

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

Two

2. Number of part-time faculty in the program.

Two

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Greater / Earlier reliance on current Econ tutors
Creation of class-based student TA program promoting underserved students
Outreach fliers highlighting Female Students of Color (see next slide)
Revamped website to attract same
Greater adoption of hybrid going forward to leverage the work we have done in our online offerings - flipped classroom?
Smaller class sizes ... we can dream

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

We have completed and distributed the flier.
We have revamped the website.
Brian has begun creating an 75 minute gap between Micro and Macro which is being called "Econ Hour" - focused on helping any students falling behind. There is an embedded tutor there to help and also other successful Econ students willing to help others.

7. Explain your implementation timeline and if there have been any changes or updates.

After a few quarters of hybrid classes, the students collectively showed a strong preference for more class time (over the hybrid hour). As such, both instructors have discarded the hybrid model and meet 5 hours per week on campus for both Micro and Macro. We are encouraging our adjuncts to follow suit.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

As explained above, the decision to return to fully f2f classes was based on student polling.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHriXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

Black: -22% 15 additional successes needed to erase gap
LatinX: -13% 49 additional successes needed to erase gap
Low Income: -25% 125 additional successes needed to erase gap

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

Economics requires substantial graphing, basic math, and critical thinking skills. Students entering the classes without these foundations will inevitably struggle. Our job is to provide the best support, with a particular focus on these students. We believe we are dedicated to that mission but it is unlikely that we will be able to fully offset years of inequity in our short time with our students. However, we are requesting money for in-class tutors to help with closing gaps.

Click on the link below to view the Annual Program Review Rubric.

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The department has met expectations and is making good progress on its goals. One area for further consideration would be around developing specific interventions for the target populations listed.

This form is completed and ready for acceptance.