



Program Review - Overall Report

2024 - 2027

Instructional: Economics

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in Economics courses have been increasing from 73.2% to 81% in success and about the same from 88.8% to 90.7% in retention over the past 3 years. The students in Economics courses have decreased in their rate of receiving less than passing (DF) grades during this time. The number of students who have declared a major in Economics, went from 17 to 22 in 3 years. This represents a modest increase in growth for this discipline. Of these students, 25% have met with a counselor and developed an educational plan. The Economics discipline currently does not have an ADT at Norco College, therefore, there were no program awards over the last 3 years.

Data Review

Course-Level: ECO-7, ECO- ↑ ↓ ↕ ↕

Academic Year	2020-21				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	240	193	80.4%	0	
African American	18	12	66.7%	0	2
Asian	34	26	76.5%	0	
Hispanic	128	107	83.6%	0	
Pacific Islander	Masked Data			0	
White	54	42	77.8%	0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	409	283	69.2%	1	45
African American	29	14	48.3%	1	8
Asian	43	33	76.7%	0	
Hispanic	209	147	70.3%	0	9
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	111	78	70.3%	0	4
Two or More	10	8	80.0%	0	
Unknown	Masked Data			0	
Unknown	Masked Data			0	
Asian	Masked Data			0	
Total	654	479	73.2%	0	

Course-Level: ECO-7, ECO-4, ECO-8

Academic Year	2021-22				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	168	116	69.0%	0	8
African American	10	5	50.0%	0	3
Asian	19	16	84.2%	0	
Hispanic	99	69	69.7%	0	3
Pacific Islander				0	
White	33	21	63.6%	0	3
Two or More	Masked Data			0	
Unknown				0	
Male	329	243	73.9%	0	
African American	16	13	81.3%	0	
Asian	38	29	76.3%	0	
Hispanic	178	119	66.9%	1	15
Native American				0	
Pacific Islander				0	
White	79	67	84.8%	0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	Masked Data			0	
Asian				0	
Total	500	360	72.0%	0	

Data Review

Course-Level: ECO-7, ECO-4, ECO-8

Academic Year	2021-22				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	168	116	69.0%	0	8
African American	10	5	50.0%	0	3
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Unknown	Masked Data			0	
Unknown	Masked Data			0	
Asian				0	
Total	500	360	72.0%	0	

Please add any relevant documents here.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

In terms of student subgroups in Economics courses), African American Males and Hispanic Males are showing gaps in success that are concerning. At the same time retention for these groups has stayed the same.

Data Review

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Unknown	Masked Data			0	
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Unknown	Masked Data			0	
Unknown	Masked Data			0	
Asian				0	
Total	500	360	72.0%	0	

Success for African American males over the course of the last three years is 60.3%, which is below the 75.4% for all students taking Economics courses. This is a significant gap. The success rate for this group fluctuated over this period, going from a concerning 48.3% in 2020-2021, making a significant jump to 81.3% in 2021-2022, and slipping back to 61.5% for 2022-2023. The higher success rate for 2021-2022 needs investigating to better understand why the success rate was increased so much for this year, and if there is anything that can be applied to ongoing and future terms.

Hispanic male students in comparison had a success rate over the last three years of 71.8%. The success rate went from 70.3% in 2020-2021, dipping to 66.9% in 2021-2022, and increasing to 79% in 2022-2023.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

At this time the Economics discipline has no full-time tenured-track professor, and as of Spring 2024 Norco College is in the process hiring a full-time faculty member to be in place by Fall 2024, and it will be up to this faculty member to take the appropriate steps to improve success within these groups. Possible actions might include more intrusive instruction, checking in with students who are in danger of failing, making students feel more welcome by getting to know them, giving them the understanding that they belong and can succeed in the course, and when possible practicing culturally responsive instruction.

Please add any relevant documents here.

Economics ADT

Program/Unit Goal

Establish and implement an ADT for Economics

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

The Economics ADT proposal was created and submitted through the Curriculum and Tech Review Process, and if all goes well, the Economics ADT should be added to the Norco College Course Catalog by the 2024-2025 Academic Year.

What are your plans (3-year) regarding this goal?

