



# Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

## Statement of collaboration

The program faculty members 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 comprehensive self-study.

## Participants in the self-study

Francis Mummery  
Wai Chan  
Lee Cockerill  
Charmaine Lansangan  
Nicolette Rotundo

## 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 and Planning Committee.

Francis Mummery \_\_\_\_\_  
Printed name of principal author

\_\_ Francis Mummery \_\_\_\_\_  
Signature

\_\_ 11/11/2021 \_\_  
Date

Francis Mummery \_\_\_\_\_  
Printed name of department coordinator

\_\_ Francis Mummery \_\_\_\_\_  
Signature

\_\_ 11/11/2021 \_\_  
Date

Jorge Gamboa \_\_\_\_\_  
Printed name of Dean

\_\_\_\_\_  
Signature

1-12-22  
Date

**1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)**

The Economics Department continues its long-standing tradition of providing Fullerton College students an excellent training in economics for a variety of purposes. As indicated by various metrics, the Department enjoys great success. Its fill rate was at least 95.5% in each of the last five years, and over 100% in the last year. The WSCH per FTEF ranged from 716 in 2016 and ended at 712 in 2020. While there were lower numbers in the intervening years, even at its lowest (626), this important measure of productivity was well above the target number of 545. The Department consistently sees high values on this productivity measure. While enrollment over the last five years was down by 6.1%, this is far less than the 12% decline seen in all other programs. In the last year, enrollment in all other programs decreased by 3.8%, but it increased in the Economics Department by 14.3%. Regarding the course completion rate, while there was a net decrease over the time covered, it ended at 82.8%, above the 81.1% for all other programs. In addition, while the completion rate decreased, the success rate increased from 68% to 70%, ahead of the 69.1% for all other programs. Unquestionably, the pandemic impacted these data.

In this cycle of the program review, the number of degrees awarded has varied. For 2017, there were 36 degrees awarded. This increased by seven in each of the next two years. It then decreased to 29 in 2020 and remained there in 2021. It is believed the pandemic had a big impact on these numbers as many students experienced hardship and either delayed or stopped their educational plans.

To meet its goals, the Department is seeking additional resources to increase tutoring services. It is believed that with this funding, the Economics Department will be able to achieve improved measurable outcomes as it serves the students of Fullerton College.

## ***A Note on terminology***

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

## **2.0 Mission**

Please explain briefly how your program contributes to the College’s [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

**Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.**

The Economics Department is dedicated to students learning the principles of both microeconomics and macroeconomics. A wide array of students benefit from taking its courses, ranging from economics and business majors with transfer goals, to those taking a single class just for interest or with the objective of making better personal finance decisions. Through participation in its program, students develop critical thinking skills. In addition, they receive exposure to models, tools, mathematical techniques, and methods of data analysis that lay the foundation for a lifetime of continued learning that help them become more successful learners, more responsible leaders, and more engaged community members.

**Vision: Fullerton College will transform lives and inspire positive change in the world.**

The Economics Department is committed to student success, retention, and providing a fully-articulated college-level curriculum. The Department’s programs are designed to promote inquiry and intellectual curiosity. 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. Course material transforms the lives of students as they become empowered with enhanced analytical and computational skills. Principles, concepts, and insights students gain from the Department’s courses help to foster a life-long appreciation for the power of learning which provides a catalyst for positive change in the world.

### **Core Values:**

**Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.**

**Diversity – We embrace and value the diversity of our entire community.**

**Equity – We commit to equity for all we serve.**

**Excellence – We honor and build upon our tradition of excellence.**

**Growth – We expect everyone to continue growing and learning.**

**Inclusivity – We support the involvement of all in the decision-making process.**

**Innovation – We support innovation in teaching and learning.**

**Integrity – We act in accordance with personal integrity and high ethical standards.**

**Partnership – We work together with our educational and community partners.**

**Respect – We support an environment of mutual respect and trust that embraces the individuality of all.**

**Responsibility – We accept our responsibility for the betterment of the world around us.**

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.

Members of the Economics Department regularly exhibit behavior congruent with personal integrity and high ethical standards. All students are treated fairly and equally. 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 are consistently applied.

The Economics Department maintains high academic standards. Students are pushed to perform at the highest levels so that they can reach their full potential. This also prepares them better for the rigors of advanced study on their own or upon transfer to a four-year institution.

