Instructional Programs

2014-2015 Self-Study

Three-Year Program Review

Economics

Social Science Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Francis Mummery		Professor/Coord.	
Printed name of Principal Author	Signature	Title	Date
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Stanley Viltz		Dean	
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1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: We prepare students to be successful learners.
The Economics Department is dedicated to preparing successful learners in the principles of both microeconomics and macroeconomics. A large group of students can benefit from this knowledge ranging from economics and business majors with transfer goals to those taking a single class with the simple goal of making better personal finance decisions.

Vision: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.
The Economics Department is committed to student success, retention, and providing a fully-articulated college-level curriculum. The Department's curriculum is designed to promote inquiry and intellectual curiosity with the over arching mission of the college. Through the Department's efforts, students develop an appreciation for the connection between economics and other areas of their lives. The curriculum complements material covered in a number of other disciplines from mathematics to political science, sociology, psychology, business, and more. Principles, concepts, and insights students gain from the Department's courses help to foster a life-long appreciation for the power of learning.

Core Values:
We respect and value the diversity of our entire community
The Economics Department respects and values the diversity of our entire community. Numerous examples and situations are discussed and analyzed in classes involving different countries, economic groups, and racial/ethnic issues. Our faculty members come from different economic and ethnic backgrounds. It should be noted that approximately half of our sections each semester are taught by women in a discipline that is typically 80 percent male.

We value tradition and innovation.
Course discussions in all courses of our Department involve numerous examples from the history of the United States and other countries. Faculty members utilize traditional teaching and evaluation methods. However, innovative techniques are occasionally adopted when there is the potential for improved student outcomes. For example, a new software program utilizes artificial intelligence to grade student essays and provides immediate feedback. This has resulted in superior writing assignments and has been adopted by some of the instructors in the Department.

We support the involvement of all in the decision-making process
Classes in the Economics Department are often conducted in a collaborative problem-solving approach style. Successful execution of this method requires full classroom student participation. In addition, all faculty members—full-time and part-time—participate in the Student Learning Outcome assessments and discussions.

We expect everyone to continue growing and learning.
Members of the Economics Department pride themselves on remaining current with content in the discipline. In addition, all faculty members are empowered to make their own decisions regarding

textbook adoption, use of ancillary materials, and evaluations methods. Students witness the ways in which faculty members continue to learn about new data, trends, and concepts in the field. In addition, students learn how to access information so that they can make more informed decisions even after they have finished their classes at Fullerton College.

We believe in the power of the individual and the strength of the group.
The members of the Economics Department model behaviors that show their value as individuals yet as members of the larger team. Faculty members regularly encourage students to participate in class discussions, both as individuals and in group settings. The divide between microeconomics and macroeconomics exemplifies the importance of studying individual behavior and that of the collective group.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards.
Faculty members of the Economics Department regularly exhibit behavior congruent with personal integrity and high ethical standards. Classes are held on time for the proper length of time, and efficient use is made of class time. Fair grading criteria are used. Classroom rules are spelled out clearly and adhered to in all cases. Student discipline issues are handled in accordance with Fullerton College regulations and consistently applied.

We accept our responsibility for the betterment of the world around us.
Faculty members from the Economics Department fund scholarships to support students in their ongoing education. In addition, they serve as faculty advisors to clubs on campus including the Indian Student Society and the Alpha Gamma Sigma honor and service organization. Students are encouraged to participate in Fullerton College sponsored events and functions of neighboring institutions of higher learning.

We value and promote the wellbeing of our campus community.
Economics Department members regularly serve on various committees including Faculty Senate, various hiring committees, and the Student Health Advisory Committee. The Department supports the fundraising efforts of various groups on campus, encourages classroom presentations from the Health Center and the Cadena Transfer Center, and encourages student participation in clubs and student government.

College Goals:

Goal 1: Fullerton College will promote student success.
The Economics Department expends considerable effort to promote student success. Specialized course handouts are provided to assist those students that struggle with certain concepts or are deficient in certain skills, particularly math. A number of our faculty teach at the university level and tailor their classroom presentations to ensure that students are adequately prepared to take courses at the next level.

