Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Instructional Program Review Handbook

Fall 2015
Version 4.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of instructional areas.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team

- Core data elements

- Completion of a Comprehensive Instructional Program Review Narrative Report every three years

- Validation of the Comprehensive Instructional Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.

Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.

- Division Dean

- Two additional faculty members.

- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

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Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

- College productivity rate for the last three years.

- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.

- Total degrees and certificates awarded by the college, per year, for the last three years.

- Retention rates by course and discipline, department or program for the last three years.

- Overall college retention rate.

- Course completion (student success) rates, by course and discipline, department or program for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
- A list of degrees and certificates

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program.   Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$FTES = WSCH \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$FTES = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The Comprehensive Instructional Program Review Report

1. **College: College of Alameda**

   Discipline, Department or Program: Economics, Business and Transportation

   Date: 11/17/2015

   Members of the Comprehensive Instructional Program Review Team:

   Members of the Validation Team:

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2. **Narrative Description of the Discipline, Department or Program**:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

> The Economics discipline 's mission is to thrive to better serve our students needs by constantly updating our courses and introduce new strategies to improve our teaching style.

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3. **Curriculum**:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

> Yes all the course outlines have been updated in Fall 2013 and Spring 2015

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

> Offer elective courses that will attract students and increase graduation and transfer rates

The economic faculty plans to develop a new International Economics course to satisfy the high demand for this type of course. Many students have expressed interest in this type of course.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

    Every faculty in the department has an obligation to include the SLOs in his /her syllabus so that students enrolled in the course are aware of these SLOs.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

    Improvement 1.
      Improvement of our curriculum

    Improvement 2.

      Refining the SLO process and try to "close the loop"
    Improvement 3.

      Continue our discussion on the achievement gap and possible solutions
      Support tutoring services for our discipline
      Increase course completion and success rates

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you

learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1.
Offer designated " honors sections" and encourage faculty to accept "honors by contract" in classes for those students who want to perform high quality academic work

Plan 2.
        Offer Independent Study courses so students can work with a faculty member one-one for an in depth study of a specific topic

Plan 3.
        Offer new courses in International Economics and Globalization

- Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

- Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

_____

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

        Emphasize the most critical concepts continuously
        Provide a visual aid to explain abstract concepts
        Use in class activities and group work to reinforce newly presented material
        Help students create a link between new material, something already learned and real world

Be enthusiastic and treat students with respect.
Help the students master basic vocabulary

- How has new technology been used by the discipline, department or program to improve student learning?

    New technology is being used as supplemental to class discussion (students used myeconlab or Aplia /mindtap to create their own study guide).

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

As a discipline, our collective goal is the "education of the heart" and the search for the truth. Students and faculty aspire to create a community where competition is fair, integrity is respected, and dishonesty is not tolerated.

It is the responsibility of students to help maintain the community of academic integrity. Specifically, students are given significant responsibility to help protect and promote the highest standards of academic integrity and help maintain honesty in all actions.

Students are expected to adhere to these values. Students shall not receive credit for work that is not a product of their own efforts. Lack of understanding or familiarity with this policy shall not be considered a valid defense to charges of violating it.

As faculty we have our code of conduct and course policies that explicitly state all the above. Students are required to do all course assignemts independently whether in a face to face class or online. For the online courses we try to maintain the integrity and consistency by requiring students to come to campus for their proctored examinations

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

    By assigning critical thinking assignments and problem solving and asking students to come to campus for their exams

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

    o Overall enrollment trends in the past three years

Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	216	279	278	179	288	334	82	283	283

Total enrollment in Economics stayed steady from Fall 2012 to Spring 2015 except for summer courses. Our discipline is still serving well over 283 students. From Fall 2012 to Spring 2015 total enrollment has increased by 19.7% and then declined from Spring 2014 to Spring 2015 by 15%. This can be attributed to the automatic prerequisite enforcement of the " Intermediate Algebra ' .

Campus	Alameda
Subject	ECON

Headcount	Term								
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16					1			1	
16-18	20	17	11	2	11	15	5	20	8
19-24	128	163	157	113	179	192	46	161	153
25-29	33	45	55	37	48	64	14	47	55
30-34	16	27	27	9	20	24	9	24	36
35-54	19	27	28	15	26	37	7	28	30
55-64				3	3	2	1	1	1
65 & Above								1	
Grand Total	216	279	278	179	288	334	82	283	283

From the enrollment data our biggest enrollment population comes from the group age 19 – 24. The group age 16- 18 is underrepresented and we should target this particular group.