Faculty of the Economics Department work with members of various departments on hiring and tenure review committees. In addition, all faculty are affiliated in some way with other institutions of higher learning and regularly collaborate on projects with these institutions. The composition of the faculty members is diverse based on age, race/ethnicity, and gender. The commitment of its faculty to student success is demonstrated through their funding of scholarships to support students in their ongoing education.

The Department members work as a cohesive unit. Members respect the contributions of all and are in continual communication with each other sharing new concepts, data sets, and examples. Workshops are held periodically on the Fullerton College campus to enhance the skills of Department members. In addition, members attend seminars and workshops at other campuses to ensure their knowledge is current and complete. Due to the extensive teaching history of several Department members, deep connections with many members of the local community have been formed. Community members have contributed information for class presentations and have hired students for internships and permanent positions.

### **3.0 Students**

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards,

OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

### 3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Enrollment decreased in 2017, 2018, and 2019, then increased in 2020. The declines in the first three years reflect the changes in enrollment at the College overall. However, it is important to note that the decreases in the Economics Department were less than the College overall. In addition, while the Economics Department enrollment increased in 2020, it declined at the College level. The five-year change in enrollment at the College was  $-12\%$ , while in Economics it was  $-6.1\%$ . For the last year, while the College enrollment *decreased* by  $3.8\%$ , it *increased* for the Economics Department by  $14.3\%$ .

These comparisons of enrollments between the College and the Economics Department are consistent with observations from previous program review cycles. The Department offers a popular major and its classes are generally in high demand for those seeking personal enrichment and those wishing to transfer.

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

The Economics Department serves a vast array of students. Some notable observations about them are mentioned in this section. The overwhelming majority of its students ( $85\%$ ) intend to transfer to a four-year school. Approximately half of its students are in the 20-24 years cohort, with the others about evenly split between those under age 20 and those over age 24. The percentage of students attending full-time ( $55\%$ ) is more than double the rate for all other programs ( $22\%$ .) The profile of students analyzed by race/ethnicity/ancestry is similar to other programs with the following exceptions: slightly less for Black/African American ( $1.8\%$  vs  $2.9\%$ ), Latinx ( $53.2\%$  vs.  $57.7\%$ ), and White ( $13.1\%$  vs.  $16.1\%$ ), and substantially more for Asian  $19.5\%$  vs.  $11.1\%$ .) Regarding enrollments by gender, the pattern in the Economics Department differs significantly from all other programs. Specifically, males account for significantly more ( $58\%$  vs.  $42.2\%$ ) and females account for significantly less ( $37.5\%$  vs.  $53.2\%$ .)

A significant number of students taking classes in Economics have majors in a different discipline. In 20/21, while there were 1,708 non-majors enrolled, there were 64 majors. Much of this disparity is explained by two reasons. There are a substantial number of students that take Economics for personal interest or enrichment. Moreover, every business major is required to take Economics. Therefore, a number of students in the classes are majoring in a

closely aligned field. There is no way of discerning which students are Economics majors by a course review since all business majors are required to take all Economics courses. Moreover, students who have an interest in taking microeconomics for personal reasons often have a similar interest in macroeconomics.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

The class with the highest demand in Economics is microeconomics. Enrollment in microeconomics is approximately double that of in macroeconomics. (Note: In this discussion, any reference to *microeconomics* includes the honors and non-honors versions; similarly for *macroeconomics*.) There are several reasons for this. First, it is required that students take this class prior to taking macroeconomics. Second, some students take an economics course to complete their general education requirement and they may just need the one course to fulfill an outstanding need. Third, for some majors (such as pharmacy), completion of a microeconomics course is required, but there is no such requirement for macroeconomics. Finally, some students elect to complete macroeconomics at their transfer institution as they may face pressures to transfer sooner rather than later based on unit caps, enrollment chances, or other constraints.

The Economics Department offers its courses on various days and times throughout the week. These time slots include morning, afternoon, evening, and Fridays. The exception to this is the honors class. One section of microeconomics is offered every fall semester, and one section of macroeconomics is offered every spring semester. This is based on the limited population of honors students and was arranged through collaboration with the coordinator of the Honors Program.

