

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
<b>A. Program Information</b>			
<b>Program Mission Statement</b>			
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria – Needs Some Improvement to Meet the Standard	Exceeds expectations for all 8 criteria - Excellent	Addresses all 8 criteria - Meets the Standard
Reader Feedback	Great mission statement. Clear and concise.	The Mission statement indicates clearly that the Economics department seeks to provide an academically rigorous program that seeks to provide both an academic and practical background for their students.	The mission statement very clearly presents all of the criteria and effectively introduces the Economics program.
<b>Program Learning Outcomes</b>			
Overall, this section:	Addresses 3 to 4 of the criteria – Needs Some Improvement to Meet the Standard	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard
Reader Feedback	PLO's are clear and very easy to follow and understood. However, its difficult to find evidence towards higher order thinking skills and does not clearly state student understanding expectations.	All criteria are met with these program learning outcomes. One concern is that while the language is understandable, it may be unclear what some of these are referring to if one hasn't taken economics courses in the past. For example, the first outcome is clear, but without experience, one may not know what the application of a "economic	The PLOs are brief, clear, and actionable.

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
model" might entail.			
<b>B. FTES - Enrollment Trends</b>			
1. What does the FTES data trend indicate?	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard
<b>FTES Narrative Explanation - <i>Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.</i></b>			
Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard
<b>FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i></b>			
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Great explanation on proposed actions to increase FTES. I would really like to hear more of any the data backing the time slots between morning and afternoon options. Have the asynchronous courses positively impacted enrollment and is this the preferred option between faculty	The only criteria that doesn't seem to be met in the narrative is that the reasons include items within the department's control. Stated reasons for the trend include the overall enrollment downturn, courses being canceled and the local economy. While all these are certainly reasonable	The proposed actions for stabilizing or increasing FTES are informed by data, demonstrable, and measurable.

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
	and students? Great idea on creating a flyer. I recommend partnering with local high school's to expand student interest and potentially earning a degree / transfer after continuing with Foothill.	explanation they all seem out of the department's control. Having said this, the proposed actions do focus on what the department can do to stabilize or increase the FTES. In any case, both the explanations and the proposed strategies seem appropriate.	
<b>C. Sections - Enrollment Trends</b>			
<b>Section Narrative Explanation (If Applicable) - Explain why the number of sections is flat, increased or decreased.</b>			
Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard
<b>Section Narrative Explanation (If Applicable) - Explain why the number of sections increased while FTES decreased.</b>			
Overall, in this section:	The narrative is not included	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
Reader Feedback		Again, there doesn't seem to be an indication of items that are within department control. However, this doesn't seem inappropriate given that the budget reductions and declining enrollment are reasonable explanations for this trend.	Not applicable

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
<b>D. Productivity - Enrollment Trends</b>			
1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	
<b>Productivity Narrative Explanation (If Applicable) - Explain why the productivity is flat, increased or decreased.</b>			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Productivity Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the productivity number.</b>			
Overall, in this section:	The narrative is not included	The narrative is not included	The narrative is not included
Reader Feedback			Not applicable.
<b>E. Enrollment by Student Demographics</b>			
<b>a. Enrollment by Gender</b>			
<b>Enrollment by Gender Narrative Explanation - Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.</b>			
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51%)	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the genders/sex is less than or equal 10% - Excellent

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
Female, 47% Male)			
<b>Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i></b>			
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard
Reader Feedback	Data trend has been flat and consistent. However, I do see a gender gap between 21 and 30 percent.	While there does seem to be a gender disparity, it does seem to fit with the explanation offered by the quote from Dr. Golden. An informational flyer might help to display women in the field. Perhaps another strategy that should be listed here is bringing female guest speakers to campus. I know that this has been happening virtually and also when we were on campus, and I think this will also be effective in changing the perspective that it is a field that favors, or is dominated by, men.	

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
<b>b. Enrollment by Ethnicity</b>			
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (2019-20 College enrollment distribution by ethnicity: 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard
<b>Enrollment by Ethnicity Narrative Explanation (If Applicable) - Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</b>			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative is not included
<b>Enrollment by Ethnicity Action Narrative (If Applicable) - Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</b>			
Overall, in this section:	The narrative is not included	The narrative is not included	The narrative is not included
Reader Feedback		While the report does indicate that the data is in line with the school overall, there isn't much in terms of why the numbers are as	Not applicable.

# Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
		<p>they are or indicate any reason within departmental control. This is, however, understandable. It is difficult to look at data and determine how a department could both meet the standards for transferable courses and also address racial disparities in the population. Perhaps economics courses could increase examples and use of models that focus on racial inequity. Perhaps course modules could be dedicated to topics of racial disparity. Even a course in the economics of race might be effective in this regard.</p> <p>Note: The nature of the form is somewhat limited. While the narrative doesn't address the criteria, I don't think it needs improvement. The narrative simply states that the numbers are consistent with the school overall.</p>	
<hr/> <b>F. Student Course Success</b> <hr/>			
<b>a. Student Course Success</b>			

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard
<b>Student Course Success Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.</i></b>			
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Student Course Success Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the student's course success percentages.</i></b>			
Overall, in this section:	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback		There are some good actionable plans for increasing student success without sacrificing academic rigor, including tutors and the flipped classroom model.	The proposed actions for increasing student success are clearly stated. The actions include uplifting classroom practice with pedagogical choices informed by changes made during the pandemic.
<b>b. Student Course Success by Student Groups</b>			
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander,	The gap between the two groups has not changed over the time span – Needs Some Improvement to Meet the Standard	The gap between the two groups has decreased over the time span – Meets the Standard	The gap between the two groups has decreased over the time span – Meets the Standard

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
White, Decline to State student groups?			
<b>Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i></b>			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i></b>			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Great idea on the peer tutors. Small class size will definitely impact student rapport. Great connection on empowering students by taking on roles.	These achievement gaps are difficult to overcome due to long history of inequality, systemic racism and multigenerational poverty. However, the economics department seems to be conscientious of some of the contributing factors that lead to this gap	The proposed actions include carrying over recent improvements in our online courses to create "modified" flipped-classroom structures, and hybrid classes going forward.
<b>G. Student Course Success by Demographics</b>			
<b>a. Student Course Success by Gender</b>			
What does the data indicate about course success?			
Female	Course success has been flat or decreased over the time span by	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
	no more than 2 percentage point – Meets the Standard		
Male	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has improved over the time span - Excellent
<b>Course Success by Gender Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.</i></b>			
Overall, in this section:			The narrative includes all 3 of the criteria - Meets the Standard
<b>Course Success by Gender Action Narrative (If Applicable) - <i>Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.</i></b>			
Overall, in this section:	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback		There doesn't seem to be much variance between male and female populations. Also, as the authors point out, there is no "non-binary" category. It is unclear if that population is included in the decline to state	Non-binary isn't a category on the Success by gender charts.

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
		category or if that category simply includes some students who simply did not want to state their gender.	
<b>b. Student Course Success by Ethnicity</b>			
What does the data trend indicate about program student course success by ethnicity?			
African Americans	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Filipinx	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Latinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has improved over the time span - Excellent
Pacific Islander	Course success has been flat or	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent

## Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
	decreased over the time span by no more than 2 percentage point – Meets the Standard		
White	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Decline to State	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
<b>Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i></b>			
Overall, in this section:	The narrative is not included	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>Describe the reasons for the gap in course success.</i></b>			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
<b>Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i></b>			
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard

# Economics Program Review

Rubric Evaluation	Manuel Diaz-Alvares (Classified Staff At-Large)	Brian Tapia (Same Division Faculty)	Carolyn Brown (Faculty At-Large)
	Improvement to Meet the Standard		
Reader Feedback	<p>Writer describes the different potential barrier students face and how this corresponds to the data and the recommendations for change. Very clearly explained the anecdotal story of being subjective grader VS assessment of Econ knowledge.</p>	<p>I wanted to comment upon some of my responses to the rubric, and the template itself. In many places I found the options in the rubric too restrictive. In these instances, the authors comment adequately upon data, but did not address the criteria on the rubric. This forces the reader to indicate that the answer needs significant improvement. However, as a human being reading the explanation of another human with many of the same challenges, I understood completely and thought the responses were perfectly reasonable, despite not meeting the criteria indicated. Many such examples for this report involved the identification of items that were not in the departments control. Thus, if the criteria was "reasons include items that are within the departments control," then</p>	<p>The proposed actions include detailed and actionable plans to reduce class size, recruit racially targeted peer tutors, and support student cohorts.</p>

## Economics Program Review

### Rubric Evaluation

**Manuel Diaz-Alvares**  
**(Classified Staff At-Large)**

**Brian Tapia**  
**(Same Division Faculty)**

**Carolyn Brown**  
**(Faculty At-Large)**

---

they didn't meet the criteria and the only option is that the response needs improvement. In some cases, major improvement was indicated by the rubric, regardless of what I thought of the response. To be clear, I found all of the responses to be thoughtful and reasonable. It is the rubric that I found restrictive and needing significant improvement. In particular, I found the "What criteria is met?/Overall in this section:" model to be too mechanical and not terribly meaningful way to respond to the provided narratives.