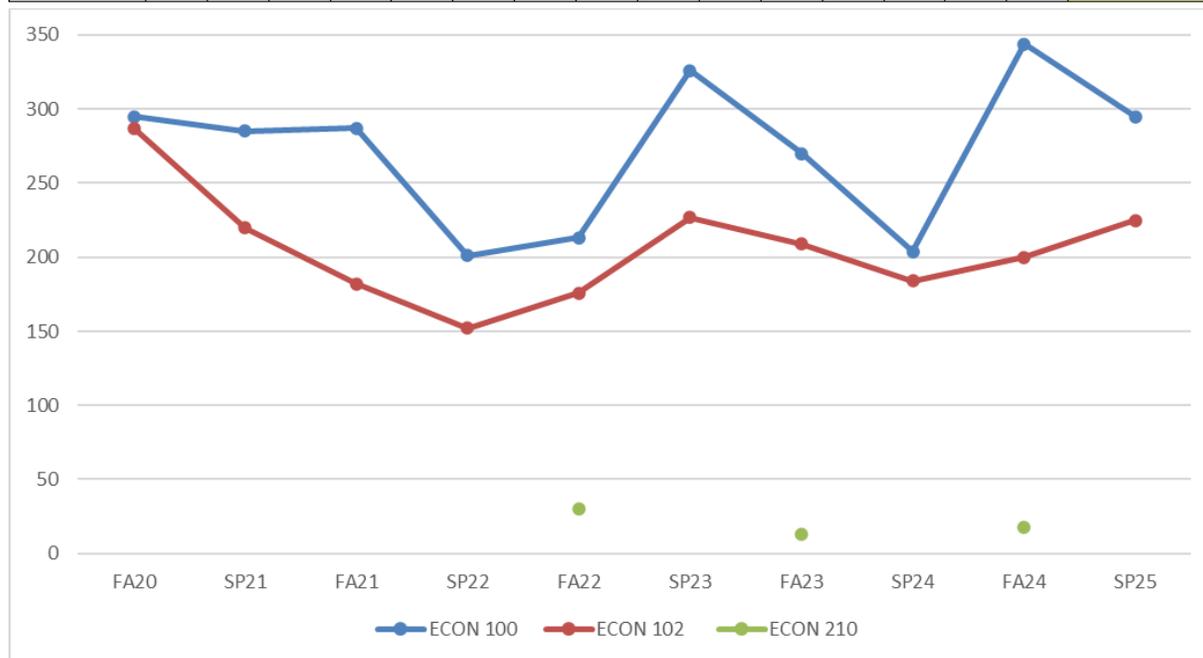
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In addition, the common perception of economics as an abstract, highly theoretical, and math-intensive discipline can be especially discouraging for older or returning learners—many of whom prefer coursework that offers immediate, real-world application. This challenge is often compounded when students have been away from formal education for a significant period, making reentry into academic life more daunting. Recognizing these barriers, faculty in the Economics Department are actively working to make the subject more accessible, inclusive, and relevant. We are adopting teaching approaches that humanize economics, demystify its quantitative elements, and emphasize connections to students' lived experiences. Our two elective courses—**Economics of the Environment** and **International Economics**—have been intentionally designed with this approach in mind. These classes tackle pressing global issues such as climate change, immigration, global trade, and foreign direct investment, allowing students to explore economics through the lens of contemporary social, political, and environmental challenges. By situating economic principles within real-world contexts, we aim to engage a broader range of students and highlight the discipline's relevance and impact in today's world.

ii. **COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?**

2020-2021 to 2024-2025

Headcount by Course	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	SU23	FA23	SP24	SU24	FA24	SP25	Grand Unduplicated Total
ECON-100	288	295	285	171	287	201	116	213	326	124	270	204	128	344	295	3,333
ECON-102	179	287	220	120	182	152	70	176	227	86	209	184	86	200	225	2,421
ECON-210								30			13			18		61



Principles of Macroeconomics (ECON 2002, formerly ECON 100) consistently records the highest enrollment among economics courses, reflecting its strong demand. After a decline in Spring 2022 (201 students), enrollment rebounded sharply, likely due to improved post-pandemic student engagement or increased course availability. The course reached a peak in Spring 2023 with 326 students, followed by a gradual decline to 204 students in Spring 2024. This downward trend is mainly due to a decrease in the number of sections offered resulting from the retirement of full-time faculty, and a shortage of economics instructors.

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Principles of Microeconomics (ECON 2001, formerly ECON 102) generally follows a similar trend to ECON 100, though with slightly lower enrollment. It experienced peaks in Spring 2020 to Fall 2020 and again in Spring 2023. Fluctuations in enrollment may be due to students enrolling in whichever introductory economics course is available to satisfy general education requirements. Additionally, ECON 102 may serve as a required course for students pursuing business or finance majors, influencing demand.

Economics of the Environment (ECON 210) is a relatively new elective, which helps explain its currently low enrollment. Limited student awareness may also be a contributing factor. With increased collaboration from counselors and other academic divisions to promote the course, we anticipate higher enrollment in future terms. This positive trend is already evident in Fall 2025, where enrollment rose to 27 students compared to 18 in Fall 2024, and 13 in Fall 2023. In addition, with the introduction of a new economics elective course (ECON 220) in Fall 2026, we plan to alternate the two electives each semester to provide more options for our students and ultimately expand the economics program.

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

Efforts to increase equitable access to the Economics program have focused on several key areas.

Responding to enrollment patterns and expanding course modalities and scheduling: There is high demand for ECON 100 and ECON 102 as they fulfil GE requirement, and Major requirements for an associate's degree (AA-T) in economics. Keeping this in mind, we offer multiple sections of each of these courses in both in-person and asynchronous online modalities to better accommodate students with diverse schedules and commitments.

Introducing new curriculum offerings: We developed and launched new courses (Economics of the Environment and International Economics) that reflect current economic issues and broaden the relevance of the program to students from diverse academic and personal backgrounds. These additions aim to make the study of economics more accessible and engaging for all learners.

Examining and redesigning pedagogy and course materials: Faculty are actively reviewing teaching methods and revising course content to address equity gaps in both instruction and student outcomes. Efforts include incorporating inclusive teaching practices, integrating diverse perspectives into course materials, and applying active-learning strategies to promote student success across all demographic groups. For example, course material focused on analyzing the differential impacts of economic growth, unemployment and inflation on various population groups allows students to explore public policy through the lens of both efficiency and equity.

