The enclosed self-study report was submitted for external review on September 28, 2018 and sent to reviewers on October 8, 2018.
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1.0. Executive Summary

The Economics department at San Francisco State University has two degree programs: a BA in Economics and an MA in Economics. The department has been offering a BA alongside an MA since the 1950s. The Economics department also offers a Minor in Economics. There were 277 undergraduate majors and 12 graduate students in spring semester of 2018. The department typically graduates about 70 students with a BA degree and about 8 students with an MA degree every year.

Program Achievements
Availability of quantitative courses, continued faculty research accomplishments, program resilience through loss of faculty to retention and retirements, continuous enrollment growth yet maintaining reasonable time to graduation showcase the quality and hard work of our department.

Student enrollment in the major has increased. Economics department’s retention and graduation rates are on average higher than the college of business as well as university rates. Time to degree is on average 4-5 years. We attribute this to the enforcement of mandatory advising policy over the last 10 years as well as offering tutoring services for the core courses.

The department has achieved diversity in faculty hiring, particularly with respect to female representation.

What our Alumni say
Distinctive Achievements of the department are that most students are satisfied with the quality of instruction, most felt prepared to write in their field, quantitative and research courses are our strength and eighty-five (85%) of our alumni who responded to our survey said they would choose this program again.

Our most pressing Challenges are to prepare students for careers and job placements, continue to offer new innovative courses and engage more with alumni.

Primary goals for the next five years
i. To strengthen the curriculum to meet student and job market needs. This can be done through periodic assessments, faculty interaction, engaging with alumni and stakeholders. Student achievement can be improved by providing more opportunities through assistantships, scholarships and through high impact teaching practices such as undergraduate research, internships, etc. The department will explore the possibility of
creating writing components in courses throughout the curriculum, experiences for students to improve retention and continue to improve advising to make sure students follow the program roadmap and graduate on time.

ii. We want to continue to offer an innovative curriculum by hiring new talent who would be able to bring state of the art techniques to teaching and research in the department.

iii. The department hopes to foster greater diversity and inclusive practices by addressing implicit bias in hiring Economics faculty as well as in teaching practices in the Economics classroom.

iv. Explore various models simultaneously to create a pipeline for the grad program, in order to increase graduate enrollments.

v. Create an effective marketing plan and hold events such as symposia, news analysis to help inform students, potential students and campus members about the program.

vi. Strengthen alumni connections for program development and fundraising. The department plans to periodically survey employers, alumni and also might gather an advisory council to help guide the development of curriculum and support our faculty and students.

A detailed discussion of the above goals is in Section 4.

A strong Economics program is an asset to the entire campus because Economics can easily collaborate with Arts, Social Sciences, Sciences as well as professional programs. Economics department teaches two important Area D (Social sciences) general education courses and a few more general education courses with overlays that benefit not only the College of Business but also the entire campus. Economics faculty collaborate with other faculty across various colleges on topical and innovative research. Our faculty teach core economics courses for other majors and programs. Economics faculty have also contributed through their thoughtful service and meaningful contributions on the Senate, UCORP, University Foundation, Search committees, academic program and educational technology committees and many other campus and college activities that advance the mission of the university.
2.0: Overview of the Program

2.1. Economics Program Mission and Vision

The Economics Department has two degree programs: a BA in Economics and an MA in Economics. The department has been offering a BA alongside an MA since the 1950s. The Economics Department also offers a Minor in Economics.

Vision
The Economics Department vision is to be a quality academic department that provides best possible education to our undergraduate and graduate students, trains student scholars and fosters original intellectual growth through research.

Mission
Our mission is to prepare our students, through high-quality teaching and research, to be engaged and informed citizens, and to contribute productively in their careers using knowledge learned during their study of Economics.

The Bachelor of Arts in Economics provides students with a foundation in economic theory while allowing them to apply what they have learned in real-world settings. The program fully exposes students to the primary methods of economic inquiry and analysis. Courses in the program call on students to use both quantitative and qualitative reasoning to analyze and explain economic events and problems. Students also develop practical skills in collecting and statistically analyzing economic data to reach conclusions about economic issues. The undergraduate program in economics provides excellent preparation for students planning to enter careers in business, government, and in non-profit organizations. It can also serve to adequately prepare students for advanced graduate and professional studies in economics, business, public policy, urban and regional planning, law, and other related fields. There are currently 277 majors and the department graduates about 70 students each year.

The Master of Arts in Economics allows students to pursue advanced study in economics and focuses on theoretical foundations and real-world applications. The program requires students to develop skills in the mathematical modeling of economic theory and statistical analysis of economic data, as well as in the writing and communicating of economic ideas. The M.A. program provides excellent advanced training for students wishing to obtain professional positions as researchers or administrators in private businesses, governmental agencies, or non-profit organizations. The program also offers a solid foundation for students interested in
continuing their graduate studies in Ph.D. programs elsewhere. The department on average graduates 8 students per year. Currently, there are 12 graduate students in the MA program.

Both the undergraduate and graduate programs prepare students for a wide variety of careers in business, government, and non-profit organizations. Practical orientation and a strong emphasis on quantitative reasoning allow graduates of these programs to move into interesting and promising careers in a number of fields. Undergraduate students majoring in economics, particularly those who have supplemented their program with additional coursework in accounting, finance, and computer programming, are very attractive job candidates. Graduate students in the master's program develop advanced theoretical, statistical, and data analytic skills, which allow them to compete successfully for more advanced positions. Economics majors from SF State have recently been placed in entry-level positions in business management, marketing, financial services, research consulting firms, public policy analysis, teaching, and many other fields. The undergraduate major also provides excellent preparation for advanced graduate and professional studies in economics and related disciplines. SF State graduates of the M.A. program have recently been placed in advanced positions with public utilities, economics consulting firms, the research divisions of large companies, and local and state governmental agencies, while other SF State M.A. graduates have been admitted to top Ph.D. granting institutions. Finally, a small number of graduates work as instructors in the community college system or lecturers in the CSU.

2.2. Brief Synopsis of the Previous Program Review Recommendations

The Economics department went through a 5th cycle of academic program review of its BA and MA programs in 2001-02. In the 6th cycle review in 2008-09, only the MA program was reviewed. Hence in this section, we will present a synopsis of the 5th cycle recommendations for the BA program and 6th cycle recommendations for the MA program.

The 5th cycle of program review recommended the following for the BA program:

1. Curriculum: Major revisions to reinforce statistical skills by adding a second required quantitative course (Econ 312), introducing a capstone course (Econ 690) to better integrate knowledge and skills from previous courses in the major and provide a locus for assessing student learning outcomes. To solve the constrained resource issue, Math 110 (offered by Math department) was a suggested substitute for Econ 310.
2. Connections and Synergies around campus: Improve connections with the College of Business and its programs by encouraging Economics majors to explore Business minors and open up Economics minor to Business majors.
3. Internships: As faculty and staff resources permit, develop an internship component to the BA.
4. Assessments: Continue to develop the department's assessment program and use assessment results to guide pedagogical changes in the way content is taught in the courses.
5. Faculty: Build community, focus on increasing gender diversity in new hires, develop strategic interdisciplinary alliances with other programs in both hiring and scholarly endeavors.

6. Students: Recruit students to the Economics major by marketing it in introductory courses, develop and implement a plan for increasing the gender diversity of majors, continue to improve major advising, improve efforts to maintain contact with alumni.

7. Resources: Re-examine the position description and work expectations of the Office Coordinator. Continue to solicit external funding to support faculty research and student scholarships. Request an additional .5 staff position to assist the current 1.0 position and support the development of an internship program. Additional funding to support more extensive assessment activities, including administration of the nationally normed TUCE tests.

The Recommendations from the 6th cycle graduate program review were:

1. Curriculum: The Department should continue its increased emphasis on quantitative skills, both in admissions requirements and in the curriculum, continue discussions with the College of Business regarding a graduate specialization in Financial Economics, begin intentional networking with faculty in other departments on issues related to environmental and health economics and public and labor economics in order to generate opportunities to obtain external funding from sponsors such as the National Institutes of Health or private foundations, development of graduate internships at profit and non-profit organizations and should work closely with alumni contacts and existing campus resources.

2. Workforce needs: The Department should conduct a comprehensive survey of employers in the Bay Area to determine the skill sets and competencies they would prefer to see in MA graduates whom they would most likely hire.

3. Faculty: The department should redefine its "best scholars criteria" in hiring to include consideration of factors likely to attract and retain faculty with established professional, community and personal interests in the Bay Area. This recommendation follows on the heels of a number of faculty who have been lost to higher paying positions in government and corporate employers.

4. Students: The Department should use the rubrics developed for the assessment process also as an advising tool for students as they enter the program and throughout their studies. Explore new areas for student internships such as ‘green sector’.

5. Resources: The Department should explore a student fee to purchase additional software for partial alleviation of costs of materials.
2.3. **Current Stage of Development**

2.3.1. **What are the defining characteristics of this program? How has the program changed in the last 5-10 (or more) years, and where does it hope to be in the next 5-10 years?**

Our Economics department’s defining characteristics is its specialization in public policy and quantitative analysis.

There have been significant campus level changes affecting the Economics Department since the last major program review. SF State University went through a major campus restructuring due to severe budget shortages in the aftermath of the 2008 Great recession. The erstwhile College of Behavioral and Social Science (BSS), which was the home for Economics, was dismantled and Economics was integrated within the College of Business, starting in the fall of 2011. Economics department has had to make a considerable effort to make this transition and assimilation into a new College as seamless as possible. With attritions and retirement of faculty, and no commensurate replacement, the department has shrunk considerably (detailed on page 51) and has had to maintain its programmatic needs with limited resources.

Based on the the 5th and 6th cycle review and recommendations, the Economics program has implemented considerable changes over the last two decades, some of them more recently to integrate better into its new college home. These changes are discussed in greater detail in the next section. However, some of the major changes are highlighted below.

1. **Curriculum:** To keep up with workforce needs, the department added more quantitative courses both in the undergraduate as well as graduate curriculum. The Department also introduced Econ 690 as a capstone course for the undergraduate program. The Economics undergraduate program has almost doubled in the last 10 years. The MA program saw declining enrollments in the late 1990s and made significant revisions commencing with the fall 2003 semester. The changes focused on making the program more applied and less theoretical. These changes helped halt a decline in enrollment, stabilizing enrollment at an annual average of approximately 25 to 30 graduate students until 2015. In the last three years, we have seen significant drop in the Masters enrollments. This issue will be discussed more in the detail in the graduate curriculum section.

2. **Connections and Synergies around campus:** There is greater integration between Economics and other departments within Colleges of Business, LCA and Science. Economics students are allowed to take electives from Math, Accounting, Finance, Decision Sciences, International Relations, Geography, etc. Students from other majors, particularly Statistics and Finance routinely complete a minor in Economics.

3. **Assessments:** Department has taken major strides in constructing a regular assessment plan and hopes to use these assessment results to guide pedagogical changes in the way content is taught in the courses as well as curricular changes.

4. **Faculty:** The department has hired a dynamic faculty who are accomplished researchers, all of whom were hired after the 5th cycle except one senior faculty member. Hence Economics
currently has young energetic faculty with lots of innovative ideas and interdisciplinary collaborations with faculty from other departments. We have hired a faculty member within a campus-wide cluster hire initiative on Big Data, who we share with a research unit (Health Equity Institute) within College of HSS.

5. Students: Students have been served very well by implementing mandatory advising that forces students to seek advising once a year. This has allowed students to take courses in the right sequence, come up with realistic graduation plan and have a strong mentor in the department. More recently, with resources from Academic Planning, department has been able to hire tutors to support the general education and bottleneck courses.

8. Resources: The department and College have supported the Academic office coordinator with work-study students to ease the tremendous work load for both an undergraduate as well as graduate programs that is being handled by one person. The college has also supported faculty with professional development funds and research awards to support research activities.

The plan for the next 5 years can be categorized broadly under curriculum, student support, faculty, alumni connection and program needs.

1. Curriculum:
   i. The department would like to offer more courses in data science
   ii. Have more tenured/tenure-track faculty teach general education (GE) courses and introductory courses to be able to recruit and retain in the major.
   iii. Department hopes to conduct annual assessments to inform course-level changes or curriculum development.

2. Student Support:
   i. Create an “Economics Research lab” where students can serve as research assistants for faculty and learn current research methods.
   ii. Include career planning for students into advising. We hope to bring career planning discussions early on while advising, whether the student plans to go to graduate school or look for jobs in policy institutes/public sector/private sector organizations.
   iii. Advising on importance of double majors/minors with Financial economics/Decision Science/Computer Science/Business analytics classes that complement our curriculum. Consider MOUs with these departments to offer dual-degrees.
   iv. Build a job placement framework through partnerships with recruiters/employers.
   v. Offer more classes that will offer experience to work on smaller case studies and reports, through internships and community service learning (CSL).
   vi. Internships or CSL designated Independent study: We don’t have a formal process with which we give credit or encourage students to get internships. Currently we allow students to do internships through independent studies (Econ 699). The department hopes to offer an internship class for credit.
   vii. Mentor and encourage Economics Student Association (ESA) to take up causes such as promoting women and minority participation in Economics, educate
3. **Alumni Connection:**
   i. Build up our own alumni network using social media (continue to maintain our Facebook and LinkedIn pages)
   ii. Host at least one alumni networking event per semester.

4. **Faculty support**
   i. The department hopes to address implicit bias in hiring Economics faculty as well as in teaching practices in the Economics classroom.
   ii. Facilitate more coordination between tenure-track faculty and lecturers and bring uniformity in course outlines, especially for multiple sections of the same course.

5. **Program Needs:**
   i. Explore various models simultaneously to create a pipeline for the graduate program, in order to increase enrollments.
   ii. Create an effective marketing plan and hold events such as symposia, news analysis to help inform students, potential students and campus members.
   iii. Explore double-major possibilities with Statistics, Decision Sciences, possibly with Computer Science.
   iv. Create an advisory council comprising of employers, alumni and students.

2.3.2. If the program has recently surveyed its alumni, current or graduating majors, employers, or other community stakeholders, what information do these surveys yield about the program’s distinctive achievements and most pressing challenges?

University Academic Planning Unit administered an alumni survey in April 2018. The results of the survey are available here: [https://ql.tc/QiqAW9](https://ql.tc/QiqAW9)

Faculty were asked to review the survey results and post their thoughts through a shared document. The following are the main themes that emerged broadly categorized within distinctive achievements for the department and its most pressing challenges:

**Distinctive Achievements**

*Most satisfied with the quality of instruction*

The vast majority (more than 90%) are satisfied with quality of instruction in both introductory and intermediate courses. Most are satisfied with the breadth and depth, sequencing, and intellectual engagement; there is a high degree of confidence in quantitative reasoning; Nobody thought too many courses are required; ‘Adequately challenging’ is the mode answer; The students were mostly satisfied with the opportunity to engage in research projects, analytical and critical thinking skills, group work, and public speaking.

*Most felt prepared to write in their field*
Seventy percent felt they were prepared to write in their field (it ranges from "well prepared" all the way up to "extremely well prepared"). Ten percent of students did not feel they were prepared to write in their field.

**Quantitative and research courses are a strength**

They also note in the qualitative comments that the Econometrics, research projects and Health Econ classes were the most useful. This was expressed particularly by recent graduate students.

**Eighty-five (85%) would choose this program again.**

**Pressing Challenges**

**Prepare students for career goals**

The weaknesses that students mentioned were with respect to "career paths". Most noticeable were concerns with "relevance of course work to their career paths" and assistance in "preparing students for career paths". Alumni suggested providing assistance in career goals, preparing students for career goals, offering research experiences, internships, etc. as well as support for minority/first time college students.

**Offer new innovative courses**

There were suggestions to offer data analytics, excel/sql, machine learning. Improvement in relevance of coursework (relevance for job market) and availability of courses were brought up. Some people found cost benefit analysis useful. Also suggested adding to coursework: Linear algebra for econometrics; Data analytics (econometrics and capstone class were deemed not sufficient), Internship course, course on finding jobs, more current events analyses, programming skills, less theory, Applied problem solving skills, putting together professional reports and Financial economics.

**Under engaged with graduate alumni**

From the response rates we are totally under-engaged with our graduate student Alumni. 7 of 8 responses came from graduates from the last two years.

2.3.3. **How does the program fit into the discipline? How does it reflect major disciplinary trends, and what are its particular elements of strength and innovation?**

As mentioned earlier, our department’s specialization is in public policy and quantitative analysis. The department fits into the discipline by offering a range of courses from quantitative to less so, and from theoretical to more applied ones. The disciplinary trend has been to emphasize quantitative analysis and we have stayed on this course ourselves.

However, the Economics discipline is broadening and we need to constantly stay current in terms of new research and empirical methods. Quoting from a paper published in American Economic
Review in May 2017, "Economics’ share of first majors has been flat for more than a decade. Although we often focus on closely related disciplines (e.g., business or political science) when considering ways to increase undergraduates’ exposure to economics, those disciplines’ shares of majors has also been relatively flat. However, economics’ share of second majors has increased over time, not only among students generally, but also among females and minorities (two groups chronically underrepresented in economics). This presents an opportunity for economics departments interested in increasing the size as well as the gender, racial, and intellectual diversity of their student body. Because majors in math, engineering, computer science, and technology are complements to second majors in economics, finding ways to encourage double majors in economics among those students could yield growth in economics at relatively low marginal cost. In addition, because it is now the most common major among female students, encouraging second majors in economics among first majors in the life and medical sciences could grow and diversify our discipline. The potential linkages between economics and life and medical science majors are greater than one might suspect. Indeed, Kasper (2008) illustrates many similarities between biology and economics, and Frick (2009) describes myriad overlapping interests and perspectives between nursing and economics. Finally, research indicating that double majoring across relatively dissimilar disciplines yields higher returns to graduates than double majors in relatively closely related disciplines implies that encouraging double majors with economics would not only benefit the economics discipline, but also students in math, engineering, computer science, and technology and in the life and medical sciences." (Stock 2017)¹

Hence, to stay competitive, we need to find ways to collaborate with other departments to offer our students innovative programs and degrees.

2.3.4. **What major challenges do similar programs in other institutions face? How have external or internal conditions shaped or affected the discipline? How will these affect the program under review?**

Similar to other programs in other universities, our current challenge is declining graduate enrollments as we move toward a business cycle peak and less resources due to budget cuts and reduced funding for the CSUs. Our specific challenge is to continue to make the program relevant for standard career paths of our graduates. Finally, a big challenge is to attract and retain high quality faculty given the high cost of living in San Francisco and related challenges around housing and commute. The new political climate around immigration restrictions and back logs have also created challenges for international faculty.

2.3.5. How does the program advance the broader mission of the university?

Economics department teaches two important Area D (Social sciences) general education courses and a few more general education courses with overlays that benefit not only the College of Business but also the entire campus. A strong Economics program is an asset to the entire campus that can easily collaborate with Arts, Social Sciences, Sciences as well as professional programs. Economics faculty collaborate with other faculty across various colleges on topical and innovative research. Economics faculty teach core economics courses for other majors and programs. Economics faculty have contributed through their thoughtful service and meaningful contributions on the Senate, UCORP, University Foundation, Search committees, academic program and educational technology committees and many other campus and college activities that advance the mission of the university.
3.0: Program Indicators

3.1: Program Planning

For this section, the Economics department collected and analyzed materials relating to self-assessment, reflected on the program’s past, present, and future in the context of its distinctive place in the university and the discipline.

3.1.1. Program’s mission statement

The Department of Economics adopted a Mission statement in September 2015. As part of the 7th cycle self-study, faculty reflected on this mission statement and decided to amend it. The new one was adopted on October 6, 2017. It is as follows:

San Francisco State University Economics Department Mission, Amended October 6, 2017

Our mission is to prepare our students, through high quality teaching and research, to be engaged and informed citizens, and to contribute productively in their careers using knowledge learned during their study of Economics.

How relevant is the program’s mission statement? Does it reflect the program’s current goals, strengths, and achievements? How does it support and advance the university mission statement?

The Department members spent a considerable time reviewing and revising past mission statements and came up with the above mission statement last year. This statement aligns with the department’s goal to provide high quality, socially and economically relevant curriculum and learning experiences for our students and prepare them for a life of productivity and civic mindedness. We believe the department’s mission statement aligns well with the University’s mission to prepare ethical and active global citizens.
3.1.2. Annual assessment reports and related curriculum changes

The latest assessment report for the Department’s undergraduate and graduate programs are available from the academic year 2016-17. The department did not do annual assessments prior to this date. The 2016-17 assessments reports are included below.

Departmental Self-study concluded that going forward, departmental assessment activity should mirror College of Business’s assessment and assurance of learning requirements, especially since the Economics department will be included for the first time in the College of Business’s AACSB accreditation review in 2019-20. As part of the AACSB requirements, the Department will have to conduct annual assessments and hence its best done in a cohesive manner consistent with what is being done in other departments in the College of Business.

2016-17 Annual Assessment report for the Undergraduate Program

Program learning goals:

1. **Students can intelligently analyze a particular public policy issue that is presented to them (e.g.: poverty In Africa, Macroeconomic forecasts, the Federal Reserve’s interest rate policy, etc.) using conventional economic reasoning.**

2. **Students can identify and explain the importance of various economic institutions such as the Federal Reserve, the International Monetary Fund, trade unions and the AFL-CIO, trade and industry associations, etc.**

3. **Students can collect economic data (from the library, the internet, governmental agencies, etc.), process the data into a form that conveys meaningful economic information, analyze that data using standard economic methods, and draw conclusions from their analysis of the data.**

4. **Students can speak clearly and in an organized manner before peers, instructors, strangers in effectively communicating economic ideas.**

5. **Students can write clearly and in an organized manner to effectively convey economic ideas.**

The department chose to assess all five goals. The department assessed these goals primarily in the Senior Seminar, Economics 690. The faculty member teaching the class evaluated written papers and presentations made in the class. Students were evaluated as having “mastered”, “partially mastered”, or “did not master” the goals.

Findings:

<table>
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<tr>
<th>Key Learning Objectives for this Program</th>
<th>Methods/Strategies Used to Assess Given Year’s Chosen Objectives</th>
<th>Summary of Findings About Student Learning</th>
<th>Use of Findings to Enhance Program Quality</th>
</tr>
</thead>
</table>

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1. Analyze Public Policy Issues
   Examination of projects in 690
   - 40.9% mastered
   - 31.8% partially mastered
   - 27.3% did not master
   More focus on connecting theory to policy applications in elective courses.

2. Explain Economic Institutions
   Examination of papers in 690
   - 50.0% mastered
   - 40.9% partially mastered
   - 9.1% did not master
   More focus on institutions in elective courses.

3. Collect, Analyze, Interpret Data
   Examination of projects in 690
   - 54.5% mastered
   - 27.3% partially mastered
   - 18.2% did not master
   Better integration between data research assignments in Econ 312 and Econ 690.

4. Oral Presentation
   Examination of final oral presentation in 690
   - 54.5% mastered
   - 36.4% partially mastered
   - 9.1% did not master
   Encourage more use of oral presentations in elective courses.

5. Written Presentation
   Examination of papers in 690
   - 68.2% mastered
   - 22.7% partially mastered
   - 9.1% did not master
   Continuing to encourage more term paper assignments in elective courses.

Conclusion:
We will examine the results of the assessment in the fall 2017 in the second faculty meeting. We will discuss ways to improve this in our core courses. We will likely use these results as part of the College of Business AACSB credentialing requirements as well as the upcoming 7th cycle university level review. We will be trying to integrate these reporting requirements with the AACSB standards. We are currently committed to assessing all five learning goals. We are more likely to change how we assess these goals given AACSB standards.

2016-17 Annual Assessment Report for the Economics MA Program

Program learning goals:

1. *Students should be able to focus on a topic of their interest that has direct public policy relevance to the local, state, national, or the global economy, and in which economic intuitions, tools, and concepts have an integral role to play. In addition, students should be able to read and understand a journal article on a specific public policy by identifying a key economic and policy issues, addressing the issues in a scientifically organized way,*
bringing out the major findings, understanding the strengths and limitations of the existing literature, and finally providing possible pathways for future research.

2. Students should be able to gather data from published sources to empirically test a part of the policy-based theoretical research that are available in the existing literature.

3. Students should be able to apply relevant econometric modeling techniques, they have learnt in the previous courses, to the data they gather to empirically test the appropriateness of certain policy prescriptions suggested in the existing literature.

4. Students should be able to write two full-length reports and make a power point presentation in class. Performance in these reports is judged primarily based on (i) presentation of the key policy issues, (ii) clarity of objectives, (iii) effectiveness in handling the issues to achieve the goal of the project, (iv) written and oral presentation style, (v) effectiveness in summarizing.

The department chose to assess all four goals. The department assessed these goals using the following courses: 1. Econometric Theory, Econ 731 2. Applied Time Series Econometrics, Econ 825, and 3. written Culminating Experience Exam given each spring semester. For the first two courses the students were evaluated as having “mastered”, “partially mastered”, or “did not master” goals 2-4. The cumulative exam evaluated the students ability to give a “referee” report of a journal article. Students are evaluated with a “pass”, or “did not pass” on 4 criteria as an evaluation for goal 1.

Findings from Econ 731 and Econ 825:

<table>
<thead>
<tr>
<th>Key Learning Objectives for this Program</th>
<th>Methods/Strategies Used to Assess Given Year's Chosen Objectives</th>
<th>Summary of Findings About Student Learning</th>
<th>Use of Findings to Enhance Program Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect, clean data for empirical testing of economic theory.</td>
<td>Examination of Econ 731, Econ 825 homeworks projects, presentations</td>
<td>78.94% mastered 21.05% partially mastered</td>
<td>Focus on making students write 2 research different proposals to examine feasibility of research.</td>
</tr>
<tr>
<td>2. Applied econometric modeling techniques</td>
<td>Examination of Econ 731, Econ 825 homeworks projects, presentations</td>
<td>78.94% mastered 15.78% partially mastered 5.2% did not pass</td>
<td>Focus on giving weekly homeworks and making students redo assignments incase they are not up to the mark.</td>
</tr>
</tbody>
</table>
3. Written and oral evaluation  
Examination of Econ 731, Econ 825 homeworks projects, presentations  
78.94% mastered  
15.78% partially mastered  
5.2% did not pass  
Students are given a timeline to complete various aspects of the project during the semester.

Findings from the CE Exam:

<table>
<thead>
<tr>
<th>Key Learning Objectives for this Program</th>
<th>Methods/Strategies Used to Assess Given Year’s Chosen Objectives</th>
<th>Summary of Findings About Student Learning</th>
<th>Use of Findings to Enhance Program Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analysis of the research topic</td>
<td>Examination of CE exam</td>
<td>87.5% pass</td>
<td></td>
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<td></td>
<td></td>
<td>12.5% did not pass</td>
<td></td>
</tr>
<tr>
<td>2. Explain and evaluate methodology</td>
<td>Examination of CE exam</td>
<td>87.5% pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.5% did not pass</td>
<td></td>
</tr>
<tr>
<td>3. Explain and evaluate results</td>
<td>Examination of CE exam</td>
<td>100% pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0% did not pass</td>
<td></td>
</tr>
<tr>
<td>4. Provide criticism and discussion of future research</td>
<td>Examination of CE exam</td>
<td>87.5% pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.5% did not pass</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion: *We will examine the results of the assessment in the fall 2017 in the second faculty meeting. We will discuss ways to improve this in our core courses. We will likely use these results as part of the College of Business AACSB credentialing requirements as well as the upcoming 7th cycle university level review. At this time, we do not believe we will be changing the program learning goals dramatically. We will be trying to integrate this reporting requirements with the AACSB standards. The department intends to implement outcomes assessment for goals 2-4 in two (2) of the required econometrics classes, Economics 825 and Economics 830. We are more likely to change how we assess these goals given AACSB standards.*
3.1.3. Program Learning Goals and Assessment Plan

To be able to launch annual assessments according to AACSB requirements, it was clear that having a broad set of program learning goals in addition to course learning outcomes is critical. The department had not come up with broad program learning goals in a collaborative manner in a long time. The faculty deliberated in the fall semester of 2017 in faculty meetings and via email and came up with the following program goals.

Program Learning Goals

BA ECONOMICS PROGRAM GOALS, adopted October 6, 2017

The Economics Department at San Francisco State University seeks to prepare each student to effectively participate as an informed citizen in the affairs of our society, and to contribute productively in their careers using knowledge learned during their study of Economics.

The goals of the undergraduate program are:

1. In the program, students will acquire knowledge of current economic theory and thought needed to examine a particular economic issue or event. They will also develop an understanding of the role played by economic institutions, as well as how public policy can affect economic and social outcomes.

2. In the program, students will master the ability to collect, process, interpret, analyze and draw conclusions from economic information and economic data using appropriate quantitative methods.

3. In the program, students will develop and expand on skills necessary to effectively communicate economic ideas both orally and in writing to a wide audience.

MA ECONOMICS PROGRAM GOALS, adopted October 6, 2017

In its Masters degree program, the Economics department at San Francisco State University seeks to prepare graduate students for careers as professional economists, economic analysts, managers, or other professionals. The goals of the program are:

1. Students will learn micro and macroeconomic theories at the appropriate level and will be able to use these theories to analyze economic problems and issues relevant to the local, state, national, or global economy. With this knowledge, students will be able to understand and critically assess scholarly economics articles and propose possible pathways for future research.

2. Students will learn practical skills in collecting, processing, interpreting and analyzing economic data with appropriate statistical and econometric techniques.
3. Students will be able to employ economic reasoning in analyzing real world economic problems and effectively communicate their knowledge and findings both orally and in written formats.

Assessment Plan

In the fall semester of 2017, the department reviewed and approved the new goals (given above) for the undergraduate and graduate program. Undergraduate goals can be summarized into 3 categories: Core Knowledge, Analytical and Quantitative Skills, and Communication Skills (Oral and Written). Graduate goals can be summarized into the following 3 categories: 1. Core Knowledge in Micro, Core knowledge in Macro, and Critical Assessment and Future research; 2. Analytical and Quantitative Skills; 3. Communication Skills (oral and written). Based on these goals some core courses were identified for assessment.

- Undergraduate courses: Econ 301, Econ 302, Econ 312, and Econ 690.
- Graduate courses: Econ 701, Econ 702, Econ 825, Econ 830.

Given the identified courses for assessment, a five-year rolling assessment plan was developed.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Content Knowledge</td>
<td>Econ 302</td>
<td>Econ 302</td>
<td>Econ 302</td>
<td>Econ 302</td>
<td>Econ 302</td>
</tr>
<tr>
<td></td>
<td>Econ 301</td>
<td>Econ 301</td>
<td>Econ 301</td>
<td>Econ 301</td>
<td>Econ 301</td>
</tr>
<tr>
<td>2A) Analytical Skills</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
</tr>
<tr>
<td>2B) Quantitative Skills</td>
<td>Econ 312</td>
<td>Econ 312</td>
<td>Econ 312</td>
<td>Econ 312</td>
<td>Econ 312</td>
</tr>
<tr>
<td></td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
</tr>
<tr>
<td>3A) Oral communication</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
</tr>
<tr>
<td>3B) Written communication</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
<td>Econ 690</td>
</tr>
</tbody>
</table>
At the end of each term, all faculty conducting assessment in their courses are expected to submit the assessment report to the Assurance of Learning department coordinator. The following information would be collected in an Excel file:

- Course # and Term/year
- # of students that were assessed. (note all students that receive a grade in the class must be assessed).
- # of students that scored U (Unacceptable)
- # of students that scored A (Acceptable)
- # of students that scored E (Exemplary)

Data collection began in Fall semester of 2017. Following are assessment results from Fall 2017.

### BA Program

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>U</th>
<th>A</th>
<th>E</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 301</td>
<td>14%</td>
<td>50%</td>
<td>36%</td>
<td>14</td>
</tr>
<tr>
<td>Econ 302 L01</td>
<td>16%</td>
<td>72%</td>
<td>12%</td>
<td>25</td>
</tr>
<tr>
<td>Econ 302 L02</td>
<td>37%</td>
<td>29%</td>
<td>34%</td>
<td>24</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td><strong>22%</strong></td>
<td><strong>50%</strong></td>
<td><strong>28%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Econ 690 not available
MA Program

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>U</th>
<th>A</th>
<th>E</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 701</td>
<td>0%</td>
<td>75%</td>
<td>25%</td>
<td>4</td>
</tr>
</tbody>
</table>

**Development of rubrics**

The Department felt the need to develop common rubrics to assess department program goals. Core Knowledge goal was excluded, as it differs across courses and individual faculty for their assessment needs can further develop the rubric. A common (standardized) rubric for assessment needed to be developed by the department for all other goals in the MA and BA programs.

Three possibilities were considered:

a) Adopt same Rubrics as those used by the college of business.

b) Adopt existing rubrics used by Faculty teaching Econ 690

c) Develop new Rubrics

At the end, the department developed new rubrics, one each for Analytical, quantitative, written and oral skills. Please see Appendix A.1. for these rubrics.

**Future assessments:**

The Department considered assessing electives courses as well as core courses in the future. It was recommended to us by the Chair of College Assurance of Learning committee to assess core courses only at this time. Any new courses should be added for the next round of AACSB review.
3.1.4. Concluding Action Memoranda (CAMs) from the 5th and 6th cycle, summarizing major changes that the program has undertaken since, or as a result of, these reviews;

In this section, we have listed recommendations from each CAM and how the department responded to it. As mentioned in Section 2, 5th Cycle CAMs are listed for the BA program and 6th cycle CAMs are listed for the MA program since 5th cycle recommendations for the MA program were already reviewed in the 6th cycle of review.

5th Cycle CAM for the BA program:

Curriculum

1. Implement and assess curricular revisions approved in Spring 2001, including reorganizing and streamlining courses, substituting MATH 110 for ECON 310, adding ECON 312 as a second required quantitative course, and requiring an additional upper division elective.

Response: Econ 312 (Introduction to Econometrics) was added as a core course and continues to be offered as a core course in the BA program. Course sequence has been streamlined and Econ 301 (Intermediate Microeconomics) has been added as a prerequisite for Econ 312. It was found that Math 110 did not adequately prepare our students for intermediate core courses hence Math 226 or equivalent was subsequently added to the lower division core curriculum as a prerequisite for Econ 301 and Econ 302. After enforcing this math prerequisite, students are better prepared for the intermediate theory as well as core quantitative courses.

2. Reinforce statistical skills in upper division courses.

Response: Many upper division elective courses offered require data analysis, interpretations of statistical findings as well as research papers that would require students to use their statistical and econometric skills. Some of these courses are Econ 450 (Health Economics), Econ 540 (Economics of Gender), Econ 550 (Environmental Economics), Econ 560 (Economics of Growth) and Econ 616 (Experimental Economics).

3. Develop the capstone course (ECON 690, formerly ECON 610) to better integrate knowledge and skills from previous courses in the major and provide a locus for assessing student learning outcomes.

Response: Econ 690 is the capstone class for the undergraduate program where students learn to integrate theory with data analysis and develop their individual research papers. This class also satisfies the GWAR requirement.

4. Improve connections with the College of Business and its programs. Specifically, investigate the accessibility of Business minor courses to Economics students and, if the
courses are available, encourage more Economics majors to minor in Business. Also encourage Business majors to minor in Economics.

**Response:** After being integrated into the College of Business, this task has become considerably easier. Our majors have a list of approved elective courses from other Business department that they can take and count towards their major requirements. We also have a considerable number of business students who complete a minor in Economics.

5. As faculty and staff resources permit, develop an internship component to the BA.

**Response:** Department has not formally developed an internship component due to severe lack of faculty and resources. The department has accommodated student request for internships through guided independent studies. One faculty member has offered community service learning opportunities through her classes. The College of Business has recently invested in an internship Director who has helped our students with resume building and job skills workshops. With additional departmental resources, this area has been identified for further development.

6. Review and clarify the mission and goals of the MA program in consideration of both faculty strengths and market demands, and revise the program as needed.

**Response:** Was addressed in the 6th cycle review.

7. Continue to develop the department's assessment program, emphasizing assessment of the curricular changes included in this action plan as well as using assessment results to guide pedagogical changes in the way content is taught in the courses.

**Response:** The department has done sporadic assessments in the past, reacting to specific needs but since 2016-17, the department has taken important steps towards developing a comprehensive assessment plan to comply with AACSB requirements.

**Faculty**

8. Build community and foster harmony within the department via regular meetings, consensus building re vision and mission, and other activities.

**Response:** The Department members continue to collaborate on our shared mission of serving our students.

9. Continue to stress ethnic diversity, but focus on increasing gender diversity in new hires.

**Response:** The Department has done extremely well to achieve a gender balance. The last four out of five hires (Janko, Kakar, Modrek, Sovero) have been women. After the two new hires join
the department, the Economics department will have a majority of women faculty (60%). That is very unusual for an economics department.

10. Continue to develop strategic interdisciplinary alliances with other programs in both hiring and scholarly endeavors.

Response: The Department has collaborated with Health Equity Institute to participate in a campus-wide cluster hire initiative. Dr. Sepideh Modrek was hired through this initiative. Her time is divided between Economics department (40%) and Health Equity Institute (60%).

11. Continue to encourage activities that promote faculty professional growth and development.

Response: In previous years of funding constraints, the Department tried to support faculty to attend conferences by paying for their registration fees. Department has paid for student assistants to support classes. With College of Business providing professional development funds as well as research grants and awards, faculty feel a lot more supported to do their research and professional development activities. The department continues to encourage faculty to apply for extra-mural grants and other internal campus wide funding to support their teaching and research activities.

12. As resources permit, provide release time for the graduate coordinator to focus on recruitment, advising, retention, and program development.

Response: The Department has been short-staffed and have barely managed to maintain its programmatic needs. Due to lack of steady funding, it has not been possible to provide release time for the graduate coordinator. The department has tried to offer the graduate coordinator double sections of introductory classes to cut down on preparation time. However, it is true that with release time, the graduate coordinator would be able to devote a lot more time to recruitment and program development. It has affected enrollments in the department and some creative and innovative ideas around recruitment have come up in recent times.

Students

13. Increase efforts to recruit students to the Economics major by marketing it in introductory courses.

Response: Having full time tenured/tenure-track faculty teach introductory classes is critical to recruit more majors from introductory classes. Due to budget cuts and lack of hiring for many years, the department had to rely on lecturers to teach these classes. With more resources, more can be done in this area. Especially as the nature of SF State campus is changing with more freshman arriving on campus, it will become even more important to be able to recruit from these introductory classes. For this we need to put engaged and experienced faculty in these classrooms.
14. As revisions to the MA are implemented, market the revised program in order to build graduate enrollments.

