

Basic Unit Information

Administrative Unit Name:

Business and Social Sciences Division

Administrative Unit Mission:

The Business and Social Sciences Division serves students and the community by providing high-quality degrees and certificates, university transfer preparation, career training, and lifelong education and enrichment opportunities. We accomplish this by providing outstanding instruction in the fields of accounting, anthropology, business, child development, economics, geography, gerontology, history, philosophy, political science, psychology, sociology, special education and women’s studies.

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Kurt Hueg	Business and Social Sciences	Dean
Becki diGregorio	Business and Social Sciences	Division Administrative Assistant

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Kurt Hueg		Dean

Section 1: Data and Trend Analysis

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served (Undupli Headcount)	11,010	12,234	13,005
FTES	2,552	2,767	2,898
Enrollment	26,041	28,128	29,167
Faculty Served			
Staff Served			
Full-time FTEF	30.3	30.8	31.6
Part-time FTEF	34.1	42.3	52.2
Full-time Staff	1	1	1
Part-time Staff	0	0	0

Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

- a. Describe the faculty, staff and/or students you primarily serve.

The Business and Social Sciences Division serves a large and diverse population of Foothill College students, using both traditional face-to-face teaching modalities, fully online and hybrid teaching modalities.

- b. Locations/times of service (Day, Evening, Off Campus, etc.)

The full range of modalities, with the largest enrollment of online students of any Foothill College division.

- c. How was this tracked?

Institutional Research data.

- d. What is the trend?

From 11-12 to 12-13, BSS enrollment grew 4.7% in WSCH and FTES, 6.3% in unduplicated headcount and 3.7 % in “enrollment.” Section offerings grew 15.3 % respectively, as we sought to capture enrollment. Student success remains 58-75%.

- e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

BSS has updated its degrees in workforce programs such as Child Development, Geospatial Technology and Business/Accounting. BSS transfer programs are growing and adapting to meet the needs of students.

- f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

The BSS division has one classified staff member and one administration, and accounts for 22% of all college Weekly Student Contact Hours. While not included in this program review, a resource request may need to be included for additional staffing next year.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

In 12-13 the BSS Division served 1,611 FTES in fully online courses, representing 47% of all Foothill College fully online student enrollment. This is year to year growth of 12% for BSS. The college needs to support faculty with the hiring on an instructional designer.

- h. What strategies has your AU used to improve support services within the program or department?

With the reorganization of the tutorial center the BSS division is working with faculty director Katie Ha to direct students there who need English and writing support. The result has been an increase in students seeking tutorial services from across BSS disciplines.

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

The BSS division uses program review as the basis for all department-level resource requests. Once program reviews are completed the Dean organizes all resource requests and provides feedback and a division meeting is held to prioritize them prior to the requests going forward to the Vice Presidents and PaRC. This group process provides each faculty member with feedback, information, and a voice in prioritization.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

Yes, I believe they are adequate although additional funding could support more opportunities for faculty regarding professional development.

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

- k. Does your division curriculum committee meet regularly? Yes No
If yes, how often do you meet? Please check all that apply:
 Once a quarter
 Twice a quarter
 Once per month
 Other, please explain:

Our division curriculum committee meets a minimum of twice a quarter. We follow the Brown Act and post agendas in advance and also use an Etudes site to coordinate information.

- l. Does your division curriculum committee meet? Please check all that apply:
 Face to face
 Email/online
 Hybrid
- m. Do you post the agenda and minutes for your division committee meetings?
 Yes
 No
- n. If yes, where? Please check all that apply:
 Division website
 Google docs/file sharing
 Other, please explain:

We post in Etudes for faculty and staff and also post a hard copy outside the meeting location to meet the Brown Act.

- o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?
 Yes
 No

p. What is functioning well with the division curriculum committee?

The committee has new membership this year and we have spent the past quarter updating our internal processes and educating groups such as Apprenticeship, regarding the process for approvals.

q. What resources and/or other support would make this division curriculum committee more effective?

More support from the instruction office in terms of training new members, and having resources available online such as forms.

r. How do you ensure that faculty are teaching to the COR? Check all that apply:

- Refer all faculty to the website
- Provide new faculty with copy of COR
- Review COR with faculty during evaluation
- Other, please describe:

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

The BSS instructional programs are evaluated annually against the college established standards of 55% course success. Our division is actively engaged in all aspects of the equity dialogue and each department analyzes its success rates by ethnicity and by underserved population. The division has put forth all of its ADTs as of this review and we expect our transfer degrees to increase going forward. As the Equity Committee puts forth its plan, we look forward to supporting its initiatives and tying our program reviews to meeting the college equity goals.

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

Our division does not offer basic skills courses but we do support basic skills initiatives and serve students who are taking basic skills courses concurrently with our courses. One such initiative is a learning community between language arts and sociology. We also are working to improve access to the new I.R.C.

Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The BSS division has created transfer degrees for all programs except Child Development, which was recently released by the State for us to work on. The division is a leader in providing transfer opportunities to students and enrollment in transfer degree programs continues to grow. Many students transfer without a degree and or transfer with the General Studies Degree. More effort is needed to encourage degree attainment among transfer goal oriented students.

