



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program:

Division:

Date:

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: *Francis Mummery*

Printed Name: Francis Mummery

Date: 11/27/2023

Dean Signature:

Printed Name: Jorge Gamboa, Ed.D.

Date: 12-4-23

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

Over the subject period, the Economics Department offered two courses: Econ 101F, Principles of Microeconomics, and Econ 102F, Principles of Macroeconomics. Respectively, the completion rates were as follows: 87.5% and 94.5%. Weighted by enrollment, these combined to yield a Program completion rate of 89.9%. This places the Economics Department significantly above the College's Completion Set Standard of 74.1%. Moreover, it places the Department over the College's Completion Aspirational Goal of 86.7%.

The success rates for the two courses were as follows: 71.2% for Econ 101F and 81.6% for Econ 102F. The corresponding Program success rate, weighted by enrollment, was 74.7%. This places the Economics Department well above the College's Success Set Standard of 62.0%. It also places the Department close to the College's Success Aspirational Goal of 78.3%.

Looking at the disaggregated data, for Econ 101F, the College's completion standard was met in all categories, except for Pacific Islanders (66.7%). The College's success standard was satisfied in all categories except Black/African American (46.7%) and Filipino (50%). For Econ 102F, the College's completion and success standards were met for all groups except Filipino (50% for both completion and success). At the Program level, the College's completion standard was achieved for all groups except Pacific Islander (66.7%). All groups met the College's success standard except Black/African American (52.2%) and Filipino (50%).

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

The success of the Economics Department as measured by the completion and success rates can be attributed to the dedication and hard work of the Department members to help students succeed. Department members are experts in the subject area, and most of them have more than twenty years of teaching experience in the discipline. Those with more teaching experience provide guidance to newer members, while newer members provide fresh perspectives to their more experienced colleagues. All members regularly attend workshops and seminars to stay current in the discipline, learn about new concepts, data sets, and examples, and receive diversity/equity training. Department members closely coordinate their actions and communicate with each other to provide students with an excellent education in the discipline.

The completion and success rates at the disaggregated level are favorable overall. However, there are some low percentages that indicate there are chances for improvement. It is important to note, however, the small numbers in these groups. For example, the Pacific Islander category has only three students. With just one student not finishing the course with success, the Department is below the College's Completion and Set Standards. Were it not for this one student, the Department would have met the College's completion standard across all categories. Department members regularly discuss best practices to enhance the learning of all students.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

The Economics Department conducted its assessments in Fall 2022. The data reveal that overall, 88.83% of those surveyed met expectations on the ISLO, while 11.17% did not. Overall numbers for the same semester at the College level reveal that 85.68% of those surveyed met expectations, while 14.06% did not. The Department is heartened by the fact that a larger percentage of students in Economics met expectations on this ISLO than the Collegewide average.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

There is a range of values when looking at the ISLO data on a disaggregated basis. The data for the Economics Department compared to the corresponding College statistics are as follows. For African Americans, 73.33% met expectations, while at the College level, 69.33% did. For American Indian/Alaskan Native, 80% met expectations, while 80.72% did at the College. For Asians, 93.73% met expectations, while at the College 91.03% did. In the Filipino category, 82.22% met expectations, while the comparable College number was 89.45%. Among Hispanics, 89.33% met expectations, while the number for the College was 84.44%. In the Pacific Islander category, 80% met expectations, while for the College number was 73.53%. There were no data for the Unknown or Unspecified categories in Economics. Finally, among White Non-Hispanic 88.83% met expectations, while the rate for the College was 88.78%. In summary, the following groups were more likely to meet expectations in Economics than for the College overall: African American, Asians, Hispanics, Pacific Islander, and White Non-Hispanic. The two groups with lower rates in Economics than for the College were American Indian/Alaskan Native and Filipino. Of these two, the American Indian/Alaskan Native category was 0.72% lower for Economics (80% versus 80.72%), while it was 7.23% lower for the Filipino category (82.22% versus 89.45%). The low number of students in the American Indian/Alaskan Native category played a role in the outcome. There were only five students in total, so when just one did not meet the expectation, it brought the Department lower than the College average. Similarly, if four more students in the Filipino category had met expectations, then the Department's average would have exceeded the corresponding average for the College.

The overall percentages for the Economics Department ranged from a low of 73.33% for African Americans to a high 93.73% for Asians. There is no way to know what accounts for the disparity in outcomes. While the Department is pleased with the results for some groups based on the raw numbers and when compared to the College averages, it is aware of the opportunities for improvement. To that end, all Department members continually engage in professional growth and development training in an effort to improve the outcomes for all students in the Economics program.