

ECONOMICS

Summary of Program Review:

A. Major Findings

1. Strengths:

Headcount, enrollment, average class size, all three teaching modalities so students can take which works for their strength (OL, Hybrid, F2F), course completion rate, student equity, and retention rate.

Headcount and Enrollment – For the courses offered during this three-year period, enrollment was down slightly compared to the institutional average but remains much higher thanks to the significant growth achieved in the prior period.

Average Class Size – the Economics Program maintain robust class sizes with a 33.8 average class size for the program with a max capacity of 40. NVC's average is 24.6

Fill Rate and Productivity – Econ's 3-year fill rate was 84% which is much high than the historical average of the College The three-year program productivity of 16.0 is somewhat lower than the target level of 17.5 but the results of this program review have allowed us to identify the main reasons why and a plan has already been developed to address the issue.

Student Equity – Within the Economics Program, the successful course completion rates among students ages 19 and younger, African American/Black students, Latinx/Hispanic students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level.

Retention and Successful Course Completion Rates by Delivery Mode – Retention rates were high (>90%) and consistent among all delivery modes. Successful course completion rates also high and consistent among both online and hybrid offerings.

2. Areas for Improvement:

Econ 120 will be archived and this should increase the efficiency numbers of the department (those numbers were exceeded with 120).

3. Projected Program Growth, Stability, or Viability:

Fa 24-Sp 25 has record enrollments. The next year should be a little better but the year after that, the "enrollment cliff" is supposed to start. Enrollments will have to be closely monitored going forward. We don't want to add classes for next year because of the cliff but we can use the 120 spot for 100 or 101 to help alleviate the current enrollment crunch.

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

- C. New Objectives/Goals:

Econ 100 and 101 are getting updated learning objectives in Sp '25 due to common course numbering project. The transfer degree is brand new.

- D. Description of Process Used to Ensure "Inclusive Program Review"

n/a

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

Program	Economics
Degrees/Certificates	Economics: AA-T
Courses	ECON 100
	ECON 101
	ECON 120

Taxonomy of Programs, February 2025

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Headcount				
Within the Program	351	294	338	-3.7%
Across the Institution	6,653	6,161	6,473	-2.7%
ECON-100	219	177	220	0.5%
ECON-101	211	191	174	-17.5%
ECON-120	5	--	21	320%
Within the Program	435	368	415	-4.6%
Across the Institution	25,216	23,488	24,913	-1.2%
<i>Source: SQL Queries for Fall 2024 Program Review</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the Economics Program decreased by 3.7% over the past three years, while headcount across the institution decreased by 2.7%. Enrollment within the Economics Program decreased by 4.6%, while enrollment across the institution decreased by 1.2% over the same period.*

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Course with enrollment increase:

- ECON-120 (320%)*

Course with enrollment decrease:

- ECON-101 (-17.5%)*

Program Reflection:

Headcounts and enrollment patterns varied across courses and the data period. Demand for Macroeconomics remained strong and steady. Microeconomics has not experienced the same post-COVID bounce back as was anticipated, the causes of which will be examined going forward. While the statistic for Economic History is quite high (320%), this is a bit misleading since the course was mothballed for a year thereby creating delayed demand and starting from a low baseline enrollment of 5 students. While overall enrollment is low, it's shown growth when offered intermittently.

Compared to institutional figures, the Economics program has remained competitive. Overall programmatic enrollment may reflect systemic changes in student academic priorities.

Headcounts and enrollments numbers appear to track together. Course-level trends for both ECON 100 and 101 follow program level trends from 2021-2023. Curiously, course level trends differ from Program level trends during the final data collection year – While the program moved in a positive direction overall, ECON 101 showed a slight decline. Conversely, ECON 100 and ECON 120 recorded the highest enrollments of any period during the 3-year data collection.