Goal 2: Fullerton College will reduce the achievement gap.
The Economics Department attempts to improve the performance of all students. Faculty members make themselves highly accessible to all students that require additional help by holding regular office hours, making special arrangements to meet individual students and small study groups on request, and through timely responses to emails.

Goal 3: Fullerton College will strengthen connections with the community
The Economics Department strengthens connections between the College and the local community. Several faculty members regularly provide consulting services to local businesses and government agencies. Through their participation with clubs on campus, several faculty members regularly assist in

clean up efforts at local parks and beaches, fundraisers to assist the poor, and various activities with those suffering physical disabilities.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	Enrollment over the last five years showed significant declines due to the reduced course offering of the Department caused by financial difficulties faced by the State of California. Specifically, the annual enrollment in 2012-13 was 75.24% of that in 2009-10. Fortunately, with the improvement in the State's economy and expanded course offerings, enrollment in 2013-14 increased 11.26% and reached 83.71% of the 2009-10 enrollment figure.
Total FTES	The changes in the FTES largely mirror the changes in enrollment described above. The annual figure for 2009-10 was 240 which then decreased in each of the next three years to a low of 177 in 2012-13, representing a 26.25% decrease. The number did increase in 2013-14 to 198, representing an 11.86% increase over the previous year.
Sections	The number of sections offered decreased from 31 in 2009-10 to 27 in 2010-11 and then to 24 in both 2011-12 and 2012-13, representing a 22.58 decrease from the peak. Again, with the improving economy, this number increased in 2013-14 to 28, a 16.67% increase over the previous year.
FTEF	The FTEF continually decreased over the subject period from 10.2 in 2009-10 to 7.8 in 2013-14. The decline in this number was due to the decrease in the number of sections offered and decreases in the section sizes, both resulting from the budget cuts.
Fill Rate	The fill rate decreased over the subject period from 113% in 2009-10 to 101% in 2013-14. It should be noted, however, that the fill rate remained above 100% in each year.
WSCH/FTEF	The WSCH/FTEF decreased slightly (707 to 680) from 2009-10 to 2010-11. However, it then increased in each of the successive years, ending at 1,098 in 2013-14. This places the department at over double the target number of 545 on this productivity measure.
Retention	There were comparatively small changes in the retention rates for most of the years. However, the retention rate saw an overall net increase from 86% in 2009-10 to 88% in 2013-14.

Success	There were comparatively small changes in the success rates for most of the years. However, the retention rate saw an overall net increase from 69% in 2009-10 to 72% in 2013-14.

2.2 Peer Institution Comparison
Complete the table below.

College/Program:	Fullerton College	Cypress	Glendale	LA City	Rio Hondo	Santa Ana
Retention:	F11 81.4% F12 87.6% F13 86.0%	F11 82.7% F12 84.5% F13 79.2%	F11 82.1% F12 86.2% F13 90.3%	F11 64.5% F12 87.8% F13 76.8%	F11 78.6% F12 83.6% F13 84.9%	F11 79.2% F12 71.8% F13 75.8%
Average:	85.0%	82.1%	86.2%	76.4%	82.4%	75.6%
Success:	F11 62.9% F12 74.7% F13 68.9%	F11 62.2% F12 70.3% F13 61.1%	F11 64.6% F12 70.7% F13 73.6%	F11 53.5% F12 68.5% F13 66.2%	F11 61.2% F12 56.6% F13 59.1%	F11 68.6% F12 65.0% F13 67.5%
Average:	68.8%	64.5%	69.6%	62.7%	59.0%	67.0%
Degrees Awarded:	AN0910 19 AN1011 10 AN1112 15 AN1213 18 AN1314 5	N/A	N/A	N/A	N/A	AN0910 11 AN1011 4 AN1112 4 AN1213 5 AN1314 6
Certificates Awarded:						
Transfers:						

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

The peer institutions used in this study are as follows: Cypress College, Glendale College, LA City College, Rio Hondo College, and Santa Ana College. These were chosen from the list of peer institutions from the National Center for Educational Statistics for large, public two-year colleges in the western states with enrollments of a similar size to that of Fullerton College.

With respect to Retention, the Economics Department at Fullerton College has enjoyed a higher average retention rate than all of its peers in this review with the exception of Glendale College. In some semesters, our retention rate has been more than 15 percentage points rates higher than those at peer institutions. Glendale had a higher retention rate in two out of the three semesters reviewed.