**Response:** This was addressed in the 6th cycle review.

15. Develop and implement a plan for increasing the gender diversity of majors.

**Response:** Despite best intentions, department has not made concentrated efforts in this regard. However, with more women faculty teaching Economics classes, it has been the hope that many more female students would be encouraged to consider Economics as a viable major. More needs to be done in this area.

16. Continue to improve major advising.

**Response:** Economics department has been one of the few departments on campus that have implemented mandatory advising and maintains records on each students through an advising folder. All Economics faculty are advisors and meet with students one on one to advise, plan with and mentor students.

17. Continue efforts to involve undergraduate and graduate students in public policy oriented research.

**Response:** Economics faculty have engaged both undergraduate and graduate students in their own research, in class based research projects, in capstone research projects, in independent studies as well as in community service learning projects. Again, the amount that faculty can do is constrained by their teaching load, research obligations and funding. More external funding would allow faculty to buy out their teaching time to carry out such research projects. Our students have recently engaged in Health Equity Institute Internships where they are paired with faculty mentors to get exposed to faculty research projects.

18. Improve efforts to maintain contact with alumni.

**Response:** The department over the years have tried to work with Development to hold alumni events but these have been sporadic. More recently department faculty have started social media pages on Facebook and LinkedIn to maintain closer ties with Economics alumni.

**Resources**

19. Continue to maintain a close working relationship with the Library's subject specialist for Economics.

**Response:** Two faculty members have volunteered as library liaison. Library subject specialists have visited classes to help students with their research projects.

20. Re-examine the position description and work expectations of the Office Coordinator.
Response: Since the last review, Economics department has hired a new Academic Office coordinator who has done an exemplary job in supporting the day to day operations of the department.

21. Continue to solicit external funding to support faculty research and student scholarships.

Response: The Department continues to receive small amounts of donations that have been used to support student learning goals. A recent retiree left a sizeable endowment for the department (Betty Blecha Endowment) that allows the department to bring top economists to campus (such as Raj Chetty) to present their work to students, faculty and the SF State community. Department continues to seek donors to support faculty, research and other needs.

Resource Needs

The Dean and Vice President acknowledge the following resource requests from the Department of Economics. These requests will be considered as part of the standard budget process:
1. An additional .5 staff position to assist the current 1.0 position and support the development of an internship program.
2. Additional funding to support more extensive assessment activities, including administration of the nationally normed TUCE tests.

Response: Even though these resources were identified as critical, the department never received any funding. Instead, the department has creatively tried to find work-study students to support the office coordinator.

The Recommendations from 6th cycle graduate program review were:

Based on the outcome of the academic program review and on the discussions resulting from this review, the Department of Economics will take the following actions:

Curriculum
1. The Department should continue its increased emphasis on quantitative skills, both in admissions requirements and in the curriculum.
2. The Department should conduct a comprehensive survey of employers in the Bay Area to determine the skill sets and competencies they would prefer to see in MA graduates whom they would most likely hire.
3. The Department should continue discussions with the College of Business regarding a graduate specialization in Financial Economics.
4. The Department should begin intentional networking with faculty in other departments on issues related to environmental and health economics and public and labor economics in order to generate opportunities to obtain external funding from sponsors such as the National Institutes of Health or private foundations.
5. The Department should continue to pursue the development of graduate internships at profit and non-profit organizations and should work closely with alumni contacts and existing campus resources to mitigate the high start-up costs that this project might incur.
6. The Department should investigate the use of SF State's Course Stream (or equivalent) technology as it begins to increase class size at the lower division undergraduate level to support the upper division undergraduate courses and graduate program.

Response:
The Department offers three quantitative courses in the MA curriculum, which is one of the defining features of the program. The department has also recently hired faculty who have been extremely successful in bringing extra mural grant funding to the campus. Some faculty have built partnerships with local non-profit organizations to provide research and service learning opportunities to their students. The department has intentionally not increased class sizes or taught online classes but this is an ongoing discussion as faculty understand the tradeoff between quality and size especially with the quantitative nature of classes that can be challenging for students.

Faculty

1. The Department should delay the request for two new faculty hires until it has decided on the curricular foci of the program and then strengthen expertise in those areas.
2. The department should redefine its "best scholars criteria" in hiring to include consideration of factors likely to attract and retain faculty with established professional, community and personal interests in the Bay Area. This Students recommendation follows on the heels of a number of faculty who have been lost to higher paying positions in government and corporate employers.

Response: The Economics department ran a joint MA program with two Chinese universities and offered a financial economics focus. However, the joint program ended because CSU regulations rendered it infeasible. We also did not have in-house expertise to offer more financial economics courses and the Finance department was impacted to be able to work on this jointly. Hence, the department has agreed to build on the public policy and applied focus of the department. The recent hires have been engaged in issues around health, housing, educational equity and international finance and trade. The department has made a concerted effort in its hiring practices to attract faculty who are interested in living and working in the Bay area.

Students

1. The Department should use the rubrics developed for the assessment process also as an advising tool for students as they enter the program and throughout their studies.
2. The Department should investigate "green" technology development in the private sector that will be receiving substantial federal funding for possible intern placements.

Response: Newly developed assessment plans include the MA program. The department has not been able to follow through with suggestions around developing internships and continues to hope that other high impact practices such as independent studies, research assistantships, service learning opportunities provide students similar experiences.
Resources
The Department should explore a student fee to purchase additional software for partial alleviation of costs of materials.

The Department has been able to shoulder software related costs for students and faculty for specialized software such as Stata and Matlab. The campus has provided Stata through Labspace (virtual desktop) that has benefitted students tremendously. The campus academic technology is also moving towards a campus wide license for Matlab.

3.1.5. Regular and Strategic Planning Activities

The Department collectively tackles issues that arise regarding the curriculum, student, faculty and other resource needs. For program planning purposes, going forward, the department hopes to accomplish the following:

- Department hopes to conduct annual assessments. The rubric adopted on April 30, 2018 will not be changed for 5 years. Annually as well as at the end of 5 years (in 2023), the department plans to look through all the assessment data and make relevant and necessary curricular changes.

- An important piece would be to review the collected assessments with instructors and inform course-level changes or curriculum development.

- As part of the self-study reflection, the department members have already agreed to share course outlines, pay attention to prerequisite course outlines, review and repeat concepts as necessary in order to deliver course content in the most effective fashion. Faculty members will adjust assessment tools to better enable assessing student achievements against the adopted rubrics.

- All Faculty have been involved in development of program learning goals, rubrics, assessment plans through department meetings, discussions in a department retreat, shared hard drives and emails. Department hopes to continue this method of shared governance and planning. The College Assurance of Learning committee representative is also the Assessment Chair for the Department. This will ensure that information is shared between college and department in a consistent manner.

- Department continues to use course evaluations, informal student feedback and faculty peer-class room observations to suggest curricular changes. The Department has not involved community stakeholders and potential employers in program planning. Ideas such as having a department advisory council consisting of alumni and employers have come up and may be acted on as part of a strategic planning initiative. Social media platforms have been developed and continue to be developed to engage with alumni for valuable feedback.
• Comparing the current curriculum with other Economics departments in the area or in the CSU system would be a useful endeavor to further understand our comparative advantages and areas for improvement.

• The curriculum can be further supported by encouraging students to seek internships, helping them with job placements and bringing employers and recruiters to campus to inform us of what the market needs from our students.

• Joint and Blended Programs may be explored to remain competitive and improve enrollments in the BA and MA programs.
3.2: Student Learning and Achievement

In this section, department will reflect on its existing goals for student learning and provide evidence of student progress and achievement, department’s current support and future plans to further advance them.

3.2.1 What are the program’s learning goals and what evidence does it regularly seek and consult to assure that students are meeting these goals?

Please refer to Section 3.1.3 for the undergraduate and graduate program learning goals for the Economics department. Apart from newly devised assessment plans to comply with AACSB requirements, faculty have been regularly providing feedback through department meetings and informal discussions among instructors and advisors on student learning, progress and challenges. Students struggling in class are referred to tutoring services and other resources on campus. Students are also guided through mandatory advising each year on program requirements and their progress is monitored and mentored by faculty advisors.

3.2.2 How many undergraduate majors and minors has your department graduated every year over the last five years?

An average of 55 students per year have received a BA degree between 2011-12 and 2015-16. In contrast, in the academic year 2017-18, 77 students were awarded a BA degree. Between 2011-12 and 2015-16, an average of 17 students have received MA in Economics each year. In contrast, in 2017-18, the department conferred 7 MA degrees.

Average time to degree in the Economics department has been 4.7 years in the undergraduate program and 2.7 years in the graduate program over the last 5 years (see Table A.2.1 in Appendix A.2).

3.2.3 One-year retention rate of Economics students

First year retention rates for first year freshmen have been quite high (more than 80%) in the Economics department compared to the rest of the university (Table A.2.2 in Appendix A.2). One-year retention rates of transfer students indicate a similar trend (Table A.2.3 in Appendix A.2). Entering cohorts of 2008 and 2009 transfers were much smaller in number. In contrast, entering freshmen have increased in numbers since 2008.
3.2.4 Four-year and six-year graduation rates of students in Economics, compared to college and university rates

Tables 1A and 1B contain four-year and six-year graduation rates for Economics freshmen and transfers respectively.

**Table 1 A**

<table>
<thead>
<tr>
<th>Program</th>
<th>Four Year Graduation Rates (Econ)</th>
<th>Four Year Graduation Rates (COB)</th>
<th>Four Year Graduation Rates (University)</th>
<th>Six Year Graduation Rates (Econ)</th>
<th>Six Year Graduation Rates (COB)</th>
<th>Six Year Graduation Rates (University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>30.8%</td>
<td>9.3%</td>
<td>12.0%</td>
<td>61.5%</td>
<td>55.6%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>50.0%</td>
<td>11.0%</td>
<td>13.4%</td>
<td>81.3%</td>
<td>51.5%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>14.3%</td>
<td>10.6%</td>
<td>12.7%</td>
<td>64.3%</td>
<td>50.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>29.2%</td>
<td>13.5%</td>
<td>14.9%</td>
<td>70.8%</td>
<td>52.7%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>15.4%</td>
<td>17.7%</td>
<td>18.3%</td>
<td>53.8%</td>
<td>55.9%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>20.8%</td>
<td>16.3%</td>
<td>18.0%</td>
<td>54.2%</td>
<td>60.2%</td>
<td>53.2%</td>
</tr>
</tbody>
</table>

What are the graduation rates of students in the BA program (First time Full time Freshmen)?

Source: Institutional Research, 5/15/2017
Note: Graduation Rate = Cumulative Graduates / Entering Cohort

Economics department had higher graduation rates for freshmen both at 4 years (average of 27%) and 6 years (average of 64%) in the time period of 2005-2010, compared to the university (14.8% for 4 yr and 49% for 6 yr) and the college (13% for 4 yr and 54% for 6 yr). While four-year graduation rate has increased, six-year graduate rate has commensurately dropped. This makes sense as the average time to graduation in the Economics department has been 4-5 years.

Similarly, for transfer students, the four-year and six-year graduation rates are on average slightly better than the university rates. Economics transfers had an average four-year graduation rate of 70.5% between Fall 2005 and Fall 2010 and an average six-year graduation rate of 72% within the same period. In the most recent year of data, four-year and six-year graduation rates are lower. This needs to be tracked.
Table 1 B

<table>
<thead>
<tr>
<th>Program</th>
<th>Four Year Graduation Rates (Econ)</th>
<th>Four Year Graduation Rates (COB)</th>
<th>Four Year Graduation Rates (University)</th>
<th>Six Year Graduation Rates (Econ)</th>
<th>Six Year Graduation Rates (COB)</th>
<th>Six Year Graduation Rates (University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>70.8%</td>
<td>70.2%</td>
<td>69.0%</td>
<td>79.2%</td>
<td>76.7%</td>
<td>74.5%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>75.0%</td>
<td>65.7%</td>
<td>68.8%</td>
<td>75.0%</td>
<td>73.0%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>70.4%</td>
<td>66.4%</td>
<td>69.0%</td>
<td>70.4%</td>
<td>72.9%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>66.7%</td>
<td>67.8%</td>
<td>70.0%</td>
<td>66.7%</td>
<td>73.8%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>77.3%</td>
<td>71.9%</td>
<td>72.3%</td>
<td>77.3%</td>
<td>76.1%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>62.9%</td>
<td>73.4%</td>
<td>74.7%</td>
<td>65.7%</td>
<td>77.2%</td>
<td>77.9%</td>
</tr>
</tbody>
</table>

What are the graduation rates of students in the BA program (Community College Transfers)?

Source: Institutional Research, 5/15/2017
Note: Graduation Rate = Cumulative Graduates / Entering Cohort; CCC Transfers = CA Community College Transfers at Sophomore and Up

3.2.5 Where and how does the program advance high-impact teaching practices and active learning at all levels of instruction? (What are these practices, and what is their impact?)

The Association for American Colleges and Universities (AACU) recognizes that teaching practices have an impact on student persistence to degree and that some teaching practices are more effective than others (Kuh, 2009)\(^2\). As students are diverse in their abilities, motivation, and preparedness for college level studies, meeting their needs is among the great challenges of the 21st century. Recognizing these needs, Economics instructors use several high-impact practices and active learning techniques in their classrooms such as:

Capstone Course and Project: Econ 690 is a culminating experience class for Economics students in which a student brings ideas learned over the course of many semesters into a single

research project. In this project, the student uses economics theory and applicable data to analyze an economic problem and write a final research paper.

**Common Intellectual Experiences:** All Economics students are required to take 7 core courses that are common to all. These courses cover basic theory, statistics and econometrics that help prepare Economics students with basic concepts. Assessing these courses regularly will enable the department to assess the efficacy of these courses in meeting program goals. This will hopefully be revisited 5 years from now.

**Collaborative Assignments and Projects:** Classes that have research requirements (Econ 312, 540, 560, 605, 616, 640, 675, 690, 731, 825, 830) have all employed techniques such as group assignments and projects that have resulted in poster presentations in the classroom or at a conference, research projects in the field or classroom and developing group presentations.

**Learning Communities:** Economics department has used HSS 141 to provide tutoring assistance to students on a drop-in basis during pre-assigned times during the week (Economics tutoring services is described in detail in Section 3.3). During other times, this space is used by Economics students as a study room allowing students to cultivate peer support. Peer based learning and mentoring are new methods that are being explored in the department through active participation of current students in events such as Sneak Preview where new incoming students get a chance to speak with current students about the program. This model can help foster a supportive community for students and their various needs.

**Undergraduate & Graduate Research:** Several professors (Chattopadhyay, Chernomaz, Chaudhuri, Modrek, Kakar, King) in the past 5 years have employed students in various capacities to assist with research activities. When conducted with professors, research opportunities provide students with role-modeling that helps students understand the habits and thought process of scholars and those in the field, helps students learn how and when to take risks, and improves student confidence with skills (Kardash, 2000). Undergraduate research has also been linked to improvements in student’s confidence level, persistence to degree, and interest in pursuing graduate degrees while graduate research has enabled students to transition into PhD programs with ease.

**Diversity/global Learning:** Econ 540, Econ 612, Econ 620, Econ 635 and Econ 640 integrate global and diversity studies into the curriculum teaching students to understand and appreciate diversity and global perspectives. As technologies, economics and political developments have increased the interactions between diverse cultures in the 21st century, these courses help prepare students to live and work in global communities.

**Service learning/community-based Learning:** Econ 640/840 provides the opportunity to do community-based service learning research project that helps improve students’ academic achievement by motivating learning through keeping the course work relevant and immediately applicable. By working with non-profit health organizations for their projects, students are provided with powerful and provocative experience in which they develop empathy by confronting social injustices and complexities of their own values and attitudes.
Other high impact practices that can be explored in the near future, subject to availability of resources, are First Year Seminars, Writing-intensive Courses earlier in the major as well as an Internship course.

**Department Reflection:**

- *How do the program’s learning goals remain relevant, and how can they be revised and updated? Do students adequately understand and share these goals?*

We have revised the program learning goals recently to align with the department’s mission and vision. In the past, we chose one course in the program (typically a culminating experience course) to assess whether the program goals were being met. However, this past year, we have devised a five-year plan to assess all core courses to evaluate whether program goals are being met throughout the program. We have not made any effort to convey to our students what the program goals are other than providing them with specific course learning goals. There will be some changes in the near future where syllabi will be required to have a mapping of course SLOs with Program goals. This will help us communicate to students which of the program goals are being met by courses taken.

- *How has student demand for the major risen or fallen? Are there any significant trends or present or future challenges that can be discerned from enrollment patterns?*

Number of students in the major has steadily grown from around 188 in Fall 2011-12 to 249 in Fall 2016-17. (Table A.2.4 in Appendix A.2). As of Spring 2018 semester, the department had 277 majors. Number of students in the minor program has remained steady (Table A.2.5 in Appendix A.2).

- *Over the past five years, where has the program been able to improve student progress, achievement, and graduation? Where might it further improve them?*

Economics student profile in terms of units attempted (Tables A.2.6 and A.2.7 in Appendix A.2), high school GPA, initial transfer GPA have remained around the same level in the last 5 years. However, the proportion of students requiring remediation has decreased slightly and units transferred to SFSU has increased slightly. Students are able to transfer the lower division core courses due to better articulation agreements between campuses. Table A.2.8 in Appendix A.2 provides a snapshot of average attempted units, average attempted units in fall only and new student profile for the Economic department.

- *What questions do the rates and trends in student enrollment, retention, and graduation raise for your program? How does the program interpret them?*
Overall, student enrollment in the major has increased. Profile of students entering the program has been steadily the same, except that in the most recent years, students have transferred with more units and have required less remediation. Economics department’s retention and graduation rates are on average higher than the college of business as well as university rates. We attribute this to the enforcement of mandatory advising policy over the last 10 years as well as tutoring services for the core courses.

Of the students in our Economics department (very similar to most Economics programs around the country), less than 50% are females and less than 25% are under-represented minorities (Table A.2.9 in Appendix A.2). Our program could work on recruiting more female students into the program and more inclusive teaching practices for attracting and retaining more under-represented minority students.

U.S. society at-large and for that matter educational institutions have many reasons to be concerned about the under-representation of women and traditionally under-represented racial/ethnic demographic groups in the economics profession. With recent demographic shifts in the country and on our campus, if we do not include underrepresented groups in the profession, it will have far-reaching implications on the job market, international competitiveness, and will create a pipeline of economics professionals who either do not understand or are not empathetic to certain demographic groups and their needs. It is not only important to serve as role models by hiring diverse faculty but academic economists that are diverse and inclusive, can expose students to different genders and ethnicities and help prepare students to work productively in an increasingly diverse workforce.

The department plans to recruit such students with the help of faculty-led teaching, research, seminars and inclusive practices in the classroom and beyond.

- How do your program’s current pedagogical practices meet students’ learning needs? How does your program support pedagogical innovation?

Economics instructors have been extremely innovative in keeping up with industry and student needs. For example, data analysis increasingly requires statistical methods and software to deal with big data and our economics graduates are increasingly expected to know these techniques. Faculty have adapted by switching to using softwares such as R and Python in their classes so that students get an exposure to a wide variety of econometric methods and software.

High cost of living in the San Francisco Bay area has brought new challenges for students who find it hard to pay for rent and food and often choose the tradeoff to not pay for expensive instructional materials. Not having access to course materials have a negative effect on course work and grades. Economics faculty have been cognizant of these choices that students are increasingly making and have made an effort to convert their courses into zero cost of materials (ZCCM) courses or affordable instructional material (AIM) courses.
• How will the program ensure that its learning goals remain relevant to students’ real needs and levels of achievement? How will the program advance rates of student retention, progress, and graduation in the future?

Department plans to periodically survey employers, alumni and also might gather an advisory council to help guide the development of curriculum to stay current with the times. Student achievement can be improved by providing more opportunities through assistantships, scholarships and through high impact teaching practices such as undergraduate research, internships, etc. The department will explore the possibility of creating writing components in courses throughout the curriculum, experiences for students to improve retention and continue to improve advising to make sure students follow the program roadmap and graduate on time.
3.3: The Curriculum

Higher education has seen tremendous changes in terms of who we serve and how we serve them. The SF State campus is a minority-serving institution. Our instructors, their course content and the way they define the learning space needs to adapt to make diverse student bodies feel welcome and included. With the changing technological landscape, we have to deliver content in a way that students can relate to. Teaching important skills such as writing and presentation skills along with rigorous course content, using various forms of instruction (lecture, interactive methods, online resources, high impact practices) is what the department has purposefully deliberated on. For our particular campus where students face high costs of living, faculty in the department have made a concerted effort to reduce the cost of instructional material by using innovative methods of delivering course materials.

3.3.1. Undergraduate Curriculum

Economics Department offers a BA in Economics and a Minor in Economics. The program requirements are as follows:

<table>
<thead>
<tr>
<th>Bachelor of Arts in Economics</th>
<th>Minor in Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses (25 units)</strong></td>
<td></td>
</tr>
<tr>
<td>ECON 101 Introduction to Microeconomic Analysis</td>
<td>ECON 101 Introduction to Microeconomic Analysis</td>
</tr>
<tr>
<td>ECON 102 Introduction to Macroeconomic Analysis</td>
<td>ECON 102 Introduction to Macroeconomic Analysis</td>
</tr>
<tr>
<td>ECON 301 Intermediate Microeconomic Theory</td>
<td>MATH 226 Calculus I</td>
</tr>
<tr>
<td>ECON 302 Intermediate Macroeconomic Theory</td>
<td>ECON 301 Intermediate Microeconomic Theory</td>
</tr>
<tr>
<td>ECON 311 Statistical Methods and Interpretation</td>
<td>or</td>
</tr>
<tr>
<td>ECON 312 Introduction to Econometrics</td>
<td>ECON 302 Intermediate Macroeconomic Theory</td>
</tr>
<tr>
<td>ECON 690 GW Senior Seminar: Economic Inquiry and Analysis - GWAR</td>
<td>Electives (9 units)</td>
</tr>
<tr>
<td>MATH 226 Calculus I</td>
<td>Three courses selected from upper division elective economics courses. ECON 301 or ECON 302 may be used as an elective if not used as a required course. ECON 312 and ECON courses 400 and above are considered to be upper division electives.</td>
</tr>
</tbody>
</table>

**Upper Division Electives (18 units)**

Economics majors are required to take six upper division elective courses in economics. There are over 20 elective courses, including some cross-listed courses with other programs, offered each year on such subjects as money and banking, international economics, labor economics, industrial organization, experimental economics and game theory, health economics, public finance, law and economics, economic history, urban economics, environmental economics, and economic development.

Upon prior advisement, a maximum of two courses may be taken from another department in a related discipline.

**Total units for Major** 43

**Minor Program (13 units)**

<table>
<thead>
<tr>
<th>Minor Program (13 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101 Introduction to Microeconomic Analysis</td>
<td>ECON 101 Introduction to Microeconomic Analysis</td>
</tr>
<tr>
<td>ECON 102 Introduction to Macroeconomic Analysis</td>
<td>ECON 102 Introduction to Macroeconomic Analysis</td>
</tr>
<tr>
<td>MATH 226 Calculus I</td>
<td>ECON 301 Intermediate Microeconomic Theory</td>
</tr>
<tr>
<td>ECON 302 Intermediate Macroeconomic Theory</td>
<td>or</td>
</tr>
</tbody>
</table>

**Electives (9 units)**

Three courses selected from upper division elective economics courses. ECON 301 or ECON 302 may be used as an elective if not used as a required course. ECON 312 and ECON courses 400 and above are considered to be upper division electives.

**Total units for Minor** 22
There are two kinds of students who go through our program. We get transfer students and increasingly a lot of freshman. We have prepared roadmaps for these students so that they can structure their undergraduate studies in order to graduate on time. Following are the pathways from entry to graduation that students are expected to take differentiating between required courses and electives.

**Freshman Roadmap**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 101</td>
<td>Introduction to Microeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 226</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>GE Area A: Oral Communication (A1) or Critical Thinking (A3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE Area A: Written English Communication (A2)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE Area D: U.S. History (D2) or U.S. and California Government (D3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Introduction to Macroeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GE Area A: Oral Communication (A1) or Critical Thinking (A3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE Area A: Written English Communication II (A4)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or Written English Communication II (A2) Stretch II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE Area B: Physical Science (B1) and Laboratory Science (B3)</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Complementary Studies or SF State Studies or University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td>15-16</td>
</tr>
<tr>
<td>GE Area A: Written English Communication II (A4) if not already satisfied</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or SF State Studies or University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE Area B: Life Science (B2) and Laboratory Science (B3)</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>GE Area C: Arts (C1)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GE Area C: Humanities; Literature (C3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Complementary Studies or SF State Studies or University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
<td>15-16</td>
</tr>
<tr>
<td>GE Area C: Arts (C1) or Humanities (C2)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE Area D: U.S. History (D2) or U.S. and California Government (D3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Complementary Studies or SF State Studies or University Elective – Take Three</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Fifth Semester</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>Major Upper Division Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GE Area UD=B: Upper Division Physical and/or Life Sciences (Consider SF State Studies Course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SF State Studies or University Elective – Take Two</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Sixth Semester</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 311</td>
<td>Statistical Methods and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Major Upper Division Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GE Area UD-D: Upper Division Social Sciences (Consider SF State Studies Course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Complementary Studies or SF State Studies or University Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Seventh Semester</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ECON 312</td>
<td>Introduction to Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>Major Upper Division Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>GE Area UD-C: Upper Division Arts and/or Humanities (Consider SF State Studies Course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complementary Studies or SF State Studies or University Elective – Take Two</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eighth Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 690GW</td>
<td>3</td>
</tr>
<tr>
<td>Senior Seminar: Economic Inquiry and Analysis - GWAR</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Upper Division Electives</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementary Studies or SF State Studies or University Elective – Take Two</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Units 120-122

---

1. To avoid taking additional units, it is recommended that you meet LLD and SF State Studies requirements (AERM, GP, ES, SJ) within your GE or major.
2. ENG 114 can only be taken if you complete Directed Self-Placement (DSP) and select ENG 114; if you choose ENG 104/ ENG 105 through DSP you will satisfy A2 upon successful completion of ENG 105 in the second semester; multilingual students may be advised into alternative English courses.
3. Consider taking a class combined with a laboratory or a separate lab to fulfill B3 if not already satisfied.
4. Complementary Studies
   - Bachelor of Arts students must complete at least twelve units of complementary studies outside of the primary prefix for the major. (Note: Students may not use an alternate prefix that is cross-listed with the primary prefix for the major.)
   - Students who complete two majors or a major and a minor automatically complete the complementary studies requirement. Alternatively, students in the Economics major can meet with a major advisor to determine which courses will satisfy the complementary studies requirement. Consult with your major advisor for assistance.
   - Students who have earned AA-T or AS-T degrees and are pursuing a similar B.A. degree at SF State are required to fulfill the Complementary Studies requirement as defined by the major department. Students should consult with a major advisor about how transfer units and/or SF State units can best be applied to this requirement in order to ensure degree completion within 60 units.
5. Upper Division Electives (18 Units)
   - Economics majors are required to take six upper division elective courses in economics. There are over 20 elective courses, including some cross-listed courses with other programs, offered each year on such subjects as money and banking, international economics, labor economics, industrial organization, experimental economics and game theory, health economics, public finance, law and economics, economic history, urban economics, environmental economics, and economic development.
   - Upon prior advisement, a maximum of two courses may be taken from another department in a related discipline.
Transfer Roadmap

This is a sample pathway for students who transfer to San Francisco State University in 2018–2019 with an AA-T in Economics. At least six units in the major (ECON 101, ECON 102) and all lower division GE requirements have been satisfied. Additional units in the major may have been satisfied. Check with a major advisor about the most appropriate course sequence. Degree completion guaranteed in 60 units; see the Associate Degree for Transfer (ADT) section for more information (http://bulletin.sfsu.edu/undergraduate-admissions/transfer-students).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 311</td>
<td>Statistical Methods and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>MATH 226</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>GE Area A: Written English Communication II (A4)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>or University Elective if A4 is already satisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History (bulletin.sfsu.edu/undergraduate-education/graduation-requirements/#USHaGR)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or University Elective if US History met before transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division GE: UD-B, UD-C, or UD-D</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 301</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>U.S. and California Government (bulletin.sfsu.edu/undergraduate-education/graduation-requirements/#uscg)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or University Elective if US/CA Government met before transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Elective – Take Two</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Third Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 302</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 312</td>
<td>Introduction to Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective – Take Two</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Upper Division GE: UD-B, UD-C, or UD-D</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Fourth Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 6990W</td>
<td>Senior Seminar: Economic Inquiry and Analysis - GWAR</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective – Take Three</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Upper Division GE: UD-B, UD-C, or UD-D</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>60</td>
</tr>
</tbody>
</table>

Requirements in the major for transfer students are:

**Economics Major: 33–37 Units**

ECON 101, ECON 102 met in transfer; MATH 226 may have been met in transfer.

- Major Core (15–19 units) - includes Culminating Experience/GWAR course
- Major Electives (18 units)

Table 2 contains the courses offered by Economics in the general education (GE) curriculum. The GE curriculum was revised a few years ago. Economics used to offer a few more courses in the GE curriculum. However some of those courses (such as Econ 620, Econ 635, Econ 535) were not updated as upper division GE courses. Assessments according to the general education re-certification requirements will need to be done soon. The department will start planning these assessments in the fall semester of 2018 for the General Education re-certification in accordance
with the process determined by Baccalaureate Review Committee (BRC) and the Upper Division certification committee (UDCC).

**Table 2: GE Courses in the Program**

<table>
<thead>
<tr>
<th>What courses does the program offer in the general education curriculum?</th>
<th>Why were these courses chosen for GE by the department?</th>
<th>How does the program assess their effectiveness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 101</td>
<td>Part of the Area D social Science requirements</td>
<td>Will be assessed according to guidelines provided by BRC</td>
</tr>
<tr>
<td>Econ 102</td>
<td>Part of the Area D social Science requirements</td>
<td>Will be assessed according to guidelines provided by BRC</td>
</tr>
<tr>
<td>Econ 540</td>
<td>Part of upper division GE with overlays</td>
<td>Not yet</td>
</tr>
<tr>
<td>Econ 612</td>
<td>Part of upper division GE with overlays</td>
<td>Not yet</td>
</tr>
</tbody>
</table>

*Source: Economics Department*

Table 3 is an illustration of all the required courses offered, how often, when (both in the semester and in the weekly time schedule), and where, including GWAR courses, noting enrollments for the past three years.

**Table 3**

Identify how often, when, and where required courses are offered, including GWAR courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>When (Semester)?</th>
<th>When (Weekly)</th>
<th>Where?</th>
<th>Enrollments for the last 3 years*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 101</td>
<td>Summer (1-2), fall (6-7) and spring (6-7)</td>
<td>MWF/TTH/once a week</td>
<td>Econ dept</td>
<td>3897</td>
</tr>
<tr>
<td>Econ 102</td>
<td>Summer (1), fall (6-7) and spring (7-8)</td>
<td>MWF/TTH/once a week</td>
<td>Econ dept</td>
<td>3244</td>
</tr>
<tr>
<td>Math 226</td>
<td>Summer (3 sections), fall and spring (14-16 sections each semester)</td>
<td>MWF/TTH/once a week</td>
<td>Math dept</td>
<td>3498</td>
</tr>
<tr>
<td>Econ 301</td>
<td>Summer (1), fall (2) and spring (2)</td>
<td>MWF/TTH/once a week</td>
<td>Econ dept</td>
<td>403</td>
</tr>
<tr>
<td>Course</td>
<td>Offerings</td>
<td>Schedule</td>
<td>Department</td>
<td>Section</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>Econ 302</td>
<td>Summer (1), Fall (2), Spring (2)</td>
<td>MWF/TTH/once a week</td>
<td>Econ dept,</td>
<td>363</td>
</tr>
<tr>
<td>Econ 311</td>
<td>Fall (1) and Spring (1)</td>
<td>MWF/TTH</td>
<td>Econ, Math and DS</td>
<td>143</td>
</tr>
<tr>
<td>Econ 312</td>
<td>Fall (2) and Spring (2)</td>
<td>MWF/TTH and once a week</td>
<td>Econ</td>
<td>256</td>
</tr>
<tr>
<td>Econ 690</td>
<td>Fall (2) and Spring (2)</td>
<td>MWF/TTH and once a week</td>
<td>Econ</td>
<td>207</td>
</tr>
</tbody>
</table>

Source: Economics Department Schedule
Note: *last three years are 2014-15, 2015-16 and 2016-17. Number of sections in parenthesis.

Table 4 lists the courses that Economics regularly offers that are required by other majors (service courses): who teaches these, how often are these taught, and their enrollment. There are usually 6 to 8 sections of Econ 101 and 102 that are taught each semester. There are typically 2-3 large lecture sections of 130 students approximately and the rest have enrollment limits of 80.

**Table 4**

<table>
<thead>
<tr>
<th>Identify courses that your program regularly offers that are required by other majors (service courses)</th>
<th>Who teaches these?</th>
<th>How often are these taught?</th>
<th>What is their enrollment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 101 (6-8 sections each semester)</td>
<td>t/tt &amp; lecturers</td>
<td>Every semester</td>
<td>80-130 per section</td>
</tr>
<tr>
<td>Econ 102 (6-8 sections each semester)</td>
<td>t/tt &amp; lecturers</td>
<td>Every semester</td>
<td>80-130 per section</td>
</tr>
</tbody>
</table>

Source: Economics Department

Econ 101 is required for a Bachelor of Science in Business Administration (all concentrations), Bachelor of Arts in Mathematics (various concentrations) and Bachelor of Science in Hospitality and Tourism Management (See [http://bulletin.sfsu.edu/search/?search=Econ+101](http://bulletin.sfsu.edu/search/?search=Econ+101)).

Econ 102 is required for a Bachelor of Science in Business Administration (all concentrations), Bachelor of Arts in Social Work and Bachelor of Science in Hospitality and Tourism Management (See [http://bulletin.sfsu.edu/search/?search=Econ+102](http://bulletin.sfsu.edu/search/?search=Econ+102)).
Table 5 identifies courses that are required in the Economics program but are offered by other departments, who teaches these, how often are these taught, and what are their enrollments. Economics relies on the Math department for the core Calculus and Statistics classes. However, not all students take these courses with the Math department. Some students transfer these courses from community colleges and some students take Statistical Methods for Economics (Econ 311) in the Economics department. Some students who cannot enroll in either Econ 311 or Math 124, they are encouraged to enroll in DS 212 in the Decision Sciences department. Hence, enrollments are unpredictable but we expect it is probably not more than 20-25 students per year.

Table 5
Identify courses that are required in your program but are offered by other departments.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Who teaches these?</th>
<th>How often are these taught?</th>
<th>What is their enrollment?</th>
<th>How are your students’ needs communicated to the departments who teach the courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 226</td>
<td>Math Dept</td>
<td>Every semester</td>
<td>Not Known</td>
<td>Math Dept Chair is informed. Most students transfer an equivalent course from a JC.</td>
</tr>
<tr>
<td>Math 124</td>
<td>Math Dept</td>
<td>Every semester</td>
<td>Not Known</td>
<td>Math Dept Chair is informed. Most students transfer an equivalent course from a JC. Some take it at SF State, 25 approx. each year</td>
</tr>
<tr>
<td>DS 212</td>
<td>DS Dept</td>
<td>Every semester</td>
<td>Not Known</td>
<td>Guess is that those who cannot enroll in Econ 311 or Math 124 try to take this class. Business focused majors would already take this class so guess is that not more than 20 each year.</td>
</tr>
</tbody>
</table>

Source: Economics Department

For these courses, department chairs are informed about the approximate number of Economics students they can anticipate. However, these courses are also required courses for quantitative reasoning requirements for other departments so Math and DS departments have planned accordingly.

Table 6 is a list of bottleneck courses. Bottleneck courses are those that are required for graduation that regularly attract more students than can be enrolled. The above courses fall into this category for several reasons. Econ 301 and Econ 302 are accepted as elective courses in other Business departments hence there are always more students trying to enroll that there are seats. These courses also have a Calculus 1 prerequisite despite which other majors want to take these courses. As a result, the department holds back some seats at the time of enrollments and releases those seats by add codes at the beginning of the semester, with first preference given to Economics majors. Econ 312 is a difficult course for a lot of students specially those who have
not taken Statistics in the department or have not taken statistics fairly recently. It is critical though that students take Econ 312 and pass the class as this is the class that is the foundation class for any applied work in Economics using econometrics. Employers will be looking for these skills and to maintain a good reputation for our program it is important that we graduate students with decent econometrics skills.

Table 6
Bottleneck courses (courses required for graduation that regularly attract more students than can be enrolled).

<table>
<thead>
<tr>
<th>Courses</th>
<th>Program’s strategy to reduce bottleneck courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 101</td>
<td>Some sections are high failure (15%), students need to repeat</td>
</tr>
<tr>
<td>Econ 102</td>
<td>Some sections are high failure (15%), students need to repeat</td>
</tr>
<tr>
<td>Econ 301</td>
<td>10 seats are kept aside for Econ majors to be added with add codes</td>
</tr>
<tr>
<td>Econ 302</td>
<td>10 seats are kept aside for Econ majors to be added with add codes; Also high failure</td>
</tr>
<tr>
<td>Econ 312</td>
<td>If students fail and repeat, creates a bottleneck, does not happen every semester. Course is always slightly overenrolled but students drop/withdraw</td>
</tr>
</tbody>
</table>

Source: Economics department
Note: High failure is when more than 15% students in the class fail.
Further, the Economics Department works closely with the Articulation officer as well as the college advising office to keep the articulation agreements updated. Data shared by the Articulation Office as of Fall 2017 is provided below.

