Chabot College Institutional Core Values and Framework

A. Vision

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of lifelong learners.

B. Mission Statement

Chabot College is a public, comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a lifelong journey, the college provides opportunities for intellectual enrichment and physical well-being of all community members who can benefit.

C. Values

LEARNING AND TEACHING
• Supporting a variety of teaching philosophies and learning modalities.
• Providing an environment conducive to intellectual curiosity and innovation.
• Encouraging collaboration that fosters learning.
• Engaging in ongoing reflection on learning by students and by staff.
• Cultivating critical thinking in various contexts.
• Supporting the development of the whole person.

COMMUNITY AND DIVERSITY
• Building a safe and supportive campus community.
• Treating one another with respect, dignity, and integrity.
• Practicing our work in an ethical and reflective manner.
• Honoring and respecting cultural diversity.
• Encouraging diversity in our curriculum and community of learners.

INDIVIDUAL AND COLLECTIVE RESPONSIBILITY
• Taking individual responsibility for our own learning.
• Cultivating a sense of social and individual responsibility.
• Developing reflective, responsible, and compassionate citizens.
• Playing a leadership role in the larger community.
• Embracing thoughtful change and innovation.
Unit Plan: Description of the Unit

Unit: Economics
Division or Area to Which You Report:
Author(s) of this Unit Plan: Ken Williams
Date:

Audience: To be read and responded to primarily by Marketing and Outreach
Purpose: Used for public relations, used in catalog and/or brochures, grant applications. Marketing & recruiting materials
Instructions: Write about one paragraph which should include the unit’s mission statement. You may include an image or picture, if you wish. You may use last year’s description with updates or revisions as needed.

Please use this text box to write your description. Expand if necessary.

1. Mission of this Unit:
   The economics teaching faculty is committed to promoting an understanding of the unique insights provided by our discipline, into understanding economic human behavior. We seek to inspire our students by borrowing from contemporary real world examples and applying economic principles. Alternate solutions to economic problems are provided so as to incorporate differing social values and cultural backgrounds.

   The vast preponderance of course offerings have historically been Microeconomics (the theory of the firm) and Macroeconomics known alternatively as the study of economy wide phenomenon. Both of these courses are transferable to the CSU and UC systems.

   Economic History, Mexican fiscal policy, How to Study Programs, Learning 5000, and Basic Skills all have been taught by the Economics faculty as well and may be again if there is a need and interest on the part of the students. These experimental classes have been taught under what was known as the 49.2 program and are not transferable to either the UC or CSU system.

2. Description of the Unit:
   a. The achievements of your unit from last year/what you are proud of:
      Maintained a high WSCH/FTEF. This is despite our unit having such a rigorous approach to teaching and learning. Specifically there is a 8,000 word typewritten homework assignment per semester that includes evaluation on the basis of syntax, clarity, mathematical correctness and graphical representations.
b. Special activities of your unit:
   A few of our survey courses offer a wide variety of differing options for measuring student success in both the Micro and Macro Econ. Courses. For example, final examinations may take the form of a written essay, a multiple choice, oral and or oral competitive exam. The student is allowed to exercise any one or more of these options. In addition students are given the opportunity to retake the final exam during FE week only, if they are not satisfied with their first effort. We believe this is good pedagogy as the students are encouraged to study more, learn the material, and earn a fair reward for their additional efforts.

   Our discipline offers up to six unique teaching/learning modalities. Specifically these modalities are described as:
   1-Midterm Game
   2-Pre and post testing
   3-Instant feed back
   4-Rebuttal program
   5-Multiple Final exam options
   6-In class critiques of oral discussion with emphasis on syntax and formality

c. How is your unit staffed? (What categories/classifications of people work there?).
   Our unit has one full time instructor and several part time. One instructor is a faculty emeritus who has been with the college over 35 years. Most of the part time staff has been with the college for many years. Due to the unforeseen effects that student enrollment will be for the economics discipline we are not asking for any new hires other than for the Fall replacement for Ken Williams who is not teaching in the Fall of 2008 as part of the load banking program.

d. Add any other information that you feel is necessary to describe your unit.
   The economics faculty has participated with on-campus committees, on a routine basis even though all that participation is carried on by one person. Specifically these committees included, IPBC, Chabot Enrollment Management Committee, several faculty hiring committees (for Psych and History) at both level one and level two, and has been an active participant in discussions of how to improve the physical plant at Chabot College.

3. Goals and Objectives of the Unit:

a. What goals/objectives are you planning to work on and what will achieve in 2008-2009?