Prior to the pandemic, the Department did not offer any of its courses online based on the historically low completion and success rates found at transfer institutions in this discipline. In addition, the Department wanted to ensure academic integrity to the highest degree possible.

4. Please describe how course offerings match students' preparation and goals.

Economics as a discipline requires a certain level of math proficiency and analytical ability. In the Fall 2012 semester, a math pre-requisite was added to Economics 101 (microeconomics) to help address a math deficiency in many students that had been noted by Department members. Despite this requirement, it is still the case that many students lack numerical fluency which hinders their performance in this class. The five-year totals for course completion and success for Economics 101 are 85% and 66%, respectively. While they are higher than the averages for all other courses, the Department would like to see higher values on both. Over the five-year period, 13.3% of students repeated Economics 101.

The metrics for Economics 102 (macroeconomics) are quite different. There are several reasons for this. First is that Economics 101 is a prerequisite for Economics 102. This means that students must have already demonstrated a level of math proficiency and analytical prowess before they can enroll in Economics 102. Second, students that take Economics 102 often major in economics or business. This creates a self-selection bias that skews the results favorably since enrollees tend to possess the necessary skills to excel in these disciplines. This is reflected in the higher completion and success rates of 92% and 85%, respectively. In addition, over the five-year period, 8.3% of students repeated the course.

It is important to note that the completion and success rates for the honors courses are higher than for their non-honors equivalents (Honors Economics 101: completion: 92%, success: 85%; Honors 102: completion: 95%, success: 86%.) In addition, 0% of students repeated the honors courses over the five-year period. These data suggest that the honors student population is better prepared than the students that enroll in the non-honors versions of these courses.

Regarding student goals, both courses align perfectly with their university counterparts. This is ensured by periodic reviews of these courses by Department members and because of their intimate knowledge of the course content because of their affiliation with several of these institutions. For those students that are taking the class for enrichment or personal gain, the curriculum covers the content one would expect in the introductory classes for this discipline. In addition, the faculty strive to make the courses highly relevant to current events through detailed examples and discussions of current situations.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Enrollment in the Economics Department remains relatively stable. The five-year average reveals that enrollment in the spring is approximately 6.2% less than that in the fall. In every semester, including summer sessions, the two main courses of the Department are offered. As noted previously, due to the limited population of honors students, one section of honors microeconomics is offered every fall semester, and one section of honors macroeconomics is offered every spring semester. The schedule was arranged through collaboration with the coordinator of the Honors Program. The schedule is maintained to facilitate planning by honors students and to enable them to complete both courses within an academic year.

As noted in previous program review cycles, the Department does not offer additional courses because of the inability of students to have additional courses count toward their degrees upon transfer. This approach is consistent with that of comparable departments at other community colleges. In the spring 2019 semester, the coordinator of the Department surveyed students to gauge the interest of additional course offerings. While 86% of students indicated that they would be interested in taking another Economics course if one were available, less than 3% indicated that they would take a course if it would not count upon transferring to a university. It

is the opinion of the Department that it is the best use of the College's scarce resources to continue to offer only those courses that are in the heaviest demand and will actually count toward the future degrees of its students.

### **3.2 Student Achievement and Equity (and student demographic profile)?**

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

The completion rate increased markedly from 2016 to 2017, from 86.3% to 89.9%. Thereafter, the rate decreased by small amounts in 2018 and 2019. There was a larger decrease from 2019 to 2020. The net effect over the entire time was a decrease from 86.3% to 82.8%. While the lower rate is concerning, it is the opinion of the Department that much of the change was attributable to the challenges associated with the pandemic. In addition, it is important to note that the completion rate for Economics was higher in every year when compared to the average for all other programs.

The success rate mirrors the previously mentioned pattern for the completion rate. However, the net effect over the entire time was an increase from 68.0% to 70.0%. While the Department started the subject period slightly below the average completion rate for all other programs, it then achieved a slightly higher rate which it maintained for the rest of period studied. All members in the Department are committed to maintaining high standards and this continued through the pandemic. It is likely that some students were negatively impacted during the pandemic which challenged their ability to successfully complete their courses. But for the pandemic, the improvement in the success rate over the period studied would have likely been higher.

