FOOTHILL COLLEGE   **ECONOMICS Fall 2010**
Program Planning and Review
(650) 949-7240 | http://www.foothill.edu/staff/irs/

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Economics Brian Evans, Jay Patyk
2. State the program's mission. If you don't have one, create one.	To provide students with an underpinning of economic theory and critical thinking in preparation for future academic and workplace environments.
3. Explain how the program/department mission is aligned with the college mission?	We are focused on enhancing student success as is the department and college.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 8 AM (classes begin) Closed for Lunch: No ☐ or Yes ☐ If yes, when: Our offices closed at:

	Times offered:	Locations offered:	Types Offered:	Status Offered:
2. What types of classes do you offer, at what locations, and at what times?	X☐ Morning (6AM-12PM) X☐ Afternoon (12PM-4PM) X☐ Evening (4PM-10PM)	X☐ FH Main Campus X☐ Middlefield ☐ Off campus	X☐ In Person X☐ Hybrid X☐ Distance	X☐ Credit ☐ Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	2	3	Instructors
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management and Classified Positions	**Full-time Headcount**	**Part-time Headcount**	**Brief Description of duties**
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	**Hours per Week**	**Months per Year**	**Brief Description of duties**
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	We have stable and strong enrollment: WSCH has been roughly 11,000 each year for the last 3 years. Class sizes have averaged around 40 students – which is close to the maximum seat count once drops are factored in. Implication is that our program could most likely successfully increase the number of sections offered.
5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	Success rates have remained stable at around 66%. Retention has crept up slowly from 83% (06-07) to 86% (08-09). If success rates are relatively low this may be due to the rigor of the courses.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	Relatively speaking black, Hispanic, and Filipino students have had less success than other races. Together they account for roughly 13% of our students. This has been consistent over the past 3 years. We have not, to date, been diligent at using the early alert program and we pledge to make stronger efforts at using this program in future quarters.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	Again we have a large degree of stability with these numbers. The department could test the waters by increasing class offering over the next few years and then add an additional full-time instructor if warranted.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	Online success rates appear similar to the in-class counterparts – perhaps slightly more failures. These tend to be students that essentially drop out of the class without officially dropping out. Perhaps more reminders about drop dates would help with this. Online retention rates are significantly lower than for the in-class counterparts. We feel this may be due to students experimenting with online classes and finding it more difficult than expected as well as students incorrect belief that they can squeeze in an online class on top of an already full schedule. We do not feel that it will ever be possible to reduce the retention rate to be comparable to in-class classes without reducing the rigor of the online courses. It is much

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	easier to sign up and try an online class relative to an in-class class to which you must commit time. We conducted a survey of our online classes in 2008 toward the end of the quarter and found students were generally satisfied with the courses.	
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).		
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.		

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Transfer students to 4-yr schools	x ☐	x ☐	☐	☐
Increase student interest and understanding of the world around them	x ☐	x ☐	x ☐	☐
Encourage active application of critical thinking skills	x ☐	x ☐	x ☐	☐
	☐	☐	☐	☐

12. What is your plan for accomplishing your goals?		
Department Operational Goals	**Activities**	
Transfer students to 4-yr schools	Maintain appropriate rigor in testing and grading; engage students out of class to build trust and communication; encourage enrollment in the Honors program.	
Increase student interest and understanding of the world around them	Engage students out of class to build trust and communication; use classroom discussion-based activities on topics to which students can relate	
Encourage active application of critical thinking skills	Ensure tests contain sufficient application problems	