With respect to success rates, once again our Economics Department compares very favorably with its peers. Only Glendale had a higher average success rate, and its success rate was higher than that of Fullerton College in two of the three semesters reviewed.

The table below shows the number of peer institutions (out of five) with higher/lower retention and higher/lower success rates in Economics compared to Fullerton College.

Term	# Peers with higher retention rate	# Peers with lower retention rate	# Peers with higher success rate	# Peers with lower success rate
Fall 2011	2	3	2	3
Fall 2012	1	4	0	5
Fall 2013	1	4	1	4

As shown, the Economics Department at Fullerton College is at or near the top in a multi-semester comparison with its peers in regard to retention and success rates.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	AN0910 86%, AN1011 84%, AN1112 83%, AN1213 89%, AN1314 87%	AN0910 70%, AN1011 69%, AN1112 66%, AN1213 75%, AN1314 73%
Females	AN0910 86%, AN1011 85%, AN1112 82%, AN1213 88%, AN1314 89%	AN0910 67%, AN1011 65%, AN1112 62%, AN1213 72%, AN1314 71%
Asian-American	AN0910 89%, AN1011 90%, AN1112 87%, AN1213 92%, AN1314 88%	AN0910 77%, AN1011 78%, AN1112 74%, AN1213 83%, AN1314 77%
African-American	AN0910 92%, AN1011 83%, AN1112 81%, AN1213 91%, AN1314 74%	AN0910 68%, AN1011 51%, AN1112 48%, AN1213 66%, AN1314 47%
Filipino	AN0910 88%, AN1011 89%, AN1112 88%, AN1213 90%, AN1314 90%	AN0910 67%, AN1011 65%, AN1112 73%, AN1213 77%, AN1314 73%
Hispanic	AN0910 85%, AN1011 81%, AN1112 78%, AN1213 85%, AN1314 88%	AN0910 60%, AN1011 60%, AN1112 54%, AN1213 66%, AN1314 68%
Native American	AN0910 73%, AN1011 91%, AN1112 69%, AN1213 100%, AN1314 80%	AN0910 40%, AN1011 45%, AN1112 54%, AN1213 86%, AN1314 70%
Other Non-White	AN0910 79%, AN1011 90%, AN1112 91%, AN1213 83%, AN1314 100%	AN0910 55%, AN1011 85%, AN1112 73%, AN1213 67%, AN1314 100%
Pacific Islander	AN0910 50%, AN1011 79%, AN1112 89%, AN1213 50%, AN1314 100%	AN0910 50%, AN1011 64%, AN1112 56%, AN1213 33%, AN1314 50%
White	AN0910 84%, AN1011 83%, AN1112 83%, AN1213 91%, AN1314 87%	AN0910 70%, AN1011 66%, AN1112 68%, AN1213 76%, AN1314 76%

Unknown	AN0910 86%, AN1011 87%, AN1112 88%, AN1213 90%, AN1314 90%	AN0910 74%, AN1011 67%, AN1112 75%, AN1213 82%, AN1314 78%
Range (Max-Min)	100% - 50%	100% - 86%

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

The primary significant change since the last Program Review Self-Study is that all students must have met a Math 40 (Intermediate Algebra) pre-requisite. This ensures a minimum level of computational ability in all students which is so vital since the discipline of Economics relies heavily on math. The pre-requisite was put into place beginning with enrollments in the Fall 2012 semester. It should be noted that the overall retention and success rates for the last two school years were higher than the previous three years. The AN1213 – AN13-14 average overall retention rate was 88.5% versus 84.7% for the AN0910 – AN1112 time frame. The AN1213 – AN13-14 average overall success rate was 73% versus 66.7% for the AN0910 – AN1112 period.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

None – not applicable

2.6 Provide any other data that is relevant to your self-study.

None – not applicable

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

The strengths of the program for the Department of Economics as indicated by the above data are that the retention rate is high for all categories for most time periods reviewed. The numbers are extremely close along gender lines, with little or no difference (two percentage point maximum differential.) In addition, some ethnic groups have overall high rates of success or in some time periods, most notably Other Non-Whites, Filipino, Asian-Americans, and the Unknown category.