Table 7: Efforts to ease the transition of transfer students through articulated courses, Intersegmental, or Transfer Model Curricula (TMCs)

<table>
<thead>
<tr>
<th>Department of Economics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Articulation Agreements</td>
<td></td>
</tr>
<tr>
<td>California Community Colleges</td>
<td></td>
</tr>
<tr>
<td>ECON 101</td>
<td>131</td>
</tr>
<tr>
<td>ECON 102</td>
<td>133</td>
</tr>
<tr>
<td>Total</td>
<td>264</td>
</tr>
<tr>
<td>California State University campuses</td>
<td></td>
</tr>
<tr>
<td>ECON 101</td>
<td>17</td>
</tr>
<tr>
<td>ECON 102</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
<tr>
<td>Total number of course agreements</td>
<td>298</td>
</tr>
</tbody>
</table>

| Associate Degree for Transfer Pathways |  |
| AA-T Economics |  |
| No. of CCCs awarding | 70 |
| No. of receiving programs in ECON | 1 |
| Total number of pathways | 70 |

| ADT students entering major |  |
| Fall 2017 | 5 |
| Spring 2017 | 0 |
| Fall 2016 | 2 |
| Spring 2016 | 0 |
| Fall 2015 | 0 |
| Spring 2015 | 0 |
| Fall 2014 | 0 |
| Total number of students (approximate) | 7 |

Culminating experience requirements for Economics Majors

The culminating experience class for our undergraduate students is Econ 690 (Senior Seminar in Economic Inquiry and Analysis). This is also the GWAR class for the majors. In this class, students are taught how to independently conduct empirical research in Economics. Students learn to identify an economics question of their choice, come up with some testable hypothesis, collect data from independent sources, process and analyze data using econometric methods, investigate and test their research hypotheses and write an individual research paper. Because Econ 690 is a GWAR class, there are frequent written assignments. Students are assessed on
- Independently formulate their own economic research question and hypothesis
- Collect data from appropriate sources to analyze research question and hypothesis
- Process your data into a form where it can be analyzed with statistical software
- Use conventional econometrics models to empirically test research hypothesis
- Write a professional research report about empirical findings on your research question
- Conduct an oral presentation about your findings and question
- Understand how to use econometrics models and methods in conducting economic research
- Show proficiency in using the Stata software package

**Identify where in the major, students receive instruction in technology appropriate to the major and how their learning is assessed**

Students are required to use various statistical software packages wherever appropriate. They start as early as the Intermediate Microeconomics class with excel, Intermediate Macroeconomics with Matlab, use excel and other visualizations in Econ 311, get introduced to Stata and R in Econ 312 and continue to use these packages in electives that require research assignments and finally extensively in Econ 690. Students also get to learn machine learning methods using Python, Java, SQL through independent studies. Their learning is assessed according to the instructor’s course learning goals.

**Reflections on the Curriculum:**

- *How does the program take General Education into account in its curricular planning and development?*

The Department considers its contribution to campus curriculum in the Social Sciences general education Area D very seriously. These courses not only serve all the majors in the College of Business, they also help the entire campus. The 2016-17 entering class was the largest first time freshmen class ever. First time freshmen increase the demand for lower division - introductory microeconomics and macroeconomics classes - whereas transfers have typically taken these classes elsewhere. At the same time, the university has recruited more international students who, often take the introductory economics courses for their major programs in business, economics, and international relations. Every semester, we are asked to add sections of the introductory classes for international students at the last minute and to reserve seats for international students. For fall 2018 we are asked to reserve 113 seats for international students compared to only 30 seats in Accounting; 32 seats in IBUS, and 25 seats in management. In fact, the 113 economics seats are almost half of the total 252 seats reserved for international students for the entire College of Business. We have tried to
meet this university level need in a number of ways: by increasing class size, by asking past lecturers and alumni, by using recent graduates of our MA program as instructors, and by placing ads in economics association websites. We cannot often find qualified instructors to teach these classes. In the fall 2016 semester, tenure track faculty staffed only 4 of the 12 introductory microeconomics and macroeconomics sections, for spring 2017 tenure track faculty staffed 5 of 14 sections, in fall 2017 tenure-track faculty taught 3 out of 11 sections and in Spring 2018, 5 out of 17 were tenure-track full time faculty. This has been necessitated by the need to shift tenure track resources away from the introductory courses and towards the upper division major courses and graduate courses as our tenure track faculty positions have shrunk. We have made this shift, as it is nearly impossible to hire lecturers for the upper division core classes with the current lecturer salaries which are not competitive. These introductory economics sections are very large, with the smallest section at 60 students. We need to have more tenure track faculty teaching these classes as they are important classes for the university’s general education and as well as a recruiting tool for the major. These courses have also been identified as “bottleneck” classes for many business students by the university. Retaining adjunct instructors has been an increasing challenge as our instructors are often hired away by other economics programs in the SF Bay Area who will pay 40-100% more than SFSU. Student success across the college and university to graduate expediently will be directly affected by reduced introductory course offerings and lowering of teaching quality in these courses.

These introductory GE courses also help us recruit for our own major and therefore assigning the most experienced instructors for these courses is a priority for the department.

- How do GE courses in the program reach out to non-majors and frame disciplinary methods and knowledge within broader educational contexts? Do they succeed?

Our GE courses are taken by students from all over campus. Once in our classroom, our instructors are able to dispel preconceived notions about the Economics discipline (such as Economics being only about money, or about rational individuals or about firm faith in markets, etc) by introducing students to the principles of constrained optimization, market failures and role of government or public policy in the efficient functioning of an economy.

What we have been unable to do is to dispel these notions from those on campus who do not take classes from us. This we hope to tackle in the next few years by organizing our marketing materials and symposia to bring the power of economics to those not exposed to the essence of economics.
• **How does the curriculum (both GE and in the major) reflect current and future directions in the discipline?**

It is not entirely possible to know what the future directions of the discipline and workforce needs would truly be but from the recent upward trends of jobs in data science fields, we see our program fulfilling an important need for our students going on to the job market. Our program offers many innovative and practical quantitative courses that help train our students for these coveted job market skills. We want to be able to keep up this ability by hiring new talent who would be able to bring state of the art techniques to teaching and research in the department.

• **In developing each semester’s schedule, how does the program align course offerings with student need? How does the program attempt to avoid bottlenecks and advance student degree progress? Does it balance core requirements with elective courses, and are these evenly distributed among faculty in the program? How does the program assure that required courses are offered frequently enough, and in spaces and times that meet student demand?**

The department scheduling committee looks at the availability of instructors and their willingness to teach certain courses and puts together a schedule. The committee is given certain parameters such as number of large lecture sections, their times and locations, number of core sections to be offered, etc by the department chair. After the draft schedule is built, the department chair checks for an even distribution of courses, by levels, times, days of the week, to maximize availability of courses for students. Recent availability of Ad Astra data has helped get some assurance on this planning process at the department level.

• **How does the program plan the curriculum with the faculty as a whole? How are decisions about curriculum made? Do all faculty have the opportunity to review and respond to courses that may not be in their area of expertise, but are part of the curriculum as a whole? How is this feedback taken into account in the curricular development process?**

In the recent past, there have been questions around adequate preparation in the prerequisite courses as students have moved onto the next level. Faculty have discussed these issues in department meetings and have made some plans to address them. First, faculty have agreed to share course outlines. Second, department will assess core classes which will help determine some remedial action for students who don’t meet the requirements. Third, faculty teaching the same courses have agreed to coordinate more on course outlines, course materials, course learning objectives, etc. When faculty have proposed new courses, these have moved on to review committees beyond the department. In the future, it may be a good practice to have a peer committee looking at the new courses proposed at the department level for more cohesion and feedback.
• How does the program’s GWAR courses address how writing is done in the field? Has student writing improved as a result of GWAR courses? How does the culminating experience represent an appropriate level of achievement for the discipline? How does it prepare students to integrate their disciplinary knowledge and make connections between their general education, major, and elective courses?

Econ 690, the Culminating experience class is the same as the GWAR class in the Economics program. Student writing is assessed through several written assignments. The department needs a few more years of data to assess whether student writing has improved.

• How does the program make it possible for transfer students to enter upper division coursework without burdening them with excessive pre-requisites?

Transfer students are advised during the summer they transfer and more recently, the department has started sending out information to local junior colleges about department requirements. Sometimes students don’t know about the calculus prerequisite. However, if they seek advising at the time of their transfer, they can still take all the courses in their correct sequence and graduate in 4 semesters. (See roadmap for transfer students earlier in this chapter).

• How are the high impact practices working for students?

High impact practices such as research papers, presentations, internships, service learning research, data workshops, software workshops are all looked upon favorably by our students. These were mentioned as most useful in the alumni survey.

The department has identified its core courses (Econ 101, 102, 301, 302, 311 and 312) as courses in which students need extra help. The department provides tutor services for these students who need help. Even before the College of Business or Student Success Initiative started paying for tutoring hours, the Economics department used to pay for one graduate student tutor to provide tutoring every week. This tutor would typically answer student queries on a drop-in basis, mostly for the introductory courses. The department has been providing this service for students for at least the last fifteen years but recent budget cuts have forced the department to cut back on tutoring hours.

College of Business provided funding for expanded tutoring services in Spring 2017 and in academic year 2017-18, the campus Student Success initiative provided funding to colleges for student support and tutoring services. Campus stopped funding tutoring services in 2018-19 but College has continued to fund tutoring in the Fall semester of 2018. The Economics department’s allocation of tutoring hours were 20 hours per week. Under the department chair’s supervision, 4-5 undergraduate and graduate students were hired to provide support for the introductory courses, which were identified to have the greatest need. Student tutors had to meet a minimum academic criteria and were trained by the department chair. They were provided a tutoring handbook to remind them of their professional obligations and job requirements. Tutoring hours were assigned according to student tutor availability as well as to provide maximum availability throughout the week. Students can get tutoring on a drop-in and first-
come, first served basis. The graduate student tutor is still hired with department resources to support upper division core courses. This practice was followed in 2017-18 as well. In the academic year 2017-18 alone, the department has provided tutoring support to about 150 students.

- **How can the student experience in the degree program(s) be improved?**

If the department had more resources, an internship class or placement opportunities would really help our students. First year experiences such as reading economics articles in the popular press and writing in the discipline would help retain our majors and make the discipline seem more relevant. Tutoring services during the summer semesters would help students taking classes during the summer.

**Department Plan:**

- **What are the program’s most pressing needs and challenges in the area of curriculum?**
  - How will the program revise its curriculum to address those needs and challenges?

The most significant need in the area of curriculum has been the number of faculty needed to support the curriculum.

The Economics department joined the College of Business in 2011-12. It has not been included in the College of Business AACSB review so far. In fact, Economics will be reviewed by AACSB for the first time in the academic year 2019-20.

Since 2011-12 academic year to the present, the economics department has had 3 retirements (Blecha, Moss and Mar) and 1 FERP (King). We will have one more faculty colleague (Potepan) starting FERP in 2018-19. This brings our FTEF from 12.0 down to 8.0 (not counting leaves) by 2018-19. Over the same period, the number of majors has increased from approximately 188 to 277. FTES have stayed above 300 since 2011. We have had 2 tenure-track (TT) faculty hires, with one of them at 0.4 assigned time base with Economics department. Starting in 2018-19, we will have 2 more TT faculty join us. Having lost 4 FTEF, we will only have 3.4 FTEF added by the start of the 2018-19 academic year. While the number of majors have increased by 50%, we have had much fewer faculty to teach our classes. We have managed this situation with existing faculty teaching overloaded classes (hence FTES/faculty has increased) and hiring lecturers to teach our GE classes. As a result the quality of instruction in our major has suffered tremendously.

**Background Information for Economics Department.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES</td>
<td>359.5</td>
<td>370</td>
<td>398</td>
<td>331</td>
<td>298</td>
<td>329</td>
<td>313</td>
<td>-</td>
</tr>
<tr>
<td># of majors</td>
<td>188</td>
<td>223</td>
<td>229</td>
<td>227</td>
<td>266</td>
<td>249</td>
<td>277</td>
<td>-</td>
</tr>
<tr>
<td># of graduates</td>
<td>55</td>
<td>41</td>
<td>49</td>
<td>24</td>
<td>23</td>
<td>10</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>FTEF</td>
<td>12.1</td>
<td>8.8</td>
<td>9.8</td>
<td>9.4</td>
<td>9.4</td>
<td>9.4</td>
<td>7.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>

51
<table>
<thead>
<tr>
<th>New hires</th>
<th>0</th>
<th>0</th>
<th>1</th>
<th>0</th>
<th>0</th>
<th>0.4</th>
<th>0</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaves(FTEF)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>FERPS (start date)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement/FERP</td>
<td>Blecha (6/12)</td>
<td>Moss (6/14)</td>
<td>King</td>
<td>Potepan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note-1: FTES is from Fall Semester only. # of majors from Fall semester of each academic year.  
Note-2: # majors is reported for spring semester.

The department acknowledges that FTES/faculty has increased throughout the CoB and the university for similar reasons. However, this increase in FTES/faculty has placed an unsustainable strain on the Economics department. The department has had an increasingly difficult time to accomplish its mission and fulfill current and future commitments at the departmental, college, and university levels. Without replacements, it is impossible for the department to provide quality instruction at the lower division, upper division, and graduate levels.

**Growth in Majors.** Economics enrollment has been quite strong. The number of majors attending has shown a significant upward trend in the recent year. The Economics department has seen a 50% increase in the number of majors with the number of majors increasing from 188 in 2011-12 to 277 in 2017-18. We attribute this to high quality teaching in principles and intermediate classes. The students in our introductory classes come from all over the campus. While business majors constitute majority of our introductory GE classes, many are from other colleges and undeclared. The graphs below display the distribution of students in our Econ 101 and 102 classes, by their majors. Category ‘Others’ include all other majors outside of the College of Business.

![Graph 1](image1.png)  ![Graph 2](image2.png)

Our department also conducts mandatory advising to make sure students take the correct sequence of classes and don’t waste time. This has helped in retention of our majors. All our faculty take on these advising duties so students get a lot of one-on-one time with our faculty beyond class time. As a result, as the number of majors grow, more faculty are needed to fulfill these advising needs.
Enrollment. The economics department basically fills all the classes it offers. The table below shows the total (Undergraduate and Graduate) FTES by semester for the last 3 years. Enrollment has been steady in terms of FTES. The only semester where FTES fell was the fall 2015 semester when the department could not staff as many Introductory Microeconomics (Econ 101) and Introductory Macroeconomics (Econ 102) sections. As each section of these introductory economics sections typically generate 20 FTES, total FTES would be the same as other semesters if we had the staff to offer two additional sections. Hence, our FTES’s is largely a function of the number of sections we offer. As our FTEF’s have declined in the same period from 12.1 to 7.9, we have decreased the number of sections we can offer. All our sections are at capacity.

The final column in the table below gives the capacity utilization of the department for each semester. This is calculated as the percentage of students enrolled divided by the number of seats offered. We are always above 90% and more often close to 100%. Every semester, our faculty and lecturers have had to turn away students in the first few weeks because classes were at capacity.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Econ 101 sections</th>
<th>Econ 102 sections</th>
<th>Total Econ Sections</th>
<th>Total FTES</th>
<th>Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>9</td>
<td>8</td>
<td>37</td>
<td>403</td>
<td>105%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>6</td>
<td>7</td>
<td>36</td>
<td>342</td>
<td>102%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>7</td>
<td>6</td>
<td>35</td>
<td>331</td>
<td>95%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>7</td>
<td>6</td>
<td>31</td>
<td>338</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>6</td>
<td>5</td>
<td>33</td>
<td>298</td>
<td>98%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>7</td>
<td>6</td>
<td>35</td>
<td>331</td>
<td>95%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>7</td>
<td>7</td>
<td>35</td>
<td>329</td>
<td>92%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>7</td>
<td>7</td>
<td>40</td>
<td>353</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>7</td>
<td>6</td>
<td>37</td>
<td>313</td>
<td>96%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>8</td>
<td>9</td>
<td>38</td>
<td>358</td>
<td>86%*</td>
</tr>
</tbody>
</table>

*Note: Two introductory sections could not be staffed until the last minute which affected enrollments in these sections.

We expect to see enrollment problems for the undergraduate majors and general education courses as the number of sections offered will decrease. Students will find it impossible to take classes when all classes are already at full capacity. Moreover, the reduced number of sections we can offer will significantly impact the other priorities: Curricular Need and Student Success.

Curricular Changes. It is extremely difficult to hire instructors with a PhD to teach upper division electives at the salary we offer. Hence we have hired our former Masters students to teach our Principles sections and core statistics classes, in order to allow full time faculty to offer upper division electives, large lecture principles and graduate courses. This is problematic and hurts the perception of our department because adjuncts are teaching GE and entry level courses that should be taught at highest levels of quality and by full time faculty. Even then, we cannot retain these instructors. They leave after gathering experience with us to teach at local schools that pay them 40-100% more with smaller class sizes. This situation is unsustainable and hurts
our students and our department. We have been compelled to make staffing and curricular changes, which we believe do not serve our students well.

Curricular Need. Faculty positions are necessary to allow both undergraduate majors and majors from other departments to finish their degrees expeditiously. Moreover, the new hires will allow the department to maintain AACSB accreditation as well as staff MBA courses with Scholarly Academic (SA) faculty. The recent retirements will reduce the number of core and elective courses the department can offer its majors. We have found it increasingly difficult to provide enough upper division elective courses for our majors. With the increase in majors by 50% since 2011-12, the very first courses to fill up during registration are the upper division core and electives (Economics 301 to Economics 690). By the time transfer students enroll, all the required upper division undergraduate courses have been closed to new registration, causing immense difficulty for transfers. We responded by increasing the class size of upper division undergraduate classes and by asking some professors to teach 3 preparations instead of the usual 2 preparations, but even with the increases in class size and preparations there are typically 10 or more students in every class trying to add these classes. The lack of upper division courses is increasing our major’s time to graduation. Professors King, Mar, and Poteap typically would teach 5 to 6 upper division elective courses per year. Moreover, Professor Chaudhuri generally teaches 4 upper division core classes and 2 upper division electives for the department. Due to her appointment as chair, she will only be able to teach 2 of these classes. Without hires, the department will offer fewer upper division electives. The two new faculty starting in 2018-19 will be teaching at reduced load the first year. The department will also need some flexibility in assigning courses to our junior faculty to support them in their research activities.

Hence, new hires will help bolster our ability to deliver quantitative courses to our majors and graduate students. Our strategic plan for the department has long emphasized a strong, quantitative focus of our graduate curriculum, which is among the best of the CSU’s. This strength has helped us over the years to place our students in the prestigious MBA/Ph. D./Law programs like Cornell, Duke, UC-Berkeley, UCLA, UC-Davis, UC-Santa Cruz, and the University of Wisconsin. Graduates have found jobs at consulting companies, as data analysts, research analysts, and economic analysts. A drop in faculty will adversely affect our ability to provide for a strong, vibrant, academic, graduate program. We have been trying to recruit more heavily from around the Bay Area for our graduate program. The recent retirements/FERPs represent 30% of the entire tenure track faculty and 50% of the tenure track faculty doing applied microeconomics/public policy research.

At the College level, we have experienced a large increase in CoB students from other departments and programs enrolling in our intermediate level theory classes. Business majors make up to 30% of enrollments in some of the intermediate level classes. Students from Finance and other CoB majors use classes such as Economic 301 (intermediate microeconomics), Economics 302 (intermediate macroeconomics), Economics 500 (money and banking), and Economics 501 (money and capital markets) to fulfill elective classes for the Finance major. At the same time, Finance’s impaction, has limited enrollment in their upper division courses to only Finance majors, which has created an even greater demand for upper division economics majors for our electives that could formerly be filled with Finance 350. Time to graduation for
many business majors will be slowed if we cannot offer these classes or if we find that we have to limit these classes to our majors.

Students in the general Business Administration degree program also enroll in our upper division electives since they are unable to register for classes in impacted CoB majors. The classes that are officially listed as electives for the general business degree in economics are Economics 400 (US economic history), 510 (labor economics), 535 (urban economics), 620 (econ development), and 635 (globalization). These courses are elective courses taught by the recently retired Dr. Moss (Econ 635), Dr. Mar (Econ 400, 510), and FERP faculty Dr. King (Econ 620) and soon to be FERP faculty Dr. Potepan (Econ 535). Again, these are also upper division classes taken by our majors as well as business students from other majors. If we cannot offer enough electives, this will most definitely slow students down.

The economics department has been increasing its collaborations with the College of Business’ MBA programs. One of our tenure track faculty (Michael Bar), taught a course for the Executive MBA program in the spring 2016 semester. However, staffing for our undergraduate major made it impossible for him to repeat in 2017. Dr. Chaudhuri teaches a class in the MBA emphasis on health management (Econ 840) and advises students taking BUS 899. We have also been tasked with finding lecturers for the MBA and EMBA foundations course (BUS 783) since we do not have the tenure track faculty to staff both the MBA and EMBA economics courses. Finally, some of our graduate econometrics courses (Econ 731, Econ 825, and Econ 830) taught by Dr. Chernomaz, Dr. Kakar and Dr. Modrek are listed as elective classes in the proposed MS in Business Analytics. These faculty have had to offer several independent study courses (Econ 699/899) to undergraduate and graduate students who want to enhance their quantitative skills. With a decreasing pool of economics tenure track positions, the department has difficulty staffing these classes with permanent faculty capable of meeting AACSB requirements for scholarly academics.

As we developed this self-study, several issues were noted by faculty. In order for full time faculty to provide upper division electives, we have had to resort to assigning introductory courses and core statistics courses to part-time lecturers. We even had to cut back on the core statistics course and we started offering only one section with the hope that we could send our students to the Mathematics and Decision Sciences department to fulfill this requirement. This has definitely affected the preparation of incoming students into the next core Econometrics (Econ 312) class and those teaching Econ 312 have to repeat core concepts in the first few weeks of class that reduce the amount of time they have for new concepts. Our faculty feel overburdened with large class sizes, grading responsibilities with homework, tests, and writing assignments that have become increasingly onerous with large classes. There are other activities that help build and maintain a strong program, such as, advising and mentoring students, connecting with alumni, providing current students with research and professional opportunities, supporting student clubs, and providing placement opportunities to name a few. These activities, mostly shouldered by faculty, get put aside when faculty are burdened by schedules that are required just to maintain a growing program. New faculty will not only add new innovative courses and cutting-edge research but will also provide new energy to support the above-mentioned departmental activities.
3.3.2: Graduate Curriculum

An overview of the MA program, its goals and assessments have been discussed in previous sections. Recommendations from the 6th cycle concluding action memoranda and the departmental response and action have been listed in Section 3.1. Current curricular details and admission requirements are available at http://bulletin.sfsu.edu/colleges/business/economics/ma-economics/.

Table 8 is a picture of the number of students enrolled in the Economics MA program.

Table 8: For graduate programs in the last in the last five years, what is the average number of:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Applicants</th>
<th>Number of Admitted Students</th>
<th>Number of Admitted who Enroll</th>
<th>% of Applicants Admitted</th>
<th>% of Admitted who Enroll</th>
<th>Total Enrolled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>na</td>
<td>16</td>
<td>3</td>
<td>na</td>
<td>18</td>
<td>49</td>
</tr>
<tr>
<td>2014-15</td>
<td>28</td>
<td>17</td>
<td>12</td>
<td>61%</td>
<td>71%</td>
<td>24</td>
</tr>
<tr>
<td>2015-16</td>
<td>19</td>
<td>17</td>
<td>10</td>
<td>89%</td>
<td>59%</td>
<td>23</td>
</tr>
<tr>
<td>2016-17</td>
<td>24</td>
<td>18</td>
<td>5</td>
<td>75%</td>
<td>28%</td>
<td>10</td>
</tr>
<tr>
<td>2017-18</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>86%</td>
<td>83%</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE 1: 2014-15 includes joint-program students

NOTE 2: The number of applicants include only applications that were complete and not denied by graduate division on account of low GPA, low TOEFL/ILTS, etc. The 2013-2014 data on number of applications could not be included, as the university had not transitioned to Campus Solutions and the old coding was not sufficiently detailed to determine numbers of applications that were complete vs. incomplete.

What evidence does the program regularly solicit and collect to indicate whether course offerings and schedules address graduate students’ needs?

The department has held informal meetings with groups of graduate students to create a general forum during which students can ask questions, voice their needs and provide input on general matters regarding the program. Other evidence are informally collected via students’ individual discussions with their advisors as well as via email inquiries from current and/or prospective students to the graduate coordinator. Students may also provide input on particular course offerings via the end of semester teaching evaluations.
How are graduate culminating experiences managed in the program (by topic choice, faculty supervision, WTUs)?

The culminating experience is in the form of a written exam. In the spring, students expecting to graduate enroll in ECON896EXM, the zero-unit culminating experience course (EXM indicates that the culminating experience is in the form of an exam). These students are assigned a committee of three faculty members. Each faculty member selects one scholarly economics paper, for a total of three papers selected for each committee. Approximately ten weeks prior to the exam, students are given their committee’s three papers and the questions they will be asked in order to prepare for the exam. Students must be prepared to write on any of the three papers, but will only be asked to write on one during the exam. Essentially, students are asked to write a “referee report” on one of the three papers. In so doing, they must demonstrate that they understand where the paper stands within the relevant literature, the questions being addressed, the modelling and methodology employed, the importance of the paper’s contributions, and they must address any shortcomings of the paper as well as provide suggestions for extensions and future research. While students may ask general questions from their committee members, they are primarily encouraged to discuss the papers amongst themselves.

Typically, each faculty member is the sole reader for exams pertaining to the paper they selected. However, in questionable cases, consultation among the full committee is warranted. Students are allowed one retake of the exam. A second retake may be permitted in certain compelling cases.

The culminating experience exam is also used to evaluate whether the student has met the university’s Level Two English Writing requirement.

What mechanisms does the program maintain for tracking, assessing, and responding to graduate students’ goals before graduation and success in meeting them afterwards (i.e., performance on professional exams for licensure or credentials or entry to doctoral programs)? What are the results of this tracking?

Each student’s goals and progress are monitored by their advisor with, quite often, additional input by other faculty and the graduate coordinator. This information and the student’s progress is recorded and tracked in an advising folder which is available to all faculty to view and provide additional input when requested. As of the fall 2018 admission cycle, we are using our new online admission system to ask specific questions of applicants regarding their preparation and goals. For example, we ask what specific fields within economics they are most interested in and we ask whether or not they intend to pursue a PhD in economics so that they can receive early and specific advising accordingly. The department has not had a formal tracking system for after graduation, although we are generally aware of job and doctoral program placements for many graduates, as many continue to stay in contact with their advisors. Recently, however, the department has created a LinkedIn group (for both BA and MA students) which should facilitate tracking post-graduation.
In the past, our students gave been encouraged to apply and have attended the AEA Summer Doctoral Training and Scholarship program that has focused on increasing diversity in Economics doctoral programs and in the discipline at large [https://www.aeaweb.org/about-aea/committees/aeasp](https://www.aeaweb.org/about-aea/committees/aeasp). We have also encouraged students to take advantage of CSU’s pre-doctoral program that aims at supporting the doctoral aspirations of California State University (CSU) students who have experienced economic and educational disadvantages. [http://www.calstate.edu/predoc/](http://www.calstate.edu/predoc/). Our students have also been encouraged to apply for the Chancellor’s Doctoral Incentive Program (CDIP), [http://www.calstate.edu/hr/cdip/](http://www.calstate.edu/hr/cdip/).

**How effectively does the program achieve the university’s standards for graduate programs? How well does the program assess the effectiveness of its response?**

The program, with rare exception, only admits applicants meeting the university minimum standards for graduate admissions (GPA, English language, etc.). In unusual cases, we will petition for a waiver of university admission requirements for a promising student that otherwise falls short of a requirement by only a small degree. The program curriculum meets and in some areas, even exceeds, the university standards for graduate programs. For example, the university standard based on a 30 unit program allows for graduate students to take three upper division undergraduate courses as electives. Our program requirements allow only two.

**What short- or long-term trends affect graduate admission and enrollment? Explain the factors behind these trends. Do trends in the program’s graduate admissions reflect a sustainable level of demand?**

During the past two years, there has been a general decline in international graduate enrollments across many U.S. Universities. According to a January 30, 2018 report by the Council of Graduate Schools, “…for the first time since Fall 2003, international graduate application and first-time rates declined at U.S. universities.” Of particular concern for us, the report continues, “The overall decline is primarily in master’s and certificate programs…” While the specific factors underlying this decline are still unclear, the Council of Graduate Schools notes in their report that “there has been significant concern that new immigration policies will tarnish the U.S.’s image as a welcoming destination for international students and scholars.”

Another trend we have noticed, based on casual observation, is that there is an increasing emphasis by prospective students on financial aid. We have been at a disadvantage here vis-à-vis our main competitors, some of which have greater resources and hence ability to offer tuition waivers. For example, we have lost more than one promising applicant to at least one other CSU (and non-CSUs) through offers of fully funded admission.

As a result of these trends and the consequent decline in numbers of matriculating students, the department has been actively undertaking and exploring additional ways to bolster enrollments. The department has considered offering flexible programs for students of varying needs and through concerted advising, has admitted students on a fast-track (to complete the degree within
The Department has made efforts to market the program among Economics undergraduates. It plans to outreach to other undergraduate programs and departments next year.

**How are expectations for graduate students set at an appropriate level and distinct from those for undergraduates?**

The core MA courses that our graduate students are required to take are entirely different courses than our undergraduate courses. Core undergraduate courses are prerequisites for the graduate courses and the graduate courses use advanced, graduate-level textbooks/materials. Although some especially well-prepared undergraduate students may also enroll in a graduate core course, the level of the course is kept distinctly at the MA graduate level. It should also be noted that some graduate electives are paired with undergraduate courses. In these cases, graduate students attend the same class as undergraduates, but the graduate students complete additional work beyond that required by the undergraduates. The specific additional work requirement varies by course, but some examples include additional papers and/or classroom presentations. In some cases, an attempt is made to provide the graduate students with an opportunity for a mentoring role for the undergraduates. Finally, the distinction is also maintained by limiting graduate students to at most two upper division undergraduate courses for use as electives.

**How well do course offerings and schedules meet students’ needs (particularly those of students with work or family demands)?**

All of the core MA courses meet in the late afternoons and evenings in order to make the program more accessible to working students. However, since graduate students may wish to take some upper division undergraduate courses and courses from outside of the economics department as electives, it is possible that working students may find some time conflicts with some electives. Generally, working students that have some degree of flexibility with their work schedules (i.e., the ability to leave work early one or two days per week) will have little difficulty with scheduling. Furthermore, students may take as little as one course per semester, which also makes the program more accessible to working students and students with family demands. However, the university does have a seven-year time to degree limit.

**How do graduate culminating experiences follow clear and consistent guidelines and represent adequate levels of achievement?**

As discussed in detail previously, the culminating experience is in the form of a written exam. Because there is some question as to whether or not the current format represents adequate levels of achievement, the department has recently begun some discussion on revising the format of the culminating experience. The graduate committee will meet in Fall 2018 to consider some alternate possibilities such as a comprehensive exam with micro, macro and econometric components, or independent research projects, etc.
How does the program manage the supervision of graduate culminating experiences in a way that maintains both their quality and consistency in faculty workload?

As described in detail previously, the culminating experience is in the form of an exam. The primary management of the culminating experience is the responsibility of the graduate coordinator. Responsibility for reading the exams (“referee reports”) is roughly equal across faculty.

How are graduate students achieving their academic and professional goals?

Many graduate students are able to further their professional goals via one or more activities outside of the classroom including: individual mentoring by faculty, research assistantships, service learning research projects, Health Equity Institute and other internships, attending seminars and conferences, participating in the University Graduate Research Showcase, tutoring and grader positions (and in some cases teaching a course), participating in student organization activities and events (e.g., Economics Student Association).

How effectively does the program balance the needs of its graduate students and undergraduates in its curriculum development, planning, and resource allocation? Is one being served at the expense of the other? How does the department decide on the appropriate balance?

Because of declining enrollments, the department has been devoting a much larger and increasing share of resources per student to the graduate program. Offering a graduate core course to (recently) four to six students comes at the opportunity cost of, for example, foregoing another section of the important undergraduate core course ECON 311 (which would likely be filled with close to thirty students). While we must offer the graduate core courses, there is more flexibility with electives. Offering the previously discussed paired undergraduate/graduate electives clearly helps in regard to resource balance. Consequently, we offer our MA students few stand-alone graduate electives; however, students often find graduate electives in other COB departments (e.g., finance, international business, and decision science). Another graduate elective option for our MA students is to take an independent study course.

How does the program plan to attract and recruit sustainable cohorts of graduate students?

Recently, the department has been recruiting more heavily from our own SFSU undergraduates (primarily economics majors, but also math/statistics, decision science majors, etc.). We have recently produced a tri-fold color brochure on the MA program. We distribute these brochures and flyers via email to our students and by posting in campus hallways. These materials are also emailed to other SFSU departments (e.g., mathematics) and to other CSU campuses. The Division of Graduate Studies also distributes our brochure during their recruitment visits to Graduate Fairs. We have participated in the Graduate Fair on campus each year alongside other College of Business programs.
We also hold informational sessions for students. Potentially promising students are identified by faculty and are provided with information and early advising about the MA program. This year we have invited Outreach Coordinators from the Division of Graduate Studies to visit our capstone classes to talk about the value of graduate education.

**How will the program adjust the graduate curriculum to meet changes in the discipline and ensure appropriate levels of rigor? How can the program improve graduate students’ outcomes?**

Ensuring an adequate degree of preparation is key to student success in the program. This is sometimes difficult to ascertain from applications, especially with some international students. In questionable cases, we can condition their admission on prerequisite courses that the student can take with us (e.g., intermediate micro), where the quality of the prerequisite course(s) can be assured.

Also important is communication with instructors and advisors. Students are expected to meet with their advisor at least once per semester.

Students that fail a core course are allowed to repeat the course. In some cases, if a student has failed the culminating experience exam twice and/or performed marginally in one of the core econometric courses, but has successfully completed all other requirements, we give them the option of taking our undergraduate culminating experience course, ECON 690, prior to repeating the graduate culminating experience exam and/or econometric course. This option adds tremendous value for the needy student by reinforcing basic writing and econometric skills.

In the last five years, only one student has been academically disqualified from the program, and this involved academic dishonesty as well.

**How will the program balance the needs of graduates and undergraduates in its curriculum development and planning?**

A department with both an undergraduate program as well as a graduate program creates important synergies that feed off each other. One can support and strengthen the other. We hope to balance the two by exploring a few innovative options:

1. By explore an integrated BA/MA (Blended) program, where students can graduate in 5 years with a BA and MA, we can recognize and reward promising undergraduate students and create a pipeline for our graduate program.
2. By offering paired graduate and undergraduate courses, we can increase elective offerings for both our BA and MA programs.

Additionally, for our graduate program, we plan to review the following:

1. To increase graduate enrollments, we may have to explore flexible models of ensuring entry requirements (for example, TOEFL may not be necessary for international
undergraduate transfer students qualified to enter our MA program if students have already taken a semester worth of English courses with the English Language Institute.

2. We will also review our Culminating Experience for our graduate students to include a variety of exams and experiences tailored to student needs.
3.4. Faculty

In this section, the department hopes to assess the balance of faculty across ranks, specialties, and curricular offerings; faculty workload, mentoring, teaching preparation and support; and programmatic support for faculty scholarship, creative activities, service, and public engagement.

3.4.1. Distribution of rank, gender, ethnicity and age across the faculty

Starting academic year 2018-19, the Economics department will have 12 tenured/tenure-track faculty members, of which a third (4) are Assistant Professor and a third (4) are Associate Professors. 17% (2 out of 12) are Full Professors and the rest (2) are on Faculty Early Retirement Program (FERP). 50% are female faculty. Four faculty members abstained from revealing their ethnicity and age. Of the rest 8 faculty, 50% are white, 25% Asian, 12.5% Middle-eastern and 12.5% Hispanic. Also of these 8 faculty members, 37.5% are in the 30-40 years age range, 37.5% are in the 40-50 years age range and 25% are in the 60-70 years range.

3.4.2. Provide CVs for all tenure/tenure track faculty and full-time lecturers and summarize the research and publication, creative works and activities, grant-writing and awards of faculty in the past five years

Short biographies of faculty members are given below. More detailed CVs for faculty who have provided are attached in Appendix A.3. There are no full time lecturers in the Economics department. Economics faculty are engaged in active research in their respective fields. Research output of faculty include peer-reviewed journal publications, applied public policy research projects, conference presentations, community-based participatory research, etc. Some faculty members have been either actively seeking extra-mural grant funding or have been awarded significant amount of grants.

Dr. Michael Bar is an Associate Professor. He received his Ph.D. from the University of Minnesota in 2005. Bar’s research focuses on understanding the determinants of long-run economic growth and its interaction with demographic changes, market structure and gender differences. It also concentrates on effects of income taxes on labor supply of married couples. Research fields: Macroeconomics, Economic Growth, Taxation. See CV for more details.

Dr. Sudip Chattopadhyay is a Professor. He received his Ph.D. from University of Illinois at Urbana Champagne in 1997. Dr. Chattopadhyay’s research is in Environmental Economics. His research has been published in peer-reviewed journals. Most recently, he has served as a ORISE Fellow for the HRSA, Department of Health and Human Services. See CV for more details.

Dr. Anoshua Chaudhuri is a Professor and the current Chair of the Department. She received her Ph.D. from the University of Washington in 2003. Her research is at the intersection of health,
development and family economics with a focus on evaluating impacts of policies and programs on community and household health outcomes. Dr. Chaudhuri has published her research in numerous peer-reviewed journals such as *Economic Development and Cultural Change, Social Science and Medicine, Health Policy, Journal of Family and Economic Issues, Children and Youth Services Review* and *Journal of Cross-cultural Gerontology*. She has also written economic impact reports for several local government and non-government agencies. Dr. Chaudhuri has received several competitive research awards, routinely collaborates with colleagues domestically and internationally, in economics and inter-related disciplines and holds leadership positions in economics conferences and associations. Currently she is working on a book that describes transnational caregiving challenges of H1B visa workers in the United States. Research fields: Health Economics, Development Economics, Economics of Gender, Micro-econometrics. See CV for more details.

Dr. Kirill Chernomaz is an Associate Professor. He received his Ph.D. from the Ohio State University in 2007. His research is in the area of microeconomics. He uses experimental economics methods and computational agent-based methods to study and test economic theories in a variety of fields including auctions, insurance, labor, industrial organization, and voting. Research fields: Microeconomics, Experimental economics, Computational economics. See CV for more details.

Dr. Zuzana Janko is an Associate Professor. She received her Ph.D. from University of California at Riverside in 2003. Dr. Janko is a scholar in the field of macroeconomics, especially in the sub-field that studies business cycle fluctuations in the US and Canada using theoretical macroeconomic models, particularly the dynamic stochastic general equilibrium model. She has also extended her work in the empirical exploration of business cycle impacts on various aspects of society, such as sports, mortality, crime, etc. Research fields: International Macro Economics and Finance. See CV for more details.