As previously noted, all courses offer at least some sections with Zero Textbook Cost (ZTC) materials, eliminating financial barriers and promoting greater equity in access to learning resources. Additionally, faculty member Sandhya Patlolla, in collaboration with colleagues from other institutions, received the OER for Social Justice grant to develop open educational materials that embed principles of diversity, equity, inclusion, and anti-racism (DEIA) for the 2023–2025 period. These new open educational resources—an Introduction to Economics textbook—will be available to students beginning in Spring 2026, further advancing equity and accessibility in economics education.

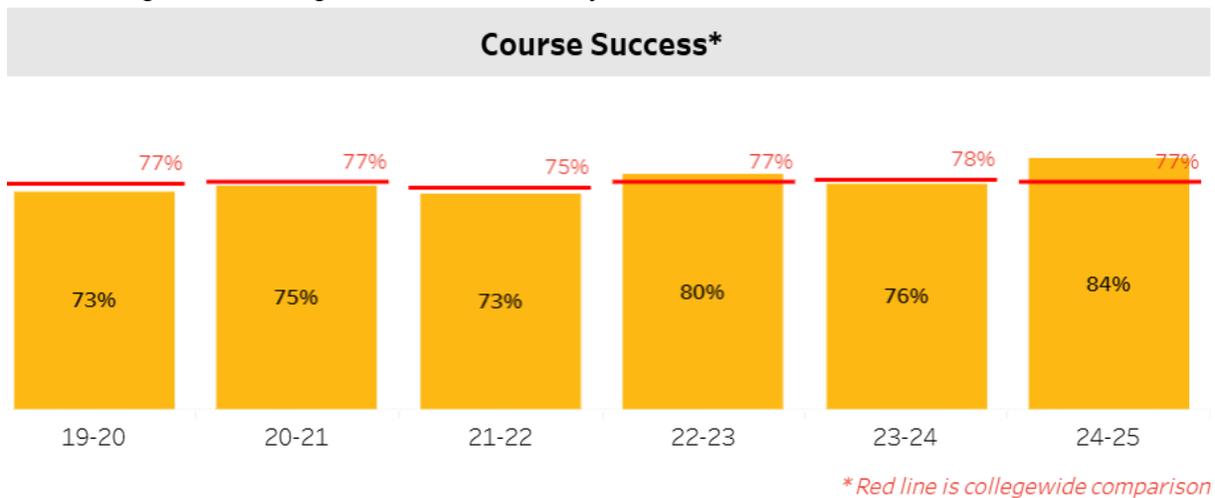
More efforts are still needed, in both curriculum and intentionality, to address equitable access issues. One of our ongoing economics department goals is to continue and develop practices that are closing equity gaps in economics courses. Some resources needed to do this work include (1) collaboration with counselors to actively promote new and existing courses that emphasize equity, social relevance, and real-world application, ensuring students' awareness of about economics courses/program; (2) student engagement and feedback mechanisms to ensure that course content and teaching practices reflect diverse perspectives and meet the needs of all learners.

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. How do the overall course success rates compare to the College and/or Division success rates?

As shown in the chart below, success rates in economics courses have generally been slightly lower than the collegewide average in most academic years, with the exception of 2022–2023 and 2024–25. One possible explanation for this trend is that economics is the only course within the Social Sciences/Creative Arts Division that requires a foundation in mathematics, which may present an additional challenge for some students. In 2024–2025, however, the success rate in economics courses rose notably to 84%, surpassing the collegewide average of 77%. This improvement suggests that recent instructional adjustments, and/or greater familiarity with online learning platforms may have contributed to better outcomes. We hope to maintain and continue building on this positive trend moving forward. Economics course retention rates are similar to the collegewide average in most academic years.



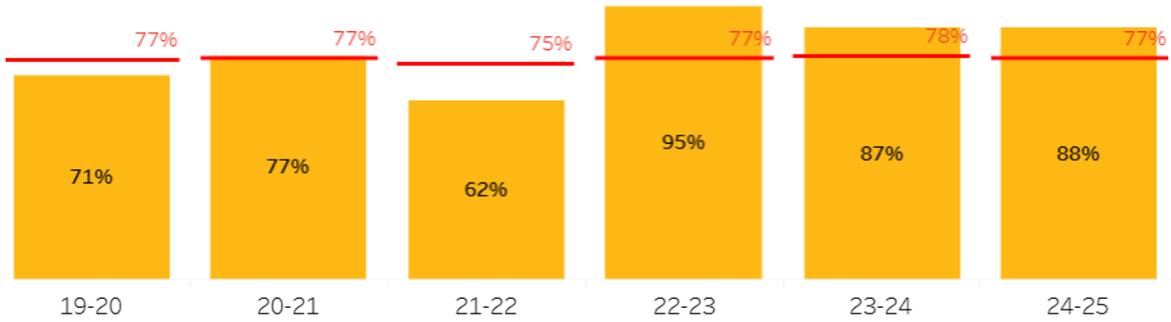
ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

Modality: Face to Face Versus Online

As shown in the charts below, course success rates vary across modalities, with face-to-face classes generally achieving higher outcomes than online asynchronous courses. However, the patterns of change over time differ between the two. Face-to-face courses exhibit greater year-to-year variability, with a sharp dip in 2021–22 followed by a dramatic recovery and sustained improvement in subsequent years. Since 2022–23, these classes have consistently outperformed the collegewide average, reaching particularly strong results. In contrast, online asynchronous courses show steadier, more gradual progress, maintaining relatively stable success rates across the years and showing clear improvement since 2021–22. By 2024–25, online courses have also met or exceeded the collegewide benchmark. The post-pandemic period appears to have played a key role in these gains, as students became more accustomed to digital learning tools and online course expectations. Overall, both modalities reflect significant growth in student success and strong alignment with, or surpassing of, collegewide performance standards by 2024–25.

