Economics-FD Economics

Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

The mission of the Economics Program is to provide students with an underpinning of economic theory and critical thinking in preparation for future academic and workplace environments. This is achieved by developing and implementing a robust and diverse curriculum that places an emphasis on academic rigor, student engagement, and student success. The faculty strive to maintain the high academic standards that were established when the college was founded, and take great pride in creating an intellectually challenging and stimulating environment for students in order to further their intellectual growth and prepare them for transfer or entrance into the labor market. Furthermore, the faculty are committed to equity and inclusivity with the entire college community, and recognize how critically important it is for everyone, regardless of their background, to possess a sound fundamental understanding of economics in the complex and rapidly changing world of the 21st Century.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Employ economic models to predict the impact of policies and/or shocks to the economy, specifically with respect to prices and output.
- Evaluate the role of government policies intended to correct for market failures and encourage economic growth
- Use cost benefit analysis to evaluate personal and societal actions and policies

B. FTES - Enrollment Trends
Enrollment Variables and Trends

Enrollment Trends
Business & Social Sciences - Economics-FD

	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
Unduplicated Headcount	1,513	1,355	1,399	1,437	1,422	-6.0%
Census Enrollment	1,965	1,753	1,781	1,860	1,769	-10.0%
Sections	58	57	52	50	50	-13.8%
WSCH	3,173	2,838	2,914	3,057	2,915	-8.1%
FTES (end of term)	210	187	192	202	192	-8.2%
FTEF (end of term)	6.2	5.8	5.3	4.9	5.1	-18.8%
Productivity (WSCH/FTEF)	509	492	548	620	576	13.2%

1. In the data table above, what does the FTES data trend indicate?

- [ ] the data trend shows an increase in FTES
- [x] the data trend shows a decrease in FTES

☐ 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.

The increase in productivity can be attributed to offering fewer sections, forcing students to be herded into fewer courses. Economics productivity is now well above the Foothill campus as a whole (576 vs 532 for the most recent year).

2. Does the data trend suggest changes are necessary to improve productivity?

☐ yes

☑ no

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

N/A

E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics

Business & Social Sciences - Economics-FD

by Gender

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	827	42%	800	46%	736	41%	781	42%	762	43%
Male	1,131	58%	948	54%	1,033	58%	1,066	57%	1,000	57%
Not Reported	7	0%	5	0%	12	1%	13	1%	7	0%
Total	1,965	100%	1,753	100%	1,781	100%	1,860	100%	1,769	100%

by Ethnicity

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	64	3%	55	3%	73	4%	68	4%	81	5%
Asian	725	37%	714	41%	738	41%	768	41%	645	36%
Filipinx	67	3%	104	6%	75	4%	90	5%	69	4%
Latinx	271	14%	293	17%	378	21%	405	22%	416	24%
Native American	8	0%	14	1%	13	1%	7	0%	10	1%
Pacific Islander	16	1%	16	1%	13	1%	14	1%	32	2%
White	506	26%	438	25%	438	25%	473	25%	452	26%
Decline to State	308	16%	119	7%	53	3%	35	2%	64	4%
Total	1,965	100%	1,753	100%	1,781	100%	1,860	100%	1,769	100%

by Age

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	430	22%	397	23%	493	28%	550	30%	554	31%
20-24	1,183	60%	1,031	59%	948	53%	962	52%	923	52%
25-39	325	17%	289	16%	316	18%	319	17%	250	14%
40 +	27	1%	36	2%	24	1%	29	2%	42	2%
Total	1,965	100%	1,753	100%	1,781	100%	1,860	100%	1,769	100%

by Education Level

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	101	5%	80	5%	82	5%	73	4%	83	5%
Associate	54	3%	57	3%	30	2%	35	2%	34	2%
HS/Equivalent	1,684	86%	1,527	87%	1,475	83%	1,559	84%	1,436	81%

All Other	126	6%	89	5%	194	11%	193	10%	216	12%
Total	1,965	100%	1,753	100%	1,781	100%	1,860	100%	1,769	100%

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

- ☐ the data trend shows an increase in the female enrollment rates
- ☐ the data trend shows a decrease in the female enrollment rates
- ☑ the data trend shows no change and/or is flat in the female enrollment rates