Dr. Venoo Kakar is an Assistant Professor. She earned her doctorate in Economics from the University of California at Riverside in 2013 with a focus in Macroeconomics and Econometrics where she was honored with the prestigious Dean’s Distinguished Fellowship Award and Outstanding Teaching Award. Dr. Kakar is a macroeconomist and an econometrician. Within these broad areas, she works on topics that overlap with housing, economic growth and inequality, linkages between monetary policy and financial conditions, consumer finances, and economic demography. Her work has been published in the *Journal of Housing Economics, Economics Bulletin, Journal of Family and Economic Issues, and Economics E-Journal*. Dr. Kakar has been interviewed about her research on housing on *Marketplace Weekend*, a popular show on *National Public Radio (NPR)* and her work has been disseminated in prestigious outlets such as the *Journalist’s Resource of Harvard Kennedy School* and the *National Affairs magazine*. See CV for more details.
Dr. Philip King is an Associate Professor. He received his Ph.D. from Cornell University in 1987. Dr. King started the Faculty Early Retirement Program in the Fall of 2017. He continues to serve on Board of Director of Journal of Ocean and Coastal Resources. Dr. King is currently working on completing a SeaGrant applying Bayesian modeling to analyzing coastal hazards for the City of Monterey with Center for the Blue Economy, co-editing an issue on the Arctic (w Judy Kildow) for JOCE and applying for $250k grant on Beach Sustainability through CSU Channel Islands, with Kiki Patsch (CSU CI) and Surf Rider. He has completed numerous economic analyses of the impact of sea level rise and associated coastal storms for the following jurisdictions: City of Oxnard, Ventura County, City of Carpinteria, cities of Pacifica and Oceanside.

Dr. Sepideh Modrek is Health Equity Institute (HEI) Assistant Professor of Economics. Modrek earned a Ph.D. in Health Policy from University of California, Berkeley and conducted postdoctoral research at Stanford University. She has served as co-Investigator on several R01 and R25 grants from the National Institutes of Health and is currently the PI of a grant funded by the Alfred P. Sloan foundation. Her work focuses on social determinants of health and is grounded in life course theory and empirical methods that exploit existing administrative data to examine a broad array of health outcomes. Currently her work focuses on (1) understanding how employment security affects workers health and the well-being of their family members (e.g., focusing on how stress is transmitted to children and spouses); (2) understanding how political unrest and uncertainty in institutions affect risk behaviors, particularly for youth in the Middle East; and (3) understanding the role of changes in population based policies, as opposed to individual ones, to shape health behaviors. See CV for more details.

Dr. Michael Potepan is an Associate Professor. He received his Ph.D. from University of California at Davis in 1985. Dr. Potepan will be starting the Faculty Early Retirement Program in the Fall of 2018. His research is in the area of urban and public economics. He has published his research in peer-reviewed publications such as Journal of Housing Economics, Real Estate Economics and has conducted numerous applied public policy research projects. See CV for more details.

Dr. Lisa Takeyama is an Associate Professor. She received her Ph.D. from Stanford University in 1992. Her research is in the field of Information Economics and Economics of Copyright Issues. She serves on the Managing Board of Editors of the Review of Economic Research on Copyright Issues. Dr. Takeyama is the Graduate Coordinator in the Economics department, a position she has held since 2008. See CV for more details.

Dr. Chenghao Hu and Dr. Veronica Sovero are two new faculty members who are expected to join in August 2018. Dr. Hu’s research field is International Economics and Dr. Sovero is a labor economist. Their curriculum vitae are attached.
### 3.4.3. Distribution of faculty across different disciplines, concentrations or emphases

Following table provides a list of faculty discipline areas, listed by rank.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Discipline</th>
<th>Sub-discipline</th>
<th>Teaching Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudip Chattopadhyay</td>
<td>Micro</td>
<td>Environmental Economics</td>
<td>Micro, Econometrics, Capstone</td>
</tr>
<tr>
<td>Anoshua Chaudhuri</td>
<td>Micro</td>
<td>Health, Development, Gender</td>
<td>Micro, Health, Development, Gender</td>
</tr>
<tr>
<td>Michael Bar</td>
<td>Macro</td>
<td>Growth</td>
<td>Macro, Econometrics, Growth, Economic Thought, Mathematical Economics, Financial Economics</td>
</tr>
<tr>
<td>Kirill Chernomaz</td>
<td>Micro</td>
<td>Experimental, computational</td>
<td>Micro, Experimental, Econometrics</td>
</tr>
<tr>
<td>Zuzana Janko</td>
<td>Macro</td>
<td>International Macro &amp; Finance</td>
<td>Macro, Money &amp; Banking, International Macro &amp; Finance</td>
</tr>
<tr>
<td>Phil King</td>
<td>Micro</td>
<td>Development, Industrial Organization, Environmental</td>
<td>Micro, Macro, Development, Economic Thought, Capstone</td>
</tr>
<tr>
<td>Michael Potepan</td>
<td>Micro</td>
<td>Urban, Public</td>
<td>Micro, Urban, Public, Capstone</td>
</tr>
<tr>
<td>Lisa Takeyama</td>
<td>Micro</td>
<td>Industrial Organization</td>
<td>Micro, Industrial Organization</td>
</tr>
<tr>
<td>Chenghao Hu</td>
<td>Micro</td>
<td>International Trade</td>
<td>Micro, International Trade</td>
</tr>
<tr>
<td>Venoo Kakar</td>
<td>Macro, Econometrics</td>
<td>Monetary, Housing, Consumer Finance, Inequality</td>
<td>Macro, Econometrics, Time Series</td>
</tr>
<tr>
<td>Sepideh Modrek</td>
<td>Micro</td>
<td>Health Equity</td>
<td>Health Economics, Econometrics</td>
</tr>
<tr>
<td>Veronica Sovero</td>
<td>Micro</td>
<td>Labor</td>
<td>Micro, Labor</td>
</tr>
</tbody>
</table>
### 3.4.4. Teaching assignment matrix for faculty, including lecturers

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Courses</th>
<th>Avg Enrollment</th>
<th>Purpose of Course</th>
<th>Term Taught</th>
<th>Total Sections Taught in Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERMANENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Bar</td>
<td>Econ 102</td>
<td>78.5</td>
<td>Core in Major, GE</td>
<td>Fall 16</td>
<td>2 sections</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Econ 302</td>
<td>23</td>
<td>Core in Major</td>
<td>Fall 16</td>
<td>2 sections</td>
</tr>
<tr>
<td></td>
<td>Econ 312</td>
<td>18</td>
<td>Core in Major</td>
<td>Spr 18</td>
<td>2 sections</td>
</tr>
<tr>
<td></td>
<td>Econ 560</td>
<td>23</td>
<td>Elective in Major</td>
<td>Fall 17</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 605</td>
<td>9</td>
<td>Elective in Major</td>
<td>Fall 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 702</td>
<td>10</td>
<td>Core Graduate</td>
<td>Spr 17, Spr 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 715</td>
<td>10.5</td>
<td>Core Graduate</td>
<td>Fall 16, Fall 17</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Sudip Chatterpaula</td>
<td>Econ 101</td>
<td>80-130</td>
<td>Core in Major, GE</td>
<td>Fall 17, Spring 18</td>
<td>1 section or 1 double section</td>
</tr>
<tr>
<td>Professor</td>
<td>Econ 301</td>
<td>15</td>
<td>Core in Major</td>
<td>Fall 17</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 690</td>
<td>25</td>
<td>GWAR</td>
<td>Spring 18</td>
<td>2 sections</td>
</tr>
<tr>
<td>Anoshua Chaudhuri</td>
<td>Econ 301</td>
<td>23</td>
<td>Core in Major</td>
<td>Fall 16, Spr 17</td>
<td>2 sections</td>
</tr>
<tr>
<td>Professor</td>
<td>Econ 540</td>
<td>29</td>
<td>Elective in Major</td>
<td>Fall 16, Fall 17</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 640</td>
<td>13</td>
<td>Elective in Major</td>
<td>Spr 17, Spr 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 840</td>
<td>5</td>
<td>Elective in Graduate</td>
<td>Spr 17, Spr 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Kirill Chernomaz</td>
<td>Econ 101</td>
<td>122</td>
<td>Core in Major, GE</td>
<td>Spr 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Econ 312</td>
<td>26</td>
<td>Core in Major</td>
<td>Fall 16, Sp 17, Fall 17</td>
<td>2 sections each term</td>
</tr>
<tr>
<td></td>
<td>Econ 616</td>
<td>29</td>
<td>Elective in Major</td>
<td>Fall 16, Sp 17, Sp 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 731</td>
<td>7</td>
<td>Core Graduate</td>
<td>Fall 17</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Zuzana Janko</td>
<td>Econ 302</td>
<td>28</td>
<td>Core in Major</td>
<td>Spr 17, Fall 17, Spr 18</td>
<td>2 sections each term</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Econ 612</td>
<td>20</td>
<td>Elective in Major</td>
<td>Spr 17, Fall 17</td>
<td>1 section per semester</td>
</tr>
<tr>
<td></td>
<td>Econ 500</td>
<td>30</td>
<td>Elective in Major</td>
<td>Spr 18</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 812</td>
<td>1</td>
<td>Elective in Graduate</td>
<td>Spr 18</td>
<td>1 section</td>
</tr>
<tr>
<td>Venoo Kakar</td>
<td>Econ 102</td>
<td>130</td>
<td>Core in Major, GE</td>
<td>Fall 16, Spr 17, Fall 18</td>
<td>2 sections each term</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Econ 731</td>
<td>10</td>
<td>Core Graduate</td>
<td>Fall 16</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 825</td>
<td>10</td>
<td>Core Graduate</td>
<td>Spring 17, 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Phil King</td>
<td>Econ 102</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Spr 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Econ 101</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Fall 16</td>
<td>2 sections each term</td>
</tr>
<tr>
<td></td>
<td>Econ 620</td>
<td>37</td>
<td>Elective</td>
<td>Spr 17, Spr 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 605</td>
<td>21</td>
<td>Elective</td>
<td>Spr 17, 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 690</td>
<td>24</td>
<td>CE/GWAR</td>
<td>Spr 17,</td>
<td>2 sections each term</td>
</tr>
<tr>
<td>Sepideh Modrek</td>
<td>Econ 830</td>
<td>7</td>
<td>Core Graduate</td>
<td>Spr 2017, Spr 2018</td>
<td>1 section per semester</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Econ 450</td>
<td>29</td>
<td>Elective in Major</td>
<td>Fall 2018</td>
<td>1 section per semester</td>
</tr>
<tr>
<td>Michael Potepan</td>
<td>Econ 101</td>
<td>131</td>
<td>Core in Major, GE</td>
<td>Spring 17, Fall 17, Spring 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Econ 505</td>
<td>33</td>
<td>Elective in Major</td>
<td>Spring 17, Spring 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 535</td>
<td>33</td>
<td>Elective in Major</td>
<td>Fall 16, Fall 17</td>
<td>1 section each term</td>
</tr>
<tr>
<td></td>
<td>Econ 690</td>
<td>32</td>
<td>CE/GWAR</td>
<td>Fall 16, Fall 17</td>
<td>2 sections (F16), 1 section (F17)</td>
</tr>
<tr>
<td>Lisa Takeyama</td>
<td>Econ 101</td>
<td>130</td>
<td>Core in Major, GE</td>
<td>Fall 16-Fall 17</td>
<td>1 section each semester</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Econ 520</td>
<td>25</td>
<td>Elective in Major</td>
<td>Spr 17</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 701</td>
<td>5</td>
<td>Core Graduate</td>
<td>Fall 16, Fall 17</td>
<td>1 section each semester</td>
</tr>
<tr>
<td></td>
<td>Econ 820</td>
<td>2</td>
<td>Elective in Graduate</td>
<td>Spr 17</td>
<td>1 section</td>
</tr>
</tbody>
</table>

**LECTURERS**

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Courses</th>
<th>Avg Enrollment</th>
<th>Purpose of Course</th>
<th>Term Taught</th>
<th>Total Sections Taught in Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camille Antinori</td>
<td>Econ 101</td>
<td>70</td>
<td>Core in Major, GE</td>
<td>Sp 16, Sp 17, Sp 18</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 550</td>
<td>10</td>
<td>Elective in Major</td>
<td>Fall 16, Fall 17</td>
<td>1 section</td>
</tr>
<tr>
<td>Riham Barbar</td>
<td>BUS 783</td>
<td>22</td>
<td>Foundation MBA</td>
<td>Fall 16, Spr 17, Spr 18</td>
<td>1 section per semester</td>
</tr>
<tr>
<td>Anton Li</td>
<td>Econ 102</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Fall 16, Fall 17, Spr 18</td>
<td>2 sections each term (1 for Fa 16)</td>
</tr>
<tr>
<td></td>
<td>Econ 101</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Fall 16, Spr 17, Spr 18</td>
<td>1 section each term (2 for Spr 17)</td>
</tr>
<tr>
<td>Norman Lo</td>
<td>ECON 101</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Fall 16, Spr 17, Fall 17, Spr 18</td>
<td>1 section each term (2 for Fall 17)</td>
</tr>
<tr>
<td></td>
<td>ECON 102</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Fall 16, Spr 17, Spr 18</td>
<td>1 section each term</td>
</tr>
<tr>
<td>Sandhyarani Patlolla</td>
<td>Econ 301</td>
<td>27</td>
<td>Core in Major</td>
<td>Fall 17, Spring 18</td>
<td>2 sections each term</td>
</tr>
<tr>
<td></td>
<td>Econ 550</td>
<td>18</td>
<td>Elective in Major</td>
<td>Fall 17</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 801</td>
<td>1</td>
<td>Elective in Graduate</td>
<td>Fall 17</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 675</td>
<td>34</td>
<td>Elective in Major</td>
<td>Spring 18</td>
<td>1 section</td>
</tr>
<tr>
<td>Lauren Tombari</td>
<td>Econ 311</td>
<td>25</td>
<td>Core in Major</td>
<td>Fall 16, Spr 17, Fall 17, Spr 18</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 101</td>
<td>81</td>
<td>Core in Major, GE</td>
<td>Fall 16, Spr 17, Fall 17, Spr 18</td>
<td>1 section (2 sections for Fall 17)</td>
</tr>
<tr>
<td>Joel Voelz</td>
<td>Econ 102</td>
<td>55</td>
<td>Core in Major, GE</td>
<td>Fall 16, Spr 17, Fall 17, sp 18</td>
<td>1 Section, 2 section (sp 18)</td>
</tr>
<tr>
<td>Anne Wenzel</td>
<td>ECON 102</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Fall 16-Spring 18</td>
<td>2 sections each semester</td>
</tr>
<tr>
<td>Ruolan Yan (Gloria)</td>
<td>Econ 102</td>
<td>80</td>
<td>Core in Major, GE</td>
<td>Fall 2017</td>
<td>1 section</td>
</tr>
<tr>
<td></td>
<td>Econ 101</td>
<td>65</td>
<td>Core in Major, GE</td>
<td>Spring 2018</td>
<td>1 section</td>
</tr>
</tbody>
</table>
### 3.4.5. Table summarizing faculty service activities distinguishing between department, college and university committee work and service activities off campus

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department Service</th>
<th>College Service</th>
<th>Campus Service</th>
<th>Off-campus Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anoshua Chaudhuri</td>
<td>Professor</td>
<td>Chair</td>
<td>GCC</td>
<td>LDCC</td>
<td>RAMS, Inc Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisor</td>
<td>MBA Health Care Advisor</td>
<td>ICCE Advisory Board</td>
<td>Referee for various journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hiring Committee</td>
<td>UCORP Board</td>
<td></td>
<td>Organizer and Chair of conference sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department Liaison for Library</td>
<td>VP/COO Hiring comm</td>
<td></td>
<td>HEI Director Hiring comm.</td>
</tr>
<tr>
<td>Sep Modrek</td>
<td>Assistant Prof</td>
<td>Hiring Committee</td>
<td>Ethics Week</td>
<td>IRB Committee</td>
<td>Discussant at National Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Committee</td>
<td>Health Equity Institute (Multiple Roles)</td>
<td></td>
<td>Reviewer for papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seminar Coordinator</td>
<td>Women in Data Science Conference Coordinator</td>
<td></td>
<td>Present at 3 regional forums on the American Manufacturing Cohort</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Observer for Econ 101 (lecturer)</td>
<td>Four on campus talks/presentations on ‘big data’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommendation Writer</td>
<td>Transitioning to R workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venoo Kakar</td>
<td>Assistant Professor</td>
<td>Hiring Committee</td>
<td>Teaching workshop (participant)</td>
<td>Faculty Affairs Committee</td>
<td>CSWEP Liaison for SFSU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholarship Committee</td>
<td>Assurance of Learning (Econ 825, Econ 731)</td>
<td>Academic Senate</td>
<td>Reviewer for papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisor</td>
<td>OER Ambassador</td>
<td></td>
<td>Judge at annual CSU 32nd Annual Research competition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Observer for Econ 102 (lecturer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department Liaison for Library Collections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LaTeX workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESA Faculty Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Retreat participant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirill Chernomaz</td>
<td>Associate Professor</td>
<td>Hiring Committee chair</td>
<td>PDRC</td>
<td>ETAC (Educational technology advisory committee)</td>
<td>Reviewer for papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisor/recommendation writer</td>
<td></td>
<td>Interviewee for high school projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer observation Econ 830</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sneak peak volunteer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergrad convocation ceremony</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Grad School Fair volunteer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zuzana Janko</td>
<td>Associate Professor</td>
<td>Search Committee</td>
<td>AoL committee - Department Rep</td>
<td>BRC Chair</td>
<td>Reviewer for papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RTP Committee Chair</td>
<td></td>
<td></td>
<td>Discussant Conference Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholarship Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culminating Experience Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sneak Preview volunteer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Continued*
3.4.6. Summarize the department, college and university mechanisms in place to evaluate teaching effectiveness for all faculty teaching in the department.

Evaluation of teaching effectiveness is guided by Department RTP criteria for teaching effectiveness. This is available at [http://facaffairs.sfsu.edu/sites/default/files/Economics_Oct_09.pdf](http://facaffairs.sfsu.edu/sites/default/files/Economics_Oct_09.pdf). According to the criteria, “Candidates demonstrate their teaching effectiveness via the formal departmental surveys, departmental peer reviews of teaching and course materials, written statements by students, student letters, and any material that provides evaluation of teaching from students in the university, or other recognized academic organization. The department places a greater weight on the formal surveys of teaching effectiveness and departmental peer reviews.”
3.4.7. Detail the program’s support for new and untenured faculty in assuming the responsibilities of a tenure track position, including any written guidelines for RTP standards that are provided to pre-tenure faculty and any mentorship activities conducted within the department.

The Economics department has written criteria that are provided to new and untenured faculty upon hire. The criteria contains guidelines for faculty to achieve yearly retention, tenure and promotion when applicable. These guidelines are for teaching effectiveness, professional achievement and growth and service requirements. The criteria are available at [http://facaffairs.sfsu.edu/sites/default/files/Economics_Oct_09.pdf](http://facaffairs.sfsu.edu/sites/default/files/Economics_Oct_09.pdf)

3.4.8. Describe any mechanisms or strategies the department uses to support post-tenure faculty

According to post tenure review policy at SF State, “San Francisco State University is dedicated to supporting and maintaining faculty development. The policy is consistent with SFSU’s mission of educational excellence and encourages a culture of continuous feedback and professional support. It is aligned with Article 15 of the Collective Bargaining Agreement, which stipulates periodic evaluation of tenured faculty in the CSU system. The review process itself provides recognition of faculty achievements and fosters departmental cross-disciplinary collegiality and collaboration.” The process of post-tenure review is available at: [http://facaffairs.sfsu.edu/sites/default/files/Post%20Tenure%20Review%20Checklist.docx](http://facaffairs.sfsu.edu/sites/default/files/Post%20Tenure%20Review%20Checklist.docx)

The Department has a plan to conduct post-tenure reviews every five years according to the following plan:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Dept</th>
<th>Rank</th>
<th>email</th>
<th>Date of Last Review</th>
<th>Last Type of Review</th>
<th>Due for PTR</th>
<th>Anticipated Review Year</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar</td>
<td>Michael</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:mbam@sfsu.edu">mbam@sfsu.edu</a></td>
<td>2009-2010</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2016-2017</td>
<td>Done</td>
</tr>
<tr>
<td>King</td>
<td>Philip</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:ngking@sfsu.edu">ngking@sfsu.edu</a></td>
<td>1993-1994</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2017-2018</td>
<td>Cancelled due to FERP</td>
</tr>
<tr>
<td>Potepan</td>
<td>Michael</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:mpotepan@sfsu.edu">mpotepan@sfsu.edu</a></td>
<td>1993-1994</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2017-2018</td>
<td>Cancelled due to FERP</td>
</tr>
<tr>
<td>Takeyama</td>
<td>Lisa</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:takelayama@sfsu.edu">takelayama@sfsu.edu</a></td>
<td>2009-2010</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2018-2019</td>
<td>Upcoming</td>
</tr>
<tr>
<td>Chemomaz</td>
<td>Kirill</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:kirkirill@sfsu.edu">kirkirill@sfsu.edu</a></td>
<td>2012-2013</td>
<td>Tenure &amp; Promo</td>
<td>2017-2018</td>
<td>2018-2019</td>
<td>Upcoming</td>
</tr>
<tr>
<td>Janko</td>
<td>Zuzana</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:jzjanko@sfsu.edu">jzjanko@sfsu.edu</a></td>
<td>2014-2015</td>
<td>Tenure and Promo</td>
<td>2019-2020</td>
<td>2019-2020</td>
<td></td>
</tr>
<tr>
<td>Chattopadhyay</td>
<td>Sudip</td>
<td>ECON</td>
<td>Full</td>
<td><a href="mailto:sudip@sfsu.edu">sudip@sfsu.edu</a></td>
<td>2007-2008</td>
<td>Promotion</td>
<td>2015-2016</td>
<td>2019-2020</td>
<td></td>
</tr>
<tr>
<td>Chaudhuri</td>
<td>Anoshua</td>
<td>ECON</td>
<td>Full</td>
<td><a href="mailto:anoshua@sfsu.edu">anoshua@sfsu.edu</a></td>
<td>2015-2016</td>
<td>Promotion</td>
<td>2020-2021</td>
<td>2020-2021</td>
<td></td>
</tr>
</tbody>
</table>

The department criteria adopted on September 26, 2016 is in Appendix A.4.
Department Reflection:

1. How does the program maintain a faculty in adequate numbers and balance to teach the curriculum and maintain program quality? If not, what adjustments are necessary? Given the difficulty of adding tenure-line faculty, how might adjustments to the curriculum make best use of existing faculty?

As mentioned in the planning section of Section 3.3.1, since 2011-12 academic year to the present, the economics department has had 3 retirements (Blecha, Moss and Mar) and 1 FERP (King). We will have one more faculty colleague (Potepan) starting FERP in 2018-19. This brings our FTEF from 12.0 down to 8.0 (not counting leaves) by 2018-19. Over the same period, the number of majors has increased from approximately 180 to 271. FTES have stayed above 300 since 2011. We have had 2 TT faculty hires, with one of them at 0.4 assigned time base with Economics department. Starting in 2018-19, we will have 2 more TT faculty join us. Having lost 4 FTEF, we will only have 3.4 FTEF added by the start of the 2018-19 academic year. While the number of majors have increased by 50%, we have had much fewer faculty to teach our classes. We have managed this situation with existing faculty teaching overloaded classes (hence FTES/faculty has increased) and hiring lecturers to teach our GE classes. We believe that even though we have managed to maintain the curriculum, most likely the quality of instruction in our major has suffered. Faculty have not been able to offer new and innovative courses due to the need to offer required courses for the curriculum. Our adjunct faculty and lecturers have mostly taught lower division courses as it is significantly more expensive and competitive to hire PhDs to teach upper division electives, and we have not been able to do hire at the salary that we offer.

2. Are the program’s faculty sufficiently diverse in rank, gender, ethnicity, and stage of professional development?

The department has done a great job in increasing gender-based diversity. Department has made a conscious effort to be inclusive in its hiring approach. More needs to be done in recognizing and addressing implicit bias in hiring and teaching practices that may allow the department to serve its students optimally.

3. Are all faculty engaged in appropriate forms of professional growth and achievement?

Faculty are engaged in a variety of innovative research activities. These activities are also evaluated against the retention, tenure and promotion criteria as well as AACSB requirements to maintain SA/PA status.

4. How is faculty workload balanced, in the ratio of large and small-enrollment courses, required and elective, undergraduate and graduate, lower and upper division? If there is a graduate program, how is the workload balanced across culminating experiences and advising?

The economics department fills all the undergraduate classes it offers. Table 9 below shows the total (Undergraduate and Graduate) FTES by semester for the last 3 years. Enrollment has been steady in terms of FTES. The only semester where FTES fell was the fall 2015 semester when the department could not staff as many Introductory Microeconomics (Econ 101) and
Introductory Macroeconomics (Econ 102) sections. As each section of these introductory Economics sections typically generate 20 FTES, total FTES would be the same as other semesters if we had the staff to offer two additional sections. Hence, our FTES’s is largely a function of the number of sections we offer. As our FTEF’s have declined in the same period from 12.1 to 7.9, we have decreased the number of sections we can offer. All our sections are at capacity.

The final column in the Table 9 below gives the capacity utilization of the department for each semester. This is calculated as the percentage of students enrolled divided by the number of seats offered. We are always above 90% and more often close to 100%. Every semester, our faculty and lecturers have had to turn away students in the first few weeks because classes were at capacity.

**Table 9: FTES and Capacity Utilization**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Econ 101 sections</th>
<th>Econ 102 sections</th>
<th>Total Econ Sections</th>
<th>Total FTES</th>
<th>Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>9</td>
<td>8</td>
<td>37</td>
<td>403</td>
<td>105%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>6</td>
<td>7</td>
<td>36</td>
<td>342</td>
<td>102%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>7</td>
<td>6</td>
<td>35</td>
<td>331</td>
<td>95%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>7</td>
<td>6</td>
<td>31</td>
<td>338</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>6</td>
<td>5</td>
<td>33</td>
<td>298</td>
<td>98%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>7</td>
<td>6</td>
<td>35</td>
<td>331</td>
<td>95%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>7</td>
<td>7</td>
<td>35</td>
<td>329</td>
<td>92%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>7</td>
<td>7</td>
<td>40</td>
<td>353</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>7</td>
<td>6</td>
<td>37</td>
<td>313</td>
<td>96%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>8</td>
<td>9</td>
<td>38</td>
<td>358</td>
<td>86%*</td>
</tr>
</tbody>
</table>

*Note: Two introductory sections could not be staffed until the last minute which affected enrollments in these sections.

The following Table 10 depicting Student-faculty ratios (SFR) in the Economics department shows that the department SFRs have consistently been similar to the College of Business but have been under the university ratios. Economics faculty have not only taught larger class sizes on average but also overenrolled classes. This situation will be alleviated by hiring more faculty or with more resources to staff more sections for a growing major.
### Table 10: Student-Faculty Ratios, Course Enrollment by Course

| UNIVERSITY | Course Level | Fall 2014 FTES | Fall 2014 FTEF | Fall 2014 SFR | Spring 2015 FTES | Spring 2015 FTEF | Spring 2015 SFR | Fall 2015 FTES | Fall 2015 FTEF | Fall 2015 SFR | Spring 2016 FTES | Spring 2016 FTEF | Spring 2016 SFR | Fall 2016 FTES | Fall 2016 FTEF | Fall 2016 SFR |
|------------|--------------|----------------|----------------|---------------|-----------------|-----------------|----------------|----------------|----------------|---------------|-----------------|-----------------|----------------|----------------|---------------|
| PRE-BACC   |              | 259            | 7              | 39            | 162             | 4               | 36             | 306            | 2              | 126          | 200             | 1               | 250            | 288            | 2             | 160           |
| LOWER DIV  |              | 9,292          | 290            | 32            | 8,194           | 248             | 33             | 9,545          | 271            | 35           | 8,583           | 253             | 34             | 9,517          | 294           | 32            |
| UPPER DIV  |              | 11,824         | 546            | 22            | 11,984          | 548             | 22             | 12,133         | 530            | 23           | 12,280          | 543             | 23             | 11,687         | 561           | 21            |
| UGRD DIV   |              | 21,375         | 842            | 25            | 20,340          | 800             | 25             | 21,984         | 803            | 27           | 21,063          | 797             | 26             | 21,492         | 857           | 25            |
| GRAD DIV   |              | 2,348          | 248            | 9             | 2,219           | 238             | 9              | 2,203          | 240            | 9            | 2,001           | 228             | 9              | 2,029          | 234           | 9             |
| ALL DIV    |              | 23,722         | 1,091          | 22            | 22,559          | 1,038           | 22             | 24,187         | 1,043          | 23           | 23,064          | 1,025           | 22             | 23,521         | 1,091         | 22            |
| COB        |              |                |                |               |                 |                 |                |                |                |               |                 |                 |                |                |                |               |
| PRE-BACC   |              | -              | -              | -             | -               | -               | -              | -              | -              | -             | -               | -               | -              | -              | -             |
| LOWER DIV  |              | 996            | 12             | 83            | 1,029           | 11              | 96             | 921            | 14             | 66          | 954             | 14              | 68             | 830            | 16            | 52            |
| UPPER DIV  |              | 2,580          | 89             | 29            | 2,823           | 91              | 31             | 2,834          | 86             | 33          | 2,988           | 89              | 34             | 2,849          | 95            | 30            |
| UGRD DIV   |              | 3,576          | 101            | 36            | 3,852           | 101             | 38             | 3,755          | 100            | 38          | 3,943           | 103             | 38             | 3,680          | 111           | 33            |
| GRAD DIV   |              | 245            | 17             | 14            | 214             | 16              | 14             | 183            | 14             | 13          | 160             | 15              | 11             | 171            | 14            | 12            |
| ALL DIV    |              | 3,820          | 118            | 32            | 4,066           | 117             | 35             | 3,938          | 114            | 35          | 4,103           | 117             | 35             | 3,850          | 125           | 31            |
| ECON       |              |                |                |               |                 |                 |                |                |                |               |                 |                 |                |                |                |               |
| PRE-BACC   |              | -              | -              | -             | -               | -               | -              | -              | -              | -             | -               | -               | -              | -              | -             |
| LOWER DIV  |              | 270            | 4              | 66            | 224             | 4               | 64             | 205            | 3              | 67          | 229             | 4              | 63             | 240            | 4             | 64            |
| UPPER DIV  |              | 76             | 4              | 19            | 93              | 6               | 16             | 74             | 5              | 14          | 86              | 6              | 15             | 72             | 5             | 14            |
| UGRD DIV   |              | 347            | 8              | 43            | 317             | 9               | 35             | 278            | 8              | 33          | 315             | 9              | 33             | 312            | 9             | 34            |
| GRAD DIV   |              | 16             | 2              | 8             | 11              | 1               | 10             | 12             | 2              | 8           | 8               | 1              | 6              | 7              | 2             | 5             |
| ALL DIV    |              | 363            | 10             | 36            | 328             | 10              | 32             | 290            | 10             | 29          | 323             | 11              | 30             | 319            | 11            | 30            |

Source: APD53 Reports  
Notes: SFR = Student-to-Faculty Ratio (Full-time Equivalent Student - FTES / Full-time Equivalent Faculty - FTEF)

5. **How does the program plan its course offerings to avoid overreliance on lecturers?**

The Economics department has been forced to assign lecturers to the lower division classes, mostly introductory courses that can be taught by adjunct faculty with Masters degree. We have not been able to retain adjunct faculty with PhDs and advanced degrees due to the low salaries that we pay compared to other universities in the area. The schedule is organized by first assigning all available full time faculty to a critical mass of classes comprising of lower division core, upper division core, undergraduate electives and graduate core courses. Lecturers are then assigned to the remaining introductory courses and undergraduate electives if possible.

6. **How does the program take care to foster, assess, and support teaching quality?**

Economics department schedules faculty to teach classes in their disciplinary area. This allows faculty members to bring their research into the classroom making it more relevant and up-to-date for students and interesting for faculty. The department has come up with an assessment plan to help faculty improve the impact of their courses on student learning outcomes.
7. How does the program mentor untenured faculty and support the continued professional
growth of post-tenure faculty? How does it support its lecturers and where does it integrate
them into the program’s structure?

Untenured faculty are reviewed every year. The RTP Committee chair and department chair are
always available for consultation. Junior faculty are also assigned offices with senior faculty so
that senior faculty can mentor and support them whenever needed. Junior faculty are also
couraged to avail of resources such as professional development funds, internal and external
funds, teaching support, etc to help them meet expectations.

In the past, the department chair has been responsible for hiring, training and evaluating
lecturers. Lecturers have mostly been only responsible for their classes and have not been
involved in the departmental affairs very much. However, within the last year, the department
has tried to include lecturers in teaching related conversations, workshops, orientations and are
trying to integrate them more within the department by involving them in department initiatives
around teaching introductory courses with affordable instructional materials.

8. How does the program’s RTP criteria reflect current professional activities and
opportunities in the discipline? How do they adequately balance and value the full range of
faculty commitments in teaching, research, and service?

Department’s RTP criteria mainly focusses on achieving teaching effectiveness (using teaching
scores and peer observations) and the required number of peer-reviewed publications (3) for
untenured faculty. Service activities are not given as much importance as the other two
categories so long as faculty do some service. However, for promotion to full professor,
maintaining high quality teaching, achieving the required number of publications (4) as well as
doing meaningful service are all equally important.

Plan:

• How will the program recruit and retain faculty to meet its future needs?

The Department has put in a request for a new faculty in the area of Public economics with an
additional field of econometrics, to consolidate its focus on public policy as well as data analysis.
In the future, Economics could offer joint programs with statistics, computer science or decision
sciences to strengthen its data analytics area. Faculty hires to support these fast growing
emphases may be the future need.

It is important that faculty is not only hired with diversity, equity and inclusion in mind but also
be retained based on these values. Faculty needs require resources to support them. In the recent
years, Economics faculty (like many other faculty on campus) have faced challenges around
rising house prices (with university raising rents on faculty living in university housing),
immigration needs (faculty from certain countries have seen a long backlog in their wait for
permanent residency with university doing nothing to help them with permanent residency applications), high cost of living (forcing faculty to live further and further away from campus and facing enormous commute times). These challenges have made it difficult to recruit and retain faculty at San Francisco State.

- *How will the program support faculty at all ranks—tenured, pre-tenure, lecturer, and adjunct—in the areas of teaching, service, and professional development?*

Department has tried to help faculty by

- Scheduling classes keeping faculty needs in mind
- Providing support for flexibility in spending professional development funds
- Providing grading and tutoring support
- Paying for research and teaching assistants (within allocated limit)

However, more can be done in this area such as

- Make scheduling equitable by rotating hardship classes (i.e., early morning, nights) or schedules (MWF/TTH) amongst faculty, accommodating those taking on hardship schedules more than others, reintroducing preference sheets for what classes faculty would like to teach.
- Request class time slots from Academic Planning that help faculty achieve pedagogical effectiveness.
- Providing WTUs for faculty who take on independent studies. Currently faculty do not get any credit for directing independent studies.
3.5. Resources

This section provides an inventory of Economics department’s resources and their use.

3.5.1. Program’s resources: Funding

<table>
<thead>
<tr>
<th>Funding Type</th>
<th>Source</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>CSU</td>
<td>Faculty, permanent staff and GA salaries</td>
</tr>
<tr>
<td>Economics CEL Fund (TC 204)</td>
<td>Enrollments</td>
<td>Pay for supplies, student assistant support</td>
</tr>
<tr>
<td>Economics CEL Fund (TC 310)</td>
<td>Graduate Program</td>
<td>Support academic programs</td>
</tr>
<tr>
<td>Economics UCORP Fund (47509)</td>
<td>Fundraising, donations</td>
<td>Spending account according to donor’s wishes</td>
</tr>
<tr>
<td>Economics UCORP Fund (47915)</td>
<td>Betty Blecha Endowment</td>
<td>Spending account according to Prof Blecha’s wishes</td>
</tr>
<tr>
<td>Economics Scholarship Funds (administered by UCORP)</td>
<td>Scholarships endowments (Don W. Scoble Endowment Scholarship Fund, George Feliz Memorial Scholarship in Economics, Don Mar Scholarship Endowment) and private donors (Ramona K First)</td>
<td>Spending account for scholarships</td>
</tr>
<tr>
<td>Economics Endowment Funds</td>
<td>Don W. Scoble Endowment Scholarship Fund, George Feliz Memorial Scholarship in Economics, Betty Blecha Endowment, Don Mar Scholarship Endowment</td>
<td>Endowments invested for interest earnings that go into spending accounts listed above</td>
</tr>
</tbody>
</table>
3.5.2. Space audit of offices, classrooms, meeting areas, laboratories, or other spaces & their use. Describe policies for scheduling and allocating spaces.

<table>
<thead>
<tr>
<th>Type of space</th>
<th>Use</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 142</td>
<td>Department office/Mail room/ AOC Office</td>
<td>8am-5pm M-F; Faculty members have key access at all times</td>
</tr>
<tr>
<td>HSS 140</td>
<td>Department Chair’s Office/Store personnel files</td>
<td>For Department chair’s use; also accessed by AOC for filing</td>
</tr>
<tr>
<td>5 Faculty offices</td>
<td>2 faculty per office</td>
<td>For faculty use</td>
</tr>
<tr>
<td>2.5 Lecturer offices</td>
<td>3-4 lecturers per office</td>
<td>Allocated so that there is no overlap of office hours</td>
</tr>
<tr>
<td>HSS 147</td>
<td>Classroom/computer lab to house Econ courses and ‘open lab’ hours for students</td>
<td>During class times and open lab hours; alarm protected otherwise</td>
</tr>
<tr>
<td>HSS 143</td>
<td>Conference room/copy and supplies room/use of student staff</td>
<td>Used 8-5 M-F and key access for faculty at all times, alarm protected during evening and weekends</td>
</tr>
<tr>
<td>HSS 141 &amp; HSS 141A</td>
<td>Student study room/Economics tutoring services</td>
<td>Used by tutors during tutoring hours and by students</td>
</tr>
</tbody>
</table>

General policies followed for office space assignment:

1. New Faculty are assigned to offices with senior faculty for mentoring purposes. There are two faculty assigned per office.
2. Lecturers are assigned to spaces based on their teaching schedule so that they don’t overlap with each other.