3.2. What are the weaknesses of your program?

There are two primary weaknesses for the Economics Department as indicated by the above data. The first is that the success rate for some ethnic groups is low in comparison to the retention rate. In some cases this might be due to the low number of students in the pool. In others, this might occur because students continue enrollment in the class to maintain eligibility for participation in sports or to meet requirements for receipt of financial aid. The second is that while the retention rate for females is in line with that of males (males and females equal in one year, males higher in two years reviewed, females higher in two years reviewed, and never more than two percentage points separating the two), the success rate for females is lower than for males in every year (with a range of two to four percentage points.)

3.3 What opportunities exist for your program?

The opportunities for the Economics Department's program as revealed in the above data are to strive for improvements in the retention and success rates. The faculty of the Department can continue to explore best practices in the presentation of concepts in an effort to improve these performance measures. The Economics Associate in Arts Degree for Transfer (Economics AA-T) has been created and students will be eligible for this new degree once it has been approved by the State of California.

3.4 What challenges exist for your program?

The challenge for the Economics Department program as revealed in the data is that some students may not be able to achieve their goals of course completion within the planned amount of time. This may cause them delay in their academic programs.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to the Economics Associate in Arts Degree, the student will be able to utilize the supply/demand model to analyze and evaluate individual market outcomes	12/2010 12/2011 12/2012	06/2011 06/2012 06/2013	08/2011 08/2012 08/2013	3
2.	Upon successful completion of courses leading to the Economics Associate in Arts Degree, the student will be able to utilize the aggregate demand/aggregate supply model to predict likely changes in the overall macro economy.	12/2010 12/2011 12/2012	06/2011 06/2012 06/2013	08/2011 08/2012 08/2013	3

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of courses leading to the Economics Associate in Arts Degree, the student will be able to utilize the supply/demand model to analyze and evaluate individual market outcomes	The program-level student learning outcome is assessed via common multiple-choice questions embedded in the final exams of all students in all sections of microeconomics (Econ 101). Accuracy rates for each question are reported. The Department would like to see this number as high as possible and believes it should never fall below 70% accuracy.	The average accuracy was 72.4% in 2010, 77.9% in 2011, and 74.3% in 2012.	Discussions are held with all faculty members on student performance across all sections and by instructor after each assessment. Discussions are held on how to improve outcomes. Variations are to be expected from year to year but the Department is pleased to see there was a net gain in the accuracy rate over the collective period. Examination and experimentation with different teaching methods continues.
2. Upon successful completion of courses leading to the Economics Associate in Arts Degree, the student will be able to utilize the aggregate demand/aggregate supply model to predict likely changes in the overall macro economy.	The program-level student learning outcome is assessed via common multiple-choice questions embedded in the final exams of all students in all sections of macroeconomics (Econ 102). Accuracy rates for each question are reported. The	The average accuracy was 72.6% in 2010, 71.4% in 2011, and 78.9% in 2012.	Discussions are held with all faculty members on student performance across all sections and by instructor after each assessment. Discussions are held on how to improve outcomes. Variations are to be expected from year to year but the Department is

	Department would like to see this number as high as possible and believes it should never fall below 70% accuracy.		pleased to see there was a net gain in the accuracy rate over the collective period. Examination and experimentation with different teaching methods continues.

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

One hundred percent of the Economics Department's program level SLOs have ongoing assessment. There have been three assessments thus far (Fall 2010, Fall 2011, and Fall 2012.) The next assessment is planned for Fall 2014.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

At the completion of each assessment, all Department members have been shown the results. Discussions have occurred on how to best present material and prepare our students. Different methods of instruction have been adopted by several faculty members. While some variation is expected from year to year, the Department is encouraged by the fact that student performance has generally improved across all courses. There was a net gain of 1.9% points from Fall 2010 to Fall 2012 for PSLO #1, and a net gain of 6.3% points in PSLO #2 over the same time period.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

The assessment of program-level SLOs has not had a measurable impact on the number of degrees awarded. The Economics Department is of the opinion that there is little correlation between the effectiveness of its program and the number of degrees awarded. This is due to the increasing realization in the student population that Associate of Arts Degree in Economics is not highly marketable. The field of economics is such that the minimum degree needed to obtain a position as an economist is a bachelor's, with an increasing desirability among employers of even more advanced education. Thus, while students see the economics *courses* as absolutely essential as part of their overall curriculum, an observation that is true for <u>all</u> business majors as well as <u>all</u> economics and <u>all</u> business economics majors, they see little value in obtaining the Associate degree.