Males

- ☐ the data trend shows an increase in the male enrollment rates
- ☐ the data trend shows a decrease in the male enrollment rates
- ☑ the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- ☐ the data trend shows an increase in the non-binary enrollment rates
- ☐ the data trend shows a decrease in the non-binary enrollment rates
- ☑ the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

It is a challenge to explain the absence of trend. There has not been a significant shift in the gender of students choosing to sign up for Economics classes in the past few years. Economics has traditionally had higher male enrollment - and that is the case at Foothill where roughly 58% of students are male. The two full-time economics instructors are welcoming to students of all genders and ethnicity - however they are both male. Perhaps this creates an unintentional barrier for females.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)

- ☑ yes
- ☐ no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Like STEM, Economics has long been male-dominated. Harvard Economist Claudia Golden reveals that in 2011, as a share of BA degrees, for every 1 female Econ BA there were 2.9 male Econ BA degrees (https://scholar.harvard.edu/files/goldin/files/claudia_gender_paper.pdf). She posits, "Too often students think that economics is only for those who want to work in the financial and the corporate sectors. Many do not realize that economics is also for those who have broad intellectual interests... include reducing crime, obesity, inequality, terrorism, poverty and infectious disease, to mention a few of the areas in which economists have advanced knowledge." To combat this, and other disparities, we have begun the process of creating the informational flier already mentioned - with the specific goal of encouraging under-represented populations, including females, to give Econ a chance. The flier will highlight women of color and will also be put on our webpage.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/20-21-enroll-by-gender-and-declared-major.pdf

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 increase in the female enrollment of the declared major
- ☐ the data trend shows a decrease in the female enrollment of the declared major
- ☑ the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- ☐ the data trend shows an increase in the male enrollment of the declared major
- ☐ the data trend shows a decrease in the male enrollment of the declared major
- ☑ the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- ☐ the data trend shows an increase in the non-binary enrollment rates
- ☐ the data trend shows a decrease in the non-binary enrollment rates
- ☑ the data trend shows no change and/or is flat in the non-binary enrollment rates

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

- ☑ the data trend shows an increase in the African Americans enrollment rates
- ☐ the data trend shows a decrease in the African Americans enrollment rates
- ☐ the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- ☐ the data trend shows an increase in the Asian enrollment rates
- ☐ the data trend shows a decrease in the Asian enrollment rates
- ☑ the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- ☐ the data trend shows an increase in the Filipinx enrollment rates
- ☐ the data trend shows a decrease in the Filipinx enrollment rates
- ☑ the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- ☑ the data trend shows an increase in the Latinx enrollment rates
- ☐ the data trend shows a decrease in the Latinx enrollment rates
- ☐ the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- ☐ the data trend shows an increase in the Native American enrollment rates
- ☐ the data trend shows a decrease in the Native American enrollment rates
- ☑ the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- ☐ the data trend shows an increase in the Pacific Islander enrollment rates
- ☐ the data trend shows a decrease in the Pacific Islander enrollment rates

☑ 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

Course Success

Business & Social Sciences - Economics-FD

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,314	67%	1,214	69%	1,352	76%	1,272	68%	1,211	68%
Non Success	341	17%	307	18%	267	15%	330	18%	325	18%
Withdrew	308	16%	232	13%	162	9%	258	14%	233	13%
Total	1,963	100%	1,753	100%	1,781	100%	1,860	100%	1,769	100%

Course Success by Race/Ethnicity
Business & Social Sciences - Economics-FD

Course Success for African American, Latinx, and Filipinx Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	191	48%	247	55%	354	67%	302	54%	318	56%
Non Success	106	26%	116	26%	100	19%	159	28%	146	26%
Withdrew	104	26%	89	20%	72	14%	102	18%	102	18%
Total	401	100%	452	100%	526	100%	563	100%	566	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,123	72%	967	74%	998	80%	970	75%	893	74%
Non Success	235	15%	191	15%	167	13%	171	13%	179	15%
Withdrew	204	13%	143	11%	90	7%	156	12%	131	11%
Total	1,562	100%	1,301	100%	1,255	100%	1,297	100%	1,203	100%

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.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- [x] the data trend shows an increase in the students' course success percentage
- [ ] the data trend shows a decrease in the students' course success percentage
- [ ] the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

With an optimistic eye, we see a very slight increase in students' course success over the past few years, rising from 67% to 76% before falling back to 68%. Beginning in Fall 2016, two full-time Economics tutors were hired for an Econ and Accounting Lab. It took time to get the word out - but we have received excellent feedback from students that past couple of years.