3.5.3. Inventory of faculty advising responsibilities: Does the department require mandatory advising of all students? If so, how is this managed? What percentage of faculty regularly advises students? For faculty who do advising in the department, how many students does each faculty member advise in the undergraduate major or graduate program? How many office hours per week do faculty hold, and how do they use them?

In addition to providing course-related advising, all faculty members in the Economics department are advisors for the major and minor programs. Graduate student advising is done by
assignment from the Graduate Advisor to certain faculty for continuity sake. Advisors maintain 4
hours of office hours per week.

The department enforces mandatory advising for undergraduates every spring before fall
registration takes place. Advisors help students make a plan for the year as well as advise on
proper course sequencing. Students are notified via email. They maintain advising folders,
yellow for undergraduates and blue for graduates (see Appendix A.5), that are kept in the
department office. Students meet the department AOC or a student assistant, obtain their
advising folders before meeting with their advisors. During advising, faculty review documents
such as TCR/transcripts and DPRs with their students, record student progress in advising
folders, come up with a plan and document this plan and comments in the comment section of
the folder. After each advising session, they are asked to check back with the department AOC
so that their advising holds can be removed. Students are also asked to drop off their advising
folder after their advising session.

Faculty have open door policy during office hours or meet students by appointment.
Undergraduate students can go to any available advisor and the advising folder helps maintain
continuity.

Roughly 25-30 students are advised by each faculty member. Some faculty do more due to the
timing of their office hours and student schedules.

See http://cob.sfsu.edu/sites/default/files/_uploads/econ/faculty_office_hours.pdf for an
example of advising hours and faculty availability in the department.

3.5.4. List university-level resources to which the program directs students to support
their academic progress: including library collections, university-level advising,
tutoring services, and any others.

Following are the most commonly used university-level resources:

- GE advisors for undergraduate advising
- Internship Director in COB
- Librarian assistance for specific courses
- Learning assistance center/ CARP for tutoring and writing assistance
- ICCE for internships
- HEI for internships and research mentoring

3.5.5 List classes that regularly employ information technology or open-source textbooks
and other resources, along with other IT that the program uses.

- Course management using ILearn
• ECON 312, Econ 690, Econ 731, 825, 830 & some electives (Econ 640, 840): Stata & R
• Econ 702, Econ 302, Econ 715: Matlab
• Econ 101, 102, Econ 825: Open source textbooks
• Econ 101, 102: ilearn-based assignments as well as online homework solutions like MyEconLab, Aplia and Sapling Learning.
• Other softwares as needed through Labspace

3.5.6 List staff and their responsibilities; how is their workload determined? How is their performance assessed and recognized?

Economics department employs the following staff members:

**Department AOC**
- Supports chair and faculty through general management of the Department, which includes
  - Class scheduling, hiring of Lecturers and student staff, management of student staff, supports
  - Graduate Program Coordinator with program functions and processes, coordinates Scholarships, fiscal budget, travel processes and special events, procures of supplies and office equipment, assists with student orientation and advising, serves as liaison between Department and relevant University units, and manages special projects as needed.

**Student Assistants** (2 assistants @ 8-10 hours/week/semester; typically funded through Work Study)
- Assists AOC and faculty with general clerical tasks (ie. answering the phone, copying, filing, mail pickup/delivery); field general questions from students; misc. projects as assigned by AOC or faculty

**Computer Lab Assistant** (1 assistant @ 6 hours/week/semester; schedule determined by lab availability for “open lab” and student’s own academic schedule)
- Monitors the computer lab during “open lab” hours; assist students if needed on machines and software application; enforces lab-use policies

Their performance is assigned and assessed in the following way:
SA and Lab assistants: Tasks assigned by AOC and faculty are listed and handed to them for completion. Faculty can request SAs for tasks directly. Their efforts are recognized through retention, task-specific feedback and year end gifts.

AOC: Our AOC has not received a salary raise in 8 years, since the transition to COB. Her role has significantly increased in supporting both the BA and the MA programs. Specifically, she assists the Graduate coordinator in all the processing and coordination of paperwork and activities. Our AOC has also taken on a lot of new responsibilities around advising and tutoring. Ever since scholarships moved to AcademicWorks, our AOC handles the setting up and coordinating the online component. All of the university’s compliance related requirements and paperwork are processed by our AOC.

Department Reflection

- How effectively does the program use existing space? (office space, classrooms, meeting areas, laboratories, other) How might it use it more effectively?

The department uses its space very efficiently. Occasionally, as needed, department uses other conference rooms in COB, HEI or in the library.

- How is the space maintained? How does the space allow for alternative learning styles/universal design?

Lab: IT maintains our computers (IT) in our lab. The lab is equipped to allow for special needs in accordance with university regulations. It is a smart room that allows use of multimedia.

Office space: Furniture in our office spaces is very old. A little refresh of the faculty offices would make faculty feel more supported. Lecturer offices need to be upgraded. Lecturers have asked for some conveniences such as white boards, fresh paint and better lighting. For new faculty, we should have office furniture that they can request to suit their work needs.

- How do the program’s scheduling practices make full use of existing teaching spaces and times in order to meet student demand?

The Economics department has a lab in HSS 147 that is used for classes requiring computer-based instruction. Classes are scheduled in this lab throughout the week. Other classrooms are allotted by academic resources acc to our schedule. Faculty conference room (HSS 143) is used for make-up exams.

- How effective is department level academic advising for students?

Economics department has a very-hands on approach to advising. We meet with each student at least once a year. This has enabled us to keep track of student progress and guide them towards timely graduation.
• How do faculty use technology effectively to advance student learning?

Economics faculty are very up-to-date with the various softwares and technology needed to support student learning and use these softwares in their classes. Faculty have also conducted workshops and bootcamps to expose students to new processes such as typesetting in LaTeX, data science methods of machine learning, etc.

• How does the program maintain a supportive and collegial environment for staff? How does it assess and meet staff needs for support and professional development?

Faculty support is critical to help staff feel supported and encouraged to do their job well. Department Chair and College Fiscal Director provide direct supervision and support to the Department AOC.

Plan:

• Given the program’s existing resources, how might it make best use of them to meet the needs of students, faculty, and staff?

Refresh of our spaces with a fresh coat of paint, workplace ergonomic upgrades would help faculty and staff feel supported and appreciated. Tutors have asked for a standing desk as well as a computer that works (currently they have access to a computer that is old and slow). Number of hours for which we can hire tutors have been dictated by funding provided by student success initiative. We need to assess if we are utilizing all the hours that we are offering for grading and tutor support. We hire 3 GAs (Graduate Assistants) at 0.13 (5 hrs/week) time base each, that are paid by the department. We also allocate 12 hours of grading assistant per core course and for other courses as needed.

Faculty can advise students in need of help, to seek more tutoring or coordinate with the tutors, to really make use of the resources. GAs can be given more experience in the classroom if instructors can give them the opportunity. We have re-allocated tutor hours for certain faculty depending on whether they have needed them or not. There has been a decline in the number of hours we have been able to offer. Some of the hours decline has been offset by the increase in tutoring funded by Student success initiative. If this funding continues, perhaps it might be optimal to use department resources to support tutoring for Econ 301, 302, 311 and 312. These are classes that might need more than 5 hours a week of tutoring assistance.

• How will the program improve student learning and achievement through advising?

We have already seen huge improvements with our mandatory advising model. With the roll-out of the EAB Student Success Collaborative platform, an advising tool that has been used in colleges and universities to improve student retention and graduation, we hope that advising will become more efficient. SFSU is in the process of implementing this platform now. The platform will be piloted with university and professional advisors on campus in summer 2018. During the next academic year, the platform will be made available to different groups on campus on a
rolling basis, including faculty advisors and faculty. EAB has features that will enable advisors to effectively help students but it will work if all use this new tool. Department at the minimum has to take some decision on adopting this new tool.

- *What changes will the program undertake (to its curriculum, scheduling, resource allocation, or other) to make best use of existing resources?*

Certain instructors for pedagogical effectiveness prefer certain class lengths. Often these needs cannot be met because academic planning assign classrooms (especially large lectures) before faculty are scheduled for classes. The department can work a little more closely with academic planning well in advance to see if the locations can be determined based on time slots and class length. The tutoring rooms can be made quiet-zones during tutoring sessions. Having study groups and tutoring sessions at the same time can create conflict in the Student study room.
4.0: Conclusions, Plans, and Goals

1. The top priorities that have emerged from this process under the areas of student learning and achievement, curriculum, faculty development and resource allocation are summarized as follows:

a. Student learning and achievement

1. Student achievement can be improved by providing more opportunities through assistantships, scholarships and through high impact teaching practices such as undergraduate research, internships, etc. The department will explore the possibility of creating writing components in courses throughout the curriculum, experiences for students to improve retention and continue to improve advising to make sure students follow the program roadmap and graduate on time.

2. Provide additional Student Support by:
   i. Creating an “Economics Research lab” where students can serve as research assistants for faculty and learn current research methods.
   ii. Including career planning for students into advising. We hope to bring career planning discussions early on while advising, whether the student plans to go to graduate school or look for jobs in policy institutes/public sector/private sector organizations.
   iii. Advising on importance of double majors/minors with financial economics/Decision Science/Computer Science/Business analytics classes that complement our curriculum. Consider MOUs with these departments to offer dual-degrees.
   iv. Building a job placement framework through partnerships with recruiters/employers.
   v. Offering more classes that will offer experience to work on smaller case studies and reports, through internships and community service learning (CSL).
   vi. Setting up courses that give Internship or CSL designated Independent study credits: We don’t have a formal process with which we give credit or encourage students to get internships. Currently we allow students to do internships through independent studies (Econ 699). The department hopes to offer an internship class for credit.
   vii. Mentoring and encouraging Economics Student Association (ESA) to take up causes such as promoting women and minority participation in Economics, educate campus and community on pressing economic issues and establish networks with alumni and local employers.

3. Increase the representation of women and under-represented minority students in Economics.
b. Curriculum

1. The department would like to offer more courses in data science.
2. Have more tenured/tenure-track faculty teach general education (GE) courses and introductory courses to be able to recruit and retain in the major.
3. Department hopes to conduct annual assessments. Annually as well as at the end of 5 years (in 2023), the department plans to look through all the assessment data and make relevant and necessary curricular changes. An important piece would be to review the collected assessments with instructors and inform course-level changes or curriculum development.
4. As part of the self-study reflection, the department members have already agreed to share course outlines, pay attention to prerequisite course outlines, review and repeat concepts as necessary in order to deliver course content in the most effective fashion. Faculty members will adjust assessment tools to better enable assessing student achievements against the adopted rubrics.
5. The curriculum can be further supported by encouraging students to seek internships, helping them with job placements and bringing employers and recruiters to campus to inform us of what the market needs from our students.
6. Department continues to use course evaluations, informal student feedback and faculty peer-class room observations to suggest curricular changes. The Department has not involved community stakeholders and potential employers in program planning. Ideas such as having a department advisory council consisting of alumni and employers have come up and may be acted on as part of a strategic planning initiative. Social media platforms have been developed and continue to be developed to engage with alumni for valuable feedback.
7. When faculty have proposed new courses, these have moved on to review committees beyond the department. In the future, it may be a good practice to have a peer committee looking at the new courses proposed at the department level for more cohesion and feedback.
8. Finally, comparing the current curriculum with other Economics departments in the area or in the CSU system would be a useful endeavor to further understand our comparative advantages and areas for improvement.
9. For the graduate program specifically:
   i. Explore various models simultaneously to create a pipeline for the graduate program, in order to increase enrollments. By explore an integrated BA/MA (Blended) program, where students can graduate in 5 years with a BA and MA, we can recognize and reward promising undergraduate students and create a pipeline for our graduate program.
   ii. By offering paired graduate and undergraduate courses, we can increase elective offerings for both our BA and MA programs.
   iii. To increase graduate enrollments, we may have to explore flexible models of ensuring entry requirements (for example, TOEFL may not be necessary for international undergraduate transfer students qualified to enter our MA program if students have already taken a semester worth of English courses with the English Language Institute).
   iv. We will also review our Culminating Experience for our graduate students to include a variety of exams and experiences tailored to student needs.
c. Faculty development

1. Hire new faculty to maintain the public policy specialization as well as be able to offer new courses in data science and data analysis. This will help Economics offer joint programs that seems to be the need of the future.

2. Not only have diversity, equity and inclusion in mind for faculty hiring but also for faculty retention. Faculty require resources to support them and make them feel valued. In recent years, Economics faculty (like many other faculty on campus) have faced challenges around rising house prices (with university raising rents on faculty living in university housing), immigration needs (faculty from certain countries have seen a long backlog in their wait for permanent residency with university doing nothing to help them with permanent residency applications), and high cost of living (forcing faculty to live further and further away from campus and facing enormous commute times). These challenges have made it difficult to recruit and retain faculty at San Francisco State.

3. Department has tried to help faculty by
   i. Scheduling classes keeping faculty needs in mind
   ii. Providing support for flexibility in spending professional development funds
   iii. Providing grading and tutoring support
   iv. Paying for research and teaching assistants (within allocated limit)

However, more can be done in this area such as

   v. Make scheduling equitable by rotating hardship classes (i.e., early morning, nights) or schedules (MWF/TTH) amongst faculty, accommodating those taking on hardship schedules more than others, reintroducing preference sheets for what classes faculty would like to teach.
   vi. Request class time slots from Academic Planning that help faculty achieve pedagogical effectiveness.
   vii. Providing WTUs for faculty who take on independent studies. Currently faculty do not get any credit for directing independent studies.

d. Resource allocation

1. Look for a dedicated space to house a research lab. Work with College and University Development office to find a sponsor/donor.

2. We could consider offering graduate students financial support by having them lead research sections and thereby tapping into the university’s support for Graduate student instructors.

3. If College and university continues to fund tutoring services for General Education courses, department could reallocate its resources to provide tutoring for its upper division core courses.

4. Invest in strengthening alumni connection for student job placements and fundraising by:
i. Expanding our own alumni network using social media (continue to maintain our Facebook and LinkedIn pages)

ii. Hosting at least one alumni networking event per semester.

5. Create an effective marketing plan and hold events such as symposia, news analysis to help inform students, potential students and campus members.


7. Create an advisory council comprising of employers, alumni and students.

2. Which indicators and outcomes would the program single out as evidence of its signature strengths and most pressing challenges?

Availability of quantitative courses, continued faculty research accomplishments, program resilience through loss of faculty to retention and retirements, continuous enrollment growth yet maintaining reasonable time to graduation showcase the quality and hard work of our department.

High student-faculty ratios, less writing in the curriculum, close to 100 percent capacity utilization in almost all classes offered in the undergraduate program are pressing challenges that point towards the need for more faculty. Declining graduate enrollments is another challenge.

3. Program’s most important achievements in recent years

Overall, student enrollment in the major has increased. Economics department’s retention and graduation rates are on average higher than the college of business as well as university rates. Time to degree is on average 4-5 years. We attribute this to the enforcement of mandatory advising policy over the last 10 years as well as tutoring services for the core courses.

The department has achieved diversity in faculty hiring, particularly with respect to female representation.

4. Areas for growth and development in years to come?

While undergraduate enrollments are increasing, graduate enrollments are declining for our program. One way to balance both programs, offer our undergraduate more value and create a pipeline for the graduate program, an area of development would a blended program model of offering a BA and MA degree in 5 years to our promising and capable undergraduate students. Another area of growth would be to explore and joint programs with department like Decision Sciences, Statistics and Computer Science.
5. What are the program’s primary goals moving forward, and how does it plan to achieve them? Of the plans that the program identifies, which are the most important and pressing? Which represent longer-term priorities?

Primary goals that were identified are:

i. To strengthen the curriculum to meet student and job market needs. This can be done through periodic assessments, faculty interaction, engaging with alumni and stakeholders. Student achievement can be improved by providing more opportunities through assistantships, scholarships and through high impact teaching practices such as undergraduate research, internships, etc. The department will explore the possibility of creating writing components in courses throughout the curriculum, experiences for students to improve retention and continue to improve advising to make sure students follow the program roadmap and graduate on time.

ii. We want to be able to keep up the ability to offer an innovative curriculum by hiring new talent who would be able to bring state of the art techniques to teaching and research in the department.

iii. The department hopes to foster greater diversity and inclusive practices by addressing implicit bias in hiring Economics faculty as well as in teaching practices in the Economics classroom.

iv. Explore various models simultaneously to create a pipeline for the grad program, in order to increase graduate enrollments.

v. Create an effective marketing plan and hold events such as symposia, news analysis to help inform students, potential students and campus members about the program.

vi. Strengthen alumni connections for program development and fundraising. The department plans to periodically survey employers, alumni and might gather an advisory council to help guide the development of curriculum and support our faculty and students.

The most pressing needs is increasing graduating enrollments and preparing our undergraduates for a competitive and global job market. Hence, in the short term, we will be exploring and initiating a blended program. We would like to explore joint programs for our Economics students and will be consulting with other departments for such possibilities. With the help of faculty affairs, we will be rolling out implicit bias training for our faculty around hiring and teaching and explore ways to mentor, support and retain our faculty.

For the longer term, we will be exploring internship courses, career development and job placement activities as well as building up our alumni networks.
In conclusion, a strong Economics program is an asset to the entire campus because Economics can easily collaborate with Arts, Social Sciences, Sciences as well as professional programs. Economics department teaches two important Area D (Social sciences) general education courses and a few more general education courses with overlays that benefit not only the College of Business but also the entire campus. Economics faculty collaborate with other faculty across various colleges on topical and innovative research. Our faculty teach core economics courses for other majors and programs. Economics faculty have also contributed through their thoughtful service and meaningful contributions on the Senate, UCORP, University Foundation, Search committees, academic program and educational technology committees and many other campus and college activities that advance the mission of the university.
## Appendix A.1: ECONOMICS ASSESSMENT RUBRICS, adopted April 30, 2018

### RUBRIC FOR ORAL COMMUNICATION SKILLS (presentation)

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Student provided minimal content with respect to the purpose and goal of presentation, the relevance of the study conducted, the research design, findings of the study, and conclusion; student was missing important content (such as conclusion or introduction)</td>
<td>Student provided sufficient content with only few errors or minor components missing (ex. When discussing a figure, forgot to clarify what was on the axes for reference)</td>
<td>Student provided all relevant content throughout the presentation</td>
</tr>
<tr>
<td>Organization</td>
<td>Student provided a presentation that was disorganized and incoherent (sections of the presentation did not segue from one to the other in an effective manner; the flow of the presentation lacked forethought); student’s presentation is either too short or too long</td>
<td>Student provided a clear presentation of ideas with minimal topics being out of order; most sections were given the right amount of time; overall presentation was coherent and of the right length</td>
<td>Student effectively organized the presentation; the discussion was clear and coherent. (student never found need to jump from topic to topic)</td>
</tr>
<tr>
<td>Use of Visual Tools</td>
<td>Student either did not use or poorly used visual aids in presentation; minimal effort was put into the visual presentation (ex. lacked consistency across slides when using fonts or color, graphics were haphazardly added without conveying meaning or were inappropriate, etc.)</td>
<td>Student made use of visual aids that were appropriate during presentation.</td>
<td>Student used visual aids exceptionally well to deliver presentation; presentation had visual appeal that added impact and interest (used high quality graphics; used design, animations, color, or font well and in a consistent manner, etc.)</td>
</tr>
<tr>
<td>TRAIT</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Exemplary</td>
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<td>------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Content – purpose, goal, hypothesis</td>
<td>Student provided minimal content with respect to the purpose and goal of the research/project, and the hypothesis; inadequate review of the literature; did not sufficiently address the relevance of the study</td>
<td>Student provided sufficient content with only minor components missing or incomplete (ex. literature review being adequate)</td>
<td>Student methodically provided all relevant content throughout the project</td>
</tr>
<tr>
<td>Content – research design and data</td>
<td>Student’s discussion of the research design was largely flawed or incomplete (ex. student did not discuss why fixed effects were used); discussion of data was limited, missing or filled with errors</td>
<td>Student provided sufficient content with only minor components missing or incomplete (ex. sources for some data were not discussed)</td>
<td>Student methodically provided all relevant content throughout the project</td>
</tr>
<tr>
<td>Content – findings, conclusion, limitations/future research</td>
<td>Student provided a minimal or poor discussion of the results;; student provided an incomplete conclusion and limitations/future research directions were not addressed</td>
<td>Student provided sufficient content with only minor components missing or incomplete (ex. conclusion was incomplete)</td>
<td>Student methodically provided all relevant content throughout the project</td>
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<tr>
<td>Organization</td>
<td>Student project was disorganized: ideas were poorly developed and presented (ideas did not segue from one to the other in an effective manner, transitions were abrupt or missing); student did not follow the required format (ex. introduction, followed by literature review, discussion of data, methodology etc)</td>
<td>Student provided a clear write-up of ideas with some disorganization (a few illogical statements and transitions were present); most sections were adequately developed ; student followed required format.</td>
<td>Student effectively planned the write-up: ideas were clearly organized, transitions were coherent and logical, required format was followed</td>
</tr>
<tr>
<td>Language/Style</td>
<td>Student did not use appropriate language; project was filled with grammatical errors; or student’s sentence structure was flawed/awkward and interfered with comprehensibility (sentences had to be repeatedly re-read in order to determine meaning)</td>
<td>Student used appropriate language; student made few grammatical errors (repeatedly spelled than instead of then), and sentence structure was largely correct (meaning could be ascertained most of the time)</td>
<td>Student used appropriate language; write-up was largely free of grammatical errors, and sentence structure was flawless</td>
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</table>
# RUBRIC FOR QUANTITATIVE SKILLS

<table>
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<tr>
<th>TRAIT</th>
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</thead>
<tbody>
<tr>
<td>Student was able to identify and use an appropriate mathematical or</td>
<td>Student was unable to determine correct econometric or mathematic concept; Correct tool chosen,</td>
<td>Student was able to use correct econometric or mathematic concept; but student showed average</td>
<td>Student convincingly demonstrated an ability to correctly identify and effectively use the</td>
</tr>
<tr>
<td>econometric concept to analyze a specific economic issue</td>
<td>but student was unable to use it or showed limited understanding of its use.</td>
<td>understanding of the concept.</td>
<td>correct econometric or mathematical concept</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student was able to effectively present/display findings using</td>
<td>Student was unable to present their findings using the appropriate mediums; or made multiple</td>
<td>Student was able to make use of appropriate mediums in presenting work; minimal errors were</td>
<td>Student was able to effectively and correctly display findings; student was extremely clear</td>
</tr>
<tr>
<td>alternative mediums (such as graphs, equations, tables, etc)</td>
<td>errors in displaying findings (such as mislabeling axes, did not provide titles of variables</td>
<td>present in his presentation of results (no errors were made)</td>
<td>in his presentation of results (no errors were made)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>on figures, was unable to write the fitted equation for the estimated model etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was able to interpret the quantitative findings of the</td>
<td>Student incorrectly interpreted findings, and was unable to link findings to an economic</td>
<td>Student interpreted main findings correctly, but showed an average ability in using the</td>
<td>Student interpreted findings correctly; showed exemplary ability in using findings effectively</td>
</tr>
<tr>
<td>analysis and effectively connect the quantitative information in</td>
<td>argument</td>
<td>findings as support to the main argument</td>
<td>as supporting evidence in making an economic argument</td>
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<tr>
<td>supporting an argument</td>
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### RUBRIC FOR ANALYTICAL SKILLS

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<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was able to summarize the key issue/problem/question of study, and was able to formulate a meaningful research hypothesis based on the summary.</td>
<td>Student was unable to articulate the problem/issue under study; or student was unable to articulate the hypothesis; or student’s hypothesis was not related/linked to the summary of the study</td>
<td>Student was able to articulate and effectively summarize the issue/question/problem under study, with minimal errors in logic. Student formulated a meaningful research hypothesis</td>
<td>Student effectively articulated the issue/question/problem under study and formulated a meaningful research hypothesis; student provided context for hypothesis using the summary</td>
</tr>
<tr>
<td>Student was able to gather and process data to use in testing the research hypothesis.</td>
<td>Student gathered and used data that was not conducive to testing the research hypothesis; student did not demonstrate an understanding of what data was needed to test the hypothesis</td>
<td>Student was able to gather and use supporting data in testing the research hypothesis (gathered sufficient data)</td>
<td>Student showed grasp over gathering relevant data conducive to testing the research hypothesis and showed exemplary understanding for the need of a wide range of data (even if data could not be obtained) to test hypothesis</td>
</tr>
<tr>
<td>Student was able to conduct an appropriate empirical test of the research hypothesis.</td>
<td>Student was unable to identify and conduct an appropriate empirical test; or conducted the empirical test with several errors (i.e. student consistently made errors in conducting empirical test)</td>
<td>Student was able to conduct an appropriate empirical test of the research hypothesis with minimal errors</td>
<td>Student was able to conduct an appropriate empirical test of the research hypothesis</td>
</tr>
</tbody>
</table>

92
| Student was able to accurately analyze results of the empirical test to reach meaningful conclusions, articulate limitations of the analysis, and potential next steps. | Student was unable to evaluate results and provide meaningful conclusions; student did not provide (or very poorly provide) shortcomings of the analysis and did not identify next steps. | Student provided sufficient critical analysis of the results, identified some shortcomings of the analysis (but did not coherently explain the reason for the shortcomings or how these could be resolved in further research). | Student articulated and analyzed the results; student critically evaluated the findings (was able to provide meaningful discussion of the limitations of the study and was able to identify potential future research in the area). |
### Appendix A.2: Metrics for Student Learning and Achievements

#### Table A.2.1: Time To Degree

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>College Year</th>
<th># Degrees Awarded</th>
<th>Average Time to Degree</th>
<th>Average Units Earned</th>
<th>Average GPA</th>
<th># Degrees Awarded</th>
<th>Average Time to Degree</th>
<th>Average Units Earned</th>
<th>Average GPA</th>
<th># Degrees Awarded</th>
<th>Average Time to Degree</th>
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<th># Degrees Awarded</th>
<th>Average Time to Degree</th>
<th>Average Units Earned</th>
<th>Average GPA</th>
<th># Degrees Awarded</th>
<th>Average Time to Degree</th>
<th>Average Units Earned</th>
<th>Average GPA</th>
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<tr>
<td>Bachelor</td>
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<td>3.89</td>
<td>127.3</td>
<td>2.99</td>
<td>15</td>
<td>3.76</td>
<td>137.1</td>
<td>3.06</td>
<td>33</td>
<td>5.64</td>
<td>131.0</td>
<td>2.99</td>
<td>51</td>
<td>4.98</td>
<td>132.57</td>
<td>3.01</td>
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<tr>
<td></td>
<td>2012-13</td>
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<td>6.13</td>
<td>141.0</td>
<td>2.64</td>
<td>20</td>
<td>3.90</td>
<td>132.7</td>
<td>2.96</td>
<td>30</td>
<td>4.51</td>
<td>127.3</td>
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<td>55</td>
<td>4.44</td>
<td>130.52</td>
<td>2.92</td>
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<tr>
<td></td>
<td>2013-14</td>
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<td>2.72</td>
<td>121.4</td>
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<td>14</td>
<td>3.07</td>
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<td>3.19</td>
<td>42</td>
<td>4.82</td>
<td>132.1</td>
<td>3.00</td>
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<td>3.05</td>
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<tr>
<td></td>
<td>2014-15</td>
<td>4</td>
<td>3.75</td>
<td>129.5</td>
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<td>12</td>
<td>3.50</td>
<td>132.7</td>
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<td>131.4</td>
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<td>Masters</td>
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<td>-</td>
<td>3.22</td>
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<td>36.9</td>
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<tr>
<td></td>
<td>2013-14</td>
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<td>1.00</td>
<td>32.0</td>
<td>3.66</td>
<td>3</td>
<td>2.33</td>
<td>35.0</td>
<td>3.3</td>
<td>6</td>
<td>4.00</td>
<td>40.3</td>
<td>3.68</td>
<td>18</td>
<td>2.22</td>
<td>35.28</td>
<td>3.61</td>
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<td></td>
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<td>2.00</td>
<td>35.5</td>
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<td>5.00</td>
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<td>3.76</td>
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<td>2.88</td>
<td>37.64</td>
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### Table A.2.2: Retention and Graduation rates of First year Full time Freshmen

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<th>Retention Rates</th>
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<td></td>
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<td>2nd Yr</td>
</tr>
<tr>
<td>SFSU</td>
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</tr>
<tr>
<td>Fall 2005</td>
<td>2,999</td>
<td>995</td>
<td>77.4%</td>
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</tr>
<tr>
<td>Fall 2006</td>
<td>3,117</td>
<td>988</td>
<td>77.1%</td>
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<td>3,342</td>
<td>996</td>
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<td>3,512</td>
<td>1,010</td>
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<tr>
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<td>3,855</td>
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<td>Fall 2010</td>
<td>3,609</td>
<td>1,003</td>
<td>81.1%</td>
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<th>Graduation Rates</th>
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<th>Graduation Rates</th>
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<td>2nd Yr</td>
</tr>
<tr>
<td>ECON</td>
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</tr>
<tr>
<td>Fall 2005</td>
<td>13</td>
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</tr>
<tr>
<td>Fall 2007</td>
<td>14</td>
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<td>85.7%</td>
</tr>
<tr>
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<td>24</td>
<td>1,062</td>
<td>83.3%</td>
<td>62.5%</td>
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**Source:** Retention and Graduation Rates (Overall) - using Last Major Tracking Approach, (prepared by Institutional Research, 5/15/2017) **Notes:** Retention Rate = (Continued Enrollment + Cumulative Graduates) / Entering Cohort; Graduation Rate = Cumulative Graduates / Entering Cohort; Nationals and Unknown Category
### Table A.2.3: Retention and Graduation rates of Community College Transfers

#### CCC Transfers

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<th>Entering Semester</th>
<th>Entering Cohort</th>
<th>Average Transfer GPA</th>
<th>1st Yr</th>
<th>2nd Yr</th>
<th>3rd Yr</th>
<th>4th Yr</th>
<th>5th Yr</th>
<th>6th Yr</th>
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<td>86.1%</td>
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<tr>
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<td>73.7%</td>
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<td>72.3%</td>
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<tr>
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<tr>
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<td>2,397</td>
<td>3.00</td>
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<td>77.4%</td>
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<td>70.0%</td>
<td>73.3%</td>
<td>74.3%</td>
</tr>
<tr>
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<td>2.99</td>
<td>87.1%</td>
<td>78.6%</td>
<td>76.5%</td>
<td>72.3%</td>
<td>75.6%</td>
<td>76.5%</td>
</tr>
<tr>
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<td>3,392</td>
<td>3.04</td>
<td>87.6%</td>
<td>80.4%</td>
<td>78.5%</td>
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#### CCC Transfers COB

<table>
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<th>1st Yr</th>
<th>2nd Yr</th>
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<th>4th Yr</th>
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<tbody>
<tr>
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<td>76.7%</td>
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<tr>
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<td>70.6%</td>
<td>73.0%</td>
</tr>
<tr>
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<td>72.0%</td>
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<td>70.5%</td>
<td>72.9%</td>
</tr>
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<td>77.7%</td>
<td>73.5%</td>
<td>67.8%</td>
<td>72.2%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>633</td>
<td>2.93</td>
<td>88.8%</td>
<td>77.6%</td>
<td>76.0%</td>
<td>71.9%</td>
<td>75.7%</td>
<td>76.1%</td>
</tr>
<tr>
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#### CCC Transfers ECON

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<th>Entering Cohort</th>
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<th>2nd Yr</th>
<th>3rd Yr</th>
<th>4th Yr</th>
<th>5th Yr</th>
<th>6th Yr</th>
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</thead>
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<td>70.8%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>28</td>
<td>2.92</td>
<td>89.3%</td>
<td>82.1%</td>
<td>78.6%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>27</td>
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<td>70.4%</td>
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<tr>
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<td>66.7%</td>
<td>66.7%</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
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<td>65.7%</td>
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</table>

Source: Retention and Graduation Rates (Overall) - using Last Major Tracking Approach, (prepared by Institutional Research, 5/15/2017) Notes: Retention Rate = Continued Enrollment + Cumulative Graduates / Entering Cohort; Graduation Rate = Cumulative Graduates / Entering Cohort; Nationals and Unknown Category; CCC Transfers = CA Community College Transfers at Sophomore and Up
### Table A.2.4: Enrollment in the Major

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<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>2nd/Post Bac</th>
<th>Graduates</th>
<th>Total</th>
</tr>
</thead>
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<td>48</td>
<td>63</td>
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<td>-</td>
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<td>62</td>
<td>80</td>
<td>3</td>
<td>-</td>
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<tr>
<td>2011-12</td>
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<td>23</td>
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<td>81</td>
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<td>-</td>
<td>188</td>
</tr>
<tr>
<td>2012-13</td>
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<td>17</td>
<td>84</td>
<td>83</td>
<td>-</td>
<td>-</td>
<td>223</td>
</tr>
<tr>
<td>2013-14</td>
<td>34</td>
<td>21</td>
<td>84</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>229</td>
</tr>
<tr>
<td>2014-15</td>
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<td>34</td>
<td>86</td>
<td>79</td>
<td>-</td>
<td>-</td>
<td>227</td>
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<td>16</td>
<td>121</td>
<td>87</td>
<td>-</td>
<td>-</td>
<td>266</td>
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<td>2016-17</td>
<td>26</td>
<td>27</td>
<td>111</td>
<td>85</td>
<td>-</td>
<td>-</td>
<td>249</td>
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<table>
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<th>Spring Freshmen</th>
<th>Fall Sophomores</th>
<th>Spring Sophomores</th>
<th>Fall Juniors</th>
<th>Spring Juniors</th>
<th>Fall Seniors</th>
<th>Spring Seniors</th>
<th>Fall 2nd/Post Bac</th>
<th>Spring 2nd/Post Bac</th>
<th>Fall Graduates</th>
<th>Spring Graduates</th>
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<td>48</td>
<td>11</td>
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<td>9</td>
</tr>
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<td>2010-11</td>
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<td>14</td>
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<td>62</td>
<td>6</td>
<td>80</td>
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<td>1</td>
<td>9</td>
<td>63</td>
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<td>81</td>
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<td>188</td>
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<td>2012-13</td>
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<td>-</td>
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<td>223</td>
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<td>21</td>
<td>-</td>
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<td>90</td>
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<td>-</td>
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<td>229</td>
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</tr>
<tr>
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<td>5</td>
<td>34</td>
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<td>79</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>227</td>
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<td>16</td>
<td>5</td>
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<td>26</td>
<td>-</td>
<td>27</td>
<td>-</td>
<td>111</td>
<td>-</td>
<td>85</td>
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<td>-</td>
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### Table A.2.5: Enrollment in the Minor

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<th>Fall Sophomores</th>
<th>Spring Sophomores</th>
<th>Fall Juniors</th>
<th>Spring Juniors</th>
<th>Fall Seniors</th>
<th>Spring Seniors</th>
<th>Fall 2nd/Post Bac</th>
<th>Spring 2nd/Post Bac</th>
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<th>Spring Graduates</th>
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<td>13</td>
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<td>-</td>
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<td>7</td>
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<td>13</td>
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<tr>
<td>2013-14</td>
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<td>13</td>
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<td>21</td>
</tr>
<tr>
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<td>19</td>
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<td>25</td>
<td>27</td>
</tr>
<tr>
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<td>5</td>
<td>23</td>
<td>19</td>
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</table>
Table A.2.6: Average attempted units

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<tr>
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<td>551</td>
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</tr>
<tr>
<td>2016-17</td>
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<td>11.6</td>
<td>33</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Source: Official Census Enrollment (prepared by Institutional Research, 5/15/2017); Note: Average Attempted Units (Average Unit Load - AUL) - Last 8 College Years

Table A.2.7: Average Attempted Units Fall Only (or Average Unit Load - AUL) - Last 5 Fall Semesters,

<table>
<thead>
<tr>
<th>Semester</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Post Bac</th>
<th>Graduates</th>
<th>Total</th>
</tr>
</thead>
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<td># AUL</td>
<td># AUL</td>
<td># AUL</td>
<td># AUL</td>
<td># AUL</td>
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<td>11.9</td>
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<td>17</td>
<td>14.4</td>
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<td>12.6</td>
<td>83</td>
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<tr>
<td>Fall 2013</td>
<td>34</td>
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<td>21</td>
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<td>84</td>
<td>12.6</td>
<td>90</td>
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<td>34</td>
<td>14.5</td>
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<td>12</td>
<td>79</td>
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<td>Fall 2015</td>
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<td>16</td>
<td>13.6</td>
<td>121</td>
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<td>87</td>
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<td>15</td>
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</table>

Source: Official Census Enrollment, (prepared by Institutional Research, 5/15/2017)
Table A.2.8: New Student Profile: Initial transfer units, initial transfer GPA, % need remediation, High School GPA

### New UG Transfers: Initial Transfer Units

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<thead>
<tr>
<th>University</th>
<th>Transfer Units</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
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<td>Enrollment (Headcount)</td>
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<td>3,766</td>
<td>3,204</td>
<td>3,661</td>
<td>2,928</td>
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<tr>
<td></td>
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<td>71.2</td>
<td>71.3</td>
<td>78.4</td>
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<td>80.0</td>
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<tr>
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<td>Transfer Units</td>
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<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
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<tr>
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<td>1,036</td>
<td>764</td>
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<td>70.6</td>
<td>78.1</td>
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<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Business</td>
<td>Economics -BA Enrollment (Headcount)</td>
<td>40</td>
<td>46</td>
<td>45</td>
<td>59</td>
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<td>Transfer Units</td>
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<td>73.2</td>
<td>75.0</td>
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<td>80.5</td>
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### New UG Transfers: Initial Transfer GPA

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<thead>
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<th>University</th>
<th>SAT Scores</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
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<tbody>
<tr>
<td>2.UGT</td>
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<td>3,204</td>
<td>3,661</td>
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</tr>
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<td>3.01</td>
<td>2.99</td>
<td>2.97</td>
<td>3.00</td>
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<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
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<td>Business</td>
<td>Enrollment (Headcount)</td>
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<td>1,008</td>
<td>869</td>
<td>1,036</td>
<td>764</td>
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<td>2.97</td>
<td>2.92</td>
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<td>2.96</td>
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<tr>
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<td>Program SAT Scores</td>
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<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
</tr>
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<td>Business</td>
<td>Economics -BA Enrollment (Headcount)</td>
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<td>46</td>
<td>45</td>
<td>59</td>
<td>43</td>
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<tr>
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<td>2.84</td>
<td>2.87</td>
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</table>
### First-time Freshmen: % Need Remediation (Regular Admits Only)