2. Average Class Size

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ECON-100	6	36.5	5	35.4	6	36.7	36.2	0.5%
ECON-101	6	35.2	6	31.8	5	34.8	33.9	-1.1%
ECON-120	1	5.0	--	--	1	21.0	13.0	320%
Program Average*	13	33.5	11	33.5	12	34.6	33.8	3.3%
Institutional Average*	1,048	24.1	954	24.6	986	25.3	24.6	5.0%

Sources: SQL Queries for Fall 2024 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

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 33.8 students per section. The average class size in the program is higher than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 3.3% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2021-2022 and 2023-2024:

Course with an increase in average class size:

- ECON-120 (320%)

No Economics courses experienced a decrease in average class size of at least 10% over the past three years.

Program Reflection:

Average class size for the program has increased during the data period signaling a stable and robust program with class sizes significantly higher than institutional averages. Section offerings are stable indicating steady program demand. Given class caps of 40 students, course offerings appear perfectly calibrated to overall demand.

3. Fill Rate and Productivity

	Fill Rate		
	Enrollments	Capacity	Fill Rate
2021-2022	435	530	82.1%
2022-2023	368	440	83.6%
2023-2024	415	480	86.5%
Three-Year Program Total	1,218	1,450	84.0%

Productivity			
	FTES	FTEF	Productivity
2021-2022	39.8	2.6	15.3
2022-2023	34.7	2.2	15.8
2023-2024	41.0	2.4	17.1
Three-Year Program Total	115.5	7.2	16.0
<i>Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>			

RPIE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the Economics Program ranged from 82.1% to 86.5%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 84.0%. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2022-2023 and 2023-2024, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase in enrollment).

Productivity within the Economics Program ranged from 15.3 to 17.1. [Productivity has not been calculated at the institutional level.] The three-year productivity of 16.0 is lower 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.)

Program Reflection:

Both fill rates and productivity have increased each year of the data collection period. While institutional fill rates and productivity figures have not been calculated at the institutional level, a quick random survey of these number from other programs quickly reveals the high fill rates and outstanding productivity levels achieved by the Economics department. Removing ECON 120 from the data easily pushes the program into the 90% fill rate range and productivity past 18%.

This marginal interest in ECON 120 has been one of the Post-COVID revelations leading to the possibility that ECON 120 will be archived to reallocate resources toward areas of greater demand.

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

Course	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	93.5%	--	--	79.0%	--	
ECON-101	93.4%		--	78.6%	--	
ECON-120	96.2%	X		57.7%		X
Program Level	93.5%			78.4%		
Institutional Level	90.9%			73.2%		
<p><i>Source: SQL Queries for Fall 2024 Program Review</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</p> <p><i>Bold italics</i> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p>Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.</p> <p>Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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 retention rate at the institutional level. There were not any statistically significant differences between the course-level rates and the program-level rate. The retention rate for the Economics Program falls within the third quartile (Q3) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Economics is among the highest 50% of retention rates among NVC programs.

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 rate for ECON-120 was significantly lower than the program-level rate. The successful course completion rate for Economics falls within the third quartile (Q3) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Anthropology is among the highest 50% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (15.1%) was significantly lower than difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Economics course claimed a difference (between retention and successful course completion) that exceeded the 15.1% difference at the program level:

- ECON-120 (38.5%)

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.

Adding to the commentary regarding the utility of ECON 120, it's our conclusion that ECON 120 as an elective generates much interest but the rigor of the course can be unexpected for many students who may come to the course expecting a traditional course in history without any economic preparation. This will require some adjustments to course prerequisites or to the offering of the course in general.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Unknown Gender			*	69.3%
19 or Younger			80.1%	71.1%
African American/Black			81.0%	68.2%
Latinx/Hispanic			76.3%	69.4%
First-Generation			72.1%	69.4%
Not Disabled			78.1%	73.0%
Non-Veteran	93.4%	90.9%		

Source: SQL Queries for Fall 2024 Program Review

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**.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond 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.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the seven demographic groups with significantly lower retention 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 seven groups listed above.