The data also shows that Asian represent the biggest portion of our students body. Strategies need to be designed to encourage other underrepresented minority group to enroll in the Economics courses. This has not changed over the last three years.Almost more then half of our students are Asian. The next largest group is African American , followed closely by Hispanic. White Non Hispanic represents a small portion of our students body.

Campus	Alameda
Subject	ECON

Headcount	Term								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native					1			1	
Asian	110	127	115	76	128	160	45	117	127
Black/African American	33	54	55	28	50	39	5	47	37
Filipino	4	8	10	8	5	10	7	10	8
Hispanic	18	26	22	19	32	35	5	33	32
Multiple	10	14	23	8	17	31	9	30	32

Other Non white	2	3	3	1	2			2	
Pacific Islander	1	2	1						
Unknown/Non Respondent	14	18	21	12	17	16		14	15
White Non Hispanic	24	27	28	27	36	43	11	29	32
Grand Total	**216**	**279**	**278**	**179**	**288**	**334**	**82**	**283**	**283**

o An explanation of student demand (or lack thereof) for specific courses.

> Over these past years students have expressed interest in globalization or international economics

o Productivity for the discipline, department, or program compared to the college

    The productivity rate of the economics discipline is almost identical to the productivity rate of the college.

CAMPUS	Alameda
SUBJECT	ECON

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	14.89	19.13	12.59	16.61	19.50	14.16	14.47	15.12	15.85

CAMPUS	Alameda

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.37	18.45	17.35	15.86	17.46	16.68	14.63	16.52	16.28

College productivity rate ___16.65_____

    o   Salient factors, if known, affecting the enrollment and productivity trends you mention above.

           The automatic prerequisite enforcement has a significant impact on enrollment. Therefore a discussion with the admission counselers would be useful to identify the obstacles that sudents faced when they are enrolling for the economics courses.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  Yes because we survey the students and take into account their concerns when scheduling classes

- Recommendations and priorities.

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6. Student Success and Student Equity:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

  The course completion rates for Economics is slighty above the college course completion rate- 70.16% for economics compared to 69.4%

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  There is a big difference in the course completion rates when disaggregated by age. Under 16 has the highest completion rate around 90% followed by the other age groups. The data is not disaggregated by gender or ethnicity.

CAMPUS	Alameda								
Success	**Term**								
Age	**2012 Summer**	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Under 16	94.83%	90.00%	90.91%	91.89%	88.00%	78.38%	90.54%	90.70%	93.62%
16-18	85.48%	74.29%	77.32%	79.33%	77.23%	74.14%	89.37%	73.46%	72.38%

19-24	72.38%	64.78%	62.49%	76.00%	63.32%	64.81%	75.97%	63.30%	64.79%
25-29	68.13%	69.06%	67.81%	69.77%	67.27%	68.92%	76.70%	65.33%	67.30%
30-34	63.85%	71.17%	70.32%	74.85%	68.29%	69.23%	68.20%	70.93%	67.07%
35-54	67.14%	72.85%	72.30%	70.33%	72.81%	72.41%	73.86%	73.22%	73.78%
55-64	68.24%	75.19%	77.29%	73.97%	74.65%	76.36%	66.00%	71.58%	75.19%
65 & Above	75.00%	75.68%	69.35%	81.82%	75.47%	72.88%	66.67%	76.32%	73.75%
Grand Total	**71.85%**	**68.08%**	**66.66%**	**74.76%**	**67.27%**	**67.71%**	**76.48%**	**66.77%**	**67.50%**

College course completion standard __69.4%_____

Please insert the data chart here or complete the section below.

CAMPUS	Alameda

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Success%	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

CAMPUS	(All)
SUBJECT	ECON

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Success%	72.48%	66.62%	69.23%	66.00%	70.19%	71.25%	76.06%	71.35%	70.65%

Department/discipline course completion rates:

Course 1.___Economics_(I and II)_____70.16%_____ _____
     (course name and number)   rate

Course 2. ._____   _____
     (course name and number)   rate

Course 3. ._____   _____
     (course name and number)   rate

Course 4. ._____   _____
     (course name and number)   rate

ETC.

Discussion:

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  College course completion standard _____

  Please insert the data chart here or complete the section below.

  Department/discipline Distance Education (100% online) course completion rates:

  Course 1._____   _____
           (course name and number)   rate

  Course 2. ._____   _____
           (course name and number)   rate

  Course 3. ._____   _____
           (course name and number)   rate

  ETC.

  Discussion:

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

  College course completion standard _____

  Please insert the data chart here or complete the section below.

Department/discipline Hybrid course completion rates:

Course 1._____   _____
        (course name and number)   rate

Course 2. ._____   _____
        (course name and number)   rate

Course 3. ._____   _____
        (course name and number)   rate

ETC.

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

- Describe the discipline, department, or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses).* for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

        The economics retention rate is above the college retention rate. For example from Fall 2012 to Spring 2015 the retention rate of the economics discipline increased from 80.64% to 83.86% while the retention of the college increased by 1.7%

CAMPUS	Alameda
SUBJECT	ECON
CATALOG_NBR	(All)

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ECON 1 - MACRO-ECONOMICS	90.20%	85.79%	77.65%	80.58%	94.08%	93.05%	88.46%	93.94%	82.69%
ECON 2 - MICRO-ECONOMICS	90.09%	82.73%	83.45%	86.67%	88.89%	94.48%	93.94%	93.81%	85.00%
Grand Total	**90.14%**	**84.64%**	**80.32%**	**83.42%**	**91.55%**	**93.71%**	**90.59%**	**93.88%**	**83.86%**

CAMPUS	Alameda

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Retention%	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%

- Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

CAMPUS	Alameda

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Retention%	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%

College retention standard __82.82%_____

CAMPUS	Alameda
SUBJECT	ECON

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Retention%	90.14%	84.64%	80.32%	83.42%	91.55%	93.71%	90.59%	93.88%	83.86%

Discipline, department, or program retention rates

Year 1.____84.3%_____

Year 2. .___82.6%_____

Year 3. .___82.96%_____

Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

   To increase the retention rate the Economics faculty have developed a number of ideas involving transfer, peer mentoring, supplemental instruction, and curriculum design.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded?   Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

   The Economics faculty is in the process of implementing a pathway to degree/certificate completion.
   We plan to create an Economics Equity Advisor and Lab instructor and the development of a new International Economics course.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

   Full-time faculty headcount ___1_____

   Part-time faculty headcount ___3_____

   Total FTEF faculty for the discipline, department, or program _____

   Full-time/part-time faculty ratio ___1/3_____

   Classified staff headcount _____

- Describe your current utilization of facilities and equipment.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

    Provide computers to the part timers

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  Training in computer based instructions
  Training in multicultural perspectives

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

  One – one with a senior faculty member or asking new faculty to attend workshop aimed at assisting faculty become more familiar with the course management software

_____

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
  - Hire more part time faculty or add a new full time faculty
  - Offer a variety of quality courses
  - Support faculty travel to conferences
  - Encourage collaboration with other disciplines
  - Update the discipline computers and printers
  - Encourage innovative teaching techniques and the use of technology in the classroom

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale: continue to update all courses in Econ and to improve the design of the SLO

- **Goal 2. Assessment:**

  Activities and Rationale: All course learning outcomes will be modified based on the updated curriculum. We will limit the SLO to 6 or 7 so that faculty can assess two outcomes each year

- **Goal 3. Instruction:**

  Activities and Rationale:

- **Goal 4. Student Success and Student Equity:**

  Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale:

• Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: _College of Alameda_____

Discipline, Department or Program: Economics_____

Contact Person: __Souleymane Gueye_____

Date: ___11/17/2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	1 more part time faculty	5		
Human Resources: Classified				
Human Resources: Student Workers	Student Mentor/ Tutors for Economics courses	5		
Technology				
Equipment				
Supplies				
Facilities				
Professional Development				
Other (specify)				

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____College of Alameda_____

Discipline, Department or Program: __Economics_____

Contact Person: ____Souleymane Gueye_____

Date: __11/17/2015_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Continued update of course outlines . 2. Development of a new International Economic course and New Introductory Economics course		
3. Plan to analyze the SLO and archive them in our respective websites and the department website for easy access by students. 4. Plan to increase and retain enrollment in the economics courses		

5. Plan to design strategies aimed at increasing the success rate of under-represented minority students. 6. Use The S.L.O data and course success to identify gap in success between different ethnic groups.		
7. Develop ideas involving guided pathway to degree/certificate completion or transfer, peer mentoring, supplemental instruction, course acceleration and curriculum redesign to deal with the success rate.		
8. Finish the development of the AA- T major.		
9. Plan training of new faculty for an effective use of the software management system that supports our textbook.		
10. Plan to provide computing needs to all faculty for assessment data, student success data, and enrollment data.		

Appendix C

Program Review Validation Form and Signature Page

College: Alameda

Discipline, Department or Program: Economics

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions

☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____

Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____

Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____

Print Name   Signature   Date