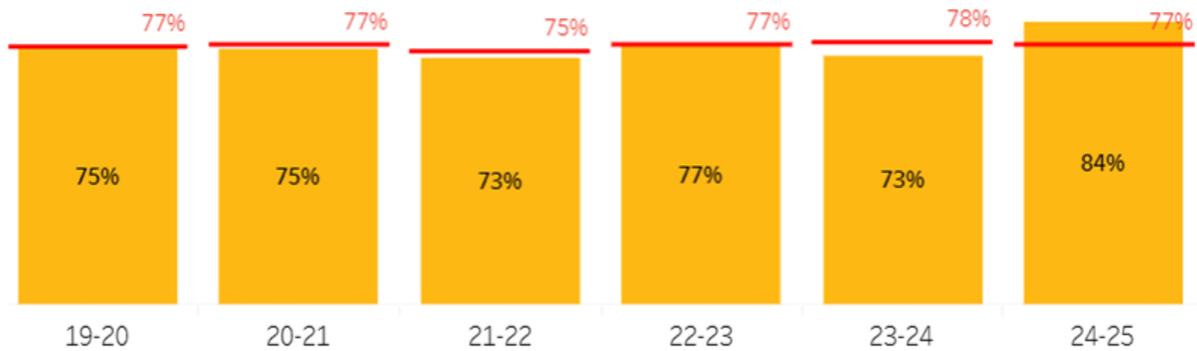
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Course Success* (Modality: Face to face)



* Red line is collegewide comparison

Course Success* (Modality: Online Asynchronous)



* Red line is collegewide comparison

Demographic Factor: Ethnicity

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Race/Ethnicity	Course Success (Economics)	Course Success (All Divisions)
Asian	85%	85%
Black/African American	39%	65%
Filipino	71%	76%
Hispanic/Latinx	67%	71%
Pacific Islander	62%	63%
White	77%	81%

Success rates in Economics courses are slightly below the college-wide average, with significant disparities across racial and ethnic groups. Black/African American students are particularly affected, showing a 26-percentage-point gap in course success compared to their average across all college courses. In addition, as mentioned earlier, the percentage of Black or African American (Non-Hispanic) students in the department is lower (1.3%) than the college-wide average (2.6%). These findings highlight the need for targeted, equity-focused interventions within Economics to better support disproportionately impacted student populations. On a positive note, course success rates for Black or African American students improved during the 2024–25 academic year, and we are hopeful that this encouraging trend will continue. (shown in the table below).

	19-20	20-21	21-22	22-23	23-24	24-25	Total
AI/AN							
Enrollments	*				*	*	*
Course Retention	*%				*%	*%	*%
Course Success	*%				*%	*%	*%
Asian		459	299	314	284	344	2,115
Enrollments	415						
Course Retention	93%	93%	92%	97%	94%	97%	94%
Course Success	85%	86%	82%	88%	87%	91%	86%
Black/African American		26	13	*	15	28	108
Enrollments	17						
Course Retention	94%	77%	54%	*%	80%	93%	82%
Course Success	65%	38%	15%	*%	33%	86%	53%
Filipino		231	175	153	144	171	1,101
Enrollments	227						
Course Retention	86%	86%	81%	90%	93%	90%	87%
Course Success	70%	71%	67%	79%	83%	81%	75%
Hispanic/Latinx		398	291	306	308	370	2,080
Enrollments	407						
Course Retention	80%	82%	84%	88%	85%	92%	85%
Course Success	65%	68%	67%	70%	69%	81%	70%
Pacific Islander		18	*	11	17	22	85
Enrollments	*						
Course Retention	*%	78%	*%	91%	59%	95%	81%

Demographic Factor: Gender

As shown in the table below, female students in economics courses consistently achieved slightly higher course retention and success rates than male students across all academic years. Female retention rates remained strong, ranging from 87% to 93%, with a total average of 89%, while male retention ranged from 85% to 94%, averaging 88% overall. Similarly, female course success rates stayed between 75% and 82%, averaging 78%, compared to male success rates of 71% to 86%, averaging 76%. Although both groups demonstrated improvement over time—particularly in the most recent years—female students maintained a small but consistent advantage in both retention and success throughout the six-year period.

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		19-20	20-21	21-22	22-23	23-24	24-25	Total
TOTAL	Enrollments	1,413	1,554	1,113	1,159	1,090	1,294	7,623
	Course Retention	87%	87%	86%	92%	88%	93%	89%
	Course Success	73%	75%	73%	80%	76%	84%	77%
		19-20	20-21	21-22	22-23	23-24	24-25	Total
Female	Enrollments	567	644	442	470	437	533	3,093
	Course Retention	87%	87%	88%	93%	89%	91%	89%
	Course Success	77%	78%	75%	81%	77%	82%	78%
Male	Enrollments	821	880	658	671	633	728	4,391
	Course Retention	86%	87%	85%	91%	87%	94%	88%
	Course Success	71%	74%	71%	78%	76%	86%	76%
Unreported	Enrollments	25	30	13	18	20	33	139
	Course Retention	100%	87%	92%	83%	90%	91%	91%
	Course Success	80%	77%	69%	78%	85%	89%	81%

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

There are no clearly identified factors explaining the significant disparities in success rates among different racial and ethnic groups. However, one possible contributing element may be the underrepresentation or very small number of Black students in economics classes, which can affect their sense of comfort and inclusion.

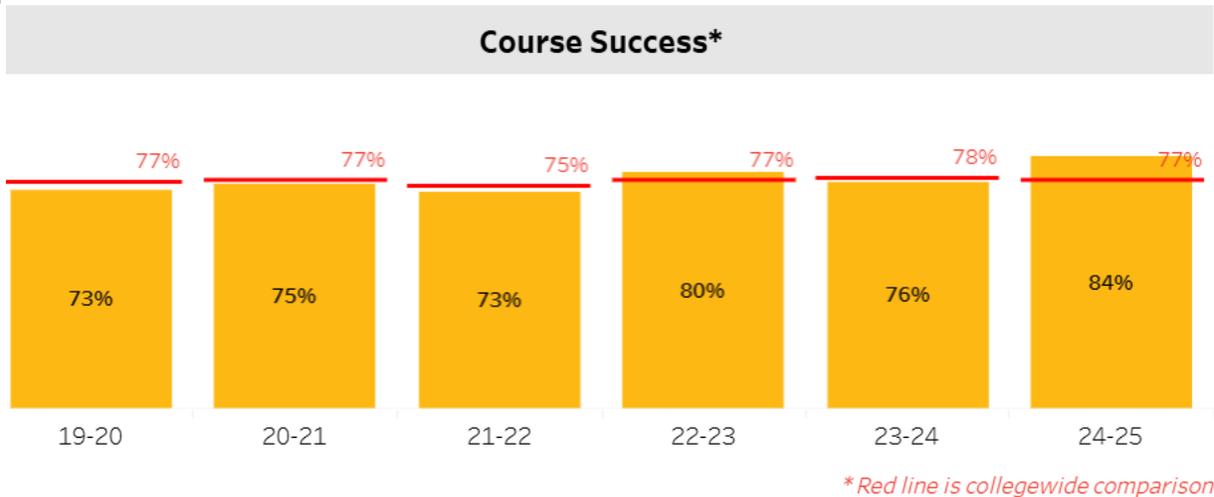
Although eliminating these gaps can be extremely complicated, we believe several interventions may prove beneficial:

- Partnering with learning communities such as Umoja to actively promote economics courses. Ideally, recruiting students from these communities in groups could help foster a supportive peer network within the classroom.
- Intentionally incorporating Black histories and experiences into course content. Economics classes can integrate topics related to racial disparities in employment, income, wealth, and other relevant areas, ensuring that diverse perspectives are meaningfully represented in the curriculum.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

Overall, success rates in Economics courses declined during the COVID-19 pandemic, falling below the collegewide average. This downward trend continued over the following years, influenced in part by the retirement of the only full-time economics faculty member and a resulting shortage of qualified instructors and course sections. These staffing challenges limited the department's ability to offer a full range of courses contributed to the ongoing decline in student success. However, following the recent hiring of new full-time faculty member Sandhya Patlolla, the department has seen a significant turnaround. In the past academic year (2024-25), Economics course success rates improved markedly, rising to a level approximately seven percentage points higher than the collegewide average. This positive shift reflects the department's renewed capacity to offer robust instruction to support student learning outcomes. (See graph below: the yellow bars represent Economics course success rates, while the horizontal red line indicates the collegewide success rate.)

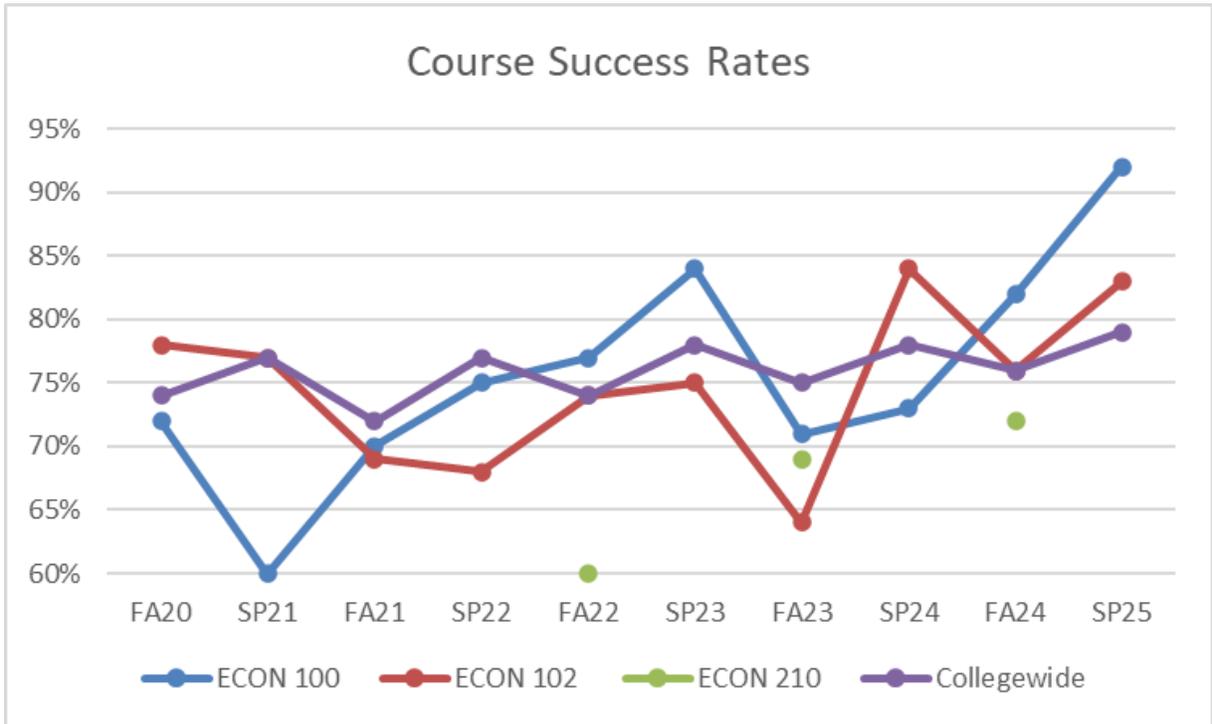


Individual Course Success Rates

As shown in the table below, success rates in face-to-face economics classes are 7 to 9 percentage points higher than in online asynchronous classes. This is possibly due to real-time interaction in the classroom helps students stay engaged, ask questions, and better understand complex economic concepts.

Success Rate by Course	FACE TO FACE	HYBRID	ONLINE - ASYNCHRO NOUS	ONLINE - SYNCHRON OUS
ECON-100	85%	88%	78%	70%
ECON-102	84%		75%	76%
ECON-210			66%	

As shown in the graph and data table below, economics course success rates fluctuated during and after the pandemic, often aligning closely with or slightly below collegewide averages between 2020 and 2023. ECON 100 showed a strong upward trend, rising from 60% in Spring 2021 to 92% in Spring 2025, well above the 79% collegewide rate. ECON 102 success rates also improved significantly in recent semesters, reaching 83% in Spring 2025. ECON 210, though lower overall possibly being a new and elective course has shown gradual improvement since Fall 2022. Summer sessions consistently show the highest success rates across years and course, while Fall semesters have varied but generally trended upward. Overall, student success has strengthened notably since 2021 across all terms. By 2024–25, all Economics courses exceeded the collegewide success rate, reflecting the positive impact of renewed faculty stability and instructional improvements.



Success Rate by Course	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	SU23	FA23	SP24	SU24	FA24	SP25	Total Success Rate	Total Withdraw Rate
ECON-100	85%	72%	60%	78%	70%	75%	97%	77%	84%	97%	71%	73%	95%	82%	92%	79%	10%
ECON-102	85%	78%	77%	78%	69%	68%	79%	74%	75%	85%	64%	84%	83%	76%	83%	77%	12%
ECON-210								60%			69%			72%		66%	20%

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:

10

Percentage:

100

ii. How well is the program meeting its PSLOs?