Students can earn one of two degrees in Economics – either the AA or ADT. The total number of degrees awarded started at 36 in 2016, increased to 43 in 2017, increased to 50 in 2018, then fell to 29 in 2019, and remained there in 2020. Department members believe the drop in the number of degrees was associated with the pandemic which interrupted the study plans of many students. It is important, however, to note that an associate's degree in Economics does not carry the same weight that an associate's might in other disciplines. In the discipline, the minimum threshold for an academic credential is the bachelor's degree. This information is likely to impact the number of degrees sought. Indeed, one could argue that if more students are inclined to transfer and continue their studies, there may actually be a decrease in the number of Economics associate's degrees awarded as their marginal value is slight. Of the 167 students that earned some form of an Economics degree over the period studied, 150 (89.8%) of them transferred.



Over the subject period, a total of 261 students transferred from Economics, either with a degree in Economics or having declared a major in Economics. Of that total, 155 (59.3%) transferred to a California State University campus, 72 (27.6%) transferred to a University of California campus, and 34 (13%) transferred to another type of university. The number one destination for transfers was to the Cal State Fullerton campus, with the total number of transfers to that campus equaling 50% more than the combined total of transfers to the other top seven transfer institutions.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

The data reveal a range in the completion rates based on race, ethnicity, and ancestry ranging from a low of 76.9% for American Indian/Alaska Native to a high of 91.4% for Asians. It must be noted that some of the demographic groups have small numbers. For example, over the five years, only 26 students were in the American Indian/Alaskan Native category. While the Department acknowledges the importance of each student individually, the generalizability of this outcome to a larger observation is compromised by such a small sample size. For this group, assuming an average of five students in this group each year, it is the case that just one student not completing the course would pull down the success rate for that year from 100% to 80%. Therefore, it is not surprising that variations in the outcomes fall within such a large range. Even with large numbers within a demographic category, variations are to be expected. It is impossible to ascertain the causes of the variations in the completion rates in the various categories since this so heavily dependent on multiple factors. The completion rates in the other categories do not deviate in a statistically significant way from the average. Again, the Department cannot identify the reasons for the variability in the data.

The data reveal a range in the course success rates based on race, ethnicity, and ancestry ranging from a low of 56.8% for Black/African American to a high of 79.1% for Asians. For similar reasons noted above, sample size can significantly affect the outcomes. Aside from this, the Department cannot identify the reasons for the variability in the data.

It is noted by all Department members that many students lack the necessary math preparation, despite the math pre-requisite for Economics 101. The lack of numerical fluency and computational ability hinders the success of many students. The Department is dedicated to improving the performance and success measures of all students.

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

Department members regularly meet to discuss pedagogical and content-related strategies. The policies and procedures followed by Department members are extremely uniform. In all cases,

they are modeled on comparable courses at the transfers institutions, particularly Cal State Fullerton and UC Irvine. The motivation is that the best preparation for students to the university level is for them to become accustomed to the policies and procedures they will face upon transferring. Department members maintain the highest standards to provide students with the best preparation for advanced study.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

All Department members regularly participate in seminars and workshops to learn the newest material in the discipline and teaching strategies. New and relevant information is shared among all members.

In the last program review cycle, the request was made to have funding for dedicated economics tutors. The request was granted, and the presence of these tutors did help some students succeed that otherwise would have likely not. A similar request will be made in this cycle.

### **3.3 Student Achievement and Pathways**

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

Economics 101 (and the honors equivalent) is the gateway course to the program. It is required of all economics and business majors and is a required course in other fields of study. It is also the pre-req for Economics 102 (and the honors equivalent.) Over the last five years, the completion and success rates have been 85% and 66%, respectively, with a 15% withdrawal rate. The average repeat rate is 13.3%, suggesting that most of those that withdraw ultimately repeat the course. The corresponding statistics for Economics 102 were better, with 91% completion, 82% success, a withdrawal rate of 9%, and a repetition of 8.3%. Students taking this class are predominantly business and economics majors and are better prepared on the average for the curriculum. For both versions of the honors classes, the statistics were dramatically better which reflects the better preparation of the student population. For Economics 101 Honors, the statistics were 92% completion, 85% success, and 8% withdrawal, while for Economics 102 Honors, the statistics were 95% completion, 86% success, and 5% withdrawal. The repetition rate for both honors classes was 0%.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