2. Do the data suggest changes are necessary to improve student course success?

- [x] yes
- [ ] no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

Programs can always strive to improve student success. However, we do not wish to compromise academic standards to achieve this goal. An IR study conducted over a decade ago revealed Economics ranked with Statistics and Calculus as one of the most difficult subjects at Foothill College. During the pandemic we have spent considerable time improving the layout and attractiveness of our online courses. Going forward, we plan to use these virtual improvements in our face to face classes through somewhat of a "flipped" classroom approach. In this model, more class time will be spent doing "homework-like" worksheets and students spend more time learning content at home. We also have increased our video and zoom availability in our purely online courses - which we

will carry forward even after our return to campus. We have begun to integrate the Econ tutors more fully into our courses - some instructors have begun (as of W21) to offer extra credit for low-performing students to review quizzes with a tutor. Finally, class sizes of 50 clearly create a trade-off in terms of time spent on each student.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- [x] the data trend shows an increase in the course success percentage
- [ ] the data trend shows a decrease in the course success percentage
- [ ] the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- [ ] the data trend shows an increase in the course success percentage
- [ ] the data trend shows a decrease in the course success percentage
- [x] the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- [x] yes
- [ ] no

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

The success gap shrank slightly over the years considered - from 24% ('15-'16) to 18% ('19-'20). Thankfully this was due to greater success for high-opportunity students (as opposed to lower success for the higher-achieving group). It is difficult to know the cause of this - perhaps it has to do with the hiring of the Econ tutors as of Fall 2016. Presumably tutors would have a larger positive impact on lower-performing students who are in more need of greater direction and hands on assistance.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- [x] yes
- [ ] no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

As stated above, we will carry over recent improvements in our online courses to create "modified" flipped-classroom structures, and hybrid classes going forward. The belief is hands on practice is essential to mastery - and will be done inside the classroom to a greater extent.

We recognized the high cost of textbooks is an inequitable barrier for lower income, often African American and LatinX, students. Prior to the '19-'20 academic year, we had the library purchase over 50 textbooks for both core classes to go along with the dozens of older editions of the same text (which we allow students to use). FT faculty use the same textbook. We also purchased textbooks for the non-core courses (Global Economics and Political Economy) such that all students can get a free book from library reserve.

Both FT faculty, and one adjunct, participated in the Winter 2020 Book Club reading of "How To Be An Anti-Racist." In addition, we have actively shared and encourage all Econ instructors to add equity-focused content on racial inequality. We also are encouraging the active introduction of videos / content from non-White economists.

We are still in the process of integrating our econ tutors more fully in all classes. This will continue.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender

Business & Social Sciences - Economics-FD

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	531	70%	121	16%	110	14%	762	100%
Male	676	68%	202	20%	122	12%	1,000	100%
Not Reported	4	57%	2	29%	1	14%	7	100%
All	1,211	68%	325	18%	233	13%	1,769	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	535	69%	142	18%	104	13%	781	100%
Male	727	68%	188	18%	151	14%	1,066	100%
Not Reported	10	77%	0	0%	3	23%	13	100%
All	1,272	68%	330	18%	258	14%	1,860	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	568	77%	105	14%	63	9%	736	100%
Male	776	75%	161	16%	96	9%	1,033	100%
Not Reported	8	67%	1	8%	3	25%	12	100%
All	1,352	76%	267	15%	162	9%	1,781	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	545	68%	137	17%	118	15%	800	100%
Male	665	70%	169	18%	114	12%	948	100%
Not Reported	4	80%	1	20%	0	0%	5	100%
All	1,214	69%	307	18%	232	13%	1,753	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	533	65%	141	17%	151	18%	825	100%

Male	775	69%	199	18%	157	14%	1,131	100%
Not Reported	6	86%	1	14%	0	0%	7	100%
All	1,314	67%	341	17%	308	16%	1,963	100%