<table>
<thead>
<tr>
<th>University</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.FTF</td>
<td>3,716</td>
<td>3,510</td>
<td>3,726</td>
<td>4,238</td>
<td>3,608</td>
</tr>
<tr>
<td></td>
<td>49.9%</td>
<td>48.6%</td>
<td>49.7%</td>
<td>45.9%</td>
<td>46.8%</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>542</td>
<td>523</td>
<td>570</td>
<td>677</td>
<td>559</td>
</tr>
<tr>
<td></td>
<td>53.1%</td>
<td>54.3%</td>
<td>52.8%</td>
<td>46.4%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Business Economics -BA</td>
<td>24</td>
<td>21</td>
<td>22</td>
<td>29</td>
<td>16</td>
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<tr>
<td></td>
<td>25.0%</td>
<td>33.3%</td>
<td>13.6%</td>
<td>31.0%</td>
<td>18.8%</td>
</tr>
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</table>

### First-time Freshmen: High School GPA

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<th>University</th>
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<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
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<td>3.22</td>
</tr>
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<tr>
<td>Business</td>
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<td>538</td>
<td>574</td>
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<td>3.15</td>
<td>3.21</td>
<td>3.22</td>
<td>3.19</td>
<td>3.20</td>
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<td>22</td>
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<td>16</td>
</tr>
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<td></td>
<td>3.11</td>
<td>3.19</td>
<td>3.18</td>
<td>3.09</td>
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</table>

Source: Prepared by Institutional Research, 5/15/2017
Table A.2.9. Distribution of Economics students, by gender and URM

<table>
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<th>Program</th>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<th>Male</th>
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<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12</td>
<td>20</td>
<td>32</td>
<td>45</td>
<td>102</td>
<td>147</td>
<td>37</td>
<td>100</td>
<td>137</td>
<td>6</td>
<td>26</td>
<td>32</td>
<td>26</td>
<td>121</td>
<td>22</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics -BA</td>
<td>2010-11</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>126</td>
<td>186</td>
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<td>130</td>
<td>190</td>
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<td>-</td>
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<td>171</td>
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<td></td>
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<tr>
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<tr>
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<td>243</td>
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<td>32</td>
<td>57</td>
<td>190</td>
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<td>185</td>
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Table A.2.10. Retention and Graduation Rates, By URM/NonURM

<table>
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<tr>
<th>Gender</th>
<th>Entering Semester</th>
<th>Entering Average SAT Comp</th>
<th>Retention Rates</th>
<th>Graduation Rates</th>
<th>CCC Transfers</th>
<th>Retention Rates</th>
<th>Graduation Rates</th>
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<td></td>
<td>1st Yr</td>
<td>2nd Yr</td>
<td>3rd Yr</td>
<td>4th Yr</td>
<td>5th Yr</td>
<td>6th Yr</td>
<td>1st Yr</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Fall 2007</td>
<td>1</td>
<td>1,100</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>2</td>
<td>1,200</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>4</td>
<td>888</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Non-URM</td>
<td>Fall 2010</td>
<td>2</td>
<td>1,115</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
<td>11</td>
<td>1,011</td>
<td>90.9%</td>
<td>81.8%</td>
<td>90.9%</td>
<td>27.3%</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>13</td>
<td>1,118</td>
<td>84.6%</td>
<td>76.9%</td>
<td>76.9%</td>
<td>38.5%</td>
</tr>
</tbody>
</table>

Table A.2.11. Retention and Graduation Rates, By Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Entering Semester</th>
<th>Entering Average SAT Comp</th>
<th>Retention Rates</th>
<th>Graduation Rates</th>
<th>CCC Transfers</th>
<th>Retention Rates</th>
<th>Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Yr</td>
<td>2nd Yr</td>
<td>3rd Yr</td>
<td>4th Yr</td>
<td>5th Yr</td>
<td>6th Yr</td>
<td>1st Yr</td>
</tr>
<tr>
<td>F</td>
<td>Fall 2005</td>
<td>1</td>
<td>830</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>2</td>
<td>1,130</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2007</td>
<td>4</td>
<td>849</td>
<td>100.0%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>5</td>
<td>932</td>
<td>100.0%</td>
<td>100.0%</td>
<td>80.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>10</td>
<td>1,048</td>
<td>60.0%</td>
<td>70.0%</td>
<td>90.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>M</td>
<td>Fall 2005</td>
<td>12</td>
<td>1,101</td>
<td>91.7%</td>
<td>83.3%</td>
<td>91.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>14</td>
<td>1,143</td>
<td>92.9%</td>
<td>85.7%</td>
<td>85.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2007</td>
<td>10</td>
<td>1,095</td>
<td>80.0%</td>
<td>90.0%</td>
<td>70.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>19</td>
<td>1,091</td>
<td>89.5%</td>
<td>78.9%</td>
<td>73.7%</td>
<td>26.3%</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>16</td>
<td>1,037</td>
<td>87.5%</td>
<td>75.0%</td>
<td>68.8%</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
<td>16</td>
<td>1,053</td>
<td>100.0%</td>
<td>81.3%</td>
<td>68.8%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>
### Table A.2.12. Retention and Graduation Rates, By Ethnicity

<table>
<thead>
<tr>
<th>Gender</th>
<th>Entering Semester</th>
<th>Entering Average SAT Comp</th>
<th>Retention Rates</th>
<th>Graduation Rates</th>
<th>CCC Transfers</th>
<th>Entering Average Transfer GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st Yr</td>
<td>2nd Yr</td>
<td>3rd Yr</td>
<td>4th Yr</td>
</tr>
<tr>
<td>Black</td>
<td>Fall 2006</td>
<td>1</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2007</td>
<td>1</td>
<td>1,100</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>1</td>
<td>1,020</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>Fall 2005</td>
<td>7</td>
<td>989</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>8</td>
<td>1,042</td>
<td>87.5%</td>
<td>87.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>Fall 2007</td>
<td>1</td>
<td>1,010</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Fall 2005</td>
<td>3</td>
<td>1,092</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>2</td>
<td>1,220</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White</td>
<td>Fall 2005</td>
<td>3.03</td>
<td>100.0%</td>
<td>83.3%</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>6</td>
<td>1,270</td>
<td>66.7%</td>
<td>66.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>Fall 2007</td>
<td>6.00</td>
<td>1,179</td>
<td>75.0%</td>
<td>100.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>8</td>
<td>1,063</td>
<td>50.0%</td>
<td>75.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Fall 2009</td>
<td>1</td>
<td>1,120</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>Fall 2005</td>
<td>3</td>
<td>1,123</td>
<td>66.7%</td>
<td>33.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>Fall 2006</td>
<td>2</td>
<td>1,076</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2007</td>
<td>2</td>
<td>1,035</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>2</td>
<td>1,035</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>2</td>
<td>1,300</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
<td>1</td>
<td>1,300</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
APPENDIX A.3: Faculty Curriculum Vitae (in alphabetical order for those submitted)
Curriculum Vitae

Michael Bar

May 2018

Economics Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Tel: (415) 338-3026
Fax: (415) 338-1057
E-mail: mbar@sfsu.edu
URL: http://online.sfsu.edu/mbar

Major Fields of Concentration
Macroeconomics, Economic Growth, Demographic Economics.

Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Economics</td>
<td>University of Minnesota</td>
<td>2005</td>
</tr>
<tr>
<td>B.A.</td>
<td>Economics</td>
<td>University of Haifa (Israel)</td>
<td>1997</td>
</tr>
</tbody>
</table>

Dissertation
Dissertation Advisor: Professor Larry E. Jones

Professional Experience

Current Position
Assistant Professor, Department of Economics, (August 2005 - August 2011)
Associate Professor, Department of Economics, (since September 2011)

Previous Positions

2001-2005 Instructor, Department of Economics, University of Minnesota, Minneapolis, Minnesota.
2000-2001 Teaching Assistant, Department of Economics, University of Minnesota, Minneapolis, Minnesota.
1996-2000 Teaching Assistant, Department of Economics, Haifa University, Israel.
1996-2000 Teaching Assistant, Western Galilee College, Acre, Israel
1997-1998 Lecturer, College of Management, Kiriat Bialik, Haifa, Israel.
1997-1998 Teaching Assistant, Emek Izrael College, Emek Izrael, Israel.
1997-1998 Lecturer, Pre-Academic Unit, University of Haifa, Israel.
1997-1998 Lecturer, Atid College, Maalot, Israel.
Publications


A.


Work in progress


2. “Measuring Income Inequality in the U.S. Since 1970”.


4. “Imperfect Information Transmission from Banks to Investors: Implications for Aggregate Productivity” (with Oksana Leukhina and Nicolas Figueroa).

5. “Threshold-Based Mixed Bundling” (with Kirill Chernomaz and Diego Escobari).


8. “Imperfect Information Transmission from Banks to Investors: Implications for Aggregate Productivity” (with Nicolás Figueroa, Oksana Leukhina).

9. “Joint Selectivity Bias of Married Couples”.

**Awards**
1. Summer Stipend award - summer of 2006 (SFSU)
2. Presidential award - fall of 2009 (SFSU)
3. Affordable Instructional Materials – fall of 2015 (SFSU)
CITIZENSHIP: USA

EDUCATION:

Ph. D. (Economics), University of Illinois at Urbana-Champaign, USA, 1997
MS (Economics), University of Illinois at Urbana-Champaign, USA
MS (Statistics), University of Calcutta, India

SUMMARY:

Technical Expertise

Twenty years of experience in progressively responsible positions in the academia, including over one year in health policy research with the federal government as a Fellow and the second year as a Senior Adviser under the Intergovernmental Personnel Mobility Act (IPA) assignment. Managed and conducted extensive research portfolio involving evidence-based, data-intensive research for analyzing trend, projections, macroeconomic forecasting, economic valuation and cost-benefit analyses, regulatory impact analysis of public policies and programs leading to peer-reviewed research publications in high-quality academic and policy journals. Over two decades of experience in evaluating research of other scholars involving complex statistical methodologies and in guiding student research on domestic public policies, their cost effectiveness and potential economic impacts in the areas of health, environment, trade, housing, labor, transportation, education, many of them leading to peer-reviewed publications in top-rated economics journals. Provided paid service as statistical/economic consultant outside academia, including governments. Invited to serve on the panel review committees to evaluate economic research project proposals at the state/federal governments.

Administrative Experience

Extensive experience as the administrative head of an academic (economics) department. Managed and mentored twenty faculty, staff, and student assistants for day-to-day administration of the department. Served on the department Chairs’ Council for outreach activities and to lead the department in achieving its established goals. Collaborated with other agencies/institutions to bring about significant and innovative changes in the practice of scholarship in the higher education administration, including establishing two joint academic programs with foreign universities. Served as a member on numerous university-wide committees and working groups, including the academic senate, university budget committee, and professional development research councils; served on the committees for hiring senior administrators, volunteered to lead the university in assessing its economic impact on the local economy. Invited to speak on economic and health policy-related topics before domestic and international communities, including serving multiple times as keynote speaker.
1. EMPLOYMENT HISTORY

San Francisco State University
Department of Economics
PROFESSOR OF ECONOMICS

• **Research**: Conducting evidence based policy research in economics, applied econometrics, with specific focus on the analyzing trend, projections, regulatory impact analysis and cost-benefit analysis of public policies relating to healthcare and the environment.
• **Teaching**: Teaching graduate/undergraduate courses in economics, applied cost-benefit analysis of public policies, econometrics, and statistics.
• **Committee Services (external)**: Invited to serve on the United States Department of Transportation’s research review panel to review DOT’s economic research proposals.
• **Consulting Services**: Serving as an expert witness representing Girardi and Keese related to economic value loss associated with poisoning in Lake Davis, Portola, California.

Health Resources and Services Administration (HRSA)
Department of Health and Human Services

SENIOR ADVISER (on IPA assignment) 10/2016 – 07/2017
ORISE FELLOW 08/2015 – 09/2016

• Managing a large portfolio of evidence-based research agenda on health care workforce with specific focus on the economic impact and economic cost-benefit analyses of HRSA’s programs. Research portfolio includes economic cost-benefit analyses of the National Health Services Corps (NHSC) program, program evaluation of the Nurse Corps program, rural training grants programs, cost effectiveness of the nurse practitioners’ scope of practice laws and of the patient-centered medical home (PCMH) models in Federally Qualified Health Centers (FQHC), program administered by the National Practitioners Data Bank (NPDB).
• Completed five projects for peer-reviewed publications at economic or health policy-related journals.
• Completed two major Reports – one evaluating HRSA’s Nurse Corps program and the other developing a macroeconomic, time-series forecasting model of malpractice queries pertaining to health care providers at the national level. The former project provides extensive recommendations for efficient management of HRSA’s nationwide Nurse Corps Program, while the purpose of the latter project is to provide detailed and rigorous recommendations for an efficient pricing strategy for the query response program administered by the National Provider Data Bank (NPDB), respectively. The Reports are for use within the Agency.
PROFESSOR AND CHAIR: PROGRAM DIRECTOR OF INTERNATIONAL PROGRAMMING

- **General Management**: Management & administration of all aspects of the Economics Department, including curricular offering, new curriculum development, hiring and salary negotiation of faculty and staff, resolving faculty and student issues, managing the department budget, supervising department faculty, lecturers, staff, and student assistants, efficient allocation, control and use of resources, developing strategic plans, representing the department to the college, university, and the outside world.

- **Interdisciplinary Collaborations**: Initiated and implemented collaborative, interdisciplinary programs with Department of Finance and Department of International Business. Led the College of Business in joining the university-wide move for a cluster hire in the area of "Big Data in Healthcare Research".

- **International Collaborations**: Served as the Program Director of the international programs. Initiated and implemented new joint Masters’ program with two international universities. Met with foreign delegations as an expert in the area of international programming. Raised revenues for the department/college/university to the tune of half-a-million dollar through international programs. Initiated and formalized the joint international MA program to be offered through the College of Extended Learning (CEL) starting fall 2012.

- **Alumni Event**: Took leadership in organizing the first ever economics alumni event in 2009 to promote alumni relations and outreach activities.

- **Public-Private Partnerships**: Met with corporate executives in the Bay Area, as a representative of the College of Business to explore possibilities of public-private partnerships.

- **Economic Impact Assessment Report**: Volunteered to lead, organize, and manage a university-wide economic impact research project and writing an economic impact assessment report for the President of SFSU. The report was a rigorous statistical/actuarial/economic analysis for assessment of the financial/economic impact of SFSU operations.


- **Committee Services (university-wide)**: Served on the College of Business Chairs’ Council, and the University Budget Committee. Served on the hiring committees of (i) Vice President of Administration and Finance, (ii) Associate Vice President of Academic Affairs. Served as the external member of the Promotions Committee, Department of Urban Studies.

- **Research**: Conducted evidence-based research in economics, applied econometrics, with specific focus on trend analysis, projections, regulatory impact analysis and cost-benefit analysis of public policies and published in top-rated economics journals.

- **Teaching**: Taught graduate/undergraduate courses in economics, applied cost-benefit analysis of public policies, econometrics, and statistics.

- **Student mentoring**: Mentored and guided student research for successful publications in top-rated journals.
Research: Conducted evidence-based research in economics, applied econometrics, with specific focus on trend analysis, projections, regulatory impact analysis and cost-benefit analysis of public policies and published in top-rated economics journals.

Teaching: Taught courses in economics, applied cost-benefit analysis of public policies, econometrics, and statistics.

Member of Academic Senate: Studied and evaluated existing policies on university-wide faculty recruitment, retention, tenure and promotion. Actively participated in framing and finalizing the new university-wide retention, tenure, and promotions policies. Engaged in issues relating to faculty professional development; professional ethics; consultative practices and policies concerning administrative appointments and selection of school/department chairs; affirmative action; and academic freedom. Actively involved in the discussions and suggestions regarding issues, such as academic calendar, academic restructuring, continuous enrollment policy, discontinuance of certain programs, graduate students achievement award procedures, lower division writing requirement, resolution on GE segment committees, upper division writing requirement, transfer students major declaration policy.

Committee Services (university-wide): Actively participated in the university budget discussions presided by the President, SFSU. Served on the hiring committee of the Director of Health Equity Research. Served on the Dean of the College of Behavioral and Social Sciences Review Committee. Served on the university Professional Development Research Council. Served as a member of the Sabbatical Leave Committee for evaluating research proposals. External Member of the RTP Committee, Department of Geography. Member, BSS College Committee for Research, Scholarship, and Creative Activity.

Committee Services (external): Participated in two inter-agency working groups engaged in developing health disparity research agenda with members from SFSU, UC-San Francisco, UC-Berkeley, and San Francisco Department of Public Health.

Consulting Service: Offered service as a consultant to Northeast Midwest Institute on the project “An Economic Valuation of Contaminated Sediment Remediation in Waukegan Harbor” funded by the U. S. Environmental Protection Agency.

Committee Service (university-wide): Served on the university Professional Development Research Council. Served on the faculty panel as an advisor of International Student Orientation Program. Served as a member of the Center for Educational Technology Advisory Board. Served as a volunteer of Teacher Scholar Summer Institute (TSSI).

Committee Service (external): Served on the review panel as an external member to review a project proposal for City of Portland, Oregon Bureau of Planning.
VISITING SCHOLAR

- Conducted research in economics, applied econometrics, with specific focus on the regulatory impact analysis and cost-benefit analysis of public policies, and published in top-rated economics journals.

VISITING ASSISTANT PROFESSOR

- **Research Publication:** Conducted research in economics, applied econometrics, with specific focus on analyzing trends, projections, regulatory impact analysis and cost-benefit analysis of public policies, and published in top-rated economics journals.
- **Teaching:** Taught courses in econometrics, statistics, microeconomics, applied microeconomics, environmental economics.

VISITING ASSISTANT PROFESSOR

- **Research Publications:** Conducted research in economics, applied econometrics, with specific focus on analyzing trends, projections, regulatory impact analysis and cost-benefit analysis of public policies, and published in top-rated economics journals.
- **Teaching:** Taught courses in econometrics, statistics, microeconomics, applied microeconomics, environmental economics.
2. RESEARCH AND SCHOLARLY ACCOMPLISHMENTS

Honors and Awards (Sponsored Research for Scholarship)

- Fellow, Oak Ridge Institute for Science Education (ORISE), Funded by Department of Energy, Fellowship sponsored at Health Resources and Services Administration (HRSA), Rockville, MD, 2015-16.
- Competitive Presidential Award for Sabbatical Leave, SFSU, 2005-06.
- Faculty Fellow in RIMI Health Disparity Research, SFSU, 2004-05.
- Competitive Presidential Award for Professional Development of Probationary Faculty, SFSU, 2002-03.
- Competitive Faculty Development Award, SFSU, 1999-00, 2000-2001.

Funded Project (Sponsored Research with Funding)

- Senior Adviser; Intergovernmental Personnel Act (IPA) Mobility Program Assignment; National Center for Health Workforce Analysis (NCHWA), Health Resources and Services Administration (HRSA), Rockville, MD, 2016-17, $183,000 per year.
- “Economic Impact of San Francisco State University on the Bay Area: 2011-12.” San Francisco State University, 2012-13, $13,000.
Recently Completed Evidence-Based Research Projects

Chattopadhyay, Sudip, George Zangaro, Tiandong Li, and Anne Stahl. 2016. “Investing in National Health Services Corps to Promote Health in Health Professional Shortage Areas: Does It Pass the Economic Cost-Benefit Test?”. Revision invited; Presented at the HRSA’s 2016 Research and Innovation Symposium, Rockville, MD, June 1, 2016.

Peer-reviewed Journal Publications (Research Publications)


**Workshops/Conference Papers and Proceedings (Research Presentations)**


Chattopadhyay, Sudip, George Zangaro, Tiandong Li, and Anne Stahl. “Investing in National Health Services Corps to Promote Health in Health Professional Shortage Areas: Does It Pass the Economic Cost-Benefit Test?”. Presented at the HRSA’s 2016 Research and Innovation Symposium, Rockville, MD, June 1, 2016.


Chattopadhyay, Sudip: “How Successful is the Command-and-Control Regulation? An Assessment of Benefits of SO2 Mitigation in Chicago During the Last Two Decades”. Presented at the EPA-sponsored Fifth Occasional Workshop on Environmental and Resource Economics held at University of California at Santa Barbara, May 5-6, 2000.


Papers in Edited Volume (Publications as Book Chapters)


Technical Reports (Sponsored Projects)


“Economic Impact of San Francisco State University on the Bay Area: 2011-12.” Prepared for the Office of the President, San Francisco State University, August 2013.


Invited Article

3. PROFESSIONAL ACCOMPLISHMENTS:

Keynote Speaker/Invited Lectures (Voluntary/Paid Community Services)


November 18, 2014: “Measuring the Economic Values of the Multi-Dimensional Quality Features of a Value-Capture Business Model: A Proposed Research Agenda for Facebook”. Invited to present a seminar at Facebook.


May 15, 2012: “European Monetary Crisis.” Gave a talk as part of a lecture series to the community members of Diablo International Resource Center (DIRC), Walnut Creek, California.


October 31, 2011: “Issues of Aging and Long Term Care in the United States.” Presented to the delegates from the Government of China; hosted by San Francisco State University.

October 24, 2011: “The Role of “Smart Growth” Strategies in California in Shaping Households’ Demand for Private Transportation.” Presented to the delegates from the Government of China; hosted by San Francisco State University.


October 6, 2010: “2010 California Governor’s Election Campaign Issues: Economics of the Climate Change and the Environment.” Delivered lecture to the SF-State campus community as part of the College of Behavioral and Social Sciences special lecture series.

September 20, 2006: “The Economics of the Global Warming Policies in California: Can We Save the State And the Planet?.” Delivered lecture to the SF-State campus community as part of the College of Behavioral and Social Sciences special lecture series.
Selected Media Coverage and Testifying in Hearings

On California Assembly Bill (AB 32) on Global Warming and Climate Change


On proposed clean car standard and oil dependence:

Expert testimony before federal officials in a hearing on the proposed federal Corporate Average Fuel Economy (CAFE) standards on January 24, 2012 in San Francisco.

On State level tobacco prevention and control programs:


Medpage Today: http://www.medpagetoday.com/PrimaryCare/Smoking/29918


Tobacco Org: http://www.tobacco.org/articles/category/costs/


Teatree.me.uk: http://teatree.me.uk/blog/2011/11/30/economic-savings-with-tobacco-control-programs/

On public policies on “smart growth” and auto-dependent transportation

Planetizen: http://www.planetizen.com/node/58497


Designing Cities: http://dc.streetsblog.org/2012/09/17/study-10-more-smart-growth-20-less-driving/

Better Cities & Towns: http://bettercities.net/article/10-percent-more-smart-growth-20-percent-less-driving-18887


On housing meltdown and the California Economy:

Journal/Book Referee Services (Voluntary Services as an Expert in the Field of Economics)

1. Landscape and Urban Planning (2017)
2. Land Economics (May 2013)
3. Land Economics (Dec 2011)
7. Regional Science and Urban Economics (Oct 2007)
8. Environmental and Resources Economics (July 2007)
10. Journal of Environmental Management (Dec 2006)

External Review Panel Member (Voluntary Services as an Expert in the Field of Economics)

- Agency: City of Portland, Oregon Bureau of Planning. Project: “Effects of Environmental Zones and Proximity to Natural Resources amenities on Residential Property Values in Portland, Oregon.” Fall 2002

Paper Discussant (Voluntary Services as an Expert in the Field of Economics)

- NBER Summer Institute Workshop on Environment held in Cambridge, Massachusetts, August 6-7, 2000.

Ph. D. Thesis Committee (Voluntary Service as an Expert in the Field of Economics)

Candidate: Arianto Patunru, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign. Thesis submission date: May 2004.
4. TEACHING ACCOMPLISHMENTS:

List of CoursesTaught

Economics 101: Introduction to Microeconomics
Economics 102: Introduction to Macroeconomics
Economics 301: Intermediate Microeconomic Theory
Economics 305: Economic Analysis for Non-majors
Economics 311: Statistical Methods and Interpretation
Economics 312: Introduction to Econometrics
Economics 320: Econometrics
Economics 550: Economics of Energy and the Environment
Economics 601: Applied Microeconomic Theory
Economics 711: Seminar on Microeconomic Theory – Applications of Cost-Benefit Analysis
Economics 720: Seminar on Applied Quantitative Techniques
Economics 730: Seminar on Econometric Methods
Economics 890: Graduate Seminar on Applied Economics (Culminating Experience)
Finance 309: Financial Modeling

Teaching Award


5. ASSOCIATION MEMBERSHIP:

- American Economic Association
- Association of Environmental and Resources Economists
- Western Economic Association

6. COMPUTER SKILLS:  R, STATA, LIMDEP, SHAZAM, SAS, EXCEL

7. REFERENCES: ON REQUEST
ANOSHUA CHAUDHURI

Email: anoshua@sfsu.edu
Webpage: http://online.sfsu.edu/anoshua

Department of Economics
San Francisco State University
1600 Holloway Avenue, San Francisco CA 94132
Phone: (415) 338 2108

8 Colonial Way Unit 4
San Francisco, CA 94112
Phone (415) 515 9861

EDUCATION
University of Washington, Seattle, USA 2003 Ph.D. Economics
Delhi School of Economics, Delhi, India 1996 M.A. Economics
Jadavpur University, Calcutta, India 1994 B.A. Economics (First Class with Honours-2nd rank)

PROFESSIONAL POSITIONS
San Francisco State University, Department of Economics Department Chair Aug 2017-
San Francisco State University, Department of Economics Professor Aug 2016-
San Francisco State University, Department of Economics Associate Professor 2009-2016
San Francisco State University, Department of Economics Assistant Professor 2003-2009
University of Washington, Seattle, Department of Economics Instructor, Research Assistant and Teaching Assistant 1997-2003
Federation of Indian Chambers of Commerce and Industry, Research Associate 1996-1997
New Delhi
Agricultural Economics Research Center, University of Delhi Research Assistant May 1996

HONORS and AWARDS
UGC-DSA Visiting Fellow University of Calcutta Kolkata July 26-Aug 1, 2017
SF State Presidential Award for Sabbatical Leave San Francisco State University San Francisco 2010-11
Named Best Practice by the AASCU Research for Disaster Preparedness of Vulnerable Population www.aascu.org 2011
CSU Blue Ribbon Award for Disaster Preparedness of Vulnerable Population 4th CSU-CBR Conference, Berkeley, CA San Francisco 2010
RIMI Research Award, Public Research Institute San Francisco State University San Francisco 2008
RIMI Research Award, Public Research Institute San Francisco State University San Francisco 2008
RSCA Award: Summer Stipend San Francisco State University San Francisco 2007
RSCA Award: Summer Stipend San Francisco State University San Francisco 2007
RSCA Award for Faculty Diversity Support San Francisco State University San Francisco 2005
RSCA Award for Faculty Diversity Support San Francisco State University San Francisco 2005
RESEARCH AND PUBLICATIONS

Peer-reviewed publications

Peer reviewed journal articles


Peer reviewed book chapters


Peer reviewed Commentaries


Editor Reviewed Publications

Book Chapters in Edited Volumes


Peer reviewed Conference proceedings and acceptances

Proceedings


Presentations


[17] Chaudhuri; A. R.Gupta; G. Eisman; R. Jeung; M. Le, Socio-economic and Gender Disparities in Disaster Preparedness of Elderly Consumers of In-Home Supportive Services, Paper presented at Gerontological Society of America Meetings, Nov 2008. Shortlisted for Civic Engagement in an Older America Project Senior Scholar Award


[22] Chaudhuri; G. Eisman; R.Gupta; R. Jeung; M. Le “Disaster preparedness among low-income elderly and disabled consumers, and providers of San Francisco In-home supportive services”, co-presenter at CSU Community-based Teaching and Research Conference, March 2008.


Invited Works

Invited Presentations
The impact of child health on subsequent maternal fertility, joint work with Dr Elaina Rose, Presented at a seminar at Department of Economics, University of Calcutta, July 28, 2017.

Health care in the 2016 presidential campaign: Co-presented with Ramon Castelblanch, Laura Mamo and Debbie Leveen for BSS 275, San Francisco State University, Fall 2016.

Do acute health care needs of the poor crowd out their chronic care utilization?
Evidence from Rural India, joint work with S. Mukherjee and A. Barik at Department of Economics Seminar, UC Riverside, April 16, 2014.

Class room Presentation of ongoing research project on transnational caregiving in CAD 460: Globalization and Family Relations, San Francisco State University, April 30, 2013.

Health care in the 2008 presidential campaign: why a focus now? Co-presented with Cynthia Gomez and Debbie Leveen for BSS 275, San Francisco State University, Fall 2008.


“Asia's ‘Missing Women': Causes, Consequences & Policy Implications of Excess Female Mortality”, Invited Lecture at Health Professions Speaker Series, Department of Biology, SFSU, December 2006.

“Exploring the Gender Differences in Living arrangements and Health Status amongst Older Persons in India”. Paper presented at Brownbag Seminar, Department of Economics, University of Washington, April 2006.

“Asia's ‘Missing Women': Causes, Consequences & Policy Implications of Excess Female Mortality”, Women’s History Month Public Lecture Series, March 2006, San Francisco State University

“Socio-economic and gender differences in health status and living arrangements of Older Persons in India”, Contributed presentation at SFSU College of BSS Dean’s Seminar Series: International Research in BSS, April 2006.

“Microeconomic Applications in the Real World”, Lecture given at Vinod Gupta School of Management, Indian Institute of Technology, Kharagpur, India, January 2006.

“Exploring Gender Differences in Health and living arrangements amongst Older Persons in India”, Presentation at Brownbag Seminar at Department of Demography, University of California, Berkeley, December 2005.

“Exploring Gender Differences in Health and living arrangements amongst Older Persons in India”, 2004 SF State College of BSS Dean’s Seminar Series: International Research in BSS.

Non peer-reviewed works

Contributed Presentations


Technical Reports and Monographs


Works Submitted, Working Papers or Under Review


GRANTS & CONTRACTS

Funded Projects

Principle Investigator

[1] Development of Research and Creativity Grant  
Experiences Of Chinese, Filipino, Indian And Korean H1b Visa Workers In The United States: Caring For Family Abroad, Fall 2015.

[2] SF State Affordable Instructional Material Grant Award, $500, as part of CSU Affordable Learning Solutions Initiative, Spring 2015, To make Econ 540 materials affordable for students, [https://www.youtube.com/embed/qVH9—VoHio](https://www.youtube.com/embed/qVH9—VoHio)

[3] ORSP Small Grant Award, SFSU  


Co-Investigator


[2] IHSS Study Grant, San Francisco In-Home Supportive Services Public Authority & SF State Institute of Civic and Community Engagement, $4000, 2008-09


Grant Proposal Submitted, Not Funded


COMMUNITY SERVICE LEARNING RESEARCH PROJECT SUPERVISED


Lilibeth Morales, Justin Happ and Richard Ellis, The Survival of Small Independent Primary Care Practices, for Baywest Primary Care Practice, May 2017.


Jordyn Hanne, Joshika Kumari, Emmanuel Lemire and Stacy Huynh, Examining Client Assessment Surveys for Hospitality House, May 2016.


Daniel Samir Ahmadia, Lucy Margaret James, and Juan Jose Restrepo, An Examination of Health Insurance Enrollment and Utilization Rates in the United States with an Emphasis on Women and Reproductive Health within the Asian Community, A report for the Asian and Pacific Islander American Health Forum, May 2014.


CURRICULAR INNOVATION

Two New Innovative Courses Taught: Econ 640/840 (Health Economics Analysis and Research) and Econ 540 (Economics of Gender).

Community Service Learning (CSL): First and only in the Economics Department to successfully incorporate CSL in my Health Economics Research and Analysis class starting spring semester of 2014.
Affordable Learning Solutions: Made class materials and readings available for free through SF State's Course Management website for Econ 540 students saving them at least $150 each.

Use of technology for effective student feedback: Piloting online feedback system in my Intermediate Microeconomics classes through free grading software called Gradescope that allows consistent, rubric based feedback on qualitative and short answer questions.

**SERVICE CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

**CAMPUS**

**Department**

[7] Undergraduate Student Advisor, 2004-current
[9] Contributor to First Alumni Event, April 2009
[10] Speaker for Alumni Mixer, ESA Event, March 2018
[11] Represent the Department at Sneak Previews and Graduating Ceremonies, various years.

**College**


**University**

[1] Board member and Audit Committee member, University Corporation, July 1, 2016-
[4] Search committee, Director for Health Equity Institute, 2017-18
   *Chair, University Sabbatical Committee, 2014-2015.
[9] Community Service Learning Student Learning Outcome Advisory Group member, attended two day workshop to come up with recommendations in March 2015.
[20] Member, Organizing Committee, Women’s History Month Lecture Series, SFSU, 2006-09.
[22] Support and Promote Study Abroad for Office of International Programs, 2004-current.
[23] Contributor to the South Asia Minor Initiative, SFSU.
[26] Study Abroad Selection Committee, Office of International Programs, San Francisco State University, Spring 2004 and Spring 2006.

CSU
Judge, CSU Student Research Competition, Spring 2014.

COMMUNITY

Referee/Reviewer for the following Journals and Publishers


Service to Professional Organization

Office held

Conference Organizer:
2013 Pacific Conference on Development Economics, March 14, San Francisco State University.
2009 Pacific Conference on Development Economics, March 9, San Francisco State University.

Conference paper reviewer:
2015 Indian Health Economics and Policy Association Conference, Jaipur, India
2014 Indian Health Economics and Policy Association Conference, Pune, India
2013 Pacific Conference on Development Economics, San Francisco, USA
2012 Indian Health Economics and Policy Association Conference, Bangalore, India
2005 Population Association of America Annual Conference.


Service to Government Agencies

Service to Non-Profit Agencies
- Board of Directors, Richmond Area Multi-services (RAMS, Inc), a non-profit that provides mental health care to Asian and Pacific Islanders, Board Chairperson from Jan 2014-Dec 2015, Past Board Chair, Finance Committee since Sept 2008.
- Community-Based Participatory Research through SFSU Institute of Civic and Community Engagement for San Francisco In-Home Supportive Services Public Authority, 2007-2009.
- Research Consultant, for Bay Area Council and Early Childhood Funders on “Economic Impact of Early Child Care and Education in the Bay Area”, 2006-2007.

Service to Business and Industry
MEMBERSHIP
*Current; **Lifetime; ^Past member

MEDIA COMMENTARY

- Commentary in 'Medical Desert', student film for the Health Equity Documentary Film series, May 2015.
- Research Published by London School of Economics Blog, September 24, 2014
- Moderator for Q&A Session with Former Secretary Robert Reich after the screening of Inequality for all, February 20, 2014, at SFSU. http://www.youtube.com/watch?v=ImXjgdIVsWE&feature=youtu.be
- Economic downturn and the importance of micro-finance, April 2009
  http://www.public-press.org/content/2009/04/07/while-big-banks-sink-microcredit-thrives
- Economic downturn and impact on local businesses on vidsf.com, February 2009
- Commentary on the state of the economy: KTSF News Channel, November 2003
- Social programs may provide hidden ‘spillover’ benefits, study finds, Steven Goldsmith, UW Today, June 19, 2003

Updated May 2018
Kirill Chernomaz  
Department of Economics, San Francisco State University

EDUCATION  
The Ohio State University, 2002-2007, Ph.D., Economics  
The Ohio State University, 2001-2002, M.A., Economics  
Central European University, Budapest, Hungary, 1999-2001, M.A., Economics  
University of Colorado at Denver, 1995-1999, B.A., Economics  

Title of Ph.D. Dissertation: “Behavior and Learning in Asymmetric Independent Private Values Auctions” (dissertation co-supervisors: John Kagel and Dan Levin)

PROFESSIONAL POSITIONS AND RANKS HELD  
San Francisco State University, Associate Professor, Department of Economics, September 2013 – present  
San Francisco State University, Assistant Professor, Department of Economics, August 2007 – 2013  
The Ohio State University, Research Assistant, Department of Economics, September 2002 – June 2007  
The Ohio State University, Instructor, Department of Economics, Spring Quarter 2005  
The Ohio State University, Teaching Assistant, Department of Economics, Autumn Quarter 2003

TEACHING EFFECTIVENESS  
List of All Courses Taught:  
ECON 312, Introduction to Econometrics (undergraduate): 3 semesters, 2016-2017  
ECON 630/ECON 731, Econometric Theory (graduate): 3 semesters, 2012-2013, 2017  
ECON 616, Game Theory and Experimental Economics (undergraduate): 13 semesters 2009-2018  
ECON 699, Special study (undergraduate): 2 semesters, 2009, 2013  
ECON 101, Introduction to Microeconomics (undergraduate): 20 semesters 2009-2018  
Applied Microeconomics (graduate), guest lecturer, Winter 2005  
Microeconomic Theory (graduate), teaching assistant, Fall 2003

Quantitative Student Evaluations:  

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Quantitative Student Evaluations (Continued):

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Masters Degree Committee Membership

Aurash Alavi (Chair), “Experimental games on trust, reciprocity, and fairness”
Alizia Latimore, “Microfinance: An Alternative Business Model as a Catalyst for Economic Development”
Raymond Chen, “The Racial Impact of Duration in the Labor Force among Young Women”
Emily Taylor, “The Impact of Smart Growth Urban Designs on Demand for Vehicle miles Traveled: An Analysis of Survey Data from Major Metropolitan Areas”
Scott Hill, “Pollution Haven Hypothesis, Factor Endowment Hypothesis & the Kuznets Environmental Curve; The Impact of Free Trade on the Environment”
Ye Song, “The Impact of the State Level Tobacco Control Programs on Cigarette Consumption: A Benefit-Cost Analysis”
Yang Fan, “Role of Urban Forms in Curbing Vehicle Miles Traveled: A Further Assessment Using Household Level Survey Data from Two Temporally Separated Years”
Xuan Peng (Chair), “Evaluating Relative Efficiencies of State Medicaid Long-Term Care Programs: 1999-2007”
Yuejie Liu, “Role of Urban Forms in Curbing Vehicle Miles Traveled: A Further Assessment Using Household Level Survey Data from Two Temporally Separated Years”
Chen Li, “A Brief Review of Capital Controls”
MA written exam committees (2012): Qinmi Li, Lingyun Ye, Jungang Huang, Yun Chen (Chair), Mikeal Gibson (Chair), Xin Zhang (Chair), Wei Zhuang, Yue Sun, Jie Xu, Binglei Liu.
MA written exam committees (2013): Ruixue Wang, Jinjin Xiao, Yan Cheng, Elaine Lau, Mayumi Kubo (Chair).
MA written exam committees (2014): Barna Farkas, David Roy (Chair), Matthew Link, Zhen Xu, Wei Lu (Chair).
Peter Varshavsky, “Iterated Prisoner’s Dilemma: A look at evolution of extortion and cooperation”
MA written exam committees (2015): Elan Segarra, Louay Mardini, Wenbin Chen, Xiang Lin (Chair), Xinzhi Li (Chair).
MA written exam committees (2016): Richard Hirth, Matthew Keene, Mengyang Li (Chair).
MA written exam committees (2017): Jingjing Lin, Justin Happ, Julisa Franco (Chair).

