

# Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Economics**

**Term/Year of Review: Spring 2021**

## Summary of Program Review:

### A. Major Findings

#### 1. Strengths:

Headcount and Enrollment – For the courses offered, enrollment went up just over 10% while going down for NVC by about 8%

Average Class Size – 34.5 was the average class size for the program, the max capacity is 40 and NVC’s average is 24.8

Fill Rate and Productivity – Econ’s 3-year fill rate was 88% vs a college average of 81.4%. The three-year program productivity of 18.4 is higher than the target level of 17.5.

Student Equity – The retention and successful course completion rates for African/American/Black, Hispanic, and First generation were higher in Econ than the institution.

Retention and Successful Course Completion Rates by Delivery Mode – The rates for Econ were higher than the institution and very consistent among delivery types.

Fill Rates - Within the Economics Program tend to be higher than the fill rate at the institutional level. Compare program-level rate of 88% to institution-level rate of 81.4% over the past three years.

#### 2. Areas for Improvement:

Econ 100 and 101 courses fill up quickly, look into offering an additional section in the fall and spring.

#### 3. Projected Program Growth, Stability, or Viability:

Stability with the potential for some small growth.

### B. Program’s Support of Institutional Mission and Goals

#### 1. Description of Alignment between Program and Institutional Mission:

All three economics courses are transferable to the UC/CSU colleges. Two courses are required for business and accounting majors at 4-year institutions.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

This program contributes to the institutional mission with required transfer courses to UC/CSU.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

Offering courses in a variety of ways which support students. Also, adjusting to Covid went smoothly.

**C. New Objectives/Goals:**

Look into offering more sections.

**Program Review Report**

Spring 2021

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

<b>Program</b>	<b>Economics</b>
<b>Courses</b>	ECON-100
	ECON-101
	ECON-120

*Taxonomy of Programs, July 2020*

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program</b>	374	404	351	-6.1%
<b>Across the Institution</b>	8,843	8,176	8,181	-7.5%
<b>Enrollments</b>				
ECON-100	207	241	223	7.7%
ECON-101	214	210	220	2.8%
ECON-120	31	30	--	-100%
<b>Within the Program</b>	452	481	443	-2.0%
<b>Across the Institution</b>	36,115	32,545	33,102	-8.3%
<i>Source: SQL Enrollment Files</i>				

*RPIE Analysis: The number of students enrolled (headcount) in the Economics Program decreased by 6.1% over the past three years, while headcount across the institution decreased by 7.5%. Enrollment within the Economics Program decreased by 2%, while enrollment across the institution decreased by 8.3%.*

*Enrollment in the following course changed by more than 10% ( $\pm 10\%$ ) between 2017-2018 and 2019-2020:*

- Course with an enrollment decrease:*
- ECON-120 (-100%)

**Program Reflection:**

Enrollments for 100 and 101 went up. They are the bulk of the program.

The only reason overall enrollments went down is because we didn't offer 120 in 2020. 120 is usually offered in the spring and taught by another faculty member who also teaches Political Science (sometimes he will teach 120 but sometimes he will teach another course). The course usually doesn't fill up, it averages about 30 students with a 40 cap. Offering this course once a year is probably the right thing to do. 120 is not required for the Busi or Acct degrees like 100 and 101, but is still a social science GE class.

2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ECON-100	6	34.5	7	34.4	6	37.2	35.3	7.8%
ECON-101	6	35.7	6	35.0	6	36.7	35.8	2.8%
ECON-120	1	31.0	1	30.0	--	--	30.5	-100%

<b>Program Average*</b>	13	34.8	14	34.4	12	36.9	35.3	6.0%
<b>Institutional Average*</b>	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

*RPIE Analysis: Over the past three years, the Economics Program has claimed an average of 35.3 students per section. The average class size in the program has exceeded the average class size of 25.0 students per section across the institution during this period. Average class size in the program increased by 6.0% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.*

Average class size in the following course changed by more than 10% ( $\pm 10\%$ ) between 2017-2018 and 2019-2020:

- Course with a decrease in average class size:
- o ECON-120 (-100%)

### Program Reflection:

Average Class Size for 100 and 101 went up. They are the bulk of the program.

Class size for 120 is stable at 30-31.

We didn't offer 120 in 2020. 120 is usually offered in the spring and taught by another faculty member who also teaches Political Science (sometimes he will teach 120 but sometimes he will teach another course).