Degrees from the Economics Department are in line with the transfer model curriculum with one exception. A math pre-requisite was added to the Economics 101 (and honors equivalent) course in 2012 to help ensure that students are better prepared for the rigors of the course.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

The Economics Department was among the first on the campus to map its curriculum in collaboration with the Counseling Division. All degrees and certifications have been mapped, and it is entirely possible for students to complete the maps in the allotted time. This is because all required courses are offered every semester, with the exception of Honors Economics 101 and Honors Economics 102, each of which is offered in a single semester in a predictable pattern (Honors Economics 101 in the fall semester, and Honors Economics 102 in the spring semester.) Since students can mix and match the non-honors and honors courses if needed, the only barriers they may encounter is finding space in a particular class at a certain day/time. But with multiple sections of the main two courses offered each semester, students can complete their paths on time.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

The data reveal that in the years 2016 through 2018, more AAT degrees were granted in Economics than AAs, but this reversed in 2019 and 2020. It is not known why there was a reversal. As noted previously, there was an overall decline in the total number of degrees awarded from 2018 to 2019, but the number from remained constant from 2019 to 2020. It is believed that the pandemic had something to do with the decline as the academic plans of students were interrupted or delayed.

### **3.4 Faculty**

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

Over the subject period, there was one full-time faculty member in the Department. It is important to note that in some years the data from the OIE indicate there were two, but this is

because a full-time faculty member from the Business Department taught economics while in the Study Abroad Program. The number of part-time faculty ranged from four to five.

The number of sections taught by full-time faculty ranged from a low of 28.6% to a high of 35.7%. The full-time equivalent faculty statistic for the Department ranges from a low of 7.6 to a high of 8.2. The part-time faculty play a vital role, and students benefit from having many choices of excellent instructors.

The productivity of the Department is indicated by its high WSCH per FTEF numbers. This number started at 716 in 2016, decreased in the subsequent three years, reaching a low of 626 in 2020, but then increased in 2021 to 712. The Department tends to have high fill rates, with a range from 95.5% to 107%. The high value was achieved during the pandemic when there were no classroom space limitations on adding students. The dedication of the Department to student success is indicated with this high number and the willingness of its faculty to help students get the classes they need.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

Since 2013 the Department has managed to succeed with the one full-time member and pool of talented adjuncts. It has no plans to request another full-time faculty member at this time, especially given the dim prospects due to the lingering effects of the pandemic on the District's finances.

### **3.5 Covid-19**

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The Covid-19 pandemic dramatically impacted the operations of the Department. Prior to the pandemic, no classes in the Economics Department were offered online. The primary motivation for this had been the historically low completion and success rates of economics courses offered online at transfer institutions. After the pandemic, all class were offered online.

Most of the metrics showed negative changes during the pandemic. As noted previously, the number of degrees awarded declined. It is believed this happened due to the plans of students being negatively impacted. The course completion and success rates also declined. It is believed part of this stemmed from the fact that students were able to drop the course much later in the semester than normal. It became easier for students to drop out, and since they were not pushed to perform, their performance suffered. It is also believed that some of the decrease was due to the switch to online instruction. The discipline is one that historically has low success in the online format. Indeed, at the top transfer

institution (Cal State Fullerton), prior to the pandemic, only three sections were offered online of the more than 120 sections in total. Much of what is taught in the principles courses is highly visual and spatial. While a number of technology improvements have been made from several textbook publishers, it is believed by Department members that these are imperfect substitutes for in-person instruction. There is also the concern that students feel overwhelmed in a discipline where there is much trepidation already. Maintaining academic integrity in the online format is also a challenge for which there are only imperfect solutions.

Department faculty have received innumerable comments from students expressing a desire to return to on-campus instruction. Once the mandate for online classes is gone, all classes will return to campus. The Department believes that students will have the greatest chances of success with in-person instruction. In addition, the modality will match the dominant format utilized by the top institution to which Fullerton College students transfer. The only permanent planned change resulting from the pandemic is the uniform adoption of utilizing Canvas to communicate with students and distribute course materials.

### **3.6 What has not been asked?**

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

The pandemic brought on an increased degree of collaboration among all Department members. Some members had never taught online and most had never worked with Canvas. With extensive communication, cooperation, and effort, all faculty were able to transition to the online environment in a timely fashion and maintain the high quality of instruction.