4.6 What challenges remain to make your program level SLOAs more effective?

The primary challenge remaining to make the SLOAs of the Economics Department more effective is to search for methods that will result in higher levels of student performance. Different instructors use different approaches in conveying information and the different methods are compared and contrasted. Discussions are held on what works well, what doesn't and, what might be done differently in the future. The Department is of the opinion that the methods used in the ongoing assessments are appropriate and sufficiently capture the data needed for evaluation.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

Short-Term Goals (two year cycle)

Goal 1: The Economics Department will strive to improve its SLOA scores for all course offerings.

Measurable Outcome
The Economics Department will strive to have a success rate of at least 80% in all course offerings as measured by the SLOAs for students that pass its classes. This will represent a 6.3% point gain in microeconomics and a 3.2% point gain in macroeconomics.

Plan
Ongoing conversations will occur among all faculty members of the Department on the best practices to teach various topics, concepts, and skill sets. These conversations will be in-person, by email, and through the sharing of articles, examples, texts, and information presented via other media outlets.

Goal 2
The Economics Department will finalize the formulation of its program-level SLOs and assessment methods for these stated objectives.

Measurable Outcome
The Economics Department will have the program-level SLOs formulated by the end of the Spring 2012 semester. The SLOAs will be determined by the beginning of the Fall 2012 semester with the first assessments occurring at the end of the Fall 2012 semester.

Plan
The SLOs will be formulated with input from all faculty in the Department and a final list approved by all members. This process will be completed by the end of the Spring 2012 semester. Ongoing conversations will occur among all faculty in the Department to formulate the assessments of the stated objectives by the beginning of the Fall 2012 semester. The first round of assessments will occur in all sections of all courses at the end of the Fall 2012 semester.

Long-Term Goals (six year cycle)

Goal 1
The Economics Department will strive to improve its SLOA scores for all course offerings.

Measurable Outcome
The Economics Department will strive to have a success rate of at least 90% in all course offerings as measured by the SLOAs for students that pass its classes within the next six years. This will represent a 16.3% point gain in microeconomics and a 13.2% point gain in macroeconomics.

Plan
The Department will continually monitor and analyze the SLOA scores and adopt strategies to raise the scores.

Goal 2
The Department will establish an agreed-upon set of guidelines regarding the issues surrounding distance education.

Measurable Outcome
The formulation of a written set of guidelines will represent the culmination of this effort. The plan is to have these guidelines in place by the end of the Spring 2014 semester.

Plan
All Department faculty will take part in the formulation of guidelines regarding the issues surrounding distance education. Specifically, the document will address the following:

- Will any courses be offered completely online, and if so which ones?
- Will any courses be offered as hybrids, and if so, which ones?
- Which faculty can teach any of the new offerings, if any?
- If no current department member is interested in online instruction, should there be a plan for the future that will involve new faculty?

5.2 Describe the level of success and/or progress achieved in the goals listed above.

<u>Short-Term Goals (two year cycle)</u>

Goal 1: The Economics Department will strive to improve its SLOA scores for all course offerings.

The Economics Department has seen an improvement in its SLOA scores in both micro- and macro economics. The average accuracy rates for all SLOs for microeconomics across all sections were as follows: 73.8% in Fall 2010, 77.1% in Fall 2011, and 75.3% in Fall 2012). There was a net gain of 1.5% points over this time frame. The average accuracy rates for all SLOs for macroeconomics across all sections were as follows: 76.6% in Fall 2010, 75.8% in Fall 2011, 78.2% in Fall 2012). There was a net gain of 1.6% points over this time frame. While the hope was to achieve an 80% success rate which has not yet been met, progress has been made toward this goal.

Goal 2: The Economics Department will finalize the formulation of its program-level SLOs and assessment methods for these stated objectives.