### 3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
<b>2017-2018</b>	383	445	86.1%
<b>2018-2019</b>	415	485	85.6%
<b>2019-2020</b>	373	400	93.3%
<b>Three-Year Program Total</b>	1,171	1,330	88.0%
<b>Institutional Level</b>	91,739	112,746	81.4%
Productivity*			
	FTEs	FTEF	Productivity
<b>2017-2018</b>	40.7	2.2	18.5
<b>2018-2019</b>	42.3	2.4	17.6
<b>2019-2020</b>	38.4	2.0	19.2
<b>Three-Year Program Total</b>	121.4	6.6	18.4
Source: SQL Enrollment and Course Sections Files			

*RPIE Analysis: Fill rates within the Economics Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 88% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity increased, resulting in a decrease in fill rate (due to the higher rate of increase in capacity). Between 2018-2019 and 2019-2020, both enrollment and capacity decreased, resulting in an increase in fill rate (due to the higher rate of decrease in capacity).*

*Productivity remained relatively consistent over the three-year period, ranging from 17.6 to 19.2. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 18.4 is higher than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)*

*\*Note: Fill rates and productivity reported in the table do not include six Economics section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

**Program Reflection:**

The fill rate and productivity are consistent and exceed the institutional level. This is good news which shows the demand for our courses remains high.

**4. Labor Market Demand**

*This section does not apply to the Economics Program, as it is not within the Career Technical Education Division.*

**B. Momentum**

**1. Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ECON-100	93.7%	--	--	84.0%	--	--
ECON-101	93.6%	--	--	82.9%	--	--
ECON-120	90.2%		X	85.2%	X	
<b>Program Level</b>		<b>93.5%</b>			<b>83.6%</b>	

<b>Institutional Level</b>	90.5%	76.3%
<p><i>Source: SQL Enrollment Files</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</p> <p><b><i>Bold italics</i></b> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p><b>Bold</b> denotes a statistically significant difference between the program-level rate and the institutional rate.</p> <p><b>Note:</b> Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.</p>		

***RPIE Analysis:** Over the past three years, the retention rate for the Economics Program was significantly higher than the rate at the institutional level. The retention rates of all Economics courses fell within the range of the program-level rate (without any statistically significant differences). The retention rate for the Economics Program falls in the 64<sup>th</sup> percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the successful course completion rate for the Economics Program was significantly higher than the rate at the institutional level. The successful course completion rates of all Economics courses fell within the range of the program-level rate (without any statistically significant differences). The successful course completion rate for the Economics Program falls in the 66<sup>th</sup> percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).*

*Over the past three years, the difference between retention and successful course completion at the program level (9.9%) was significantly lower than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).*

*The following Economics course claimed a difference (between retention and successful course completion) that exceeded 10%:*

- *ECON-101 (10.7%)*

**Program Reflection:**

Retention rates and successful course completion rates were both significantly higher than the institutional level. This is good news and shows that students are completing the course successfully.

**2. Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
<b>African American/Black</b>	92.9%	86.4%	76.9%	65.3%

<b>Hispanic</b>			81.5%	<b>73.9%</b>
<b>First Generation</b>			81.7%	<b>75.0%</b>

Source: SQL Enrollment Files

**Bold italics** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

**Note:** Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

*RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

*Within the Economics Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)*

*Within the Economics Program, the successful course completion rates at the program level were higher than the rate at the institutional level among all three groups. The successful course completion rates among Hispanic and first-generation students at the program level were significantly higher than the rates at the institutional level.*

*These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).*

**Program Reflection:**

It's great to see that Econ exceeds the institution in student equity. We have strived to create an equitable environment and have done so. The faculty have gone through diversity and equity training over the years. Since I (Steve Balassi) teach almost all of the classes, being fair is something I strive for. I set up the syllabus, assignments, and grading so that they are fair to everyone. I also talk about discrimination and why it is bad from an economic standpoint.

**3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
ECON-100	95.1%	94.2%	92.7%	<b>81.3%<sup>B</sup></b>	<b>79.6%<sup>C</sup></b>	88.7%
ECON-101	90.8%	94.8%	93.6%	79.6%	83.0%	83.9%



<b>Program Total</b>	93.4%	94.5%	93.1%	<b>80.6%<sup>B</sup></b>	<b>81.3%<sup>C</sup></b>	86.3%
<b>Institutional Total</b>	90.7%	<b>88.0%<sup>A</sup></b>	<b>86.7%<sup>B,C</sup></b>	73.3%	<b>70.6%<sup>A</sup></b>	<b>70.1%<sup>B</sup></b>

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

**Bold italics** denote a significantly lower rate within that delivery mode.

<sup>A</sup>In-Person P versus Hybrid

<sup>B</sup>In-Person P versus Online

<sup>C</sup>Hybrid versus Online

**Note:** The analysis of retention and successful course completion by delivery mode does not include spring 2020 because most courses shifted to an online/hybrid delivery mode that semester (thereby blurring the distinction between delivery modes that term).