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**
None needed		

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners?	We work with the Disability Resource Center as needed. We incorporate a diverse set of teaching strategies (lecture, small and large group discussions, individual and group worksheets, experiments, etc.)
2. How does your curriculum respond to changing community, student, and employer needs?	We adjust lecture content as the economy rises and falls (for example, we are emphasizing current events related to the recent global financial crisis). This reflects changes desired by both community and student groups.
3. How does your curriculum support the needs of other certificates or majors?	We are used as elective courses for many other majors. We help students to think critically about issues – regardless of the discipline.
4. Do your courses for the major align with transfer institutions?	Yes, very well.
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	We currently have no pre-requisites (but have advisories). We are considering an Introductory Algebra pre-req for Econ 1A and Econ 1B.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	Everything appears in order.
7. Does your program offer distance education courses?	Yes
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	We have a policy of responding to all questions directed to us within 1 working day. We maintain a discussion chamber by encouraging and prompting student posts. We check in on the discussion board daily (though not necessarily posting daily).
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	We maintain a discussion chamber by encouraging and prompting student posts. We check in on the discussion board daily (though not necessarily posting daily).
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	

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10. What college skills should a student have before entering your program?	Introductory Algebra, decent command of the English language.
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	We do not have data on how our students scored on placement tests. It seems to us that those unqualified self-select out of the class.
12. In what ways are you addressing the needs of the college skills students in your program?	We do basic math review early on in the quarter. We have online tutorials and assignments that cover basic math. We offer extra study guides for students that desire more practice.
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	We work with the tutorial center to ensure quality Economics tutors are hired.
Program Mapping	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	We recommend Econ 1A and 1B (in either order) prior to Econ 25 and Econ 9 – but it is not mandatory.
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Not applicable.
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	Not applicable.
Course Scheduling & Consistency	
17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	We have had heavy course loads in the mornings. We have growing course loads in the afternoons. The evening course load has been erratic and small – some have been cancelled. We will continue to offer evening courses in the event they fill.

18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	Yes. The lack of sequencing means students have great flexibility in completing the courses in a timely manner.
19. How does the department determine that classes are taught consistently with the course outline of record?	We review the course outline of record with new hires (full or part-time).
Summary of Planning Goals and Action Plans	
20. What are your goals with respect to curriculum and how will those goals be measured?	Ensure courses are current and transferable. We will work with our articulation officer to maintain transferability.
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
None		

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.

2. **Program Learning Outcomes** in this section will be updated annually and posted on the Learning Outcomes webpage.

• **Intended Program Outcome 1**: Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth and stability, market structures and competition, market failures and the economic role of government.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills x ☐	Transfer x	Workforce ☐
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?*	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*
Community and Global Consciousness	*This is a broad outcome that is measured over questions on many tests. We will look at student homework and exam results to assess success.*	*Fall 2011*	*Fall 2011*

• **Intended Program Outcome 2**: Employ economic reasoning to explain the world around them and make objective decisions based on assessments of costs and benefits.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills x ☐	Transfer x	Workforce ☐
Relationship to Institutional Learning Outcomes • *Communication* • *Computation* • *Critical Thinking* • *Community and Global Consciousness*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?*	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*

| *Critical Thinking* | *Testing cost-benefit analysis on exams. Students may demonstrate proficiency through analysis of newspaper articles or discussions as well.* | <mark>*Fall 2011*</mark> | <mark>*Fall 2011*</mark> | |

V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	None
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	Semi-annual department meetings including part-time instructors; frequent emails to maintain clarity on issues
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Established a California Community College Econ Instructor Google Group in September 2009 – currently 60 members (http://groups.google.com/group/ccceconinstructors?hl=en) Created a Wikieducator page (6/09) to steamline and encourage the adoption of free online textbooks: http://wikieducator.org/Economics_Textbooks_Free_and_Online
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	Actively involved in encouraging the CSU LDTP to drop its mandate for an Intermediate Algebra pre-requisite for Introductory Economics. Rallied instructors against this idea and sent a letter to all CSU Econ Chairs outlining the mistake of the policy (viewable at http://wikieducator.org/Letter_to_CSU)

Summary of Planning Goals and Action Plans

6. What are your goals with respect to departmental engagement and how will those goals be measured?	Quarterly meetings
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
none		