Once final approval for the Economics ADT is given by the state, plan to leverage CAP hours to advertise and generate interest in the program, with the intent of adding and growing the number of students making Economics their program of study. The plan is to start and grow the program.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 7.1 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 7: Programs:

Evidence

Evidence Date

03/19/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
<input type="checkbox"/> Female	2	7	3	9
African-American	1			2
Asian			1	1
Hispanic	1	4	1	3
Two or More		1	1	1
White		2		2
<input type="checkbox"/> Male	13	10	10	13
African-American				1
Asian	2	3	2	3
Hispanic	7	4	4	5
Two or More			1	
White	4	3	3	4
Total	15	17	13	22

With an Economic ADT, there will be an established program for students interested in this discipline to follow, and prepare them to step into the four-year college environment. With an ADT, driven by full-time Economics faculty, there is the expectation that the numbers of students declaring this as their program of study will increase beyond the 22 students who declare Economics as their major.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

[Norco_ADT_Economics_Narrative v2.docx](#)

Increase Course Offerings for Economics

Program/Unit Goal

Increase the course offerings for the Economics discipline

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Currently Economics teaches ECO-4 (Intro to Economics), ECO-7 (Principles of Macroeconomics), ECO-8 (Principles of Microeconomics), and ECO-7H and ECO-8H.

What are your plans (3-year) regarding this goal?

An Economics ADT has been submitted for approval. Part of this ADT submission proposes the inclusion of ECO-5 (Economics of the Environment). There is currently a search to hire a full-time Economics faculty member to take over for the previous Economics professor who recently retired. The professor who gets hired will be encouraged to include other Economics courses at their discretion.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2030 Goal 1: Access:

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Unknown, Norco College currently does not have a full-time faculty member overseeing the discipline. One is being hired to be in place in Fall 2024

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Unknown, see response to questions 1.

3. What additional equity-related professional development/trainings do you seek to better support your area?

Reflecting on success and retention data, training on culturally responsive teaching methods might be useful going forward.

Please add any relevant documents here.

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

N/A, all courses are current

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

No Assessment Data Available at this time

Date

03/14/2024

Observation**What did you notice?**

No Observations Possible

Course(s)

ECO

SLO(s)

All

Discussion/Analysis

With the implementation of this recent assessment format, there has not been a full-time Economics professor to create or manage SLO assessments in the various Economics courses. There is no data to reflect on at this time. When a new full-time Economic Professor is hired for Fall 2024, they will need to oversee the immediate implementation of assessments throughout the Economic courses and sections at Norco College. Assessments for Economics will need to be revisited in the next academic year.

Please paste any relevant screenshots here.

Please add any relevant documents here.

Faculty Professional Development Requests

Faculty Hiring Resource Requests

Program Review Reflections

What would make program review meaningful and relevant for your unit?

N/A: When a full-time tenured track Economics faculty is hired and in place, they can determine what data they need to better make the program review process more meaningful.

What questions do we need to ask to understand your program plans, goals, needs?

Nothing to suggest at this time

What types of data do you need to support your program plans, goals, needs?

The data currently available is sufficient to support the writing of this unit's Program Review.

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

**Record –
Associate Degree for Transfer (ADT)**

Program Outline

Title: Associate in Arts in Economics for Transfer Degree

Originator: Tamara Cummings **Date** 8/1/2023
Department: Social & Behavioral Sciences

College/Learning Pathway/Engagement Center: Norco - School of Social & Behavioral Sciences

TOPs Code:220400 **CIP Code:**

College: Moreno Valley College Norco College Riverside City College
(Please note: ADTs are college specific. If multiple colleges wish to adopt this program, a separate proposal and college specific supporting documents are required.)

Type of ADT: Associate in Arts for Transfer Associate in Science for Transfer

This is a: New ADT* Modification to an existing ADT

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**

- Yes, minutes attached Approval Pending
- No Capital or Budgetary Impacts

If this is a modification to an existing ADT, please specify the changes being made:
(Please be specific! Indicate any changes such as title, description, learning outcomes, courses, unit values, etc.)