PROFESSIONAL ACHIEVEMENT AND GROWTH

Peer-reviewed journal articles

Chapters in edited books

Work in Progress
- “Voting in Small Three-Alternative Committees: An Experiment” (with Johanna Goertz), *working paper*
- “How Accurately Do Structural Asymmetric First-Price Auction Estimates Represent True Valuations?” (with Hisayuki Yoshimoto), *under review*
- “Instructional Time and Standardized Test Scores: A Case Study in California Public Schools” (with David Roy), *working paper*
- “Do People Pay Premium to Avoid Complexity? Evidence from Experimental Insurance Markets”
- “Bankruptcy-related implicit health insurance and imperfect competition in healthcare markets”
- “Threshold-based mixed bundling in a two-good monopoly” (with Michael Bar and Diego Escobari)
“Threshold-based bundling under uncertainty” (with Michael Bar and Diego Escobar)

Unpublished, peer-reviewed conference presentations

- “Inefficient Committees,” 2015 Western Economic Association International meeting, Honolulu, HI, June 2015
- “Efficiency and Synergy in a Multi-Unit Auction with and without Package Bidding: an Experimental Study,” 2007 Southern Economic Association meeting, New Orleans, LA, November 2007

Invited presentations

- “Experimental economics,” Research Seminar Series, Department of Economics, San Jose State University, San Jose, CA, October 2012
- “Threshold-based mixed bundling”, Research Seminar Series, Department of Economics, San Francisco State University, San Francisco, CA, March 2011
- “Threshold-based mixed bundling”, Research Seminar Series, Department of Economics, CSU East Bay, Hayward, CA, January 2010
- “Asymmetric Private Value Auctions,” Guest Lecture, Applied Microeconomics (Graduate Course), Department of Economics, The Ohio State University, Winter Quarter 2005

Grants and Contacts
Mini-grant ($4700), San Francisco State University, Academic Year 2011-2012
NSF CCLI Grant, “Experiment-Based Instruction in an Advanced Undergraduate Economics Curriculum: An Exploratory Initiative” (Co-PI with Sudip Chattopadhyay), *unfunded*

Prizes and awards for research, scholarly or creative work

- Sabbatical Leave with Pay, San Francisco State University, Fall Semester 2014
- Vice-President’s Assigned Time Award, San Francisco State University, Fall Semester 2009
- Dice Fellowship, Department of Economics, The Ohio State University, Summer Quarter 2005
- University Fellowship, The Ohio State University, Academic Year 2001-2002
- Open Society Institute Fellowship, Central European University, Academic Years 1999-2001
- Cum laude, University of Colorado at Denver, June 1999

Professional Development Workshops

- Stat CORR Methodology and Multivariate Analysis seminar, GIS Research Tools, San Francisco State University, San Francisco, CA, May 2018
- SF Bay Area XSEDE Workshop, High Performance Computing, San Francisco State University, San Francisco, CA, April 2015
- CSU ITL Summer Institute, Building a Better Baccalaureate, CSU, Long Beach, CA, July 2013
- Academic Technology Summer Institute, San Francisco State University, San Francisco, CA, July 2011
- “Seeing the Invisible Hand” Webinar by Alex Tabarrok, October 2010
- “Just-in-Time Teaching” Workshop, San Francisco State University, San Francisco, CA, October 2009
- “Critical Thinking for the Classroom” Workshop, San Francisco State University, San Francisco, CA, September 2009
- “Data Analysis and Statistics” Workshop, San Francisco State University, San Francisco, CA, June 2009
- “Using Grants.gov” Workshop, San Francisco State University, San Francisco, CA, October 2008
- Workshop on Teaching Economics with Computerized Experiments, Georgia State University, Atlanta, GA, June 2007
- Graduate Workshop in Computational Economics, Santa Fe Institute, Santa Fe, NM, July 2005.

Curricular innovations

- New Course, Econ 616, “Experimental Economics and Game theory”

SERVICE TO CAMPUS AND COMMUNITY
Economics Department Committees and Assignments

- Chair, Hiring Committee, Department of Economics, San Francisco State University, 2017-2018
- Classroom observation peer reviewer, Fall 2013, Spring 2014, Spring 2015, Spring 2017, Spring 2018
- Member, Retention, Tenure and Promotion Committee, 2013-present
- Economic Department Seminar Series co-organizer, 2011-2012
- Member, Scholarship Committee, 2010-2013
- Department of Economics Website Coordinator (attended workshops “Managing University Template using Dreamweaver”, “Overview of the University Template CSS”, and “SF State's Manual Assessment Procedure”), Summer 2009 - present
- Member, Graduate Program Committee, 2009-present
- Member, Undergraduate Program Committee, 2009-present
- Undergraduate Student Advisor, 2008 – present
- Graduate Student Advisor, 2008 - present
- Chair, Executive Committee, Department of Economics, San Francisco State University, 2008 – 2010, 2012
- Member, Hiring Committee, 2008
- Department representative, “Graduate School Fair”, October 2010, October 2011, October 2012, October 2017
- Department representative, “Sneak Preview” day for undergraduate applicants, April 2008, April 2009, April 2013, April 2015, April 2017, April 2018

College and University Committees and Assignments

- Member, College of Business Professional Development and Research Committee (PDRC), 2017 – present
- Presenter, Winter Faculty Retreat (“Use of Box.com”), January 2016
- Faculty representative, New Faculty Orientation, August 2013
- Member, College of Business Strategic Issues Committee (SIC), 2011 – 2014
- Area coordinator (Business, Economics, Public Administration), CSU’s 26th Annual Student Research Competition, Spring 2012
- Chair, Educational Technology Advisory Committee, Fall 2014 – Spring 2015
- Ex officio (as ETAC Chair), Executive Technology Council, Fall 2014 – Spring 2015
- Ex officio (as ETAC Chair), Online Education Committee, Fall 2014 – Spring 2015
- Vice Chair, Educational Technology Advisory Committee, Fall 2013 – Spring 2014
- Presenter, Winter Faculty Retreat (“Using Stata”), January 2013
- Member, Educational Technology Advisory Committee, Fall 2010 – present
- SF State Judge, CSU’s 25th Annual Student Research Competition, Spring 2011
- Presenter, Dean’s Leadership Council, Summer 2009
- Faculty Representative, 2009, 2013 SF State Commencement Ceremony
- Presenter, Department of Economics Alumni Event, Spring 2009
- Presenter, Financial Crisis Panel Discussion, Fall 2008
Service to Professional Community

- Interviewee for high school projects, Oceana High School (2017, 2018)
- Contributions to the zTree mailing list (software for designing computerized experiments)
- Contributions to the ESA mailing list (Economic Science Organization – organization of experimental economists)
- Survey participant: HERI faculty survey (February, 2011), EPIC Validity Study (November 2010), Survey about reading in Higher Education (November 2010)
- Member: American Economic Association, Southern Economic Association, Western Economic Association International

CSU International Programs applicant interview evaluation committee, San Francisco State University, Spring 2008, Spring 2010
Contact Information

Department of Economics
University of California, Davis
One Shields Avenue, Davis, CA 95616
Mobile: +1(405)412-9596
E-Mail: chhu@ucdavis.edu
Website: http://mattchenghaohu.weebly.com

Education

Ph.D. in Economics University of California, Davis  Expected Jun 2018
M.A. in Economics University of Oklahoma  May 2013
B.A. in Economics Fudan University, China  Jul 2008

Fields

International Trade and Finance, Development Economics, Economic Integration and Globalization, Applied Econometrics

Job Market Paper


Abstract: This paper shows that lower levels of banking sector competition may generate higher levels of output volatility in the export sector, with an especially strong effect in more financially dependent sectors. A stylized model connects export volatility with the need to pursue higher-return but riskier projects in response to high costs of financing when banks have greater market power. Using cross-country bank competition and export data from 2001 to 2011, we verify those model predictions empirically: A one standard deviation increase in market power as measured by the Lerner index can lead to a roughly 10 percent increase in export volatility relative to the sample mean, an effect increasing in the borrower’s level of financial dependence. The work contributes to an improved understanding of the consequences of banking sector competition from an open economy perspective.

Working Papers


Publication


Research in Progress

“Financial Stability, Capital Account Openness and Intervention in Foreign Exchange Market”

Conference Presentation

2017: Annual Conference of Southern Economic Association November (Scheduled); Western Economic Association (WEA) International Conference, San Diego; 16th Annual Global Studies Association of North America Conference, UC Berkeley; UC Davis International Macro Brownbag Seminar Series; 59th Annual Western Social Science Association (WSSA) Conference, San Francisco


Teaching Experience

Instructor: International Trade (Summer 2016, UC Davis, with full responsibility, class size 130 students); Introduction to Microeconomics (Scheduled for Spring 2018, Sonoma State University, with full responsibility)

Teaching Assistant: Financial Economics (Spring 2017); Intermediate Microeconomics (Summer 2017, Fall 2016, Summer 2014); Intermediate Macroeconomics (Fall 2017; Winter 2017; Winter 2016); International Microeconomics (Fall 2015); Public Microeconomics (Summer 2015); Intermediate Macroeconomics (Spring 2015); East Asia Study (Winter 2015); Principle of Microeconomics (Fall 2014); Elements of Statistics (University of Oklahoma, 2011-2013)
Graduate Intern: Los Rios Community College District - Faculty Diversity Internship Program (FDIP Oct 2017 - May 2018): Hands-on experience in an educational setting with a faculty mentor and seven Saturday workshops emphasizing college teaching in preparation for completing a 16-week semester internship. Training topics include: Curriculum; Instruction and Assessment; Theory and Practice; Effective Teaching and Classroom Communication Strategies; and Diverse Learning Styles, etc.

Other Experience: Graduate Teaching Academy Workshops; Training as Graduate Teaching Assistant (University of Oklahoma); Center for Educational Effectiveness Graduate Student Workshops (UC, Davis)

Awards & Scholarships

University of California, Davis: Job Market Fellowship (Winter 2018); Dissertation Improvement Support Award (June 2017); Department of Economics Graduate Teaching Award (Summer 2016); Institute For Social Sciences Summer Travel & Research Award (June 2016); Graduate Fellowship (Spring 2016); Non-Resident Tuition Fellowship (2014-2015)

University of Oklahoma: Outstanding Graduate Student (May 2010); Graduate Fellowship (2009-2013)

Fudan University: Outstanding Undergraduate of Shanghai (July 2008); Best Undergraduate Dissertation Award (July 2008); People’s Scholarship (2007)

Software Skills

STATA, Matlab, R, Eviews, LATEX, Microsoft Office, Gauss, SAS

Affiliations

Global Studies Association of North America; The Chinese Economist Society; Western Economic Association; American Economic Association; Golden Key International Honour Society

Work Experience

LVR Financial Consulting Co., Ltd, Shanghai, China - Financial Consultant 2008

Internship Experience

Sacramento Municipal Utility District (SMUD) - Legislative & Regulatory Affairs Graduate Intern 2017

References

Prof. Deborah Swenson (Co-Chair) Department of Economics University of California, Davis, CA deswenson@ucdavis.edu (530)752-9241

Prof. Paul Bergin Department of Economics University of California, Davis, CA prbergin@ucdavis.edu (530)752-9241

Prof. Madhav Chandrasekher (Teaching) Department of Economics University of California, Davis, CA mchandrasekher@ucdavis.edu

Prof. Emanuel Frenkel (Teaching) Department of Economics University of California, Davis, CA eafrenkel@ucdavis.edu

Prof. Katheryn Russ (Co-Chair) Department of Economics University of California, Davis, CA knruss@ucdavis.edu (530)752-9241

Prof. Firat Demir Department of Economics University of Oklahoma, Norman, OK fdemir@ou.edu (405)325-5844

Prof. Bagher Modjtahedi (Teaching) Department of Economics University of California, Davis, CA bmodjtahedi@ucdavis.edu

Prof. Janine Wilson (Teaching) Department of Economics University of California, Davis, CA jflathmann@ucdavis.edu

Prof. Katheryn Russ (Co-Chair) Department of Economics University of California, Davis, CA knruss@ucdavis.edu (530)752-9241

Prof. Firat Demir Department of Economics University of Oklahoma, Norman, OK fdemir@ou.edu (405)325-5844

Prof. Bagher Modjtahedi (Teaching) Department of Economics University of California, Davis, CA bmodjtahedi@ucdavis.edu

Prof. Janine Wilson (Teaching) Department of Economics University of California, Davis, CA jflathmann@ucdavis.edu
Zuzana Janko

EDUCATION
Ph.D. Economics, University of California at Riverside, June 2003.
M.A. Economics, University of California at Riverside, September 2000.
B.A. Business Economics, University of California at Riverside, June 1997.

PROFESSIONAL POSITIONS HELD
Associate Professor, San Francisco State University, August 2015 – present.
Assistant Professor, San Francisco State University, August 2009 – 2015.
Assistant Professor, University of Calgary, June 2003 – June 2009.
Instructor, University of California at Riverside, Summer 2001 and 2002.
Lecturer, California State University, San Marcos, Fall 2002.
Teaching Assistant, University of California at Riverside, September 1997 – June 2003.

PROFESSIONAL ACHIEVEMENT AND GROWTH

**Peer-Reviewed Publication**


**Editor-reviewed Publication**
Working papers & in progress

“Re-examining the impact of recessions on mortality across Canada: A panel analysis” with Gurleen Popli.
“Trade balance over the Canadian business cycle: Stalized facts revisited”.
“Unemployment and Youth Crime rates in Canada”.
“The Propagation Mechanism of Labor Adjustment Costs and Leisure Habit in a Small Open Economy”.
“Business Cycle Dynamics in a Small Open Economy: Role of the Wealth Effect”.

Invited Seminar Presentations

University of California at Riverside, Department of Economics, October, 2010.
San Francisco State University, Department of Economics, February 2009.
McMaster’s University, Department of Economics, November, 2008.
University of Calgary, Department of Economics, December 2008.
California State University, Sacramento, Department of Economics, February, 2003.
Miami University, Ohio, Department of Economics, January, 2003.
University of Albany, State University of New York, Department of Economics, January 24, 2003.
University of Calgary, Department of Economics, January 20, 2003.
University of California at Riverside, Department of Economics, Theory Seminar, October 11, 2002.

Invited Conference Presentations

Western Economic Association International Pacific Rim Conference, China, July 2007, paper presented.
North American Summer Meeting of the Econometric Society, USA, June 2007, presenter.
Annual International Conference on Macroeconomic Analysis and International Finance, Greece, 2005; presenter.
International Atlantic Economic Conference, UK, 2005; presenter.
Midwestern Macroeconomic Meetings, USA, 2004; presenter.
Conference on Aggregation, Efficiency and Measurement, University of California at Riverside, USA, 2003; session chair.

Workshops

Federal Reserve Bank of San Francisco Monetary Policy Workshop, San Francisco (2011)

TEACHING AND EFFECTIVENESS

At SFSU (2009-Present)

2017-2018: Summer 2018 Intermediate Macroeconomics - Econ 302
          Spring 2018 Intermediate Macroeconomics - Econ 302(01,02)
          Fall 2017 Money and Capital Markets – Econ 500
                   Intermediate Macroeconomics - Econ 302(01,02)
                   International Finance and Macroeconomics - Econ 612/812
2016-2017: Summer 2017 Money and Banking – Econ 501
          Spring 2017 Intermediate Macroeconomics - Econ 302(01,02)
                   International Finance and Macroeconomics – Econ 612/812
Fall 2016  
Sabbatical

2015-2016:  
Summer 2016  
Money and Banking – Econ 500
Intermediate Macroeconomics - Econ 302

Spring 2016  
Intermediate Macroeconomics - Econ 302(01,02)
Money and Capital Markets – Econ 501

Fall 2015  
Intermediate Macroeconomics - Econ 302(01,02)
International Finance and Macroeconomics - Econ 612/812

2014-2015:  
Summer 2015  
Money and Banking – Econ 500

Spring 2015  
Intermediate Macroeconomics - Econ 302(01,02)
International Finance and Macroeconomics - Econ 612/812

Fall 2014  
Maternity Leave

2013-2014:  
Summer 2014  
Money and Banking – Econ 500

Spring 2014  
Intermediate Macroeconomics - Econ 302(01)
Advance Macroeconomics – Econ 702
International Finance and Macroeconomics – Econ 812

Fall 2013  
Intermediate Macroeconomics - Econ 302(01,02)
International Finance and Macroeconomics - Econ 612

2012-2013:  
Spring 2013  
Intermediate Macroeconomics - Econ 302(01)
Money and Capital Markets – Econ 501
International Finance and Macroeconomics – Econ 812

Fall 2012  
Intermediate Macroeconomics - Econ 302(01,02)
International Finance and Macroeconomics - Econ 612

2011-2012:  
Summer 2012  
Money and Banking – Econ 500(01,02)

Spring 2012  
Intermediate Macroeconomics - Econ 302(01)
International Finance and Macroeconomics – Econ 812(01,02)

Fall 2011  
Money and Banking – Econ 500(01,02)
International Finance and Macroeconomics - Econ 612

2010-2011:  
Summer 2011  
Principles of Macroeconomics – Econ 102

Spring 2011  
International Finance and Macroeconomics – Econ 612
Advance Macroeconomics – Econ 702

Fall 2010  
Money and Banking – Econ 500(01,02)
International Finance and Macroeconomics - Econ 812

2009-2010:  
Spring 2010  
International Finance and Macroeconomics - Econ 612
Advance Macroeconomics – Econ 702
International Finance and Macroeconomics – Econ 812

Fall 2009  
Intermediate Macroeconomics - Econ 302(01,02)

At University of Calgary (2003-2009)
Topics in Economics (M.A.) – 1 semester, 2008.

Other Undergraduate Teaching
Intermediate Macroeconomics – 2 semesters, 2001-2002, UCR.
International Macroeconomics – 1 semester, 2002, California State University, San Marcos.

New Course Design
2010 – 2011  
Econ 812 (Fall 2010), Econ 101 (Summer 2011)

2012 – 2013  
Econ 501 (Spring 2013)

Self-Study course for Econ 302 (2013-2014)
Provided guidelines and assessment for a self-study course for Anthony Ababon, an MA
student in Economics. The course was required in order to continue in the MA program. This self-study course took place from October 2013 through January 2014. I evaluated assignments and exams; exams took place in Dec and January. The course was approved by the Department.

**Mentor**

2003-2008: Geohua Feng (Ph.D. completed in 2008, U of C)  
2010-2012: Chuan He (M.A. completed in 2011, SFSU – currently Ph.D. candidate at UCD)  
2012-2013: Sean Gabel (B.A. Economics, 2013)

**Advisor**

Summer 2008: MA final project advisor (2 total – MA completed in 2008, U of C)

**GE Overlay Certification**

Spring 2013: Obtained an Overlay Certification in *Global Perspectives for Econ 612 (International Finance and Macroeconomics)*

**CONTRIBUTION TO CAMPUS AND COMMUNITY**

**Department, College and University Service at SFSU**

2017-2018

*Undergraduate & Graduate Advising*

*Tenure, Retention, and Promotion Committee Chair*

*Search Committee* – Evaluated candidate applications for a search in International Trade, attended the American Economic Association Meeting in Philadelphia in Jan 2018 where initial interviews of potential candidates were conducted; conducted on campus interviews prior to hiring.

*Assessment of Learning Committee – Economics Representative*: took lead on developing the assessment schedule of courses for the next 5 years; took lead in developing Rubrics used by the Department to conduct assessment of its goals

*Baccalaureate Requirements Committee Chair* – Meet every other week to review General Education Requirements and other undergraduate requirements; review and develop procedures and policy

*Scholarship Committee Chair* – participated in evaluation of applications for 3 different scholarship awards; provided written report

*Culminating Experience Committee* – member of 1 committee

*Sneak Preview 2018*

*Other* – Wrote Letters of Recommendation; contributed to the development of new program goals for the BA and MA programs.

2016-2017

*Undergraduate & Graduate Advising*

*Baccalaureate Requirements Committee Chair* – Meet every other week to review General Education Requirements and other undergraduate requirements; review and develop procedures and policy

*Scholarship Committee Chair* – participated in evaluation of applications for 3 different scholarship awards; provided written report

*Culminating Experience Committee* – chair of 1 committee

*Other* – Wrote letters of Recommendation, interview with an SFSU student (journalism major): re US coinage.

2015-2016

*Undergraduate & Graduate Advising*
Baccalaureate Requirements Committee – Meet every other week to review General Education Requirements and other undergraduate requirements; review and develop procedures and policy

Executive Committee – in charge of department meeting’s minutes write-up

Scholarship Committee Chair – participated in evaluation of applications for 3 different scholarship awards; provided written report

Culminating Experience Committee – chair of 1 committee

Undergraduate Committee – wrote up proposal for changes in requirements for a Minor in Economics

Sneak Preview 2016

Undergraduate Recognition Ceremony 2016

Other – Wrote Letters of recommendation

2014-2015

Undergraduate & Graduate Advising

Baccalaureate Requirements Committee – Meet every other week to review General Education Requirements and other undergraduate requirements; review and develop procedures and policy

Scholarship Committee – evaluated applications for 3 different scholarship awards

Culminating Experience Committee – chair of 1 committee

Sneak Preview 2015

Other – Wrote Letters of Recommendation

2013-2014

Undergraduate & Graduate Advising

Area E [Lifelong Learning and Self-Development (LLD)] subcommittee – Assessing applications for an Overlay Certification (part of the new GE proposal); meeting every other week to evaluate applications and grant overlay certifications

Business Ethics Week Committee – Setting up logistics for Ethics Week (2013), organizing a Student Ethics Week Competition (students from my Econ 612 class made up 1 group that participated in the competition).

Scholarship Committee – evaluated applications for 3 different scholarship awards

Seminar Committee – invited and organized seminar speakers for Fall 2013.

Culminating Experience Committee – chair of 1 committee

Commencement Departmental Party – Organized the event: May 2014.

Other – Wrote Letters of Recommendation; Held 40 hours of extra office hours for students in Econ 812 and Econ 702 in Spring 2014; provided proposal for the new Student Evaluation of Teaching Effectiveness for the department of economics (along with Dr. M. Potepan)

2012-2013

Undergraduate & Graduate Advising

Betty Blecha Memorial – Took lead in organizing the event: Oct 2012.

Area E [Lifelong Learning and Self-Development (LLD)] subcommittee – Assessing applications for an Overlay Certification (part of the new GE proposal); meeting every other week to evaluate applications and grant overlay certifications

Business Ethics Week Committee – Setting up logistics for Ethics Week (2012), organizing a Student Ethics Week Competition (new) - (students from my Econ 612 class made up 1 group that participated in the competition).

Search Committee – Evaluated candidate applications, attended the American Economic Association Meeting in San Diego in Jan 2013 where initial interviews of potential candidates were conducted; conducted on campus interviews prior to hiring.
Scholarship Committee – evaluated applications for 2 scholarships
Seminar Committee – invited and organized seminar speakers for Spring 2013.
Culminating Experience Committee – chair of 3 committees; also chair of one
make-up exam.
Undergraduate Commencement Ceremony.
Other – Wrote Letters of Recommendation; Held 30 hours of extra office hours
for students in Econ 812 in Spring 2013.

2011-2012
Undergraduate & Graduate Advising

Area E [Lifelong Learning and Self-Development (LLD)] subcommittee –
Assessing applications for an Overlay Certification (part of the new
GE proposal); meeting every other week to evaluate applications and
grant overlay certifications
Business Ethics Week Committee – Setting up logistics for Ethics Week (2011),
specifically the involvement of the department in Ethics Week;
attending/managing several talks during Ethics week
Graduate Curriculum committee – participating in discussions and
developments of graduate issues, participated in executing the new
culminating experience in Spring 2012; attended Grad Fair
Executive Committee – in charge of department meeting’s minutes write-up
Scholarship Committee – evaluated applications for 2 scholarships
Culminating Experience Committee – chair of 3 committees
Other – Wrote Letters of Recommendation; Designed an initial proposal for a
new course that will replace Econ 305 as the GE course, Held 50 hours
of extra office hours for students in Econ 812 (01,02) in Spring 2012.

2010-2011
Undergraduate & Graduate Advising

Graduate Curriculum committee – designed the new Culminating Experience
Guidelines for the 2012 graduating class – using my Econ 812 paper
requirements, also participated in other discussions and developments
of graduate issues
Executive Committee – in charge of department meeting’s minutes write-up
Scholarship Committee – evaluated applications for 2 scholarships
Oral Defense Committee – participated in 3 MA Oral Defense Committee;
Acted as chair for 2 committees (includes a make-up defense) and
member of 2 committees
Undergraduate Commencement Ceremony
Other – Wrote Letters of Recommendation; Designed new course (Econ 100);
Held 20 hours of extra office hours for students in Econ 812 (Fall
2010); Held 40 hours of extra office hours to student in Econ 702
(Spring 2011); Advised Danlong Liu (graduate student) during Summer
of 2011 (R01) in preparation for her make-up oral comprehensive
exam, and held a mock presentation.

2009-2010
Undergraduate Advising (unofficial)
Graduate Curriculum committee – advise on graduate program scheduling.
Sneak Preview 2010
Other – Wrote Letters of Recommendation; Attended Fall Preview; Held an
extra of 40 hours of office hours for students in Econ 702 (Spring
2010).
Journal Referee

Public Finance and Management; Economic Modeling; Academia Economic Papers; Journal of Macroeconomics; Macroeconomic Dynamics (annually); European Journal of Law and Economics; Journal of Economics, Management and Trade

Referee - Other

Social Sciences and Humanities Research Council of Canada (SSHRC) Application Assessment Reviewer (2011)

Text Reviewer:

P. Siklos, Money Banking and Financial Institutions – reviewed 2005
C.I. Jones, Macroeconomics – reviewed 2015

Symposium – class involvement (not a requirement of the course)

Federal Reserve Bank of San Francisco Symposium participation with Econ 500 (01, 02) classes in Fall 2010 (not a requirement of the course)

Federal Reserve Bank of San Francisco Symposium participation with Econ 612 (01) in Fall 2012

HONORS AND AWARDS

URGC Faculty Research Grand, U of C 2005
Project Title: The Small Open Economy Model for Canada.
Total Award: $8850.
RESEARCH FIELDS

Fields: Macroeconomics, Applied Econometrics, Time Series Analysis

Sub-fields: Housing, Monetary, Inequality, Consumer finances, Demography, Racial Disparities

EDUCATION

Ph.D. Economics, University of California, Riverside 2013
M.A. Economics, University of California, Riverside 2011
M.A. Economics, Division: First, Rank 2, Jamia Millia Islamia, Delhi, India, 2008
B.A. Economics (Honors), Division: First, Lady Shri Ram College, Delhi University, India 2006

PROFESSIONAL EXPERIENCE

Assistant Professor of Economics, San Francisco State University Fall 2013-
Instructor and Teaching Assistant, University of California, Riverside 2009-2013
Research Intern, United Nations Industrial Development Organization (UNIDO), Delhi, India 2007
Research Intern, Youth Development & Peace Network Program, The World Bank, Delhi, India 2005

HONORS AND AWARDS

Research honors/awards

College of Business Productivity Award, SFSU 2017
Top 10% of Authors on SSRN by total new downloads within the last 12 months 2018
College of Business Pedagogical Research Award, SFSU 2017-2018
Presidential Award for Professional Development, SFSU Fall 2017
Semi-Finalist, Franz Edelman Award for Achievement in Operations Research & Management Sciences Fall 2016
College of Business Discipline based Research Award, SFSU 2016-2017
Statistics Community of Representative Researchers Methodological Grant, SFSU 2014, 2015
Dean’s Distinguished Fellowship Award, UC Riverside 2008-2013
Dissertation Year Program Fellowship, UC Riverside 2012
Vice Chancellor’s Merit Scholarship, Economics, Jamia Millia Islamia 2008
Teaching Awards

Center for Equity and Excellence in Teaching and Learning (CEETL) 2018
High Impact Teaching Award

SF State Affordable Instructional Material Grant Award 2015
CSU Affordable Learning Solutions initiative (Short video)

Outstanding Teaching Award, Economics, UC Riverside 2012

Travel Awards

Faculty Travel Award, SFSU 2014-2017
Student Scholarships, SNDE, (TUBITAK), Turkey 2012
Department of Economics Travel Grants, UC Riverside 2012
Graduate Student Association Travel Grants, UC Riverside 2012

RESEARCH/PROFESSIONAL ACHIEVEMENT AND GROWTH

Publications (peer-reviewed)


Work under review


2. “Asset Prices and Optimal Monetary Policy Rules” with Stefano D’Addona and Marcelle Chauvet

3. “Student Loan Debt and Financial Health of U.S. Households” with Gerald E. Daniels Jr. and Olga Petrovska

Working papers


3. “Does Google search data improve macroeconomic forecasts?”

4. “Detection of Moments of Structural Breaks” with Alexandra Piryatinska
Conference Presentations (peer-reviewed)
(*presenter and chair, **poster, †presented by coauthor)
5th International Association for Applied Econometrics (IAAE) Conference, Montreal, Canada* Jun 2018
American Economic Association Annual meeting 2018 Philadelphia, PA**† Jan 2018
4th International Association for Applied Econometrics (IAAE) Conference, Sapporo, Japan* Jun 2017
Southern Economic Association 86th Meeting Washington DC† Nov 2016
Western Economic Association International 91st Conference, Portland, Oregon* Jun 2016
Population Association of America 2016 meeting Washington, DC** Mar 2016
American Economic Association Annual conference (CEANA meetings), San Francisco, CA* Jan 2016
2nd International Association for Applied Econometrics (IAAE) Conference, Thessaloniki, Greece† Jun 2015
Western Economic Association International 90th Conference, Honolulu, Hawaii* Jun 2015
22nd Symposium of the Society for Nonlinear Dynamics and Econometrics, New York Mar 2014
Georgetown Center for Economic Research Conference, Washington D.C. May 2013
21th Symposium of the Society for Nonlinear Dynamics and Econometrics, Milan, Italy Mar 2013
Asian Meeting of the Econometric Society, Delhi, India Dec 2012
Western Economic Association International 87th Conference, San Francisco, CA Jun 2012
7th North American Productivity Workshop, Houston, TX† Jun 2012
20th Symposium of the Society for Nonlinear Dynamics and Econometrics, Istanbul, Turkey Mar 2012

Workshops
(*peer-reviewed, **invited)
CORE Econ Workshop* 2018
Hosted by Barnard College, Columbia University, New York City
Workshop on Formal Demography* 2015
Hosted by the Center on the Economics and Demography of Aging (CEDA) and the Berkeley Population Center at UC Berkeley
Workshop on Teaching Monetary Policy for Professors** 2013
Hosted by the Federal Reserve Bank of San Francisco

Invited Talks
Indian Statistical Institute, Economic and Planning Unit, New Delhi, India Jan 2017
Delhi School of Economics, New Delhi, India Jan 2017
South Asian University, New Delhi, India Jan 2017
Marketing Department, San Francisco State University Nov 2016
Mt. San Jacinto Colleges Menifee Valley Campus, CA May 2013
Grand Valley State University, Grand Rapids, MI Feb 2013
University of Wisconsin, Whitewater, WI Feb 2013
Economics Department, San Francisco State University Jan 2013
University of California, Riverside, CA Nov 2012

Grants
PACE Center for Applied Housing Research (CAHR) May 2018

Conferences/Seminars attended
13th Annual Conference on Economic Growth and Development, ISI Delhi 2017
Conference honoring Prof. Kaushik Basu, Delhi School of Economics, India 2017
EconED conference, San Antonio, Texas 2015
Data Visualization Workshop (SAS and JMP) 2015
American Economic Association Annual Meeting, San Diego 2013
2012 Southwest Economic Theory Conference, UC San Diego 2012
All UC Labor Economics Conference, Riverside 2010
Conference on Business Cycles: Theoretical and Empirical Advances, UC Riverside 2009
All UC Econometrics Conference, Riverside 2009

VENOO KAKAR Page 3 of 6
TEACHING

Courses (# times taught)

San Francisco State University

Graduate:
- Econometric Theory (3)
- Applied Time Series Econometrics (5)
- Independent Study (Advanced Econometrics) (6)

Undergraduate:
- Intermediate Macroeconomic Theory (1)
- Introduction to Macroeconomic Analysis (8)
- Independent Study (1)

University of California, Riverside

Graduate: Graduate Macroeconomics (TA) (2)

Undergraduate:
- Introduction to Money, Banking and Credit (2)
- Intermediate Macroeconomics (3)
- Intermediate Microeconomics (1)
- Intermediate Macroeconomic Theory (2)

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Department

- Member, Hiring Committee for Labor/Public economist 2017-18
- Member, Hiring Committee for International Trade economist 2017-18
- Instructor for the annual \LaTeX{} and LyX workshop for students 2014-
- Organizer, Betty Blecha Memorial Distinguished Lecture Series in Economics, SFSU 2016, ’14
- Research Seminar Coordinator, Department of Economics, SFSU 2013-2016
- Peer Observer for Econ 102 2017-18
- Department Liaison, Library Collections, SFSU 2017-
- Member, Graduate Committee, Department of Economics, SFSU 2013-
- Faculty Advisor, Economics Student Association, SFSU 2014-
- Chair, Executive Committee, Department of Economics, SFSU 2013-2015
- Culminating experience committee (chair and member), M.A. (Econ) 2014-
- Graduate and Undergraduate Student Advisor 2014-
- Faculty Participant at Undergraduate Commencement Ceremony 2015, ’14

College of Business

- Participant, Best Practices in Graduate Teaching workshop, College of Business 2018
- Member, College of Business’ Annual Business Ethics Week Committee 2014-2017
- Assessment for Assurance of Learning (AASCB) in Econ. graduate courses 2017-
- Moderator, Global Equities Panel, FAME Annual Investment Conference, SFSU 2016
- Faculty Participant, FAME Annual Investment Conference, SFSU 2013-

University

- Open Educational Resources (OER) Ambassador 2017-
- Judge at SFSU for the 32nd CSU Student Research competition 2018-
- Member, Academic Senate (service) 2015-18
- Member, Faculty Affairs Committee 2015-18
- Mentor, CSU wide research competition 2017-18
- Mentor, Graduate Student Research Showcase 2017-
- Member, Statistics Community of Representative Researchers 2013-
- Presenter, Faculty Retreat 2016
- Presenter, Office of Research Sponsored Programs Research round up 2016
- Presenter, Affordable Instructional Materials Day 2016
- Participated and promoted Indian cultural events SFSU 2013-
Professional Service

- Referee: *Economics Bulletin, Economic Change and Restructuring, Empirical Economics, Economics E-journal*
- Book reviewer:
  - Methods of Economic Research: Craftsmanship and Credibility in Applied Microeconomics by Darren Grant (Springer)
  - Principles of Economics 7th ed. by N. Gregory Mankiw (Cengage)
  - CoreEconomics 4th ed. by Eric P. Chiang (Macmillan)
- Member:
  - American Economic Association
  - The Econometric Society
  - Society of Nonlinear Dynamics and Econometrics
  - Western Economic Association
  - Eastern Economic Association
  - International Association for Applied Econometrics
- Committee on the Status of Women in the Economics Profession (CSWEP) Liaison for SFSU 2015-

News/Media

Why people of color charge less for Airbnb rentals in SF *Marketplace Weekend* (NPR), May 2018

SF State study examines the role of race in Airbnb rates *SF State news*, April 2018

On tariffs and trade war fears between US and China *KTVU Fox*, April 2018

President Trump’s tariff announcement *KTVU Fox*, March 2018

Wall Street sell off, stocks plunge *Kron4*, Feb. 2018

Global markets whipsawed by Trump victory *San Francisco Examiner*, Nov. 2016


Californias sanctions add to Wells Fargo trust issue *Bankrate*, Sept. 2016

Road sharing with ride-sharing leads cab cooperative to bankruptcy *Golden Gate Xpress*, 2016

San Francisco Minimum Wage Increase not applicable to on-campus employers *Golden Gate Xpress*, 2014

Earlier Black Friday openings push working students’ plans *Golden Gate Xpress*, 2014

Community

- Faculty Advisor, National Level UpToUs competition on raising awareness about the National Debt problem in the U.S. (sponsored by the Clinton Global Initiative University, Peterson’s Foundation and Net Impact; SFSU team ranked 10th among 52 universities in ’15) 2015-
- Federal Reserve Bank of San Francisco Workshop on Teaching Monetary Policy for Professors 2013
- Volunteering
  - Member, Organizing committee, Indo American Community of West Coast for Prime Minister of India: Mr. Narendra Modi’s visit to San Francisco Bay Area 2015
  - Economics and English Instructor for refugees from Burma (Myanmar), World University Service, New Delhi Office, India, 2005
Languages
English (native), Hindi (native), German (intermediate)
Last updated: June 1, 2018
PHILIP G. KING  
Economics Department, San Francisco State University 
E-mail: pgking@sfsu.edu  Cell: (530)-867-3935

Education:

July, 87  Ph.D. in ECONOMICS  CORNELL UNIVERSITY  

May, 78  B. A. in PHILOSOPHY & ECONOMICS  WASHINGTON UNIVERSITY  
Nominated to Omicron Delta Epsilon (Economics Honor Society.)

Work Experience:

Fall 2016  SENIOR FELLOW  MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES

1/06-present  ASSOCIATE PROFESSOR  SAN FRANCISCO STATE UNIVERSITY

9/02-12/05  CHAIR, ECONOMICS DEPARTMENT  SAN FRANCISCO STATE UNIVERSITY

9/93-present  ASSOCIATE PROFESSOR  SAN FRANCISCO STATE UNIVERSITY

9/87-9/93  ASSISTANT PROFESSOR  SAN FRANCISCO STATE UNIVERSITY

9/83-5/85  ASSISTANT PROFESSOR, ECONOMICS  S.U.N.Y. at CORTLAND

Recent Refereed Papers:


“The Economic Costs of Sea Level Rise to California Beach Communities,” w. A. McGregor and J. Whittet, California Resources Agency & Dept. of Boating and Waterways (Refereed through California Ocean Science Trust).