Success Rates by Age

Business & Social Sciences - Economics-FD

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
19 or less	437	79%	79	14%	38	7%	554	100%
20-24	605	66%	192	21%	126	14%	923	100%
25-39	143	57%	48	19%	59	24%	250	100%
40 +	26	62%	6	14%	10	24%	42	100%
All	1,211	68%	325	18%	233	13%	1,769	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
19 or less	437	79%	51	9%	62	11%	550	100%
20-24	626	65%	203	21%	133	14%	962	100%
25-39	188	59%	73	23%	58	18%	319	100%
40 +	21	72%	3	10%	5	17%	29	100%
All	1,272	68%	330	18%	258	14%	1,860	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
19 or less	432	88%	33	7%	28	6%	493	100%
20-24	693	73%	174	18%	81	9%	948	100%
25-39	208	66%	58	18%	50	16%	316	100%
40 +	19	79%	2	8%	3	13%	24	100%
All	1,352	76%	267	15%	162	9%	1,781	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
19 or less	312	79%	45	11%	40	10%	397	100%
20-24	701	68%	197	19%	133	13%	1,031	100%
25-39	174	60%	60	21%	55	19%	289	100%
40 +	27	75%	5	14%	4	11%	36	100%

All	1,214	69%	307	18%	232	13%	1,753	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
19 or less	334	78%	45	10%	51	12%	430	100%
20-24	781	66%	224	19%	176	15%	1,181	100%
25-39	178	55%	69	21%	78	24%	325	100%
40 +	21	78%	3	11%	3	11%	27	100%
All	1,314	67%	341	17%	308	16%	1,963	100%

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

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	41	51%	25	31%	15	19%	81	100%
Asian	493	76%	95	15%	57	9%	645	100%
Filipinx	44	64%	20	29%	5	7%	69	100%
Latinx	233	56%	101	24%	82	20%	416	100%
Native American	5	50%	4	40%	1	10%	10	100%
Pacific Islander	21	66%	4	13%	7	22%	32	100%
White	329	73%	62	14%	61	13%	452	100%
Decline to State	45	70%	14	22%	5	8%	64	100%
All	1,211	68%	325	18%	233	13%	1,769	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	39	57%	19	28%	10	15%	68	100%
Asian	600	78%	92	12%	76	10%	768	100%
Filipinx	51	57%	22	24%	17	19%	90	100%
Latinx	212	52%	118	29%	75	19%	405	100%
Native American	4	57%	0	0%	3	43%	7	100%
Pacific Islander	10	71%	2	14%	2	14%	14	100%
White	329	70%	69	15%	75	16%	473	100%
Decline to State	27	77%	8	23%	0	0%	35	100%
All	1,272	68%	330	18%	258	14%	1,860	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	52	71%	13	18%	8	11%	73	100%
Asian	590	80%	95	13%	53	7%	738	100%
Filipinx	45	60%	19	25%	11	15%	75	100%
Latinx	257	68%	68	18%	53	14%	378	100%
Native American	10	77%	2	15%	1	8%	13	100%
Pacific Islander	8	62%	4	31%	1	8%	13	100%
White	349	80%	58	13%	31	7%	438	100%
Decline to State	41	77%	8	15%	4	8%	53	100%
All	1,352	76%	267	15%	162	9%	1,781	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	30	55%	14	25%	11	20%	55	100%
Asian	534	75%	104	15%	76	11%	714	100%
Filipinx	53	51%	25	24%	26	25%	104	100%
Latinx	164	56%	77	26%	52	18%	293	100%
Native American	9	64%	3	21%	2	14%	14	100%
Pacific Islander	9	56%	5	31%	2	13%	16	100%
White	321	73%	60	14%	57	13%	438	100%
Decline to State	94	79%	19	16%	6	5%	119	100%
All	1,214	69%	307	18%	232	13%	1,753	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	21	33%	23	37%	19	30%	63	100%
Asian	522	72%	103	14%	99	14%	724	100%
Filipinx	39	58%	13	19%	15	22%	67	100%
Latinx	131	48%	70	26%	70	26%	271	100%
Native American	6	75%	1	13%	1	13%	8	100%
Pacific Islander	4	25%	7	44%	5	31%	16	100%
White	336	66%	85	17%	85	17%	506	100%
Decline to State	255	83%	39	13%	14	5%	308	100%
All	1,314	67%	341	17%	308	16%	1,963	100%

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?

Females

- [x] the data trend shows an increase in the female course success rates
- [ ] the data trend shows a decrease in the female course success rates
- [ ] the data trend shows no change and/or is flat in the female course success rates

Males

- [ ] the data trend shows an increase in the male course success rates
- [ ] the data trend shows a decrease in the male course success rates
- [x] the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- [ ] the data trend shows an increase in the non-binary course success rates
- [ ] the data trend shows a decrease in the non-binary course success rates
- [x] the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

It is difficult to say what is causing trends as there are so many unobservable variables at play. In addition, the trends in most of the data are slight - meaning we may be theorizing about random variation. Still, we can say one of the new Econ tutors is female -so perhaps that has a positive impact on female course success rates. The composition of the faculty has not changed (2 FT male instructors, 2 adjunct female instructors, 1 adjunct male instructor).

It is worth noting that Non-Binary is not listed. In its place is the category "Not Reported". Assuming they are associated, this category represents an extremely small subset of the overall sample size of roughly 1,800 students the department serves annually. As a result, a very small increase in non-success from zero to 2 students from 2018-19 to 2019-20 resulted in an increase from 0% to 29%. If one is looking solely at percentage trends, this would suggest the program is doing a poor job with this cohort. However, only two students were not successful. It would be inefficient to make substantive changes to the department and our pedagogy for just two students. The department will, of course, continue to innovate and employ creative pedagogical approaches to engage all of our students to help them achieve success in our courses.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- [x] yes
- [ ] no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

As males and females perform equally well in our courses there is no need to target one particular gender. Thus, the strategies to increase success are the same as mentioned in the earlier question on this. This also applies to "Not Reported" students.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

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

African Americans

- [x] the data trend shows an increase in the African Americans course success rates
- [ ] the data trend shows a decrease in the African Americans course success rates
- [ ] the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- [x] the data trend shows an increase in the Asian course success rates
- [ ] the data trend shows a decrease in the Asian course success rates

- ☐ 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, in some cases, is small. Given these qualifications, the data reveal declining success rates for two groups: Native Americans and Decline To State.

- Native American: the sample size is tiny (ranges from 3 to 10 students). As such, one student becoming successful or unsuccessful affects the success rate dramatically. No concrete conclusions can be drawn.
- Decline to State: The sample size shrank quite dramatically between 2015-16 to 2018-19, with a slight increase shown in 2019-20. Given that the only cohort that significantly increased enrollment over these years was LatinX (from 14% to 24%) it seems plausible that many of those that declined in '15-'16 chose LatinX in later years.

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

- ☑ yes
- ☐ no

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

Compared to overall school data, success rates in Economics are lower across the board ('19-'20: 68% in Econ vs. 80% for the school).

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?

- [x] Yes
- [ ] No

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

Unfortunately there are no easy fixes to systemic problems that originate beyond our campus. Nothing we do can erase gaps 18 years in the making. However, we can be student-ready by providing support that allows high-opportunity students their best shot at academic success. Some ideas:

Smaller class sizes. Seat counts of 50 are nice for productivity - but there is a trade-off. Our ability to get to know our students on a more personal level declines with class size. The downside is heightened for those students that do not have the luxury to attend office hours or join clubs - class time is the only meaningful interaction they will have with their instructors.

Online ethnically targeted peer tutors. Students often absorb information from a peer more readily than from an Instructor of different race and generation. This is fantastic on campus - but we propose that this be expanded and advertised for online tutoring as well - on top of, or perhaps in coordination with, our current Econ tutors. Can the school institute a "program" in which faculty nominate successful students (by ethnicity) to become peer tutors for that class? It seems students might be excited to be given this honor - and it is something faculty can focus on when writing letters of recommendation.

Student cohorts. As connection with the school is instrumental in ensuring persistence, the school should encourage all "cohort" type programs, such as Puente, Mellon Scholars, FYE, and Umoja.

Juneteenth celebration in which we award and honor some top African American scholars - ideally with non-trivial transfer scholarships.

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

Just a couple of comments on the form:

The last column of all data charts is headed with "5 yr % Inc" ... but it seems like this should be "4 yr % Inc" (116-'17 would be a 1 yr % change, '17-'18 would be two year % change...).

It seems the wording to explain trends ("Explain why this trend is happening...") is too strong. There are many unobservable factors such that no instructor can say with confidence much about causations. We believe softer wording, like, "Do you have any insight as to why this trend is occurring?" - something like that - might be more appropriate.

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.