The Economics Department did finalize the formulation of its program-level SLOs and assessment methods for the stated objectives. In addition, the assessments have been completed a total of three times.

<u>Long-Term Goals (six year cycle)</u>

Goal 1: The Economics Department will strive to improve its SLOA scores for all course offerings.

As discussed above, the Department has seen improvements in the SLOA scores for all course offerings. The hope was that the success rate would be 90% with the six-year time window. It remains to be seen if the goal will be achieved in that time frame.

Goal 2: The Department will establish an agreed-upon set of guidelines regarding the issues surrounding distance education.

The Department holds a meeting in the fall of each year to discuss the topic of distance education. At each meeting it has been decided not to pursue distance education at this time. Primarily, this is due to the sub-par performance of students typically found in online courses. Nevertheless, in the most recent six-year review, the option to use distance education in all course offerings was added to the official course descriptions should the Department ever decide to pursue this method of instruction.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Short-Term Goals (two year cycle)

Goal 1: The Economics Department will strive to improve its SLOA scores for all course offerings.

Measurement toward this goal was accomplished by looking at the accuracy rates for all students across *all* sections over the Fall 2010, Fall 2011, and Fall 2012 semesters. The net gains from Fall 2010 to Fall 2012 were then calculated.

Goal 2: The Economics Department will finalize the formulation of its program-level SLOs and assessment methods for these stated objectives.

This goal was accomplished with the finalized decisions and assessments of the program-level SLOs.

Long-Term Goals (six year cycle)

Goal 1: The Economics Department will strive to improve its SLOA scores for all course offerings.

As discussed above, measurement toward this goal was accomplished by looking at the accuracy rates for all students across *all* sections over the Fall 2010, Fall 2011, and Fall 2012 semesters. The net gains from Fall 2010 to Fall 2012 were then calculated. Since the time perspective for this goal has not yet passed (six years), it cannot yet be determined if the Department will reach its desired level of 90% accuracy.

Goal 2: The Department will establish an agreed-upon set of guidelines regarding the issues surrounding distance education.

Measurement toward this goal was assessed by observing the decisions made at each department meeting in the fall semesters regarding distance education.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Short-Term Goals (two year cycle)

Goal 1: The Economics Department will strive to improve its SLOA scores for all course offerings.

There was a net gain of 1.5% points in microeconomics (from 73.8% to 75.3%) and a net gain of 1.6% points in macroeconomics (from 76.6% to 78.2%).

Goal 2: The Economics Department will finalize the formulation of its program-level SLOs and assessment methods for these stated objectives.

This goal was accomplished with the finalized decisions and assessments of the program-level SLOs.

Long-Term Goals (six year cycle)

Goal 1: The Economics Department will strive to improve its SLOA scores for all course offerings.

As discussed above, student performance improved over the review period. It remains to be seen if the Department will achieve its goal of 90% accuracy within six years.

Goal 2: The Department will establish an agreed-upon set of guidelines regarding the issues surrounding distance education.

Regular, ongoing discussion of distance education causes Department members to continually consider and evaluate what leads to superior student outcomes and whether or not other methods of instruction would be beneficial.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

There were no resources allocated toward the goals in the last cycle beyond the normal efforts made by faculty members in the Department to improve student success.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

The only request for funds in the last review cycle from the Economics Department was for additional tutoring time to be made available for students in the tutoring center. No funds were allocated to the Department for this purpose. Since this additional resource for help was not made available to students, it is believed that student outcomes did not improve by as large a margin as they otherwise could have.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

***SAPs* for this three-year cycle:**

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	The Economics Department will improve its SLOA scores for all course offerings to an 80% success rate.
List College goal/objective the plan meets:	College Goal #:1 Fullerton College will promote student success. Objective #:2 Increase course retention and success
Describe the SAP: (Include persons responsible and timeframe.)	Ongoing meetings and discussions will be held among all faculty members of the Department on the best practices to teach various topics, concepts, and skill sets. Communication will be in-person, by phone, by e-mail, and through the sharing of articles, examples, texts, and information presented via other media outlets. This process will be ongoing, with the attainment of the goals achieved by the Fall 2017 semester.
What *Measurable Outcome* is anticipated for this SAP?	The accuracy rates on all SLOs at the course and program levels will increase to 80%.
What specific aspects of this SAP can be accomplished without additional financial resources?	It is believed that the outcomes of this SAP can be achieved without additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	The Economics Department will improve its SLOA scores for all course offerings to an 85% success rate through the use of increased tutoring services.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success Objective #1: Address the needs of under-prepared students:
Describe the SAP: (Include persons responsible and timeframe.)	The use of additional tutoring services will assist those students that are under-prepared. Increased availability of tutoring services for Economics 101 (microeconomics) and the establishment of tutoring services for Economics 102 (macroeconomics) will provide students with additional resources to enhance their success. Efforts of the new/expanded tutoring services will be coordinated with the chair of the Economics Department. The time requirement of the tutor(s) would be a total of 12 hours per week, split evenly between Micro and Macroeconomics.
What *Measurable Outcome* is anticipated for this SAP?	The accuracy rates on all SLOs at the course and program levels will increase to 85%.
What specific aspects of this SAP can be accomplished without additional financial resources?	Additional financial resources will be required to expand the offering of tutoring services for Economics 101 and to begin tutor services for Economics 102.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$1,920 per semester ($10/hr x 12 hrs/wk x 16 weeks)	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$1,920 per semester	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

The Economics Department plans to engage in a continual process of improvement. This improvement will result in higher rates of retention and success and in higher performance measurement in the SLOs at all levels and for all student groups. The Department will continually evaluate the need for a distance-learning component in its program. If there is a perceived need to this method of instruction, then details will be spelled out in a Department document covering the following topics: 1. Will any courses be offered completely online, and if so which ones?; 2. Will any courses be offered as hybrids, and if so, which ones?; 3. Which faculty can teach any of the new offerings, if any?; and 4. If no current department member is interested in online instruction, should there be a plan for the future that will involve new faculty?

At the end of the Spring 2013 semester, one of the two full-time faculty members of the Department retired. Ultimately, the Department would like to obtain a replacement of this faculty member. Fortunately, the Department has a deep pool of highly talented adjuncts that it can tap and will be able to utilize for the foreseeable future. While a full-time faculty member was requested in the College's new faculty hiring process in the 2013-14 school year, the request was not granted. The Department will likely make a request for a full-time faculty hire within the next four years.

Ongoing discussions regarding curriculum development will occur among all Department members. The Department is fortunate to have more than half of its instructors also teaching at nearby universities. This allows them to have first-hand knowledge of changes in the programs into which many Fullerton College students transfer. This in turn, informs the Department of any changes that need to occur within our Department's offerings. The development of courses using more advanced math techniques will be explored if some proposed changes in courses actually occur at the local universities. This development will occur when needed.

8.0 Self-Study Summary

This section provides the reader with an <u>overview</u> of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Economics Department continues its long-standing tradition of providing Fullerton College students an excellent training in economics for a variety of purposes. The Department prides itself on its higher-than-average retention and success rates in a comparison with its peer institutions. In addition, as indicated by various metrics, the Department enjoys great success. Its fill rate was always at least 100% in each of the last five years, while its WSCH per FTEF ranged from 707 in 2009-10 (with a decrease in 2010-11 to 680) to a high of 1,098 in 2013-14. Even at the low end of this range, this important measure of productivity is well above the target number of 545. The Department's overall course retention rate increased by two percentage points from 86% in 2009-10 to 88% in 2013-14. Its overall course success rate increased by three percentage points from 69% in 2009-10 to 72% in 2013-14. All of these changes occurred during a time that saw the Department's number of sections offered decrease by more than 22% due to budget cuts.

Since the last program review, the Department has formulated its program level SLOs, completed two additional assessments, and has completed its 6-year curriculum review. The Economics Associate in Arts

Degree for Transfer (Economics AA-T) has been created and students will be eligible for this new degree once it is approved by the State of California.

The Economics Department strives for continual improvement in all arenas. It anticipates witnessing improved measures of student performance in upcoming student assessments.

Division Deans' or appropriate Immediate Management Supervisor (IMS) Response Page

☒ *I concur with the findings contained in this Program Review.*
S. B. Viltz, Interim Dean

☐ *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

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_____

_____

☐ *I do not concur with the findings contained in this Program Review (include a narrative exception):*

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