“Economic Analysis of Reconfiguring the Long Beach Breakwater,” w. A. McGregor, Shore and Beach, April/May 2011.

"Potential Loss in GNP and GSP from a Failure to Maintain California’s Beaches", Fall 2004, with Douglas Symes, Shore and Beach.

Policy Papers prepared for Government and Non-Profit Organizations:

Access for All: A New Generation’s Challenge on the California Coast, w. Jon Christenson (UCLA) January 2017. [https://www.ioes.ucla.edu/coastal-access/]

Economic Analysis of Seal Level Rise Hazards for the City of Imperial Beach, prepared for the City of Goleta w Revell Coastal; Fall 2016.

Economic Analysis of Seal Level Rise Hazards for the City of Goleta, prepared for the City of Goleta w Revell Coastal; Spring 2016.

Economic Impacts of Climate Change Adaptation Strategies for Southern Monterey Bay, prepared for the California Coastal Conservancy (Grant #13-107) w The Nature Conservancy, March 2016.


Contributed Economics portion of Regional Sediment Master Plan for BEACON (Beach Erosion Authority for Clean Oceans and Nourishment—Santa Barbara and Ventura Counties), February 2009, with Noble Consultants.

ESTIMATING THE POTENTIAL ECONOMIC IMPACTS OF CLIMATE CHANGE ON SOUTHERN CALIFORNIA BEACHES, prepared for the California Energy Commission (Energy Commission) and the California Environmental Protection Agency (Cal/EPA), with Linwood Pendleton, Craig Mohn, D. G. Webster, Ryan K. Vaughter, and Peter Adams.


Service to the Profession and Community:

Serve on Board of Director of Journal of Ocean and Coastal Resources.

Completing a SeaGrant applying Bayesian modeling to analyzing coastal hazards for the City of Monterey w Center for the Blue Economy.

Co-editing an issue on the Arctic (w Judy Kildow) for JOCE.

Completed economic analyses of the impact of sea level rise and associated coastal storms for the following jurisdictions: City of Oxnard, Ventura County, City of Carpinteria. Conducting similar analyses for the cities of Pacifica and Oceanside.

Applying for $250k grant on Beach Sustainability through CSU Channel Islands, w Kiki Patsch (CSU CI) and Surfrider.
EDUCATION

2010-2011 Stanford University  Post-Doctoral Fellow, General Medical Disciplines
2004-2009 University of California, Berkeley  Ph.D, Health Services & Policy Analysis
2004-2007 University of California, Berkeley  M.A, Development Economics
2001 University of Bordeaux III, France  U.C. Berkeley Study Abroad Program, French Language
1997-2001 University of California, Berkeley  B.A., Simultaneous degrees in Molecular Cell Biology and Economics

ACADEMIC APPOINTMENTS

2016-  Assistant Professor, Economics Department, San Francisco State University
2012-2016  Instructor, General Medical Disciplines/Population Health Sciences, Stanford
2011-2012  Research Economist, Global Health Group, University of California, San Francisco

HONORS AND AWARDS

2010-2011 National Institute on Aging Fellowship, Stanford University
2007-2009 National Institute on Aging Fellowship, University of California, Berkeley
2007  Outstanding Student Instructor, University of California, Berkeley
2006  Distinguished Teaching Assistant, University of California, San Francisco
2004-2007 Agency for Quality in Health Research Fellowship, University of California, Berkeley
1997-2001 UC Berkeley Leadership Scholarship, University of California, Berkeley

MENTORING AND TEACHING ACTIVITIES

Mentoring
2018  Mentor for Bozhidar Chakalov, MA Student, Economics SFSU
2017  Outside committee member for Tatiana Mariscal Master’s thesis, MA Student, Kinesiology SFSU
2016  Mentor for Holly Stewart, MD/PhD Student, Stanford University & UC Berkeley
2014  Mentor for Master’s Level Graduate Student, Kia Kuan, Stanford University

Classroom Instruction

2018  Econ/Health Ed 899: Health Equity Institute Scholars, Instructor, San Francisco State University
2018  Economics 830: Advanced Applied Econometrics, San Francisco State University
2017  Economics 450: Health Economics & Health Policy, San Francisco State University
2017  Health Ed 899: Health Equity Institute Scholars, Co-Instructor, San Francisco State University
2017  Economics 830: Advanced Applied Econometrics, San Francisco State University
2015  Quantitative Methods I, Lead Instructor, Heath for All Certificate Program, Stanford University
2007  Applied Econometrics, Graduate Student Instructor, Prof. William Dow, U.C. Berkeley
2007  Analytic Methods for Health Policy and Management, Graduate Student Instructor, Prof. William Dow, U.C. Berkeley
2007  Introduction to Economics, Graduate Student Instructor, Prof. David Owens, U.C. Berkeley

Guest Lectures
2018  Challenges and Opportunities in Big Data, PHIL 384, San Francisco State University

Updated 10/2017
2016  Surveying: design, language, recruitment, retention, missing data, CHPR 291, Stanford University
2016  New frontiers: behavioral economics of poverty interventions, CHPR 291, Stanford University
2014- 2016  Recessions and Health, HumBio 122, Stanford University
2014- 2015  Changes in Female Genital Circumcision/Cutting/Mutilation, Global Medical Issues Affecting Women (FEMGEN 206) & Global Child Health (HumBio 124C), Stanford University
2011- 2013  Introduction to Behavioral Economics, Implementation and Dissemination Science, U.C. San Francisco
2013  Casual Diagrams and Research Design, Med Scholars Seminar, Stanford University
2012  Cost-Benefit Analysis, Introduction to Health Economics, Medical Faculty, United Arab Emirates University
2012  Applications of Instrumental Variables, Public Health Seminar, Tehran University

BIBLIOGRAPHY
Peer-Reviewed Publications

1. Lui J, Modrek S, Sieverding M. The mental health of youth and young adults during the transition to adulthood in Egypt. Demographic Research, Demographic Research, 2017, 36:1721-58. [Contributed equally; Impact Factor: 1.2; Editor’s Choice Award]


**Peer-Reviewed Invited Publications**


**Peer-Reviewed Commentaries**


**Posted Working Papers**


**PEER-REVIEWED PRESENTATIONS**

International

1. International Congress on Malaria Elimination, Costs and Benefits of Malaria Elimination, Invited Presentation, Kish Island, Iran, January 2012.

National


5. American Public Health Association, Mother, daughter and doctor: Medical professionals and mothers' decision-making about FGM/C in Egypt, Oral Presentation, Session 5063, November 2014.


Regional


4. PacDev, SMS messages Increase Adherence to RDTs Results Among Malaria Patients Seeking Care in the Private Sector: Results from a Pilot Randomized Control Trial, Oral Presentation, March 2014.

5. PacDev, Early Investments in Maternal Education as a Driver for Eliminating Female Circumcision: Evidence from Egypt, Oral Presentation, March 2012.

6. Bay Area International Health Interest Group, Rural Health Houses and Fertility in Iran, Poster Presentation, March 2010.

RESEARCH AWARDS & GRANTS

Present

2018-2019   The Intergenerational Effects of the Works Progress Administration on Disability and Retirement Outcomes
Alfred P. Sloan Foundation
Role: PI

2018-2019   College of Business Interdisciplinary Research Award
Role: PI

2017-2021   Disease, Disability and Death in an Aging Workforce: The Alcoa Study
NIH/NIA R01, PI: Mark Cullen
Role: Co-Investigator; SFSU Subaward PI

2017-2021   HEART & SOUL: Enabling Full Representation in biomedical Big Data science
NIH/NIMHD R25, PI: Leticia Márquez-Magaña, SFSU
Role: Co-I

2016-2018   Impact of state and federal nutrition policies on childhood obesity
Robert Wood Johnson Foundation, PI: Emma Sanchez, SFSU
Role: Co-Investigator

2017-2018   Labor Force Trajectories for Older Workers Laid Off During Economic Downturns
National Bureau of Economics Research, Retirement Research Center
Role: PI

Completed

2016-2017   The Contribution of New Onset Chronic Disease Patterns to Work Absence
National Bureau of Economics Research, Disability Research Center
Role: PI

2016-2017   Disease, Disability and Death in an Aging Workforce: The Alcoa Study
NIH/NIA R56, PI: Mark Cullen
Role: Co-Investigator; SFSU Subaward PI

2016-2017   Examining the Role of Job Transitions in Prolonging Work in the Manufacturing Sector
Alfred P. Sloan Foundation, PI: Mark Cullen
Role: Co-PI, SFSU Subaward PI

2015-2016   Improving Social Security Decisions Through Choice Architecture: Is There a Need for Targeting
National Bureau of Economics Research, Retirement Research Center
2015-2017  Political instability and the health and wellbeing of youth: Evidence from Egypt
Role: Co-PI
NIH/NICHID 1R03HD082532, PI: Jenny Liu
2012-2016  Disease, Disability and Death in an Aging Workforce: The Alcoa Study
Role: Co-Investigator
NIH/NIA R01 AG026291, PI: Mark Cullen
2014-2016  Personality traits and savings behavior: Survey of retired Alcoans
Role: PI
Stanford Center on Longevity, Seed Grant
2014-2015  Racial, Occupational and Socio-economic disparities in driving the 401k Wealth Gap
Role: Co-Investigator
NIH/NIA 3R01AG026291-09S1 Supplement in Aging Research PI: Mark Cullen
2014-2016  Hospital Breastfeeding Policies and Population Obesity
Role: PI
Stanford Spectrum Child Health, Seed Grant
2013  Exploring the Social and Religious Determinants of Female Genital Cutting in Egypt and North-Central Africa
Role: Co-PI
Freeman Spogli Institute, Global Underdevelopment Action Fund Seed Grant, PI: Lisa Blaydes.
2012-2013  Consumer Demand for Malaria Diagnosis in Nigeria?
Role: Consultant
ExxonMobil, PI: Dominic Montagu.
2011-2012  Job Demand and Early Retirement
Role: PI
Steven H. Sandell Grant, Boston College Center for Retirement Research and Social Security Administration
MEMBERSHIPS IN PROFESSIONAL SOCIETIES
2017-  Western Association of Economics International
2014-  American Public Health Association
2007-  Population Association of America
EDITORIAL AND REVIEW ACTIVITIES
Manuscript Review
Professional Organization Review & Support
2018  Session Discussant, Population Association of America Conference
INSTITUTIONAL AND VOLUNTEER SERVICE

Institutional

SFSU

2018 Coordinator, Women In Data Science Conference
2017-2018 Search Committee, Economics Department
2017-2018 Seminar Committee, Economics Department
2016-2018 Executive Committee, Economics Department
2017 Business Ethics Week Organizing Committee Member, CoB
2017-2018 Institutional Review Board Committee, CoB Representative, University Wide
2016-2017 Tea Time Coordinator, Health Equity Institute
2017 Big Data Writing Group Coordinator, Health Equity Institute
2017 Website Coordinator, Health Equity Institute

Stanford

2014-2016 Grant Review Committee, Stanford Spectrum Child Health
2012-2014 Delegate, Department of General Medical Disciplines Junior Investigators Group
2013 Participant, Stanford School of Medicine Diversity Strategic Planning Workshop

INSTITUTIONAL PRESENTATIONS

(SFSU only)

2. Women in Data Science @ SFSU, Oral Presentation, March 7, 2018.
4. Big Data Institute, SF State, Organizers and Speaker, January 17, 2018.

RESEARCH & LANGUAGE SKILLS

1. Proficient in software for quantitative (STATA and R), qualitative (Dedoose), and geographical analysis (QGIS)
2. Fluent in French and native Farsi speaker
Michael J. Potepan  
Curriculum Vitae

Education
Ph.D., Department of Economics, University of California at Davis. 1985.  
B.A., Department of Economics, California State University at San Bernardino. 1979.

Academic Employment
Department of Economics, San Francisco State University.  
Professor Emeritus, beginning Fall 2018.  
Associate Professor, 1994 -2018.  
Department of Economics, University of Massachusetts at Boston.  
Assistant Professor, 1985-1988.

Published Peer Reviewed Academic Research
“Explaining Metropolitan Variation in Housing Prices, Rents, and Land Prices,”  

“Inter-Metropolitan Migration and Housing Prices: Simultaneously Determined?”  

“Interest Rates, Income, and Home Improvement Decisions,”  

“Vacation Time and Unionism in the US and Europe,” with Francis Green,  

“Housing Adjustment Costs: Their Impact on Mobility and Housing Demand Elasticities,” with Oskar Harmon,  

Highlights of University Service
Member, Board of Directors, San Francisco State University Corporation, 2008 – 2017.

Chair, Investment Sub-Committee, San Francisco State University Corporation, 2008 – 2012.

Member, Board of Directors, San Francisco State University Foundation, 2001 – 2008.

Interim Director, Public Research Institute, 2001 – 2002.

Chair, Faculty Advisory Board, Public Research Institute, 2000 – 2008.

Member, Faculty Advisory Board, Public Research Institute, 1989 – 2008.

Chair, Department of Economics, 1996 - 2002.

Applied Public Policy Research Projects

_Labor Market Analysis of the San Francisco Construction Industry: A Citywide Examination and Focus on District 10_

with Laura Luster and Associates: Laura Luster, Michael Bernick, and Nadine Willmont. February 2017.

Sponsored by the San Francisco Public Utilities Commission and the Office of Economic and Workforce Development, City and County of San Francisco. This was a further update of two earlier reports covering the most recent period from 2013-2015. This report projected construction employment demand within the context of the 20 year, multibillion dollar investment upgrading San Francisco’s 100 year old sewage system beginning in 2016. It evaluated the construction labor supply opportunities within the city’s disadvantaged Bayview Hunters Point and Sunnyside neighborhoods, roughly corresponding to Supervisorial District 10.

_Labor Market Analysis San Francisco Construction Industry._

with Laura Luster and Associates, Michael Bernick, Cordoba Corporation, and TechScribe Communications. April 2013.

Sponsored by the Office of Economic and Workforce Development, City and County of San Francisco. This update of an earlier report covered the period from 2010-2013. It evaluated the extent to which San Francisco’s Local Hiring Policy had taken hold by examining recent trends in the construction industry from the perspective of workforce demand and supply.
Applied Public Policy Research Projects (Continued)

Labor Market Analysis San Francisco Construction Industry.  
with Larua Luster and Associates, Michael Bernick, Cordoba Corporation,  
and Davillier Sloan, Inc. September 2010. 
Sponsored by Mayor’s Construction Workforce Advisory Committee, the  
Office of Economic and Workforce Development, the San Francisco  
Redevelopment Agency, the Public Utilities Commission, and the  
Controller’s Office of Economic Analysis, City and County of San Francisco.  
This report appraised the implementation of San Francisco’s Local Hiring  
Policy for contracted construction jobs in the city, examining the industry  
from the perspective of workforce demand and supply.

Paid Sick Leave: Access, Costs and Feasibility of Implementation at the State Level.  
July 2008.  
Funded through a grant from the California State University Faculty  
Fellows Program.

The Economic Case for Investing in High Quality Early Care and Education.  
Sponsored by the Bay Area Council and the Bay Area Early Childhood  
Funders.

Poverty Measures and Their Impact on Federal Formula Grant Funding in California.  
February 2005.  
Funded through a grant from the California State University Faculty  
Fellows Program.

Sponsored by the California Air Resources Board, State of California.

The Living Wage in San Francisco: An Analysis of Economic Impact, Administrative  
and Policy Issues.  
With Brian Murphy and Others.  October, 1999.  
Sponsored by the Board of Supervisor’s Task Force on the Living Wage,  
City and County of San Francisco.

Employment Assessment of the San Francisco Construction Workforce.  
Sponsored by the San Francisco Human Rights Commission, City and  
County of San Francisco.
Applied Public Policy Research Projects (Continued)

Sponsored by the Department of Human Services, City and County of San Francisco.

*Jobs and Recent Job Growth for Low Educated Workers in San Francisco.*
Sponsored by the Department of Human Services, City and County of San Francisco.

Sponsored by the Department of Human Services, City and County of San Francisco.

Funded through a Community Outreach Partnership Center (COPC) grant from the Department of Housing and Urban Development, U.S. Federal Government.

*An Economic Analysis of San Francisco’s Business Tax Structure.*
Sponsored by the City Attorney’s Office and the Tax Collector’s Office, City and County of San Francisco.

Funded through a grant from the Rockefeller Foundation.

*The Economic Impact of California’s Beaches.*
Sponsored by the Department of Boating and Waterways, State of California.

Sponsored by the Air Resources Board, State of California.

*The Economic Impact of Boating Activity In California.*
Sponsored by the Department of Boating and Waterways, State of California.

**Applied Public Policy Research Projects (Continued)**

*Literature Review On Urban and Community Development.*
Funded through a grant from the California State University Faculty Fellows Program.

Funded through a Community Outreach Partnership Center (COPC) grant from the Department of Housing and Urban Development, U.S. Federal Government.

*Statewide Boating Facilities Inventory and Demand Study.*
With Edgar Rust, Rufus Browning, and Jose Mauro Barron. May 1995.
Sponsored by the Department of Boating and Waterways, State of California.

Funded through a grant from the San Francisco Urban Institute.

Sponsored by the Department of Public Works, City and County of San Francisco.

Sponsored by the Recycling Program, Department of Public Works, the City and County of San Francisco.
VERONICA T. SOVERO

Wake Forest University, Box 7505
Winston-Salem, NC 27109 USA

Professional Experience
Wake Forest University, Assistant Professor of Economics 2013-

Education
UCLA, Ph.D. in Economics 2013
Dissertation Chair: Moshe Buchinsky
University of Sussex, M.A. in Development Economics 2007
California Institute of Technology, B.S. in Economics 2005

Fields
Education, Development, Labor and Demographic Economics

Publications


Working papers

“Income Shocks and Marriage Quality: Cross Country Evidence from Sub-Saharan Africa” with Katherine Eriksson

“Peer Effects in Higher Education: A course level analysis” with Moshe Buchinsky and Shuyang Sheng

Work in progress “Faculty Composition and Grade Inflation ” with Amanda Griffith

Relevant Positions
Visiting Scholar at UCLA (declined due to medical leave) Fall 2016
Research Assistant to Professor Colin Camerer (Caltech) 2004
Fellowships, honors, and awards

- Farr Funds Grant ($2000) 2016
- Farr Funds Grant ($1500) 2014
- UCLA Departmental Progress Award 2008
- Eugene Cota-Robles Fellowship 2007-10
- UCLA Foundation Fellowship 2007
- Caltech Summer Undergraduate Research Fellowship 2004

Teaching

- Introduction to Economics, Economic Growth and Development, Econometrics

Referee

Journal of Development Studies

Department Service

- Co-advisor to the Society of Economics Students 2013-
- Farr Fund Committee 2015-2016
- Junior Search Committee 2016
- Honor's Thesis Advisor (1-2 students a year) 2013-2016
- Major Advisor (~30 students a year) 2013-2016
- Richter Summer Fellowship Advisor 2016

Presentations


Computer skills

- Stata, Matlab, Latex, Lyx, Microsoft Office

References

- Moshe Buchinsky (UCLA) Email: buchinsky@econ.ucla.edu
- Amanda Griffith (Wake Forest University) Email: griffial@wfu.edu
- Shuyang Sheng (UCLA) Email: ssheng@econ.ucla.edu

Languages

- English (native), Spanish (fluent)
Curriculum Vitae

LISA N. TAKEYAMA

Education

Ph.D., Stanford University, 1992
Dissertation Committee: Roger Noll, Timothy Bresnahan and Frank Wolak
B.A., San Francisco State University, 1984 (Summa Cum Laude, Phi Beta Kappa)
  Major: Economics
  Minor: Philosophy

Graduate Fields of Specialization

  Industrial Organization
  Econometrics
  Public Finance

Dissertation Title: “Distributing Experience Goods by Giving Them Away: Shareware”

Employment

  Associate Professor, San Francisco State University (Fall 2010 – present)
  Assistant Professor, San Francisco State University (Fall 2006 – Fall 2010)
  Lecturer, San Francisco State University (Spring 2005 – Fall 2006)
  Assistant Professor, Amherst College (1994 – 2003)
  Assistant Professor, University of Oregon (1990–1994)

Papers and Publications

  “Copyright and Product Quality Signaling in Markets for Computer Software,”

  Developments in The Economics of Copyright: Research and Analysis, Lisa
  Takeyama, Wendy Gordon, and Ruth Towse, eds., Edward Elgar, 2005

  “Piracy, Asymmetric Information, and Product Quality Revelation,” in The
  Economics of Copyright: Recent Developments and Analysis, 2003,
  Wendy Gordon and Richard Watt, eds., Edward Elgar

  “Strategic Vertical Differentiation and Durable Goods Monopoly,” The Journal of

  “Buy Prices in Online Auctions: Irrationality on the Internet?” with Eric B. Budish,

  “Initial Conditions and Economic Growth in the US States,” with Paul A. Johnson,

  “The Intertemporal Consequences of Unauthorized Reproduction of Intellectual


“The Impact of Piracy on Oligopolistic Outcomes,” work in progress

“The Advertising Effect of Pirating Intellectual Property,” work in progress

Publications Related to Teaching


Developed Internet Exercises for South–Western publishers to be included as part of the “end of chapter exercises” for Walter Nicholson's *Intermediate Microeconomics and its Application, Ninth and Tenth editions* textbook (2002, 2005).

Referee


*Textbook Reviewer for:*


Other Professional


Fellowships, Honors, Awards

Affirmative Action Award, San Francisco State University 2006 – 2007
“Buy Prices in Online Auctions: Irrationality on the Internet?” with Eric B. Budish, *Economics Letters*, paper listed by the publisher as one of the top ten most requested articles for the year 2001.

Listed among the top 15 scholars at the assistant professor level at liberal arts colleges (*Journal of Economic Education* 1997)

Class of 1952 Dean Eugene S. Wilson Faculty Development Award, 1997
National Science Foundation Graduate Fellowship, 1984–1989
Stanford University, Departmental Fellowship, Spring 1988
Phi Beta Kappa, 1984

Professional Memberships

American Economic Association
Society for Economic Research on Copyright Issues

Committees and Service

Department of Economics Graduate Program Coordinator (Fall 2008 – present)
Department of Economics Lecturer Review Committee (Fall 2015 – present)
College of Business Graduate Curriculum Committee (Spring 2012 – 2015)
Chair, Department of Economics Graduate Committee (Fall 2010 – present)
Treasurer, Phi Beta Kappa SFSU Omicron Chapter (Fall 2009– present)
Travel to China to Promote the Economics MA program, 2012
COB Presidential Award Review Committee, 2011
CSU Transforming Course Design: Microeconomics Project, Review Team (Spring/Summer 2009)
International Study Abroad (interview committee) (Spring 2007)
Departmental Hiring Search Committee (Fall 2006, 2017)
Departmental Course Scheduling Committee (Fall 2006 – Spring 2008, 2014 - present)
Departmental Seminar Committee (Spring 2007 – Fall 2007)
Department Representative COB MBA and MA Hooding Ceremony, 2013
Conducted Graduate Student Focus Group (with Phil King) for five year review (Spring 2007)
1. The primary purpose of this evaluation is to acknowledge, encourage, and support professional development of tenured faculty through peer review. The evaluation should recognize and encourage the accomplishments of tenured faculty by providing incentives to further advance their professional growth and make supportive recommendations for improvements if needed. In addition, the evaluation of tenured faculty is to consider the relationship of the faculty member to new and on-going programs of the department.

2. Tenured faculty members are to be evaluated once every five years. Since the Economics Department has not been conducting these reviews regularly, the department plans to phase in the post-tenure review process to allow for an even distribution of reviews over the next five years. The Economics Department used the 2015-2016 year to develop the phase-in schedule, the departmental criteria and process based on AS Policy #S14-122. As indicated in the Table below, the department plans to conduct post-tenure reviews per year starting 2016-2017.

<table>
<thead>
<tr>
<th>Last Name</th>
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<th>Dept</th>
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<tbody>
<tr>
<td>Bar</td>
<td>Michael</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:mbar@sfsu.edu">mbar@sfsu.edu</a></td>
<td>2009-2010</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2016-2017</td>
</tr>
<tr>
<td>King</td>
<td>Philip</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:pgking@sfsu.edu">pgking@sfsu.edu</a></td>
<td>1993-1994</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Potepan</td>
<td>Michael</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:mpotepan@sfsu.edu">mpotepan@sfsu.edu</a></td>
<td>1993-1994</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Takeyama</td>
<td>Lisa</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:takeyama@sfsu.edu">takeyama@sfsu.edu</a></td>
<td>2009-2010</td>
<td>Tenure &amp; Promo</td>
<td>2015-2016</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Chernomaz</td>
<td>Kirill</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:kirilch@sfsu.edu">kirilch@sfsu.edu</a></td>
<td>2012-2013</td>
<td>Tenure &amp; Promo</td>
<td>2017-2018</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Janko</td>
<td>Zuzana</td>
<td>ECON</td>
<td>Associate</td>
<td><a href="mailto:gjanko@sfsu.edu">gjanko@sfsu.edu</a></td>
<td>2014-2015</td>
<td>Tenure and Promo</td>
<td>2019-2020</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Chattopadhyay</td>
<td>Sudip</td>
<td>ECON</td>
<td>Full</td>
<td><a href="mailto:sudip@sfsu.edu">sudip@sfsu.edu</a></td>
<td>2007-2008</td>
<td>Promotion</td>
<td>2015-2016</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Chaudhuri</td>
<td>Anoshua</td>
<td>ECON</td>
<td>Full</td>
<td><a href="mailto:anoshua@sfsu.edu">anoshua@sfsu.edu</a></td>
<td>2015-2016</td>
<td>Promotion</td>
<td>2020-2021</td>
<td>2020-2021</td>
</tr>
</tbody>
</table>

3. The Economics department will follow the Academic Senate procedures for conducting the post-tenure review.
   a. Formation of Peer Review (PR) committee: The review shall be conducted by a specially constituted peer review committee that shall be established by the 3rd Friday in October. Each faculty member under review will choose one member of the review committee, the department chair will select another member of the
review committee and the department chair will be the third member. All members of the review committee must be full time, tenured, of equal or greater rank than the faculty member under review.

b. Material to be submitted by the last Friday of February: Up-to-date CV, self-statement, and SETEs from past five years. The self-statement should not be more than 500 words, and should summarize candidate’s accomplishments of the past five years and identify goals for the next five years.

c. The PR committee will submit a summary report (the final version of which must be developed in consultation with the faculty member under review) to the candidate and the Dean of the College of Business that includes the following by the 3rd Friday of March (with 5 days for rebuttal):
   i. Self-statement by candidate and supporting material.
   ii. A statement generated by the committee (recommended length 500 words or less) that (1) provides feedback to promote and facilitate the faculty member’s ongoing professional development and (2) identifies the needs and resources to support the faculty member’s goals for the next five years.

4. The Economics department will use criteria for post-tenure review that are identical to the expectations for a given academic rank as specified in the approved RTP criteria which are published on the Faculty Affairs website. Alternatively for full professors, criteria shall include:
   a. Student Evaluations of Teaching Effectiveness are typically expected to be better than, or close to, 2.0. Other factors may be considered as well, such as type of course and student qualitative comments.
   
   b. All tenured faculty are expected to commit to high academic and pedagogic standards, be effective in instruction and advising, guide and motivate students, and provide effective and fair evaluation.
   
   c. All tenured faculty are expected to meet AQ/PQ standards as defined by the College of Business.
   
   d. All tenured faculty are expected to serve the department as well as the college, university, and wider community.

Approved by the Economics Department on September 26, 2016.
APPENDIX A.5: Advising Folders for Undergraduate and Graduate Students
ADVISING FOLDER
ECONOMICS DEPARTMENT
SAN FRANCISCO STATE UNIVERSITY

Economics majors are expected to meet with their advisor at least once a year for advising.

Check one: **MAJOR**  **MINOR**  Bulletin Year:______________

Name:________________________________________________________ SFSU Student ID No:__________________________

Phone No.:__________________________ EMAIL:_________________________________________________________

Advisor’s name:____________________ Initial_______ Date:____________ Comments:________________________________

Advisor’s name:____________________ Initial_______ Date:____________ Comments:________________________________

Advisor’s name:____________________ Initial_______ Date:____________ Comments:________________________________

Advisor’s name:____________________ Initial_______ Date:____________ Comments:________________________________

Advisor’s name:____________________ Initial_______ Date:____________ Comments:________________________________

Advisor’s name:____________________ Initial_______ Date:____________ Comments:________________________________

Advisor’s name:____________________ Initial_______ Date:____________ Comments:________________________________

Additional Comments:_________________________________________________________________________________

Student began college education at:__________________________________________ in 19_______ 20_______

Student entered SFSU as a (check one): Freshman____ Transfer____ Other____ ;
Term started (indicate year): Fall_______ Spring_______

This file should contain the following documents:
• Copies of transcripts or semester grade reports (to be provided by the student).
• As applicable: Transfer Credit Report, Test Credit Report
• Memos noting awards or other honors won by the student.
• Memos noting any waivers granted for courses in economics; Approvals on course equivalencies.
• Any internship in process or completed by the student.
• Any notes from previous advising sessions.

Rev. September 2017 – Effective AY 2017-2018
IMPORTANT INFORMATION FOR COMPLETING YOUR REQUIREMENTS FOR BA IN ECONOMICS:

The following courses must be taken in sequence:
ECON 311 followed by ECON 312 followed by ECON 690

The prerequisites for ECON 690GW are:
ECON 301, ECON 302, and ECON 312

MATH 226 is a prerequisite for:
ECON 301, ECON 302, ECON 311, and ECON 312

Prerequisites cannot be taken concurrently.

STUDENT: Initial here __________ to acknowledge you have read and understand the prerequisites and sequencing of courses discussed above. Date: _______________

Additional information

1. GWAR requirement is satisfied by taking ECON 690GW.
2. Six upper division electives required to complete the BA program. Upon prior advisement, a maximum of two of the six electives may be taken outside of the economics discipline. Approved list of non-economic electives available online at the Economics Department website and the Economics Department office.
3. Economic electives must be chosen from 400’s and above. 300 level courses in Economics do not satisfy the upper division elective requirement for the Major. Exception: ECON 301, 302 and 312 are approved electives for the Minor ONLY.
4. Complementary Studies Requirement: The Economics Department has determined that any course taken outside of the Economics discipline satisfies this University requirement.

Suggested sequence to complete required core courses*:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>MATH 226</th>
<th>ECON 101</th>
<th>ECON 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>ECON 311</td>
<td>ECON 301</td>
<td>ECON 302</td>
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<tr>
<td>Level 3</td>
<td>ECON 312</td>
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<tr>
<td>Level 4</td>
<td>ECON 690</td>
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</tbody>
</table>

* ECON 301 is required for ECON 312. It is also highly recommended that students complete ECON 302 prior to taking ECON 312.
## Major Program Requirements in Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution/Instructor (SFSU only)</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core -- required of all majors:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>101 Introduction to Microeconomics</td>
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<td></td>
<td></td>
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<tr>
<td>102 Introduction to Macroeconomics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 226 Calculus I</td>
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<td></td>
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<tr>
<td>301 Intermediate Microeconomic Theory</td>
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<tr>
<td>302 Intermediate Macroeconomic Theory</td>
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<tr>
<td>311 Statistical Methods and Interpretation Dept. approved equivalent SFSU courses: MATH 124, DS 212</td>
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<tr>
<td>312 Introduction to Econometrics</td>
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<tr>
<td>690GW Senior Seminar: Inquiry Analysis (GWAR)</td>
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<tr>
<td><strong>Six additional upper division elective courses. On prior advisement, two of the courses may be in another department. See “List of Approved Electives” available online or the Economics Department.</strong></td>
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<tr>
<td>1.</td>
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<td>5.</td>
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<td>6.</td>
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</tr>
</tbody>
</table>

## Minor Program Requirements in Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution/Instructor (SFSU only)</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core -- required of all minors:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 Introduction to Microeconomics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102 Introduction to Macroeconomics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 226 Calculus I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>301 Intermediate Microeconomic Theory or 302 Intermediate Macroeconomic Theory</td>
<td></td>
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</tr>
<tr>
<td><strong>Three additional upper division elective courses. All courses must be taken in the Economics discipline. ECON 301, 302, 312 courses are approved electives for the Minor only.</strong></td>
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<td></td>
</tr>
<tr>
<td>1.</td>
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<td></td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>
Items typically covered with your Faculty Advisor during an advising session:

- Looking over your transcripts and Degree Progress Report to see where you stand towards graduation.
- Going over the Economics program requirements and developing a “roadmap” for how you can complete your required courses in coming semesters.
- Determining where you are in the quantitative sequence.
- Going over your career goals after graduation.

STUDENT RESPONSIBILITIES:

A. It is expected that students will:
   1. Accept the ultimate responsibility for knowing and completing all degree requirements.
   2. Read the SFSU Bulletin once upon entering the University and a Class schedule every semester. Obtain department or major brochures, handbooks, and information as necessary.
   3. Attend a new student orientation program prior to the first semester of attendance.
   4. Declare a major in a timely manner. It is recommended that students who enter SFSU as freshmen declare their major by no later than the end of the sophomore year and those students who enter SFSU as junior transfers declare a major by the end of the second semester in attendance.
   5. Maintain a personal academic advising folder and take it to every advising appointment.
   6. Seek academic advising at the appropriate time. Minimally, to include:
      a. When entering the university, either as a first-year or transfer student;
      b. when entering the major, minor, or program;
      c. if and when experiencing academic difficulty, including probation and possibility of disqualification;
      d. when moving into upper division standing and closer to graduation, and;
      e. when preparing to graduate and move beyond studies at San Francisco State University.
   7. Seek academic advising from the appropriate sources:
      a. Declared majors will receive their primary academic advising from their major department; Complete mandatory advising requirement from the Economics Dept.
      b. General Education (GE) Advising Center or a specifically assigned advisor for guidance on University required lower and upper division GE courses.

After graduation, this folder will be placed in the department’s graduates’ file.

This student graduated in ________________________.

Address before graduation: Home:____________________________
____________________________
Phone:________________________

Address after graduation: Home:____________________________
____________________________
Phone:________________________
MA students are expected to meet with their advisor at least once per semester (Fall and Spring) for advising. A registration hold will be in place until the student returns this folder to the economics department office with the advisor's initials below.

Name: ____________________________ SFSU Student ID No: ____________________________

Semester and year entered SFSU economics MA program: ____________________________________________

SFSU EMAIL: ____________________________________________@mail.sfsu.edu

Other EMAIL: ____________________________________________

Address: ____________________________________________

__________________________________________

Phone No.: ________________________________

Permanent address: ____________________________________________

(if different than above) ________________________________

Undergraduate degree/major: ____________________________________________

Semester/year of award of degree: ____________________________________________

Undergraduate institution(s): ____________________________________________

________________________________________________________________________

Other degrees received (degree, semester/year awarded, and institution): __________________________

________________________________________________________________________

SFSU Economics MA program advisor: ____________________________________________

Advising Record (required to clear registration hold)

Date: ___________ Advisor initials: ___________ Date: ___________ Advisor initials: ___________

Date: ___________ Advisor initials: ___________ Date: ___________ Advisor initials: ___________

Date: ___________ Advisor initials: ___________ Date: ___________ Advisor initials: ___________

Date: ___________ Advisor initials: ___________ Date: ___________ Advisor initials: ___________
MA Degree Requirements

Students must take 18 units of core courses, as follows:

- Econ 715 Mathematical Economics
- Econ 731 Econometric Theory
- Econ 701 Seminar: Microeconomic Theory
- Econ 702 Seminar: Macroeconomic Theory
- Econ 825 Applied Time Series Econometrics
- Econ 830 Advanced Econometric Methods and Applications

Students must take 12 units (four courses) of electives with the following restrictions:

- All electives must be approved by the advisor
- A maximum of two courses can be upper division undergraduate courses (no lower division courses)
- A minimum of one course must be a pure graduate course
- A maximum of three courses can be paired graduate/undergraduate courses
- A maximum of 6 units of ECON 899 Independent Study
- A maximum of two courses can be taken outside the economics department (see the economics department’s Graduate FAQs for a list of pre-approved electives from outside of the department)
- BUS 780, BUS 785 and BUS 786 are pre-approved electives which must be treated as undergraduate courses

Additional requirements:

- A maximum of six units of electives can be transferred from another institution (transferred units must not have been applied to the award of any other degree; requires approval from advisor and graduate coordinator; student must file petition for transfer credit evaluation when they submit their ATC)
- Course equivalencies must be approved by the advisor and graduate coordinator (course equivalencies without transfer credit do not reduce the 30 unit program requirement)
- Students must receive a grade of B or better in each core course and a B- or better in each elective. An overall GPA of 3.0 or better must be maintained
- Students that fall under academic probation should read the Academic Probation Instructions at the Graduate Division website and file the necessary forms that will enable them to register

ATC (Advancement to Candidacy), CEP (Culminating Experience Proposal) forms and MA culminating experience comprehensive exam

- Students will be notified by the graduate coordinator of the procedures to follow (students should also keep informed of the deadlines posted at the Graduate Division website)
- If there is any change of actual courses taken to those listed on the ATC, the student must file a Petition for ATC Substitution form
- Students must take the MA culminating experience comprehensive exam given in spring. To be eligible to take the exam students should expect to complete, by the end of the spring semester during which the exam is taken, 24 units of the Advancement to Candidacy with a B (3.0) average. ECON 715, 731, 701, and 702 must be included in these 24 units.
Admission Status:  Classified ☐  Conditional ☐

<table>
<thead>
<tr>
<th>Conditional Courses (✓)</th>
<th>Semester/Year Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 226 Calculus 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 301 Intermed. Micro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 302 Intermed. Macro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 312 Intro. To Econometrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 English Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once conditions of admission have been satisfied, student must file a petition for change of status from conditional to classified.

**ECONOMICS MA CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution (if transfer credit)</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core -- required of all MA students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>715 Mathematical Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>731 Econometrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701 Microeconomic Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>702 Macroeconomic Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>825 Applied Time Series Econometrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>830 Advanced Econometric Methods and Applications</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four additional elective courses (each requires advisor initials for approval).

1.                                   |                     |       |
2.                                   |                     |       |
3.                                   |                     |       |
4.                                   |                     |       |
After graduation, this folder will be placed in the department’s graduates’ file.

This student graduated in ________________________.

Address after graduation: Home:________________________________________________________

________________________________________________________

Phone:______________________________________________________