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The BSS division supports the workforce goals of the following programs: accounting, business, child development and Geography/Geospatial Technology.

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

The BSS Division has a healthy process for annually reviewing its curriculum, SLOs, and administrative unit functions to identify areas that need improvement and to expand and innovate to create excellence. The Division Office has made numerous process improvements in the past year as a direct result of issues raised in the AU-SLOs the prior year. The academic departments within the division have also made strides in improving student learning and provide access to new curriculum, new facilities and new modalities for course offerings.

- b. What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

Following several years of leadership transition, the BSS Division was in need of process reviews and administrative auditing of many processes and procedures within the division, including budgets, scheduling, student issues, etc. Many departments felt neglected and felt the program review process was unnecessary and lacked any administrative commitment. This was addressed in 2013 on many levels and is ongoing in 2014. Beyond the AU themes, the department level SLOs reflect an eagerness to make progress in improving the quality and consistency of online instruction throughout the division and in making progress in new initiatives throughout the departments, some of which require funding.

- c. Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs

I believe data suggests the department is under staffed and underfunded given we are now accounting for 22 % of all WSCH and the division only receives 1.5% of original B budget funds, and when you look at “available B budget” including carry-forwards and revised budgets, the division currently has .049% of available college budget in 13-14. The division is remarkable efficient and has made significant progress in addressing AU outcomes in 13-14. One area that has come up is the lack of tutorial services to serve

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

The BSS Division has made numerous process improvements such as reducing the use of the late add form and creating a new process for addressing student grade challenges. Research shows late adds hinder student success and we intend in the current year to propose reducing the window for late adds to one week. Another area that emerged is the need for tutorial services, and a new embedded tutor model is being tested this year in Economics, History and Psychology. This has the potential to increase student success significantly if it can be scaled up in the future.

Section 6: Administrative Goals and Rationale

Administrative unit goals should be broad and incorporate some sort of measurable action that connects to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Improve success rates of online students and underrepresented populations in particular	N	Y	Improving quality of online classes is key, as are addressing equity issues, and student success issues such as online readiness.
2. Evaluate budget needs of division and evaluate all funding sources in terms of department equity and enrollment	N	Y	A review of department budgets has occurred and the BSS Division is in process of requesting additional funds. Enrollment does not match budget allocation for the

			division.
3. Improve curriculum process at division and college wide level	Y	Y	New focus and curriculum and leadership on college and division curriculum committee has created improvements in this area.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Work with Student Services to create degree automation.	Long-term	Increase in degrees awarded.	Total number of degrees awarded.
2. Create online instruction standards guidelines with COOL.	Short-term and long-term	Raising the quality of all online courses will result in improvement of student learning and achievement of SLOs.	Through the creation of a new college standard that is published and evaluated for each course.
3. Implement new grade challenge procedure with Dean Student Affairs 4. Continue work to improve success of underrepresented groups.	Short-term Long Term	It will improve student access to information and streamline student complaints and issues. It is about improving student success for underrepresented groups	When the new process is implemented and completed. Research data.

Section 7: Resources and Support

Using the tables below, summarize your administrative unit’s unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Instructional Designer BSS/Foothill Global Access	\$70,000	Related to Goal #2. Provides desperately needed web support to improve existing and new online classes.	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	N

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Division B Budget	10,000.00	All goals	N

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Three Full-time faculty offices	?	Required for new Full-Time Faculty	N

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.	

a. After reviewing the data, what would you like to highlight about your administrative unit?

The BSS Division has expanded enrollment in the past three years and helped the college by growing when other academic divisions have declined due to changing State regulations, more transfer oriented students taking classes and fewer lifelong learning students attending Foothill. The Division is excited to be hiring three new full-time faculty position in 2014 and can grow and serve students better with additional full-time faculty in 2015. The division is a leader in online education and faculty are committed to improving the quality and consistency of online instruction going forward. The Division has made strides in the past year to improve processes and stretch resources further and to improve the classroom learning environment

- b. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

With the growth of online instruction comes the need to ensure quality is consistent and that technology keeps pace with competitor colleges, so that online instruction is facilitated by the best course management system possible. It will be critical the college keeps pace with online instructional quality and with its Course Management System. These issues are being address through division participation on the college COOL Committee and Technology Task Force, where the issue of online quality is being discussed and new proposals are coming forward. Online and face-to-face tutorial services, that are overseen by discipline faculty, is also an area that will need to be addressed in the future. As the college enrollment has shifted and BSS now contributes a larger percentage of the total enrollment, a resource adjustment is needed college-wide to address these changes.

Section 9: Feedback and Follow Up

This section is for the Vice President/President to provide feedback.

- a. Strengths and successes of the program as evidenced by the data and analysis:

BSS is a leader in providing online and hybrid instruction to respond to student demand. The faculty in this division also serve on college wide committees and in leadership roles. The dean has been able to provide continuity and reflection after a period of leadership transition. As this program review indicates, the division is responsible for a significant portion of the college's FTES.

- b. Areas of concern, if any:

The increased online offerings create some challenges. How to ensure that faculty are on campus and remain connected to the college? How to best support faculty and students in an online environment? How to increase student success in online courses?

c. Recommendations for improvement:

d. Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.