The Economics program includes the following four Program Student Learning Outcomes (PSLOs):

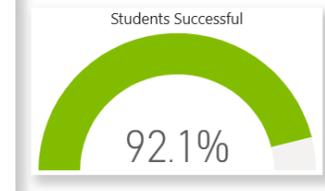
- (1) Business Cycle Fluctuations
- (2) Interpret Economic Events
- (3) Perfect and Imperfect Competitive Markets
- (4) Supply and Demand

As shown in the table below, the Economics program is successfully meeting its PSLOs. Each course-level Student Learning Outcome (SLO) aligns with one or more of these PSLOs. Overall, 581 out of 631 students (92.1%) met the established benchmarks. Among the PSLOs, those related to **Business Cycle Fluctuations** and **Interpret Economic Events** demonstrated higher achievement rates compared to **Perfect and Imperfect Competitive Markets**.

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Summary of SLOs Mapped to PSLOs - Student Counts

PSLO	Courses	SLOs Mapped	Assessment Methods	Results	Students Assessed	Students Successful	% of Students Successful
Business Cycle Fluctuations	1	1	2	2	73	69	94.5%
Interpret Economic Events	3	3	5	6	181	171	94.5%
Perfect and Imperfect Competitive Markets	2	2	3	4	122	109	89.3%
Supply and Demand	3	4	6	17	255	232	91.0%



iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes, Economics PSLOs are still relevant and they include (1) Business Cycle Fluctuations, (2) Interpret Economic Events, (3) Perfect and Imperfect Competitive Markets, and (4) Supply and Demand.

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

Over the past six years of course-level SLO assessments, all Student Learning Outcomes (SLOs) across all Economics courses have met the established criteria.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

During the past six years, SLOs were assessed only in the most recent academic year (2024–25); therefore, no longitudinal comparison is available. The 2024–25 SLO results met the established criteria. However, the fluctuating success rates across the three Economics courses offered during this period are a concern. These variations were likely influenced by significant changes following the retirement of the department's sole full-time faculty member during the pandemic. Encouragingly, recent data show an upward trend in student success rates across all courses. The program will continue to closely monitor these rates in the coming years and implement necessary actions to sustain and enhance student achievement.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

Degree: AA-T Economics

The number of students pursuing the Economics AA-T degree has grown significantly over the past four years, increasing from 18 students in 2020–21 to 29 students in 2023–24. On average, students complete the degree in approximately seven terms, earning a total of 81 units by graduation.

Number of Awards by Academic Year (Click column headers to sort)								
Award	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total
AA-T	Economics		*	18	22	19	29	89

Avg Terms to Completion by Academic Year (Click column headers to sort)								
Award	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total
AA-T	Economics		*	6	7	8	7	7

Avg Units Earned by Academic Year (Click column headers to sort)								
Award	Program	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total
AA-T	Economics		*	79	78	88	80	81

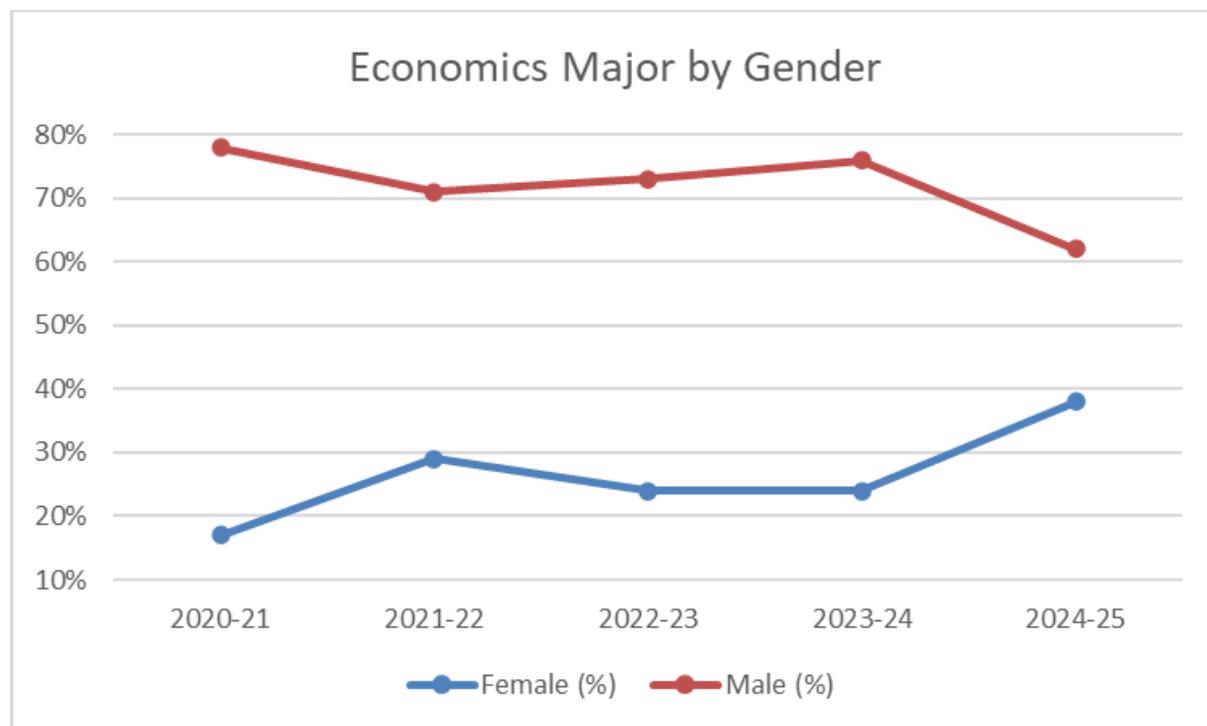
Although Skyline College has a majority of female-identifying students, the majority of economics degree earners are male-identifying (shown in the graph below). As discussed in 3.B.(i), the underrepresentation of women in economics—both academically and professionally—remains a

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persistent and complex issue. Contributing factors include the perception of economics as a highly competitive, quantitative, and male-dominated field, which can discourage women from pursuing or continuing in the discipline. Additionally, many women are drawn to fields perceived as having more direct social impact, such as sociology, psychology, or child development, whereas economics is not always viewed in this light.