Rationale:

The Associate in Arts in Economics for Transfer degree proposed by Norco College represents an initiative to equip our students with a solid understanding and practical skills in the discipline of Economics. Given the increasing demand for economics professionals, as indicated by the Bureau of Labor Statistics, this degree ensures that our students are primed to capitalize on the diverse career opportunities this field offers. Economics, being fundamental to understanding diverse aspects of society, provides a firm foundation in analytical thinking, decision-making, and data interpretation skills. Our proposed ADT in Economics is developed with the intention of not only meeting our graduation requirements but also fulfilling lower-division requirements at four-year institutions, such as CSUs and UCs. By making this field of study more accessible and affordable, Norco College stands at the forefront of promoting educational equity, enhancing diversity within the economics profession, and contributing to the local and regional economy by equipping students with a solid foundation in Economics.

Required Documentation:

Please submit this form and the documents outlined below to your college’s Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

**Record –
Associate Degree for Transfer (ADT)**

All new and modified ADTs must include the following:

- Evidence of district-wide discipline communication
- Department minutes showing approval
- Narrative (*See next page*)
- C-ID or Assist Articulation Information, and the most current TMC Template (*Work with your Articulation Officer to obtain this documentation*)

Program Narrative

Item 1. Program Goals and Objectives

The Associate in Arts in Economics for Transfer degree program at Norco College is designed with three core learning goals in mind:

- The program aims to instill in students the ability to analyze and apply economic theories to understand markets, make informed decisions, and assess the impact of policy changes on the economy.
- The program will enhance the students' capacity to evaluate and interpret economic data, to inform their decision-making and evaluate the effectiveness of policies and market behavior in addressing economic disruptions.
- The program seeks to develop students' abilities to identify economic issues, apply critical thinking to make data-driven decisions, and communicate their analysis and conclusions effectively.

Item 2. Catalog Description

The Associate in Arts in Economics for Transfer degree at Norco College is designed for students who aim to transfer to a CSU with junior standing and pursue a Bachelor's degree in Economics. This program offers a comprehensive introduction to economic theories and their application, data analysis, critical thinking, and communication in the context of economics. The coursework is arranged to provide students with balanced theoretical understanding and practical exposure to concepts, which will prepare them for diverse career paths in economics including econometrics, machine learning and artificial intelligence, business, political science behavioral and/or environmental economics.

Program Learning Outcomes

- Students will analyze and apply microeconomic and macroeconomic theories to understand market equilibrium, make informed decisions, and assess the impact of policy changes on the economy.
- Students will evaluate and interpret economic data to inform decision-making and evaluate the effectiveness of governmental policies in addressing macroeconomic disruptions.
- Students will identify economic issues, apply critical thinking to make data-driven decisions, assess the efficacy of economic policies, and communicate their analysis and conclusions effectively.

**Record –
 Associate Degree for Transfer (ADT)**

Required Courses: 19-22 units

Course	Title	Units
ECO-7*/7H*	Principles of Macroeconomics/Honors	3
ECO-8*/8H*	Principles of Microeconomics/Honors	3
MAT-1A*/1AH* or MAT-5*	Calculus I/Honors Calculus for Business and Life Science	4 4
MAT-12*/12H* or PSY/SOC-48*	Statistics/Honors Statistics for the Behavioral Sciences	4 3
LIST A	Select from the list below	3-4
LIST B	Select from the list below	3-4

LIST A: Select one course from the following 3-4 units

Course	Title	Units
ACC-1A	Principles of Accounting I	3
ACC-1B	Principles of Accounting II	3
BUS-24	Business Communication	3
CIS-1A	Introduction to Computer Information Systems	3
MAT-1B*	Calculus II	4

LIST B: Select one course from the following 3-4 units

Course	Title	Units
Any List A course not used above		
ANT-2*/2H*	Cultural Anthropology/Honors	3
MAT-1C*	Calculus III	4
MAT-3*	Linear Algebra	3
POL 2*	Comparative Politics	3
POL-11*	Political Theory	3
PSY-1*/1H*	General Psychology/Honors	3
PSY-50*	Research Methods in Psychology	4
SOC-1*/1H*	Introduction to Sociology/Honors	3
SOC-50*	Introduction to Social Research Methods	3

*Courses may also be used to fulfill general education requirements for the CSU GE or IGETC pattern, please confer with a counselor.

Associate in Arts in Economics for Transfer Degree

The Associate in Arts in Economics for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements and with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of “C” or better (or a “P” if taken as Pass/No Pass).