Within the Economics Program, the retention rate among non-veterans was significantly higher than the rate at the institutional level.

Within the Economics Program, the successful course completion rates among students ages 19 and younger, African American/Black students, Latinx/Hispanic students, and students without a

disability reported were significantly higher than the corresponding rates at the institutional level. (The difference between the rates among first-generation students at the program and institutional levels was not statistically significant.)

These findings regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates. (See Section I.B.1 above.)

Program Reflection:

The Economics program exceeds the institution in student equity outcome. We have strived to create an equitable environment and have done so. The faculty have gone through diversity and equity training over the years that such trainings have been offered. Professor Balassi teaches virtually all the classes in the program and these outcomes are something he conscientiously strives for. Syllabi, assignments, and grading are designed with equity and inclusion as guiding parameters. Lectures routinely offer opportunities to demonstrate how discrimination is irrational 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	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online						
ECON-100	96.0%	96.1%		56.0%	87.7%	
In-Person vs. Hybrid						
ECON-100	96.0%		97.6%	56.0%		82.9%
Online vs. Hybrid						
ECON-100		92.6%	96.1%		80.0%	79.7%
ECON-101		97.0%	92.6%		85.2%	75.5%
Program Total						
In-Person vs. Online	96.0%	96.1%		56.0%	87.7%	
In-Person vs. Hybrid	96.0%		97.6%	56.0%		82.9%
Online vs. Hybrid		94.3%	94.6%		82.0%	77.9%

Source: SQL Queries for Fall 2024 Program Review

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.

RPIE Analysis: Over the past three years, two courses within the Economics Program were offered through multiple delivery modes within the same academic year. ECON-100 was offered through online and hybrid formats in 2021-2022 and 2022-2023, as was ECON-101 in 2022-2023 and 2023-2024. ECON-100 was offered through all three delivery modes in 2023-2024. This analysis focuses on program-level rates. Details regarding retention and successful course completion rates within individual courses are reported in the table above.

Within the Economics Program:

- o In courses that were offered through in-person and online formats, the retention rate in in-person sections reflected the retention rate in online sections. (The difference was not statistically significant.)*

- *In courses that were offered through in-person and hybrid formats, the retention rate in in-person sections reflected the retention rate in hybrid sections. (The difference was not statistically significant.)*
- *In courses that were offered through online and hybrid formats, the retention rate in online sections reflected the retention rate in hybrid sections. (The difference was not statistically significant.)*

Within the Economics Program:

- *In courses that were offered through in-person and online formats, the successful course completion rate in in-person sections was significantly lower than the successful course completion rate in online sections.*
- *In courses that were offered through in-person and hybrid formats, the successful course completion rate in in-person sections was significantly lower than the successful course completion rate in online sections.*

In courses that were offered through online and hybrid formats, the successful course completion rate in online sections reflected the successful course completion rate in hybrid sections. (The difference was not statistically significant.)

Program Reflection:

What is interesting is the continuing stability of retention rates in the three education modes. This trend also appeared during the last program review which may indicate how delivery modes/course allocation can be further optimized.

Successful course completion is noticeably higher for both online and hybrid modes in comparison to the in-person offerings. This trend is also a carry-over from the last program review which may provide evidence that students with greater organizational skills or technological familiarity to be more successful there. Since this trend seems pervasive across programs it may simply be the case that students want the most flexible delivery modes available.

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

Although the Economics Program offers an AA-T degree (per the Taxonomy of Programs above), data are not reported here because the program did not confer any degrees over the past three years.

