Foothill Annual Program Review 2023

Annual Program Review Template 2023

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

> 2

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

> 2

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.

> From the Comprehensive Review, I have found these identifiable actions:
>
> - expand hybrid offerings
> - Economics informational flyer
> - integrate Econ tutors more effectively in online courses
> - use low-cost / free textbooks
> - online ethnically targeted peers tutors

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 did expand hybrid offerings ... but discontinued the practice as of the '23-'24 academic year as informal surveys of our hybrid students showed an overwhelming preference for fully face to face classes over hybrid
>
> We have an informational flyer featuring female students of color
>
> Unfortunately the Econ tutor positions were cut
>
> Full-time instructors both use free textbooks (including books on reserve)
>
> This has not been formally pushed upon all faculty - I (Brian) do have an Asian female currently volunteering as a peer tutor for all of my classes (including online)

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

> Hope to acquire funds to purchase 50 recent textbooks for each of the 4 classes we teach as the current reserve books were published more than 5 years ago.

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

> The decision to stop hybrid classes came after both full-time instructors surveyed their Spring 2023 students.

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/EctjgGNEurtMlb1n6ZQ5k3kBNTEjiE9G_kGSHMhfM1tsrA?e=yDcC7c

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.

> Black -24%, 16
>
> Latinx -15%, 49
>
> Low-income -25%, 114

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

I can only speak for myself (Brian Evans) here... Angie can add if she would like as she may have a different perspective. So the below is just my perspective.

The success gaps are clearly there - but I caution the school to avoid using these numbers as "evidence" of failure/success. None of what follows is meant to accept the status quo or deny there is an issue - we have work to do. It is a question of how we measure success. I will first repeat what I said in the most recent program review and follow it with another anecdote (beyond the one given in this quote):

"There are presumably a wide range of complex socio-economic and racial barriers that explain this gap:

Differences in student preparedness as they step on campus: students from higher income areas typically have been better prepared to succeed in college. They are more likely to have parents that have succeeded in college and come from high schools where expectations of college are transmitted both from peers and faculty/staff. This manifests itself in both observable traits (for example, poor note-taking skills) and unobservable traits (feeling out of place / imposter syndrome).

Differences in extra-curricular demands: students from lower income areas are more likely to have to work to help support their families. They may not have time to get involved in campus clubs and activities - and, thus, feel less attached to the school. Connection to campus, I have learned, is critical for these populations.

Other barriers: Financial and mental stress are more likely to become barriers for non-White/Asian students. Having to take the bus to campus, alone, is a barrier.

An anecdotal story specific to Economics: Economics, like STEM, tends to have less room for subjectivity in grading. This becomes clear to me when I teach Political Economy and end with much higher success rates than I see in Micro and Macro. My assessments in Political Economy are far more subjective - essays and presentations - compared to assessments in the core Econ classes (there is no partial credit for an incorrect demand shift). The result is it is far easier to give a C in Political Economy than in Economics. This, to me, is a logical explanation for lower success rates in general - and wider success gaps - found in Economics and STEM. Clearly, students that face the barriers described above are the ones most likely to fail an objectively graded analytical question. "

My newest further anecdote: a recent (Nov 2023) J1 peer review meeting with one of our adjuncts revealed that, due to pressures to achieve better results, he had essentially simplified the course to allow more people to pass. And this is exactly what will happen if the school "forces" us to achieve smaller gaps. If you have read Freakonomics you read about the elementary school teachers that literally were changing the answers to their students' standardized test scantron exams in order to show "progress." This will absolutely happen here to the extent there is pressure to minimize success gaps.

Using exit data as evidence of success is more likely to erode standards than to encourage the extremely challenging task of creating equity. As such, I encourage professional development which allows us to share effective and ineffective strategies  - and feel supported - without the threat of this type of data (which is great for informational purposes - but only that). We create the campus environment - being on campus, leading student clubs, attending student events, true RSI in online courses, being involved with cohorts - that is the ticket to success for our students. We should recognize those that are doing that work.

I hope that makes sense. Thank you for reading! Brian

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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 made progress on is Comprehensive Program Review goals. The department's concerns about pressure to eliminate success gaps are noted.

This form is completed and ready for acceptance.