

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW

		Date Submitted:	11-02-09
Discipline	Technology & Business - Economics	Dean:	Dr. Rebecca Kenney
Department Chair	Guy Forkner, Anita Black		
Mission/History <i>Brief, one paragraph</i>	The major in Economics is designed to prepare students for transfer to four-year institutions; to enter the business world with knowledge of economic trends and conditions; or to provide training for such positions as market analyst, sales analyst, or stockbroker.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	15.7	-1.9%	1.0	15.7	There is no full time faculty in the discipline.
2007/08	16.02	16%	0.50	16.65	
2006/07	13.82	-1%	0.50	13.91	
2005/06	13.92	n/a	0.50	14.49	
Fall 2009	5.96	n/a	0.00	?	

	Fall							
	2004	2005	2006	2007	2008	2009	CODE	Comments
Quantitative Assessments								
1. Enrollment (duplicated)	54	61	70	66	57	58		
2. Sections (master sections)	2	2	3	2	2	1		?
3. FTEF	0.40	0.40	0.60	0.40	0.40	?		
4. FTES	6.14	6.94	8.08	7.92	6.09	5.96		
5. FTES/FTEF	15.35	17.35	13.47	19.80	15.23	?		
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)								

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	There is always a need for people with economic knowledge to perform as market or sales analyst, or stockbroker, in urban areas. City of Oakland and suburbs are major financial and business centers in Bay Area. Banks, corporations, and major businesses with headquarters and branches in this area as well as small businesses need people with basic knowledge of economics.

9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> New program under development <input type="checkbox"/> Program that is integral to the college's overall strategy <input checked="" type="checkbox"/> Program that is essential for transfer <input checked="" type="checkbox"/> Program that serves a community niche. <input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

10. ACTION PLAN -- Include overall plans/goals and specific action steps.

The following actions should be taken for Economic Discipline of Merritt College:

- 1- Hire at least one full time instructor.
- 2- Offer more sections, at least two Macroeconomic and two Microeconomic in each semester. One morning and one evening class for each. We don't have enough students now because one or two sections are offered.
- 3- Marketing is necessary and we should inform the community of the potentials available at Merritt College to study economics.
- 4- Unfortunately there is no coordination between Peralta Colleges, while all four colleges are offering same economic courses. There should be regular meeting between the instructors to exchange the views regarding instruction, pedagogy, textbooks and how to attract more students.

Additional Planned Educational Activities

11. Health/safety/legal issues:

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**Student Learning Outcomes (SLOs)
2008/09**

12. Have you completed Student Learning Outcomes (SLO's) for all your courses?

YES ___X___

NO _____

12a. If you answered no to question 12 then, what percentage have you completed?

13. What are you assessing this year? *Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.*

___X___ course outcomes
 ___X___ program outcomes
 _____ institutional learning outcomes

The SLO has just been completed, but no assessment has been done yet. Questions for assessing course outcomes and program outcomes have been designed.

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			
Fund 14	\$769	\$768.22	\$450.00
Fund 17			
Measure A			
VTEA			
Total	\$769	\$768.22	

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10										
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF	
	57	6.09	0	0	0.40	0.40				0
	F2009	F2009	F2009	F2009	F2009	F2009	F2009			
	58	5.96	0	0	?	?	0	?	?	
Comments										
<i>Current</i>				<i>If filled</i>	<i>If not filled</i>	<i># FTE (faculty assigned)</i>				
<p><i>Narrative: Are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p> <p>PT faculty are available and all sections are taught by part-timers.</p>										
<p><i>Faculty Staff Requests 2010-2011:</i></p> <p style="text-align: center;">?</p>										

FACULTY ETHNICITY F2008			
Ethnicity	# of Contract	# of Adjunct	Total
Asian			
African American		1	1
Filipino			
Hispanic/Latino			
Native American			
Other			
White		1	1
Unknown			
Total		2	2

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FACULTY GENDER FALL 2008			
Gender	# of Contract	# of Adjunct	Total
Male		2	2
Female			
Not Supplied			
Total		2	2

RESOURCE NEEDS
Equipment/Material/Supply/ Classified/Student Assistant Needs:
Please describe any needs in the above categories.
The following items are needed:
<ul style="list-style-type: none"> • Books to put at reserve in the library • Economic software to help students to have more practice and do the homework • Qualified tutors for the learning center

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics by Ethnicity				
Ethnicity	Baseline Fall 04-07	Fall 08	Fall 09	College Average
Asian	23%	14% (8)	14% (8)	36%
African American	40%	34% (20)	48% (28)	16%
Filipino	3%	0% (0)	0% (0)	3%
Hispanic/Latino	16%	22% (13)	17% (10)	14%
Native American	1%	3% (2)	0% (0)	1%
Other	0%	2% (1)	4% (2)	2%
White	11%	17% (10)	12% (7)	21%
Unknown	5%	7% (4)	5% (3)	6%

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Student Demographics: Gender				
Gender	Economics Baseline Fall 04-07	Economics Fall 08	Economics Fall 09	College Average
Male	49%	40% (23)	36% (21)	31%
Female	49%	57% (33)	64% (37)	69%
Not Supplied	2%	3% (2)	0% (0)	0%

Analysis
1. What are you doing to increase access?

Student Retention Rate <i>Students who receive a grade and do not withdraw or drop</i> by Ethnicity			
Ethnicity	Baseline Fall 04-07	Fall 08	Fall 09
Asian	68%	63% (8)	87% (7)
African American	63%	80% (20)	64% (18)
Filipino	88%	0% (0)	0% (0)
Hispanic/Latino	80%	77% (13)	70% (7)
Native American	100%	100% (2)	0% (0)
Other	0%	100% (1)	50% (1)
White	82%	90% (10)	86% (6)
Unknown	54%	50% (4)	0% (0)
Economics Average	70%	78% (58)	67% (39)
College Average F 2008: 72%			

Student Retention Rate by Gender			
Gender	Baseline Fall 04-07	Fall 08	Fall 09
Male	68%	85% (33)	76% (16)
Female	72%	70% (23)	62% (23)
Not Supplied	75%	50% (2)	0% (0)

Analysis
1. If your disciplines retention rate is beneath the colleges rate, then why?
2. If your retention rate is below the college rate, then what are you doing to increase retention?
3. If your retention rate is above the college's rate do you have any best practices to share?

The retention rate is very close to college rate.

Student Course Completion Rate (SCCR) <i>Students who receive a grade A, B, C or Credit</i> by Ethnicity			
Ethnicity	Baseline Fall 04-07	Fall 08	Fall 09
Asian	47%	50% (8)	Not known yet
African American	39%	70% (20)	
Filipino	63%	0%	
Hispanic/Latino	56%	46% (13)	
Native American	67%	100% (2)	
Other	0%	100% (1)	
White	75%	80% (10)	
Unknown	38%	24% (4)	
Economics Average	49%	62% (58)	
College Average 60%			

Student Successful Course Completion Rate (SCCR) <i>Students who receive a grade and do not withdraw or drop</i> by Gender			
Gender	Economics Baseline Fall 04-07	Economics Fall 08	Economics Fall 09
Male	51%	76% (33)	Not known yet
Female	46%	43% (23)	
Not Supplied	50%	50% (2)	

Analysis	
1.	If your disciplines successful course completion rate (SCCR) is beneath the colleges rate, then why?
2.	If your sccr is below the college rate, then what are you doing to increase it?
3.	If your sccr is above the college's rate do you have any best practices to share? The above data shows an increasing trend, and hopefully the rate for this fall is higher than Fall 08. This is because of the followings: - Lectures are accompanied by real world experience; present economic conditions with the real facts and figures will be discussed. - Economic software is used which gives more opportunity to students to learn.

Student Program/Discipline GPA by Ethnicity			
Ethnicity	Baseline Fall 04-07	Fall 08	Fall 09
Asian	2.60	3.33	Not known yet
African American	1.85	3.10	
Filipino	2.13	0.00	
Hispanic/Latino	2.21	2.30	
Native American	3.30	3.00	
Other	4.00	0.00	
White	3.100	3.75	
Unknown	2.29	2.67	
Overall GPA	3.06		

Student GPA by Gender Economics			
Gender	Economics Baseline Fall 03-07	Economics Fall 08	Economics Fall 09
Male	2.37	3.33	Not known yet
Female	2.20	2.53	
Not Supplied	2.67	0.00	
Overall GPA	3.06		