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 & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* <i>Yes/No</i>	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i>	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i>	No Change
ECON	100	2/20/2025	Yes			
ECON	101	2/20/2025	Yes			
ECON	120	3/16/2023	No			

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

Econ 100 and 101 are currently being revised because they are having their name/numbering changed due to common course numbering. Econ 120 is being archived and could be brought back in the future if needed.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation <i>Yes/No</i>	In Need of Revision+ and/or Missing Documentation <i>& Academic Year Anticipated</i>	To Be Archived* <i>(as Obsolete, Outdated, or Irrelevant)</i>	No Change
Economics: AA-T	BOT 3/16/2023	Yes			Up-To-Date

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

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

Program Reflection:

The transfer degree started in Fall 2024 and it outside the timeline of this report.

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	Over Last	Over Last	Over Last

	4 Years	6 Years	4 Years	6 Years
3	1	1	33%	33%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
ECON	4	0	0	0%	0%

Program Reflection:

The course outcomes are being updated now with the numbering update (sp '25). They will be put on the college's cycle for assessment after approval.

B. Summary of Learning Outcomes Assessment Findings and Actions

All of the course learning objectives were exceeded or met during their normal review. The program has not gone through any review because it started 'Fa 24.

Program Reflection:

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

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (2021) included the following initiatives:

- Monitor allocation of sections
- Development of Economics Transfer Degree

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Created an Economics transfer degree for students (Fa '24 was the programs start.

B. Recent Improvements

Common course numbering and entire update of COR's for Econ 100 and 101 along with archiving 120 (Sp '25)

C. Effective Practices

- Offering a variety of teaching methods to reach as many students as possible.
- Adopted new low-cost textbook to save each student \$90.

V. PROGRAM PLAN

A. 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:

The program is in its first year and there is no info about it because it outside of the report.

The enrollments are growing and are at record highs for Fa '24 and Sp '25. We anticipate next year to possibly be a new record with a larger senior hs class. After that, enrollments should drop due to the "enrollment cliff" demographic shift.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

Columns A – D are described below. Enter the plan components into the Excel file.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative
Enter the components of the three-year program-level plan in the Three-Year Program Planning Template (Excel file) provided.			

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. 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.

Description of Current Program Resources Relative to Plan:

The program has just started and will be reviewed in the next three year report.

- B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

Columns A – F of the Three-Year Program Planning Template are described below. Enter the resources needed to implement the plan components into the Excel file.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
Program/ Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Enter the resources needed to implement each component of the three-year program-level plan in the Three-Year Program Planning Template (Excel file) provided.					

Completed by Supervising Administrator:

Jerry Dunlap

Date:

4.24.25

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

Over the past three years, the Economics Program has demonstrated strength and resilience in multiple areas. While overall enrollment has slightly dipped in line with institutional trends, it remains well above previous levels due to notable growth in earlier years.

The program continues to attract and retain students with robust average class sizes of 33.8—well above the college-wide average of 24.6—and a strong three-year fill rate of 84%. Although overall productivity (16.0) falls slightly below the institutional target (17.5), we’ve pinpointed the contributing factors and already have a strategic plan to address them.

A key strength of the program is the diversity and flexibility in course delivery. With consistent offerings across face-to-face, hybrid, and online formats, students are empowered to choose the modality that best fits their learning style. Retention rates across all three formats remain impressively high—over 90%—with equally strong course completion rates, particularly in online and hybrid sections.

Equity and student success are central to our mission. The Economics Program shows notably higher completion rates among students ages 19 and under, African American/Black students, Latinx/Hispanic students, and students without reported disabilities—surpassing institutional benchmarks and reflecting the program’s inclusive and supportive learning environment.

This review confirms that the Economics Program delivers high-quality instruction, fostering student success, and adapting effectively to the diverse needs of our student population.

Areas of concern, if any:

To improve overall departmental efficiency, we’ve made the decision to archive Econ 120. While this course historically exceeded efficiency benchmarks, its removal will allow us to better align course offerings with student demand and streamline scheduling. This change is expected to positively impact the department’s productivity metrics moving forward, while maintaining our commitment to high-quality, student-centered instruction.

Recommendations for improvement

Additional information regarding resources: