Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **Input should be sought from all campuses.** It should be submitted or renewed every year by the designated date in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline: Economics
Submitted by (names): Mike Dennis
Contact Information (phone and email): 476-4367, michael-dennis@redwoods.edu
Date: ________

1. Program/Discipline Changes
   Has there been any change in the status of your program or area since your last
   Annual Update? (Have you shifted departments? Have new degrees or certificates
   been created by your program? Have activities in other programs impacted your area
   or program? For example, a new nursing program could cause greater demand for
   life-science courses.)
   Note: curricular changes should be addressed under 12 (Curriculum).

   ☐ No (go to next question)
   ☑ Yes  Describe the changes below:
   The newly defined Associate degree in Liberal Arts: Business has further
   clarified which courses are core preparation for students intending to transfer
   into a 4-year business or economics program. The newly defined Associate
   degree in Social Science has included economics classes among its electives for
   those intending to transfer into a 4-year social science program.

2. Program/Discipline Trends
   Refer to the data provided (data link is located at
   http://inside.redwoods.edu/Assessment/ProgRev/InstructionalProgramReviewData.as
   p) and describe the trends in enrollment, retention, success rates, and student
demographics. If applicable, describe how changes in these areas are impacting your
discipline and describe efforts within your area to address these impacts.

<table>
<thead>
<tr>
<th>ECON Enrollment Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>End of Term Enrollment</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
<tr>
<td>2005-06</td>
<td>326</td>
</tr>
<tr>
<td>2006-07</td>
<td>150</td>
</tr>
<tr>
<td>2007-08</td>
<td>167</td>
</tr>
</tbody>
</table>

In 2004-05, there were 31.95 FTES in the 9 sections offered at the Eureka main
campus. In 2007-08, there were 16.23 FTES in the 4 sections offered at the Eureka
main campus. For Fall 2008, there were 8.43 FTES in the 2 sections.
Total sections offered have fallen by 57%. FTES have fallen less than
proportionally, by 49%. FTES per section has risen from 3.55 in 2004-05 to 4.21 in
Fall 2008, demonstrating that FTES has fallen due to lack of faculty resources rather
than lack of student demand.
Retention has been steady between 2004-05 and 2007-08, varying in the 86-88% range with no clear trend over time. Success rates have fluctuated in the 65-70% range with no clear trend.

The economics courses have been made more rigorous through the addition of weekly problem sets and a move towards modern textbooks appropriate for students at a 4-year university. Keeping success and retention rates constant while making this change constitutes a major success. The fact that FTES per section is increasing suggests that the heightened rigor has not been achieved by merely cutting off the bottom tail of the distribution.

3. Labor Market Review (for occupational programs)

Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at http://www.redwoods.edu/District/IR/Reports/LaborMarket.asp. Institutional Research (IR) is available to help with surveys and reviews. All survey data (whether collected by your program or the institution) should be sent to IR to be kept on record.

a. Meets a documented labor market demand,
b. Does not represent duplication of other training programs (in the region), and
c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Economics is not an an occupational program as such. But economics courses do form part of the core curriculum for students pursuing certificates in business and, in conjunction with business, the economics department is committed to working with the business department on workforce and economic development.

Economics directly fulfills this commitment by preparing students to move from the low-level to the mid-level jobs listed in the Targets of Opportunity report. Most of the growth industries include accounting/bookkeeping, first-line managers, and/or sales representatives customer service representatives among their highly demanded labor needs. The entire Investment Support Services cluster draws heavily upon the learning outcomes of our courses. In addition, economics indirectly serves the development of high-level labor force needs of those industry clusters by preparing students for transfer to a four-year university such as HSU.

4. Budget Resources

List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Professional Development

<table>
<thead>
<tr>
<th>Work-study funding</th>
<th>Additional Budget Items</th>
</tr>
</thead>
</table>

Is the funding for these areas adequate? ☑ Yes ☐ No
If not, describe the impact of unaddressed needs on your discipline or program. Economics does not have a separate budget code. Overhead costs are met out of the BUS/BT budget.

### 5. Learning Resource Center Resources

Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate. ☑ Yes ☐ No
If not, explain.

1) Economics 1 (macroeconomics) and Economics 10 (microeconomics) now feature problem sets. Maximum success is most likely if the student begins the course with basic math tools (e.g. graphing in the x-y plane, calculating compound growth, manipulating linear equations)
A student tutor hired from past successful economics students would be ideal.
Failing that, an increase in the number math tutors would greatly assist those students who are marginally prepared students but have the will to succeed.

2) Economics 20 students would benefit from increased access to writing tutors, especially tutors with familiarity in evidence-based social science or history.

3) All economics students would greatly benefit from increased night and weekend hours.

4) The problem sets and some class activities are administered via web.
Economics would benefit from expanded computer lab hours. Students also face barriers to success when the hardware is too slow, or more commonly, when the software on the computers is out of date. (E.g. Outdated versions of Java are unable to accurately reproduce the problem sets or class activities.)

### 6. Student Services Resources

Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a connection to this discipline/program and YES the student services area does satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>There is a connection to this discipline/program and NO the student services area does not satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>Uncertain about the student service area provided or how it connects to this discipline/program</td>
</tr>
</tbody>
</table>

Admissions and Records ☑ ☐ ☐
Counseling: In general, there is a shortage of counseling and advising resources available for students. Economics is particularly impacted by the registration of students who lack the basic skills necessary to succeed in a college level class.

Career Services: Students seem to have little awareness of career services and thus make little use of it. The school-to-career success of economics students would be enhanced by increased marketing of career services to CR students, and in particular increased entry-level positions, such as internships.

Student Conduct: Economics has been lucky enough to not need to call on Student Conduct staff. However, should that arise, it would be very helpful if someone were able to do the work that Rodney Kaloostian used to do.

7. Faculty Resource Needs
Complete the Faculty Employment Grids below (data link is provided at http://www.redwoods.edu/District/IR/Reports/EnrollmentFTES.asp).

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled Student Programs and Services (DSPS)</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Opportunities Programs and Services (EOPS)</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CalWorks</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Halls</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upward Bound</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Conduct</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Describe the status of any approved, but unfilled full-time positions.  
Economics lost its last FT faculty (Jerome Guffey) without replacement in Spring 2005. It also lost FT faculty (John Regli) without replacement in 2002.
b. If you are requesting a **Full-Time Faculty** position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   - The ratio of full-time to associate faculty
   - Current availability of associate faculty
   - Relation to program review recommendations
   - Effect on diversity of the faculty
   - Effect on academic offerings and ability to serve students and the community
   - Effect on the vitality and future direction of a program and/or the college
   - Effect on student learning

c. If your **Associate Faculty** needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

   *Economics faces the following barriers to recruiting more associate faculty:*

   **Our major competitor for qualified instructors (HSU) is able to offer health benefits for part-time faculty teaching over 50%.

   The relatively high degree of private-sector employability for instructors who would meet minimum qualifications has caused us to lose one associate faculty (Len Mayer).**

   Between June 2005 and August 2008, there were no full-time faculty to task with recruiting part time faculty. There was no one to review applications or serve as a subject matter expert to assess the minimum qualifications of unsolicited applications, much less actively recruit associate faculty.

   **Beginning August 2008 and ending July 2009, there is one Business/Economics faculty member available for recruitment, application review, scheduling, and retention of both Business and Economics associate faculty.**

   **In Fall 2008, this faculty member's efforts have been concentrated on the more urgent needs of the Business program, where the promotion of Chris Gaines to Division Chair left several sections suddenly without an instructor.**

   **We anticipate greater Economics recruitment efforts in the Spring of 2009. However, it should be noted that the current Business/Economics faculty is only full-time through July 2009, at which point we may once again be back to the situation of having nobody to solicit, review, or assess associate faculty applications.**

   **At the time of this writing, there are no associate faculty available to teach in Fall 2009 semester. Nor are there faculty resources available to recruit or retain associate faculty after July 2009.**
8. **Staff Resources**

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

<table>
<thead>
<tr>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ (shared with entire BTECH division)</td>
<td>.10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Do you need more full-time of part-time classified staff? ☐ yes ☒ no

If yes, explain why.

9. **Facilities, and Classroom Technology**

Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? ☒ Yes ☐ No

If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

10. **Equipment**

Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? ☒ Yes ☐ No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
</table>

**Equipment Repair**
Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.*  ☐ Yes  ☑ No

If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance cost</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Learning Outcomes Assessment Update.

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are in the process of developing Program Levels for the new Associate in Liberal Arts degree (business emphasis)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1, Course Learning Outcomes 2, 3 &amp; 6</td>
<td>On the final exam, a score of 70% or</td>
<td>Will be first administered in Fall 2008</td>
<td></td>
</tr>
</tbody>
</table>
ECON 10, Course Learning Outcomes 2, 3, 6, 7, 8

On the final exam, a score of 70% or higher on relevant multiple choice questions drawn from Advanced Placement practice exam

Will be first administered in Spring 2009 (Econ 10 was not offered in Fall 2008)

ECON 20

In development

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

Our one part time faculty is now serving as a temporary one year full-time BUS/ECON faculty. There are no part-time faculty to consult.

12. Curriculum Update

Identify curricular revisions and innovations undertaken

a. in the last year.

The course outlines for Economics 1, 10, and 20 were all updated 9/14/2007.

Distance education proposals for Economics 1 and 10 were submitted and approved in Spring 2008 and Fall 2008 respectively.

The Economics and Business departments have also assisted/advised the Math department on the creation of a math course (Math 194) entirely focused on business and economics applications.

b. planned for the coming year.

Online classes are being offered for the first time in 2007-08. The strengths and weaknesses of these first offerings must be assessed to insure that online courses are still effectively delivering on the learning outcomes. The design and syllabi of these courses will probably need to be redesigned to make good use of that assessment.
Pursuant to recommendation #2 for Quality Improvement from the 2007 Annual review, economics students were surveyed in Spring 2008. There was strong support for redesigning the way economics courses are offered. Currently, "Principles of Economics" is split over two classes, but taught at one level of rigor for both General Education students and students who need it as a building block for further economics or business classes. This will be changed to follow the model of HSU. One 3-unit course will duplicate HSU's Econ 104, a non-technical general education course. A second 5 or 6 unit course will duplicate HSU's Econ 210, a more technical course required for Economics and Business majors. These redesigns should be completed in time for the 2009-2010 catalogue.

Complete the grid below. The course outline status report can be located at: [http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm](http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm)

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 1</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Econ 10</td>
<td>2007</td>
<td>2012</td>
</tr>
<tr>
<td>Econ 20</td>
<td>2007</td>
<td>2012</td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why. All course outlines are up to date.

13. Communication

Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

Yes, in some areas. But in others, communications could be improved:
1) Communication between the main Eureka campus and the district campuses regarding curriculum, assessment, scheduling, program review, minimum qualifications and virtually everything else is non-existent.
2) Although the staff who manage scheduling are very capable and helpful, the prioritization process for room use is entirely unclear.
3) In general, it is often unclear where questions or requests for approval of various items should be routed in the administrative structure.


List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

An action plan was submitted for innovation/improvement, listed as action plan 15 in post program review for 2007-08. It was not approved.
15. Goals and Plans

If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.

\[ \text{QIP Attached} \]

If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at [http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp](http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp)).

The QIP recommendations from the 2007 Economics program review are attached (Attachment 2).

Recommendation 1 (Recruit full-time faculty) from the 2007 program review has been partially met on a temporary basis. Meeting this goal more fully on a permanent basis would the following goals and objectives from the strategic plan:

Objectives 1.1, 1.4, and 5.2: Without Economics courses, students will not be able to complete some degrees and certificates. Students will not persist at CR if they know they will not be able to reach their educational goals.

Objective 1.3: Without full-time Economics faculty, the economics courses will not be synchronized (see 12b above) to be consistent the most common transfer destination, HSU.

Goal 2: With a full-time Economics faculty, CR will be able to develop a pool of PT faculty. CR will be better able to meet its FTES growth targets (Objective 2.2)

Objective 3.1: With full-time Economics faculty, CR will be able to design assessments and use those assessments to improve SLOs.

Objective 3.5: With full-time Economics faculty, there will be someone to guide PT faculty in implementing assessment.

Objectives 4.1, 4.4, and 4.6: Full-time faculty can represent CR at the NCSTCC, the Prosperity Network, and the IT community advisory council.

Recommendation 2 (Offer online sections) from the 2007 program review has been met. This should be replaced with a recommendation to "Assess the quality of online teaching and ensure that it matches of that of traditional teaching". This furthers Objectives 1.1, 1.4, 5.2, 5.3 and 5.6: Quality online courses create accessibility options for students who face significant barriers to making an on-campus 9-5 class. This increased accessibility should increase persistence and thus successful completion of degrees/certificates and transfers.

Objective 2.2: By attracting students who would have otherwise faced access issues and enabling persistence, quality online courses should be expected to grow FTES.

Objective 3.1: Assessment of online teaching is expected to increase the assessment stage of the economics courses.

Recommendation 3 (Consider revising Econ 1 and Econ 10 into Econ 2 and Econ 11) from the 2007 Economics program review has seen partial progress. We expect this goal to be completed Winter/Spring 2009. This will further
Objective 1.3 by making CR's economics courses match those of HSU, the most common destination for transfers.

Objective 2.2 (FTES) by making the topic of economics more accessible for those interested in pursuing it at a non-technical level.

Recommendation 4 (Consider moving to large lecture + small discussion format) from the 2007 program review has been put on hold till recommendation 3 has been completely implemented.

Recommendation 5 (Conduct a more detailed SLO assessment) from the 2007 program review has met with partial progress, as seen in item #11 above. Progress on this recommendation will contribute directly to Objective 3.2 in the strategic plan.

Recommendation 6 (Form Community Advisory Committee) from the 2007 program review has been fulfilled, furthering objectives 4.1 and 4.6.

Recommendation 7 is new: tape televised lectures for the new proposed Econ 2 and Econ 11. The target production time is Summer of 2009. This will serve to further the modified objective 2 above by increasing the quality of the online sections offered, complete with ADA-compliant transcripts, in Fall 2009.
ATTACHMENT 1: Request for Full-Time EKA ECON/BUS faculty.
Our primary needs for the position are to have a subject matter expert in Economics who can also teach Business classes and help the BUS program grow and innovate.

Economics and Business currently share a one-year temporary FT faculty. This appointment will expire at the end of Spring 2009. The temporary nature of this arrangement makes it difficult to know what the reference point is for many of the following questions. It is assumed that the AR 305 questions are asked to help prioritize hiring decisions beginning in Spring 2009 to start in Fall 2009. The questions are therefore answered relative to no continuation of the temporary position.

Criteria as per A.R. 305.03

**Ratio of FT to Associate Faculty:**
In Fall 2009, the ratio of FT to Associate Faculty will be 0% in Economics. Without hiring faculty in BUS/ECON, there will be no FT Economics faculty in the entire district. In the Fall 2008 semester, the ratio of FT to Associate Faculty in BUS 17.8:82.2. Both ratios are limiting our ability to offer enough courses to fill current demand – much less allow us to expand and innovate in our program.

**Current Availability of Associate Faculty:**
Current availability of associate faculty is severely limited.

- Between June 2005 and August 2008, there were no full-time faculty to task with recruiting part time Econ faculty. There was no one to review applications or serve as a subject matter expert to assess the minimum qualifications of unsolicited applications, much less actively recruit associate faculty.
- A Master’s degree in Economics is much rarer than a Master’s in other disciplines. There are approximately 72,000 MBAs or Business Ph.D.s awarded yearly in the US, including about 10-20 per year from HSU. There are about 33,000 degrees of Masters or higher awarded per year for all of the social sciences combined. (Council of Graduate Schools, Graduate Enrollment and Degrees 1997-2007.)
- The scarce supply of minimally qualified applicants is aggravated by the high level of employability in the private sector relative to the other social sciences. We have lost at least one Econ associate faculty to the private sector.

**Relation to Program Review Recommendations:**
Without full-time subject matter expert in Economics and greater support for the Business department

- There will be no one to carry forward the plan to remodel CR’s Economics courses to improve articulation with HSU outlined in program review.
- Without full-time faculty, there will be no ability to design SLO assessments or make use of any data gathered from any assessments that do happen.
- The one full-time faculty member in Business will be entirely occupied with the day-to-day operation of that department, with little ability to expand and innovate in that program.
- Likewise, the ability of the new Center for Entrepreneurial Studies to fully realize its potential will be severely impacted without further faculty support.
Effect on Diversity of Faculty:
Beginning Fall 2009, one of the ‘Big 5’ social sciences (Anthropology, Economics, Political Science, Psychology, Sociology) will be entirely unrepresented on campus. Intellectual/interdisciplinary diversity will thus be diminished.

Effect on Academic Offerings and Ability to Serve Students and Community
Due to scarce faculty resources, Economics 20 (American Economic History) has not been offered since Spring 2007. Without this course, students cannot complete the Liberal Arts Associate (business emphasis) degree.

If there is no full-time hire, the supply of Economics courses will be severely limited. This would
- Make it very difficult for CR students to complete the General Business A.S. or the General Business Certificate of Achievement.
- Adversely impact HSU students who take their economics at CR due to over-subscribed Econ 104 or 210 sections there through both lack of sections and lack of improved articulation.
- Inhibit community relations through decreased faculty presence at organizations such as the Prosperity Network and North Coast Schools to Careers Consortium.
- Limit CR’s ability to reach FTES targets. Economics was able to support 5 class per semester with an average enrollment of 40 students per class, over twice the current level of Economics FTES.

Effects on vitality and future direction of a program and/or the college
In addition to the effects listed above, the absence of a full-time instructor would
- Result in the direct loss of significant FTES from the current baseline
- Cause a shortfall in the President’s FTES target
- Indirectly harm FTES in Business courses, since students would not be able to complete their degree/certificate or fully prepare for transfer.
- Slow the development of the Center for Entrepreneurial Studies initiative

Effects on student learning
To briefly reiterate from the previous questions, a lack of full-time faculty risks the following negative effects on student learning.
- No active recruitment of Associate Faculty nor any ability to assess the qualifications of any Associate Faculty that fall in CR’s lap.
- No design of SLO assessments or application of that data.
- No improvement in articulation with HSU.
- Impaired completion of the Liberal Arts (business emphasis) or General Business Associate’s degrees, or the General Business certificate.
Attachment 2: Quality Improvement Plan from 2007-08 Program Review

Recommendation 1

Recommendation: Recruit 1 Full-Time faculty, with the goal of supplying 22.5 of our 40.5 projected TLU demand with Full-Time faculty.

Planned Implementation Date: Begin recruitment early in 2008.

Estimated Completion Date: Beginning of Fall 2008 semester.

Action/Tasks:

- Secure administrative approval for recruitment.
- Publicize opening to ensure maximum possible pool of qualified applicants
- Form hiring committee
- Process first round applications
- Contact applicants for interviews
- Determine whether any applicants are suitable and rank their suitability
- Contact desired applicants with offers

Measure of Success/Desired Outcome:

Successful recruitment qualified applicant to meet a small majority of projected TLU needs while keeping the Economics program a net financial benefit to the rest of the college.

Estimated Cost(s):

- Gross costs of $80,000/year in salary and benefits for new Full-Time faculty. Net costs would be lower, since it would no longer be necessary to borrow FT faculty from Humanities and Communication Division.
- Referring back to section 2, we can expect each section of Econ 1 to generate 35-45 enrollments, each section of Econ 10 to generate approximately 25-30 enrollments, and each section of Econ 20 to generate 35-40 enrollments.
- With 1 FT faculty, we can add 22.5 TLUs (2 sections of Econ 1, 2 sections of Econ 10, and 1 section of Econ 20). Based on past enrollments given above, we will generate 155 to 185 section-enrollments (16-19 FTES) per semester
- Since CR gets $4565 per FTES, these sections would generate $72,779 to $86,865 in revenue per semester or $145,558 to $173,731 per year.
- Even after deducting the cost of hiring new faculty, the net benefit to CR of adding this faculty would be approximately $80,000 per year.
- Even if the low end of these projections overstates the increase in enrollment by 100%, adding faculty resources to the Economics department would generate near zero (-$200) net costs.
• We have attempted to make these projections as conservative as possible, and thus represent the most modest case possible that adding this position will be a net benefit, rather than a net cost, to CR.

Who is Responsible: Helen Edwards

Consequences if not funded:

• Inability of the expected 180 Business A.S. students to finish their degrees in a timely manner, due to the bottleneck of Econ 1 and Econ 10.
• Damage to the reputation of the fast-growing Business program as students discover they cannot complete their degrees in a timely manner.
• Loss of enrollment at CR, both directly due to lack of Economics sections and indirectly, as students avoid CR due to inability to complete their degrees.
• Loss of approximately $80,000/year of net benefits to CR.
• Inability of the Humboldt Community to make full use of the exceptional economic development opportunities presented by Economic Fuel and the Virtual Enterprise.
• Inability of students with a General Education interest in Economics to pursue that interest, due to all spaces in Econ 1 and Econ 10 being taken by Business A.S. students.
• Inability of the Economics department to sustain professional and program development due to lack of dedicated full-time faculty with the long-term interests of the program at heart.
• Damage to CR’s reputation due to lack of any full-time faculty in one of the 5 major social sciences.
• Inability to reorganize Economics courses for more beneficial FTES/TLU ratio.
• Inability to improve articulation due to lack of full-time faculty with the long-term interests of the program at heart.
Recommendation 2:

Recommendation: Offer online sections to serve Mendocino, Del Norte, and Klamath-Trinity and non-traditional students.

Planned Implementation Date: Jan 2008
Estimated Completion Date: Aug 2008

Action/Tasks:
- Submit revised course outline to curriculum committee.
- Get funding for faculty to teach online sections
- Recruit faculty to teach online sections

Measure of Success/Desired Outcome: Online courses offered starting in Fall 2008.

Estimated Cost(s):
- Gross costs of approximately $15,000/year for 9 TLUs per semester of Part-Time Faculty to teach 4 online sections per year. These would consist of 1 section of Econ 1 in both spring and fall, and 1 section of Econ 10 in the spring and 1 section of Econ 20 in the fall.
- Even if these sections only average about half the enrollment of our usual face-to-face sections (15 instead of 30 students per section) we will generate 60 section-enrollments (6 FTES) per year.

- Implementing this recommendation would add $28,172 in revenue and cost $15,000, thus generating approximately $13,172 in net benefits for CR.

Who is Responsible: Helen Edwards

Consequences if not funded:
- Approximately $13,000 of net benefits lost
- Students at district campuses will continue to lack access to Economics courses, or will be served with Econ 1 courses at a very inefficient FTES/TLU ratio.
- Non-traditional students will be unable to enroll in Economics classes or contribute to CR’s FTES.
Recommendation 3:
Recommendation: Consider revising Econ 1 and Econ 10 into Econ 2 and Econ 11.
Planned Implementation Date: Jan 2008
Estimated Completion Date: Aug 2008
Action/Tasks:
- Survey of Student Interest and Intentions
- Consult with Business Faculty
- Consult with Counseling and Articulation
- If considered desirable, write new course outlines and submit to curriculum committee
Measure of Success/Desired Outcome: Evidence-based decision that improves or does not harm all the following criteria: student learning outcomes, articulation, and enrollment.
Estimated Cost(s): $0 but possible net benefit if availability of differentiated classes proves more attractive to students and thus increases enrollment.
Who is Responsible: Helen Edwards
Consequences if not funded: N/A

Recommendation 4:
Recommendation: Consider moving to large lecture + small discussion format
Planned Implementation Date: Jan 2009
Estimated Completion Date: Aug 2009
Action/Tasks:
- Survey of Student Interest and Intentions
- Consult with Business Faculty
- Consult with Administration, Counseling and Articulation
- If considered desirable, write new course outlines and submit to curriculum committee
Measure of Success/Desired Outcome: Evidence-based decision that improves or does not harm all the following criteria: student learning outcomes, articulation, total enrollment and FTES/TLU ratio.
Estimated Cost(s): Expected net benefit due to improved FTES/TLU ratio if considered desirable and implemented, $0 otherwise.
Who is Responsible: Helen Edwards
Consequences if not funded: N/A
Recommendation 5:
Recommendation: Conduct a more detailed SLO assessment
Planned Implementation Date: Jan 2009
Estimated Completion Date: Aug 2009
Action/Tasks:
- Link course SLOs and course assessments (tests, quizzes, homework, term papers) more closely.
- Recruit faculty to audit relationship between course SLOs, student performance on assessments, and grades assigned.
- Produce summary report of audit results for 2008 Annual Update.
Measure of Success/Desired Outcome: Completed Summary included in 2008 Annual Update.
Estimated Cost(s): No direct monetary cost.
Who is Responsible: Helen Edwards
Consequences if not funded: N/A

Recommendation 6:
Recommendation: Form Community Advisory Committee (along with rest of IS dept.)
Planned Implementation Date: Jan 2009
Estimated Completion Date: Aug 2009
Action/Tasks:
- Consult with possible committee members
- Nominate members to administration
- Schedule meetings with approved members.
Measure of Success/Desired Outcome: Production of recommendations from committee
Estimated Cost(s): Expected net benefit due to improved grant funding.
Who is Responsible: Helen Edwards
Consequences if not funded: N/A
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