## **4.0 Outcomes**

### **4.1 Program Student Learning Outcomes (PSLOs)**

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

New Program Student Learning Outcomes (PSLOs) for Economics were sent to one of the SLO committee representatives on 10/13/2021. The Department had two PSLOs previously, one from microeconomics, and one from macroeconomics. Three new PSLOs have been submitted for approval. All three of them include both micro and macro perspectives since students must complete both courses in any economics program of study. The new PSLOs align with the Institutional Learning Outcomes of Critical Thinking and Information Competency. In successfully meeting the PSLOs, students will have to synthesize and analyze disparate information, formulate solutions, and present their answers in narrative form, supported with calculations and/or graphs.

The only PSLO plans for the Department at this time are to wait for feedback from the SLO committee and potentially revise the PSLOs if warranted based on any comments received. Once the new PSLOs are approved, the Department will begin working on the details of the assessment.

#### **4.2 PSLO Assessment**

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

With the old PSLOs, student assessment occurred by means of a single question in microeconomics and a single question in macroeconomics. In both cases, the question corresponded to one of the course SLOs and was evaluated on the final exam.

The new PSLOs will enable the Department to assess student learning upon the completion of both courses. Microeconomics is a pre-requisite course to macroeconomics. Therefore, any student taking macroeconomics will have taken microeconomics. Since macroeconomics is the last course students will take in the Department, the assessment will occur in this class. The plan is to assess the PSLOs on the final exam since this will provide students with the best opportunity to demonstrate a mastery of the economics curriculum.

#### **4.3 CSLO Assessment**

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

The Economics Department frequently assesses student learning outcomes. There is no defined schedule, although this may change in the future. Since the last self-study, every course taught in the Department has been assessed at least once. The first page of the eLumen data provided by the SLO committee representative is included as Appendix B – Course SLO Statistics which shows that all economics courses have been assessed.

At the completion of each assessment, all Department members have been shown the results. Discussions have occurred on how to best present material, prepare, and evaluate students. Different methods of instruction have been adopted by several faculty members.

#### **4.4 SLO Equity Analysis**

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe

here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

There is very little difference in the SLO data based on gender. These data are summarized in Appendix C – SLO Statistics by Gender. “Meets expectations” was the ranking of 86.73% of females, 86.54% of males, and 100% of the neither category. It is important to note, however, that the number of students in each category were very different: 477 females, 791 males, and 19 in the neither category. The disparity between the female/male groups and neither can probably be largely ascribed to the small sample size of the neither category.

The differences in the “meets expectations” ranking based on race/ethnicity/background have a substantial range from 50.00% (1 person) for the unspecified category to 100% for the unknown category (17 people.) These data are summarized in Appendix D – SLO Statistics by Ethnicity. Much of this variation is likely due to the small sample size. Focusing on those categories with at least 33 members, the range is from 83.33% for Filipinos to 89.64% for White Non-Hispanic.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don’t exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

In a comparison with equity analysis section of 3.2, there are some parallels. For example, Asians tend to score high in the course completion, course success, and SLO performance measures. However, there are some disparities in other groups. For example, the course success rate for Black/African American was 56.8%, while the SLO “meets expectations” score for African Americans was 89.19%, second only to White Non-Hispanic. Part of the reason for this is the way that the SLO material is covered in each course. The content measured in the SLO surveys is seen as the most essential and is covered in depth, with repeated exposure throughout the semester. It would be possible for a student to comprehend the most essential material and not succeed at the course level for a variety of reasons. For example, the SLO measures are not very math intensive, but some parts of the overall course are. To the degree that a student has sufficient math preparation, they could correctly answer the SLO questions but not perform well on quizzes, exams, and other testing measures that go into the calculation of their overall grade. This could negatively impact the course completion statistic.

The Department has considered changing the SLO questions but has resisted doing so. By introducing different questions, the data on a new survey would be incompatible with the

outcomes of past measures. Comparisons over time can be helpful in assessing the performance of the Department's instruction overall.

## **5.0 Other Areas of Program Effectiveness**

### **5.1 Your Department and General Education**

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.

All courses offered in Economics satisfy various GE requirements, specifically, Area 4 of IGETC (Social and Behavioral Sciences), Area D of CSU G.E. (Social Sciences), and Area D1 of the AA G.E. (Social and Behavioral Sciences).