RPIE Analysis: Over the past three years, two courses within the Economics Program have been offered through at least two delivery modes within the same academic year. In each year of the three-year period, ECON-100 and ECON-101 were offered through in-person, online, and hybrid formats. This analysis focuses on program-level rates. Details for the course level are included in the table above.

Within the Economics Program:

- The retention rate in in-person sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in hybrid sections was significantly lower than the rate in in-person sections.
- The retention rate in in-person sections mirrored the retention rate in online sections. This pattern deviates from the findings at the institutional level, where the retention rate in online sections was significantly lower than the rate in in-person sections.
- The retention rate in online sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level, although the difference at the institutional level was statistically significant.

Within the Economics Program:

- The successful course completion rate in in-person sections mirrored the successful course completion rate in hybrid sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in hybrid sections was significantly lower than the rate in in-person sections.
- The successful course completion rate in in-person sections was significantly lower than the successful course completion rate in online sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in in-person sections was significantly higher than the rate in online sections.
- The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in online sections. This pattern deviates from the findings at the institutional level, where the two rates mirrored each other.

#### Program Reflection:

It was great to see that the program level is higher than the institution in all six areas. It's something we have strived for.

What is very interesting is the stability of retention rates in the three education modes. This is a big surprise, I would have thought there would have been more of a difference.

Successful course completion was also fairly stable but the online rated was higher than the other two. This leads us to think that better students tend to gravitate to online courses because they have the discipline and organizational skills to be more successful there.

The retention rate for Econ 101 In-Person was lower than Hybrid and Online (it was still above the institutional average though). That was not the case for Econ 100. I have no idea why because the courses are generally taught the same. The material in Econ 101 tends to be more math and graph orientated and I have found that many students are math adverse.

### C. Student Achievement

#### 1. Program Completion

*This section does not apply to the Economics Program, as there are not any degrees or certificates associated with the program. See Taxonomy of Programs.*

#### 2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

*This section does not apply to the Economics Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

## II. CURRICULUM

### A. Courses

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Econ	100	Fall '20	No	No	No	No
Econ	101	Spring '20	No	No	No	No
Econ	120	Spring '20	No	No	No	No

\*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

### B. Degrees and Certificates<sup>†</sup>

<b>Degree or Certificate &amp; Title</b>	<b>Implementation Date</b>	<b>Has Documentation Yes/No</b>	<b>In Need of Revision+ and/or Missing Documentation &amp; Academic Year</b>	<b>To Be Archived* (as Obsolete, Outdated, or Irrelevant) &amp; Academic Year</b>	<b>No Change</b>
N/A					

\*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

**Program Reflection:**

In 2020-2021, both Econ 100 and 101 went through the curriculum committee for minor updates. One of the updates was to bring the math prerequisites in line with new state standards. Econ 120 hasn't been updated but is still current and has no prerequisites.

### III. LEARNING OUTCOMES ASSESSMENT

#### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
3	3	6	40%	40%

#### Program Reflection:

Econ 100 and 101 follow the schedule developed by NVC. Generally, every two year, several of each courses are assessed.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability**
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

Economics is very stable but relies on business and accounting majors for the majority of its students.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Economics  
Plan Years: 2022-2027

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Look into offering additional sections	Fill Rate and Productivity	2022-2023	Course enrollments

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

Resources are sufficient.

**V. PROGRAM HIGHLIGHTS**

**A. Recent Improvements**

Online training and development because of Covid will help in the long run.

**B. Effective Practices**

Offering a variety of teaching methods to reach as many students as possible.

**Feedback and Follow-up Form**

**Completed by Supervising Administrator:**

Senior Dean, Maria L. Villagomez

**Date:**

5.4.21

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Productivity, Fill Rate and Retention:** The ECON program enjoys a higher retention rate, and fill rate compared to the institution’s.
- **Increase in Enrollment:** While the institution’s enrollment average declined, ECON’s enrollments increased.
- **Equity:** First-generation students, blacks and Hispanics in ECON courses showed higher retention rates and SCC rates compared to the institution’s.

Areas of concern, if any:

None identified.

Recommendations for improvement:

- Continue to offer diverse course offerings to maintain high access for all students, including different modalities and combination of morning, afternoon and/or night classes.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	None identified
Personnel: Classified	None identified
Personnel: Admin/Confidential	None identified
Instructional Equipment	Updated equipment in classrooms
Instructional Technology	Updated technology in classrooms
Facilities	Maintain clean classrooms
Operating Budget	None identified.
Professional Development/ Training	None identified
Library & Learning Materials	Some funds for books for our reserve section to support ECON students.