

Economics-FD Economics

Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

Economics FTES fell 8.2% over the 4-year span, slightly less than the overall Foothill college FTES decline of 13.1%. At the department level, course sections have fallen 13.8% (58 to 50) due to budget reductions. At times scheduled courses have been cancelled just prior to the quarter beginning in order to improve productivity. This has negatively impacted enrollment, WSCH, and FTES. The strength of the local economy and robust labor market prior to the pandemic may have also contributed to falling enrollment.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

Over the last couple of years the department has tried to offer an expanded set of class start times - moving somewhat away from the standard 8 AM and 10 AM time slots. Also we have added fully synchronous classes that meet 2 x / week rather than 3 (our core classes are 5 units). We will continue this going forward and also plan to expand hybrid offerings. In addition, an Economics degree informational flier is in the early stages of planning - we hope to have this ready for distribution to students by Fall 2021.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

the data trend shows an increase in sections

the data trend shows a decrease in sections

the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

Course sections have fallen 13.8% (from 58 to 50). This has been caused by a mixture of budget reductions and a decline in enrollment. There has been a focus on productivity - which has meant eliminating low-enrolled courses.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

n/a

D. Productivity - Enrollment Trends

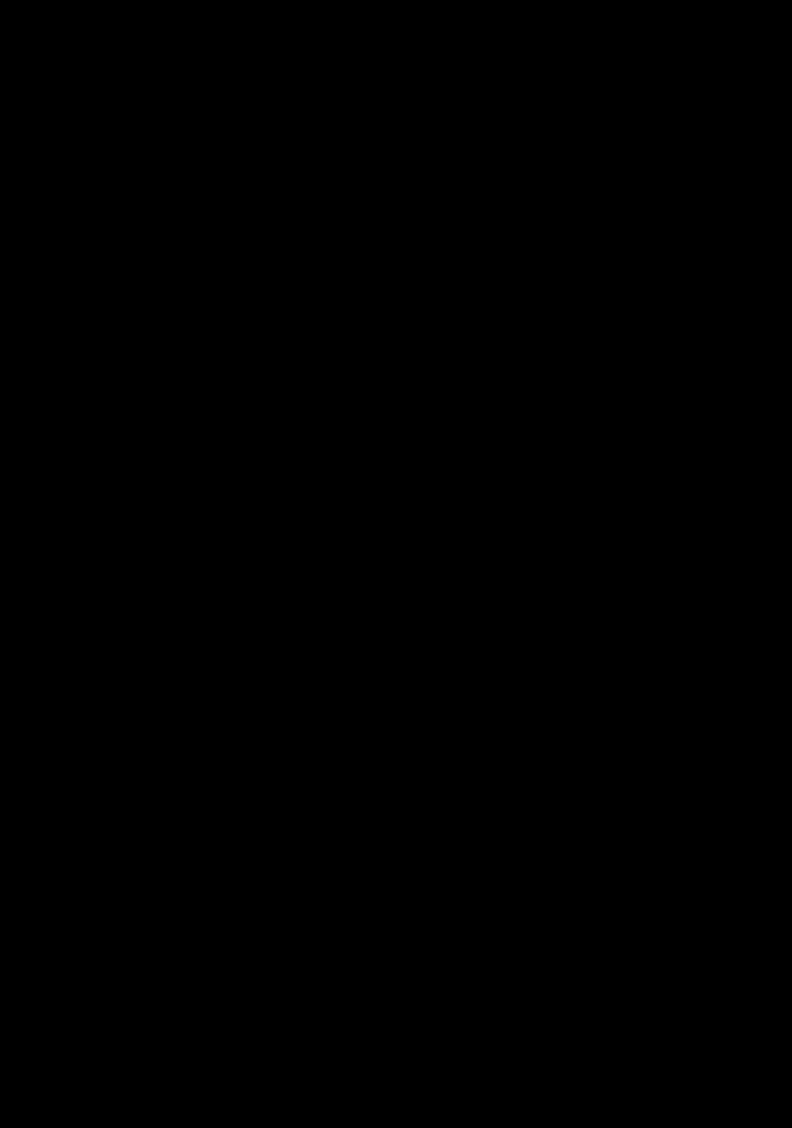
1. In the data table above, what does the data trend indicate about the productivity number?

the data trend shows the productivity number increased

the data trend shows the productivity number decreased

the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.



