Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Economics

**Principal Author(s):**

Francis Mummery

**Dean:**

Jorge Gamboa

**Submission Date:**

11/12/2024 8:50:40 AM

**Author Signature:**

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| Electronically signed by Francis Mummery on 11/11/2024 6:59:34 PM |

**Manager Signature:**

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| Electronically signed by Jorge Gamboa on 11/12/2024 8:50:40 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

The completion rate standard for the College is 74.0%, while the aspirational goal for completion is 86.7%. The success rate standard for the College is 62.0%, while the aspirational goal for this measure is 78.3%. Over the subject period, the completion rate for the Department of Economics was 90.2% while the success rate was 77.6%. For both completion and success, the measures for the Department far exceed the College’s standards. In addition, the Department’s completion rate exceeds the College’s aspirational goal, while its success rate is less than one percentage point away from the College’s aspirational goal.

During the subject period, the Department offered two courses, Principles of Microeconomics (Economics 101) and Principles of Macroeconomics (Economics 102). For Economics 101, the completion rate was 88.8%, while the success rate was 75.8%. For Economics 102, the completion rate was 91.8%, while the success rate was 79.1%. Again, the Department exceeds the corresponding standards of the College.

The Economics Department’s success in these measures stems from the dedication and hard work of the Department members to help students succeed. All Department members are experts in the subject area, and all of them have more than twenty years of teaching experience in the discipline. The Department’s members regularly attend workshops and seminars to stay current in the discipline and learn about new concepts, data sets, and examples. They also attend multiple trainings each year to learn about the newest advancements in teaching technology and practices. Department members closely coordinate their actions and communicate with each other to provide students with an excellent education in the discipline.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

As noted above, at the program level and the course level, the Department exceeds the College’s standards for completion and success. Reviewing the data for all students based on race/ethnicity, the Department exceeds all standards across all groups with only three exceptions. These three are for Black/African American success (58.6%), Pacific Islander completion (50.0%) and Pacific Islander success (50.0%).

Regarding the Black/African American category, it is important to note that the completion rate was above the College’s standard (75.9% vs. 74.0%). It is unknown why this group had a lower success rate than the College’s standard, but much of it has to do with small sample size. Of the total 29 students in this group, 21 were enrolled in Economics 101 and eight were enrolled in Economics 102. Of the 21 in Economics 101, 11 were successful, and of the eight in Economics 102, six were successful. To meet the College’s standard of 62%, 18 students would have needed to complete their courses (62% of 29 = 18), while 16 actually did. Therefore, the Department missed the standard by two students.

Regarding the Pacific Islander category, it is unknown why this group had a lower success rate than the College’s standard, but the extremely limited sample size is relevant. Across the entire program, there were only two students in this category. One was successful, one was not. It is unknown why this one student was not successful.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

In the 2023 cycle, the completion and success rates for the Department were 89.7% and 74.7%, respectively. In the current cycle, the corresponding numbers are 90.2% and 77.6%. These represent a 0.5 percentage point gain in completion and a 2.9 percentage point gain in success.

For the Black/African American category, in the 2023 cycle the completion and success rates for the Department were 87.0% and 52.2%. In the current cycle, the corresponding numbers are 75.9% and 58.6%. The success rate went down by 11.1 percentage points, while the completion rate increased by 6.4 percentage points. Regarding the success rate, the decrease is of concern. Regarding the completion rate, the improvement is welcome but the Department wishes the rate were higher and above the standard for the College. As noted in the previous section, there is a comparatively small number of students in this category, so small change in the actual numbers can have large effects on the reported percentages.

There are no comparable data available for the Pacific Islander category available for the previous year so no evaluative remarks are possible for this group.

Regarding the other racial/ethnic categories, there are slight changes from one year to the next as one would expect reviewing time series data. No significant trends are discernable at this level. Similarly, at the course level, there are no noteworthy trends. The most significant changes are that at the Program level, the overall measures of completion and success show improvement over these two cycles. It is the hope of the Department that there will be continued improvements in these metrics in future cycles.

# Part 2: Additional Resource Request Reasoning and Support

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

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**