2. What role does your department play in helping students complete the GE pathway?

The Economics Department plays an essential role in helping students complete the various GE pathways. Based on the data from the OIE, 100% of Department students over the last five years were in GE classes, a total of 8,638 enrollments. The courses offered in the Department not only meet major requirements for students of Economics and Business, but also satisfy GE requirements as noted above.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

The Department's course offerings are sufficient in number and frequency every semester—including summer sessions—to allow students to fulfill GE requirements. Further information on scheduling is described below.

4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

In every semester, there are at least six classes of microeconomics, and five of macroeconomics. Most of the classes are multiple sections. They are offered in most of the typical time slots, beginning at 7 AM, Monday-Thursday, and ending at 10 PM. In addition, a once per week class is offered on Fridays.

Honors microeconomics is offered every fall semester, and honors macroeconomics is offered every spring semester.

One class of microeconomics is offered every summer session (typically a triple section.) One class of macroeconomics is offered every summer session (usually a one-and-a-half section.)



As noted previously, prior to the pandemic, no Economics courses were offered online. In the initial semester after the pandemic, no classes will be offered online due to the perceived pent-up demand for on-campus classes and for the concerns noted in section 3.5 regarding academic integrity.

Economics classes are frequently part of the course offerings in the Study Abroad Program.

## 5.2 Outside Influences on Your Department

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

The response to this prompt is combined with the responses to the other 5.2 prompts and appears below.

2. Make sure you are including all degree and certificate programs, including the College's GE program.

The response to this prompt is combined with the responses to the other 5.2 prompts and appears below.

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

The response to this prompt is combined with the responses to the other 5.2 prompts and appears below.

4. If AB 705 applies to the program then how are you meeting its mandates?

It has been observed by members of the Department that an increasing number of students take classes in economics based purely on interest. That is, they may not know their major or have a major where economics is not required, yet they want to take economics classes anyway. This probably has something to do with the severe economic downturn associated with the pandemic, the effects of which will likely persist for several more years. The overall level of interest in a topic is heightened when its relevance to one's own life becomes more pronounced.

A solid foundation in economics is perceived as a desirable quality among a large swath of employers. The decision-making tools and computational abilities of well-trained students in the discipline make them valuable additions to an employer's pool of talent. As discussed in *The Wall Street Journal*, graduates with a degree in economics tend to have among the highest

earnings of new graduates and highest lifetime career earnings  
([online.wsj.com/public/resources/documents/info-Degrees\\_that\\_Pay\\_you\\_Back-sort.html](https://online.wsj.com/public/resources/documents/info-Degrees_that_Pay_you_Back-sort.html)).

In addition, economics majors enjoy superior employment prospects and earnings that are among the highest of all majors  
([https://study.com/articles/Salary\\_of\\_an\\_Economics\\_Major\\_How\\_Much\\_Do\\_Graduates\\_Earn.html](https://study.com/articles/Salary_of_an_Economics_Major_How_Much_Do_Graduates_Earn.html)).

According to an article in *Business Insider*, economics is consistently the top major at the Ivy League schools (<https://www.businessinsider.com/most-popular-ivy-league-major-2017-4>).

Aside from the attractive employment and earnings prospects, economics is a popular major at four-year institutions because it relates to every aspect of life from decisions made as individuals to the outcomes produced by firms and governments. The economic way of thinking can help one to make better choices in multiple arenas. It is anticipated that the demand for courses in the Department will remain at a high level for the foreseeable future.

One of the things that causes trepidation among new and potential students of the discipline is the knowledge of mathematics and statistics that is required. There is often a perception that the subject must be very difficult, and this sometimes prevents people from taking classes, or wanting to take classes, in economics. This is unfortunate. While the use of advanced math and statistics is required at the highest levels, there is much that can be learned at the introductory levels in the courses offered with only a basic level of computational ability. The instructors of the Department often find that one of the biggest obstacles to student success is simply the math phobia that many students have.

Unfortunately, many students are mathematically unprepared, even at the most basic level. They often lack the basic computational and numeric familiarity necessary for success in economics courses. Sometimes, they have the skills but are simply in need of additional practice. Remedial action is occasionally necessary to bring the skills of students up to the required level.