a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

Males

Non-Binary

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain the

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

the data trend shows an increaseM

Males

Non-Binary

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

Asian

Filipinx

Latinx

Native American

Pacific Islander

the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

the data trend shows an increase in the White enrollment rates

the data trend shows a decrease in the White enrollment rates

the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

the data trend shows an increase in the Decline to State enrollment rates

the data trend shows a decrease in the Decline to State enrollment rates

the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2019-20 = 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)

yes

no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

Comment despite choosing "no" above: All ethnic categories are within a couple of percentage points to the school average - except for White, which runs 4-5% above the college wide population. Note that rounding errors create an inevitable 3% gap: the school data adds up to 98% while the Econ data adds up to 101%. Given this, our assessment is we are generally in line with the overall population - although Whites may be slightly over-represented.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

yes

no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

N/A

F. Student Course Success

Course Success Rates by Unit



The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender
Business & Social Sciences - Economics-FD

531	70%	121	16%	110	14%	762	100%
676	68%	202	20%	122	12%	1,000	100%
4	57%	2	29%	1	14%	7	100%
1,211	68%	325	18%	233	13%	1,769	100%

535	69%	142	18%	104	13%	781	100%
727	68%	188	18%	151	14%	1,066	100%
10	77%	0	0%	3	23%	13	100%
1,272	68%	330	18%	258	14%	1,860	100%

568	77%	105	14%	63	9%	736	100%
776	75%	161	16%	96	9%	1,033	100%
8	67%	1	8%	3	25%	12	100%
1,352	76%	267	15%	162	9%	1,781	100%

545	68%	137	17%	118	15%	800	100%
665	70%	169	18%	114	12%	948	100%
4	80%	1	20%	0	0%	5	100%
1,214	69%	307	18%	232	13%	1,753	100%

533	65%	141	17%	151	18%	825	100%
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775	69%	199	18%	157	14%	1,131	100%
6	86%	1	14%	0	0%	7	100%
1,314	67%	341	17%	308	16%	1,963	100%

Success Rates by Age
Business & Social Sciences - Economics-FD

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Fema

the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

the data trend shows an increase in the Filipinx course success rates

the data trend shows a decrease in the Filipinx course success rates

the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

the data trend shows an increase in the Latinx course success rates

the data trend shows a decrease in the Latinx course success rates

the data trend shows no change and/or is flat in the Latinx course success rates

Native American

the data trend shows an increase in the Native American course success rates

the data trend shows a decrease in the Native American course success rates

the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

the data trend shows an increase in the Pacific Islander course success rates

the data trend shows a decrease in the Pacific Islander course success rates

the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

the data trend shows an increase in the White course success rates

the data trend shows a decrease in the White course success rates

the data trend shows no change and/or is flat in the White course success rates

Decline to State

the data trend shows an increase in the Decline to State course success rates

the data trend shows a decrease in the Decline to State course success rates

the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Again, we note it is difficult for faculty to explain these trends with confidence, the trends tend to be slight, and/or the number of students, _M" ?

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

If yes, describe the reasons for the gap in course success.

In addition, success gaps are more pronounced in Economics (roughly 20% in Econ vs 10% for the school). Whites and Asians have success rates in the mid-70%s, while African American and LatinX populations have success rates in the mid-50%s.

There are presumably a wide range of complex socio-economic and racial barriers that explain this gap:

Differences in student preparedness as they step on campus: students from higher income areas typically have been better prepared to succeed in college. They are more likely to have parents that have succeeded in college and come from high schools where expectations of college are transmitted both from peers and faculty/staff. This manifests itself in both observable traits (for example, poor note-taking skills) and unobservable traits (feeling out of place).

Differences in extra-curricular demands: students from lower income areas are more likely to have to work to help support their families. They may not have time to get involved in campus clubs and activities - and, thus, feel less attached to the school.

Other barriers: Financial and mental stress are more likely to become barriers for non-White/Asian students. Having to take the bus to campus, alone, is a barrier.

An anecdotal story specific to Economics: Economics, like STEM, tends to have less room for subjectivity in grading. This becomes clear to me (Brian Evans) when I teach Political Economy and end with much higher success rates than I see in Micro and Macro. My assessments in Political Economy are far more subjective - essays and presentations - compared to assessments in the core Econ classes (there is no partial credit for an incorrect demand shift). The result is it is far easier to give a C in Political Economy than in Economics. This, to me, is a logical explanation for both lower success rates in general and also the wider success gaps found in Economics. Clearly, students that face the barriers described above are the ones most likely to fail an objectively graded analytical question.

3. Do the data suggest that changes are necessary to improve program course success equality?

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

Attended the Writer Orientation/Training in November

Responses are supported by the data

Engaged in discussion with IR Coach

The Self-Study Report was written collaboratively with other program stakeholders

The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.