Encouragingly, this perception is beginning to change. With growing emphasis on topics like economic development, inequality, and environmental sustainability, it is increasingly evident that economics plays a crucial role in addressing key societal challenges. However, early discouragement, limited exposure to economics in high school, and introductory courses that lack diversity in content and representation can reinforce existing gender gaps. Historical underrepresentation of women in senior roles within the field further compounds the issue.

At Skyline College, we are proud to have achieved gender parity among our economics faculty, which appears to positively influence the growing percentage of female-identifying students in the program.



ii. What changes do the data suggest are necessary for the program to explore?

We need to explore more ways to recruit economics majors, especially women and people from underrepresented and marginalized groups. We remain committed to fostering an inclusive environment that supports and encourages women and marginalized groups to pursue economics. By reshaping perceptions and highlighting the field's potential for meaningful social impact, we hope that female enrollment will continue to increase in the years ahead.

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

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According to the most recent Lightcast labor market report, eight Bay Area counties have been identified as regional hotspots for seven key occupations that Economics majors are well-prepared to enter. These occupations include Economists, Statisticians, Operations Research Analysts, Financial and Investment Analysts, Actuaries, Political Scientists, and Postsecondary Teachers, collectively representing an estimated 58,380 positions in the region.

The data indicates that the core competencies required for these occupations have remained stable over time, suggesting a consistent demand for strong analytical, quantitative, and communication skills. Specifically, the baseline skills associated with these roles include economics, finance, accounting, financial analysis, project management, financial statement interpretation, data analysis, and marketing. These skills not only reflect the multidisciplinary nature of economics but also highlight the program's alignment with labor market needs.

Within the Economics program, foundational courses such as ECON 100 (Principles of Macroeconomics) and ECON 102 (Principles of Microeconomics) serve as essential prerequisites for developing many of these skills. Both courses emphasize critical thinking, economic reasoning, and the application of data to real-world problems—competencies that directly support students' career readiness. In addition, all Economics courses incorporate elements of data analysis, interpretation of economic trends, and evaluation of policy impacts, providing students with practical tools relevant to both private and public sector employment.

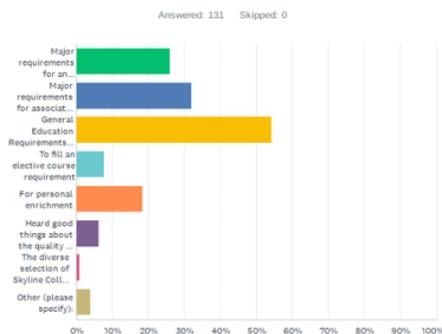
4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

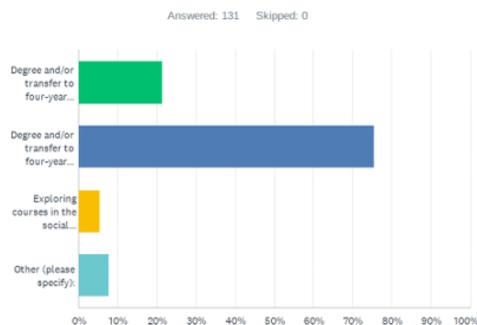
We gather student feedback through multiple channels, including mid- and end-of-semester surveys for both in-person and online classes, as well as formal and informal discussions to better understand student needs. In Fall 2025, we also conducted a CPR-specific survey to collect program-related feedback. All four economics instructors shared the survey with their students; for in-person sections, class time was provided for completion. Based on the 131 responses received, we assume that most participants were from in-person sections, which may have introduced a selection bias in the results.

The Student Feedback Survey, completed by 131 students, reveals overwhelmingly positive perceptions of the economics program. A majority of students (54%) took economics courses to fulfill general education requirements, while others enrolled for major requirements (26%) or personal enrichment. Most students (76%) aimed to transfer to a four-year university in a non-economics major, with 21% intending to major in economics.

Q1 What was your primary reason for taking economics course(s) at Skyline College? (you may select more than one)



Q2 What was your educational goal at the time of enrolling in your first economics course at Skyline College (you may select more than one)



The most common reason students enrolled in economics courses was that a **counselor advised them** (51.9%). Thus, counselors seem to be very important for us to work with, in order to attract students to economics classes. This suggests that collaboration with counselors would be an effective method to recruit students to economics sections.

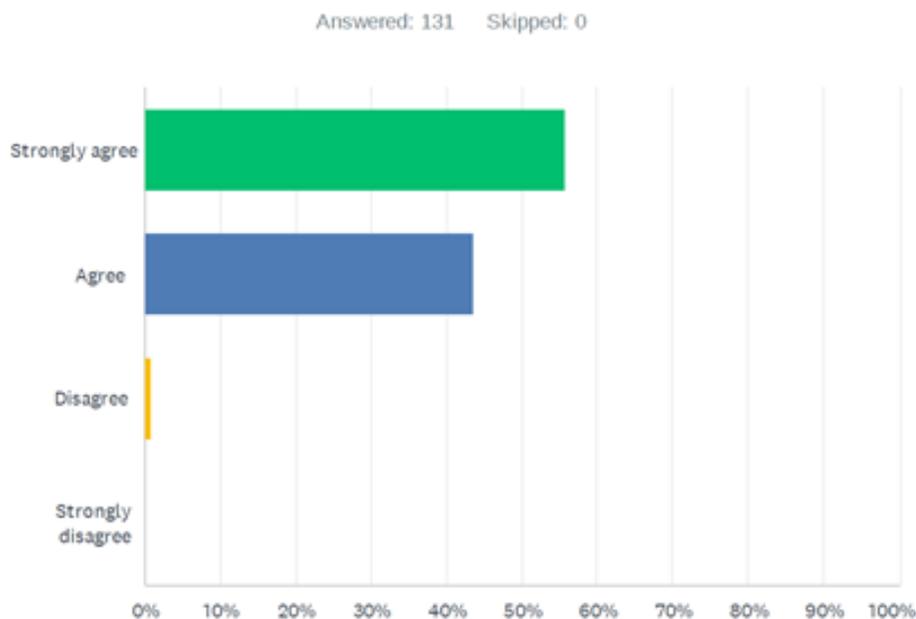
Q4 What was the primary reason(s) you took the economics course(s) you chose to take? (you may select more than one)

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ANSWER CHOICES	RESPONSES	
A friend recommended it	8.40%	11
A counselor advised me	51.91%	68
It was the only available economics class I could enroll in	19.85%	26
I was interested in the subject	25.95%	34
The course was offered online	9.16%	12
The course was offered in-person	27.48%	36
Other (please specify):	4.58%	6
Total Respondents: 131		

Students' feedback about course content and instruction was highly favorable. Over 99% agreed or strongly agreed that the content met their needs. The most appreciated aspects were the use of real-world examples, clear and engaging instruction, and connections to current events. Many highlighted how professors made complex topics understandable and relevant, helping them see the practical value of economics in everyday life. Students also praised the approachable and supportive teaching style of their instructors.