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Attended the Summer Economics workshop hosted by Stanford Institute for Economic Policy Research (SIEPR) in '08 and '09 ; Wikieducator online workshop completed in June 2009; Assisted in an SRI study for the development of assessment tools for 2nd year Economics students ('08-'09)
2. What opportunities does your department take to share professional development experiences with colleagues?	We email / discuss these events at department and quarterly meetings
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Incorporate information on an as needed and individual basis. Adapted testing styles based on new information. Running discussion through email on pertinent issues.
4. What professional development needs do you have in the coming years?	Funding for SIEPR ($75 / year)
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	At some point one of us would like to go to Africa for insights on Economic Development. The Council for International Education Exchange (CIEE) offers trips currently for $3,000 to $4,000.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Funding	Research trip to Africa	To assist in developing a course on Economic Development as well as insight for Econ 25 (The Global Economy)

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes	
2. Are there sufficient college and departmental computer labs available to support this program?	Yes	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	
7. Are general tutorial services adequate?	Yes	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
9. Do students have access to and can they effectively use appropriate information resources?	Yes	
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		Neutral. No negative impacts. Marketing is accurate.
12. What impact does the college or departmental website have on marketing your program?	Minimal.	

13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	No. We tend to have high enrolment as it is.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	High school visits by faculty.
Programs, clubs, organizations, and special activities for students	
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	1. Business, Economics, and Accounting Club: has contributed to creation of the Foothill Entrepreneur Center; offers and arranges internships; does an annual business plan competition with $10,000 in prizes; arranges field trips (one to the Federal Reserve Bank of SF in November 2009); numerous guest speakers from industry and academia 2. Microcredit Club: raises awareness of and money for microcredit loans to people in developing countries; currently has roughly $2,200 in loans outstanding; brings in guest speakers to help raise awareness.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Very high transfer rates to UCB and UCLA
Summary of Planning Goals and Action Plans	
17. What are your goals with respect to support services and how will those goals be measured?	Maintain access to quality tutors. Measured by ensuring appropriate tutors are hired – as has been the case in recent years.

18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
NO additional resources needed		

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	
11. How does this program prepare students for competitive employment?	
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	
13. List the dates and number of members attending of your most recent advisory board meetings.	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	
16. What is the program's accreditation status?	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	

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19. What indicators does your program use to determine success of our students after completion?	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	

Summary of Planning Goals and Action Plans

23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	

24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. How does your PT/FT ratio impact the program?	3 PT / 2 FT … no negative impact
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	One full-time instructor has a spring quarter PDL in 2010 and 2011 which will be covered with current part-timers. Our classes tend to be full however we also do not currently want to reduce flexibility by hiring another full-time instructor. We believe one more part-time instructor on board over the next two years will be needed. If those additional classes have sufficient enrolment then we would need one more full-time instructor in 3 or 4 years.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	none
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	yes
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	yes
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	Yes. We link to websites and video clips. We also use online textbooks and other resources. Everything seems to be working ok.
Technology & Equipment Definitions	

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.

- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.

- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities	
7. Are your facilities accessible to students with disabilities?	**Yes**
8. List needs for upgrades for existing spaces	Room 3307 needs new desks.
9. List any new spaces that are needed	None
10. Identify any long-term maintenance needs.	none
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes.

Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	A-budget – currently sufficient. B-budget - sufficient
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	More A-budget will be needed as we increase our part-time instructors (and potentially full-time in the future).
15. Are there ways to use existing funds differently within your department to meet changing needs?	No

Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?		An additional part-time instructor over the next couple of years and potentially an additional full-time instructor in 3 or 4 years depending on how classes fill up over the intervening years.
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Part-time instructor	Instruct	Currently our classes are full and has been growing. We would like to expand gradually – with a part-time instructor in the next couple of years and potentially a full-time instructor in 3-4 years.

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X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals <u>met or in progress</u> and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission

2. Upon review of this program plan, provide a summary of <u>current or continuing</u> goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Increase diversity of presentation techniques	*$500 for DVDs*	*PLO 1 and 2*	*Basic Skills*

Supervising Administrator Signature	*Completion Date*