### **5.3 Your Program's Active and Applied Learning and High-Impact Practices**

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, Study Abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

Students have an array of opportunities to make learning active and applied. In some classes, students work on group projects and present their findings to the class. In other cases, they

may work individually on a more intense study and present their conclusions to the class or faculty member in a special one-on-one setting. It is also important to note that Economics is frequently taught as part of the Study Abroad Program. When this is done, comparisons and contrasts are drawn between economic realities of the U.S. and those of the visited country.

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

There are no institutional barriers to report in this area.

## **6.0 Planning**

### **6.1 Progress on Previous Strategic Action Plans**

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

In the last self-study, there were two Strategic Action Plans.

Strategic Action Plan #1 – The Economics Department will improve its SLOA scores for all course offerings to an 85% success rate through the use of increased tutoring services.

Strategic Action Plan #2 – An additional full-time faculty member will be hired for the Economics Department.

Regarding SAP #1, funds were granted which enabled the tutoring center to offer additional hours of discipline-specific help to economics students. A review of the SLOA scores reveals a success rate of just over 86% for all courses and all SLOs. While the Department is happy the goal was met, there is always a desire for even higher levels of performance.

Regarding SAP #2, no progress was made on this goal. The Department of Economics is fortunate to have a deep pool of highly qualified adjuncts. Many are happy remaining in their positions as adjuncts. The need for a full-time hire was more keenly felt in other departments within the Social Sciences Division, and in an esprit de corps, the Department deferred its request until a later time to enhance their chances of securing new tenure-track faculty.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

This question is irrelevant since funds were awarded which allowed for additional tutoring hours.

## 6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee’s endorsement does not guarantee additional funding. The President’s Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

### Strategic Action Plan (SAP) #1: Economics

Describe Strategic Action Plan.	The Economics Department will improve its SLOA scores for all course offerings to an 87.5% success rate through the use of increased tutoring services.
List College goal/objective the plan meets.	Goal 1: Promote success for every student Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
Explain how the request helps the College attain student equity.	Increased tutoring time for Economics will enable more students from all backgrounds to obtain additional necessary help.
What measurable outcome do you anticipate for this SAP?	The accuracy rates on all SLOs at the course level will increase to 87.5%.
What specific aspects of this SAP can you accomplish without additional financial resources?	None. Additional financial resources will be required to expand the offering of tutoring services for Economics 101F, Economics 101HF, Economics 102F, and Economics 102HF.

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	\$3,264 per semester (\$17/hr x 12 hrs/wk x 16 weeks)	
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$3,264 per semester	

### 6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

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 evaluate the need for a distance-learning component in its program. If there is a perceived need for 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 and should teach any of the new offerings?; and 4. How will the issue of maintaining academic integrity be adequately ensured?

Ongoing discussions regarding curriculum development will occur among all Department members. The Department is fortunate to have 60% 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 the 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.

The goal of hiring another full-time faculty member will be revisited. The Department recognizes that the chances of obtaining a new hire during the foreseeable economic challenging times is slim. As noted previously, the Department is fortunate to have a deep pool of talented adjuncts that have been in their current positions for many years and intend to continue. The group of talented professionals gives students more choices of faculty members and maintains the gender, ethnic, and age diversity the Department currently enjoys.

### 7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

### 8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPherson, Director of Campus Communications at [lmcpheron@fullcoll.edu](mailto:lmcpheron@fullcoll.edu).
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Publication	Date last reviewed	Is the information accurate?	URL of publication
Website of Arienne Turner (retired instructor)	10/22/2021	No – instructor retired in 2013	staffwww.fullcoll.edu/aturner
Website of Francis Mummery	10/22/2021	No – unable to update since Fall 2015	staffwww.fullcoll.edu/fmummery
Website of Economics Department	10/22/2021	Yes	<a href="https://socsci.fullcoll.edu/economics/">https://socsci.fullcoll.edu/economics/</a>

Francis Mummery will again contact ACT to request assistance in removing the website for Arienne Turner and obtain assistance in modifying the website for Francis Mummery. Difficulties were encountered with previous requests.

## **9.0 Appendices**

There are four appendices to this report: Appendix A: Key Performance Indicator (KPI) data; Appendix B: Course SLO Statistics; Appendix C: SLO Statistics by Gender; and Appendix D: SLO Statistics by Ethnicity.