Q6 The content of my economics course(s) at Skyline College met my needs.



Regarding course delivery, students largely expressed a preference for in-person instruction. However, this result may be influenced by selection bias, as most survey participants were from in-person sections, while participation from online students was relatively limited. Some showed interest in hybrid or online formats for specialized courses such as Environmental or International Economics.

Among the 84 respondents who were non-economics majors, the majority (60.7%) indicated they chose business or related fields because these areas offer a broader range of career opportunities. About 41.7% said they were more interested in fields such as marketing, finance, or management, while 27.4% found business or related fields to be more practical or applied. A smaller portion (11.9%) felt that economics was too heavily math-focused, and 8.3% viewed economics as less relevant to their career goals. These results help us understand our students and design courses that persuade them consider economics as an option. Suggestions for improvement were relatively minor and some focused on enhancing engagement and accessibility. Some students recommended more interactive activities, group discussions, and visual learning tools such as videos and infographics. A few mentioned that the workload was heavy at times but fair. Overall, the feedback reflects a high level of satisfaction, with many students noting that economics courses at Skyline were informative, well-organized, and unexpectedly enjoyable!

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4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

I believe there are a few areas that present challenges and may require further attention:

Mapping Among SLOs, PSLOs, and ISLOs: We replaced all Course Learning Outcomes (CLOs) with new ones for ECON 100 (new CCN: ECON C2002) and ECON 102 (new CCN: ECON C2001) as part of the Course Outline of Record (COR) update under the Common Course Numbering initiative. These new CLOs will take effect beginning Fall 2026. Consequently, it will be necessary to map the new Student Learning Outcomes (SLOs) to the Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs). This process will allow us to begin collecting data on the assessment of the new SLOs in an intentional and meaningful way that aligns with PSLOs and ISLOs. In addition, we need to map SLOs of our new course ECON 220 (International Economics) with PSLOs and ISLOs.

Lower Female Student Enrollment: As noted in section 3.B.i., at Skyline College, female students make up the majority of the overall student body (53.5%), compared to 43.6% male students. However, within the Economics Department, this trend is reversed—57.7% of enrolled students are male, while only 40.7% are female, based on unduplicated headcount data from 2019–2020 through 2023–2024. Despite this imbalance in enrollment, female students consistently demonstrate higher retention and success rates than male students across all years (Reference section 4.A.ii).

Lower Enrollment and Success Rates Among Black/African American Students: As discussed in section 4.A.ii., Black/African American students show a 26-percentage-point lower success rate in economics courses compared to their average across all college courses. Additionally, as noted in section 3.B.i., the representation of Black or African American (Non-Hispanic) students in the department (1.3%) is notably lower than the college-wide average of 2.6%.

Lower Success Rates in Online Classes: As noted in section 3.B., success rates in online asynchronous economics classes are, on average, 7 to 9 percentage points lower than those in face-to-face classes. Although this gap narrowed to 4 percentage points in the most recent academic year, continued efforts are necessary to further reduce or eliminate disparity.

Goals & Resource Requests

Economics and the Environment Course

Economics and the Environment Course to entice non-Business/ Environmental Science majors

Year Initiated

2018 - 2019

Goal Status

Active

Implementation Step(s) and Timelines

1. Course Approval through the Curriculum Committee.
 - (a) Course was approved to be taught starting Fall 2020
2. Teach the course
 - (a) Course was delayed with the pandemic and shift to online. Course was first taught in Fall 2022
 - (b) Course was moved to a late start in Fall 2022 because of low enrollment. Late start course taught Fall 2022 with 23 students.
3. Assess the course
 - (a) SLOs developed but not assessed Fall 2022
 - (b) Students had a broader background than my Economics courses. Only about 10% were pre-business, as opposed to more than 50% in my other Economics courses in Fall 2022.
 - (c) in addition to a OER/ZTC Economics text that I selected, the OER/ZTC program was able to the two other Economics and the Environment textbooks that I wanted to be available to students through the library, so the class was a ZTC class.

Mapping

- SKY College Values: (X - Selected)

- **Social Justice:** undefined (X)
- **Open Access:** undefined (X)
- **Sustainability:** undefined (X)

UPDATE

Goal Update Date

01/26/2023

Academic Year Updated

2022 - 2023

Goal Update

Completed

Goal Update Narrative

Course approved and is being taught

Globalized curriculum

Bring some global component in all of the Econ courses to apply the concepts presented which will enhance student learning experiences and international perspectives.

Year Initiated

2023 - 2024

Goal Status

Active

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

3/9/2026

Generated by Nuventive Improvement Platform

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Goals & Resource Requests

- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Awareness of Diversity and Inclusion of Non-Mainstream Economist

Promote more diversity, awareness, and inclusion by featuring a non-mainstream economist in our department's website and spotlighting them in our classes to show their contributions to our discipline.

Year Initiated

2023 - 2024

Goal Status

Active

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

SLO Assessment

To encourage more discussion within the department about how to evaluate and enhance student learning.

Year Initiated

2023 - 2024

Goal Status

Active

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Enhance the Economics Program by achieving a 20% increase in Associate Degree for Transfer completions based on 2023-24 by 2029–30.

This goal aims to enhance student learning and achievement by providing a clear, structured pathway for completing the Economics AA-T. Given the multidisciplinary and practical nature of economics, students will gain both theoretical knowledge and applied skills that are relevant across business, public policy, and social sciences.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Spring 2026 – Fall 2026: Collaborate with the Business Department and the Transfer Center to learn about Business AA-T requirements and review course overlaps with the Economics AA-T. This analysis will help identify opportunities for students to pursue dual degrees or minor options efficiently.

Academic Year 2026–27: Offer a new course, International Economics, which will alternate with Economics of the Environment each fall and spring beginning in 2026–27. These courses will address contemporary economic issues and expand the program’s relevance for students from diverse academic and personal backgrounds, making the study of economics more accessible and engaging. Additionally, we will emphasize the connections between economics and related disciplines—such as business, public policy, and the social sciences—within course content and advising materials to highlight the major’s practical and interdisciplinary applications.

Academic Year 2026–27: Outreach to other related departments to explore the possibilities of cross-listing courses.

Ongoing Initiatives:

Partner with the Counseling Office to promote new and lesser-known courses (Economics of the Environment and International Economics) for Fall 2026 and Spring 2027. This outreach will include regular communication with counselors to build enthusiasm for the Economics Program and increase student awareness.

Enhance and expand partnership with the Middle College Program to generate interest in economics and recruit new students.

Strengthen collaboration with the Economics and Business Analytics Club to communicate the real-world relevance of economic policies and their social impact. Through these efforts, we aim to counter misconceptions that economics is disconnected from social justice or community engagement, encouraging more students drawn to applied and socially meaningful fields.

Academic Year 2027–28: Track student enrollment, progression, and AA-T completion rates to identify achievement gaps, guide continuous program improvement, and ensure students remain on track to meet their academic and career goals.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

Increase Female Student Enrollment in Economics Courses to 45 percent by 2029–30.

The goal is to increase the enrollment of female students in economics courses at Skyline College from 40.7% to 45%, ensuring that their participation more closely reflects their overall representation within the college’s student population. By achieving this, we aim to create a more inclusive and equitable learning environment that encourages diverse perspectives in the study of economics. This initiative will help female students feel more represented and supported in the discipline, potentially inspiring greater interest in pursuing further studies or careers in economics, business, and related fields.

Year Initiated

2025 - 2026

Goal Status

Goals & Resource Requests

Active

Implementation Step(s) and Timelines

Academic Year 2026–27: Collaborate with the Women’s Mentoring and Leadership Academy (WMLA) at Skyline College to promote interest in economics courses and programs among women. This outreach will focus on increasing awareness of career pathways in economics and highlighting the discipline’s relevance to leadership and social impact.

Ongoing Initiatives:

Encourage female students enrolled in economics courses to explore additional offerings within the discipline.

Integrate course materials and examples that connect economics to real-world issues such as gender equity, sustainability, and social policy, while also emphasizing the contributions of women economists.

Strengthen collaboration with the Economics and Business Analytics Club to expand outreach and recruitment of female students.

Periodically share departmental progress and success stories with students to build momentum and demonstrate a sustained commitment to promoting gender equity in economics.

Academic Year 2027–28: Continue monitoring enrollment patterns by gender and collaborate with academic counselors to encourage female students who have not yet taken economics courses to consider the field as part of their academic and career planning.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

Increase enrollment and success rates among Black/African American students to align with the college averages of 2.6% and 77%, respectively, by the next CPR cycle.

The goal is to increase both enrollment and academic success rates among Black/African American students at Skyline College. Ultimately, this effort seeks to ensure that Black/African American students have equitable access to educational opportunities, are supported in achieving their academic goals, and are well-prepared to pursue further education and long-term career success.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Academic Year 2026–27:

Collaborate with learning communities such as Umoja to actively promote economics courses and encourage cohort-based enrollment to foster a supportive peer network.

Engage with student organizations on campus such as the Black Student Union (BSU) and Black and Brown Scholars (BBS), to strengthen outreach and representation within the Economics Program.

Participate in professional development focused on equity-minded and culturally responsive teaching practices to enhance classroom inclusivity and student engagement.

Collaborate with the Women’s Mentoring and Leadership Academy (WMLA) at Skyline College to promote interest in economics courses and programs among women. This outreach will focus on increasing awareness of career pathways in economics and highlighting the discipline’s relevance to leadership and social impact.

Ongoing Initiatives:

Intentionally integrate Black histories, perspectives, and experiences into the economics curriculum by including topics related to racial disparities in employment, income, and wealth.

Ensure that course materials authentically reflect diverse economic experiences and demonstrate the relevance of economics to issues of equity and social justice.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Increase and consistently maintain student success rates in online classes at or above 80 percent by 2027–28.

This goal seeks to ensure that students enrolled in online asynchronous economics courses experience the same level of academic success as those in face-to-face classes. By reducing performance disparities, students will gain greater confidence in their ability to succeed in virtual learning environments, leading to higher completion rates, stronger academic outcomes, and increased progress toward their educational and career aspirations.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Spring 2026 – Fall 2026: Collaborate with the CTTL team to review current online course design and identify areas for improvement in alignment with the Regular and Substantive Interaction (RSI) standards.

Fall 2026 – Spring 2027: All online faculty complete Quality Online Teaching and Learning (QOTL).

Ongoing:

Conduct student surveys to gather feedback on online course experiences, communication, and support needs.

Collect and analyze student success and retention data for online sections across all Economics courses to identify patterns, challenges, and equity gaps.

Academic Year 2027–28: Continue monitoring online success rates each semester, disaggregated by course and student demographics, to ensure equitable outcomes.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Mapping Among SLOs, PSLOs, and ISLOs by the 2026-27.

Mapping among Student Learning Outcomes (SLOs), Program Student Learning Outcomes (PSLOs), and Institutional Student Learning Outcomes (ISLOs) is designed to provide students with a clearer and more cohesive learning experience. This alignment helps ensure that students acquire the knowledge, skills, and competencies needed for academic success, program completion, and post-graduate opportunities. This process will allow us to begin collecting data on the assessment of the new SLOs in an intentional and meaningful way that aligns with PSLOs and ISLOs.

Year Initiated

2026 - 2027

Goal Status

Active

Implementation Step(s) and Timelines

Timeline: Complete by the end of the academic year 2026-27.

Fall 2026: We replaced all Course Learning Outcomes (CLOs) with new ones for ECON 100 (new CCN: ECON C2002) and ECON 102 (new CCN: ECON C2001) as part of the Course Outline of Record (COR) update under the Common Course Numbering initiative. These new CLOs will take effect beginning Fall 2026. Consequently, we plan to map the new Student Learning Outcomes (SLOs) of ECON C2001 and ECON C2002 to the Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs) by discussing in the department meetings.

Spring 2027: We plan to map SLOs of our new course ECON 220 (International Economics) with PSLOs and ISLOs through similar discussions in spring 2027.

Goals & Resource Requests