**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Economics [AA-T Degree]

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Economics AA-T program at Bakersfield College supports this mission, by its focus upon providing educational opportunities for students from an increasingly diverse population to attain degrees or prepare for transfer to 4-year colleges: all while fostering critical thinking skills and academic competencies.

The Economics AA-T Program at Bakersfield College offers classes in Economics, which are transferrable to private universities and both the UC and CSU systems. Economics AA-T classes are part of Bakersfield College’s General Education Pattern D.2. The Economics AA-T classes meet the CSU General Education Breadth D.2. The Economics AA-T classes meet the Inter-segmental General Education Transfer Curriculum (IGETC) Area 4 requirements.

Program Mission Statement:

The mission of the Economics Program at Bakersfield College focuses upon three main points. First is fostering the development of critical thinking skills within the discipline of Economics among an ethnically and socio-economically diverse population. Second is creating an environment to cultivate academic success within our diverse student population, in the context of general education programs that allow achievement of transfer or degree attainment. Third is to develop student understanding of the paths of knowledge required for higher degrees in the fields of Economics, Public Policy, Business, Law and other fields for which a strong foundation in Economics is imperative.

In the process of studying scarcity, market equilibrium, cost theory, market structures, monetary policy, international economics, and similar characteristics of a well-developed Economics education, we strive to develop our students’ academic abilities and their understanding of the world. We strive to develop an understanding among all students of not just the critical core academic skills of analysis, critical thinking, application of theory, evaluation of market trends, written communication and reading/writing competencies. We also strive to develop within our students an understanding of the diversity of our community [micro and macro], of the necessity of the student’s achieving agency over their own lives, and of the importance of acceptance of others who come from different backgrounds.

This is more difficult in our programs, but we attempt to do this by analyzing market trends and how they are affected by different factors such as gender, ethnicity, religious group, and socio-economic status: both domestically and applying these concepts to international economics, when appropriate. Our program utilizes the field of economics to achieve these goals, while preparing students for transfer or degree attainment.

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| ***Instructional Programs only:***   1. List the degrees and Certificates of Achievement the program offers 2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both. 3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. |

A: AA-T Degree in Economics.

B: Not Applicable

C: Not Applicable

**II. Progress on Program Goals, Future Goals, and Action Plans:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two goals, please duplicate this section.

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. **Put the TMC program for economics in place, both the classes and the AA-T.** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_Fall 2014\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | The Economics AA-T was approved by the state in Fall of 2014. |
| 2. **Improve Student Success** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Despite having achieved a student success rating of 71%, we want to move the bar higher each year. |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. Improve Student SLO/PLO/ILO achievement | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | 1. Devise more effective methods of measuring SLO/PLO/ILO each semester. 2. Implement them. 3. Assess the results to determine what lessons are the hardest to convey, and which are working well. 4. Determine what techniques to keep. 5. Revise our approach to teaching the units of the course that are falling short of our goals in SLO/PLO/ILO achievement. 6. Repeat. | Ongoing process, to be updated every year. Measurements occur in the fall, and reports ready by spring to implement in spring semester. | Prof. Harvath, with support from Profs. Stowers and Stratton. |
| 1. Increase involvement in campus leadership positions. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Establish both members of the program in committees on campus by end of 2014-15.  Maintain at least one committee per person, while participating in other activities as they occur on campus. | Ongoing process, to be assessed each Fall, by November. | Prof. Stowers. |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

1. Changes in student demographics (gender, age and ethnicity).

* The ethnic diversity of our nation [and state/county] continues to change. Over the past 10 years, that has been reflected in higher education in Kern County, specifically in comparing enrollments from 5 or 10 years ago to today’s demographics.
  + The most noticeable change has been the increase in Hispanic/Latino/a students in education [both in absolute numbers and in terms of percentage of students enrolled], and the corresponding decrease in the number of White students [in absolute numbers and in terms of percentage of students enrolled].
* The Economics Program finds it interesting that the trend data for student enrollments demonstrates a disparity in enrollments compared to the campus-wide averages.
  + Despite the college-wide gender ratio of 54/45 F/M, the Economics Program is almost the exact opposite, with a ratio of 46/54 F/M in our classes.
  + Despite a trend to have 26% of our college students at the age of 19 or younger, the Economics Program has a ratio of 37% enrolled who are 19 or younger.
  + Despite a college-wide trend of 23% of all students being aged 30 and over, the Economics Program has a ratio of only 8% in that age bracket.
  + In ethnic diversity, there is a 2% difference [or less] in Economics Programs enrollments in each ethnic group, with the exception of Asian/Filipino/Pac Islander, which is actually 5% higher than the average [9% vs 4%].
* At first glance, it might seem that the introduction of prerequisites played a role in this disparity.
* However, a review of the previous 5 years of program student demographics demonstrates that these percentages are generally in line with previous years.
* The one significant change over the past 5 years has been related to the above referenced increase in Hispanic/Latino students and the subsequent decrease in White students. Our program has 10% more Hispanic/Latino students than it did in 2010-11, while it has 10% fewer White students than it did in 2010-11.
  + The ethnic representation in 2014-15 of these two groups is actually only 2 [Hispanic/Latino/a] and 1 [White] % lower than the college-wide average.
  + [College-wide averages were not provided for previous years]
* A second change is that the percentage of students enrolled in the Economics Program Aged 19 and younger actually decreased by 3% over the past 5 years, while the % that was aged 20-29 increased by about 5% from 5 years ago.
  + When compared to the last year without a prerequisite, the population of 19 and younger students in 2014-15 decreased by 4% and the percentage aged 20-29 increased by 3% in one year.
* The department is confident that the main reason for this disparity in enrollments is not the prerequisites, but the reality that math is a core skill needed for success.
* One common belief of the origins of this disparity is the idea of the prevailing gender-typing about Math skills in K-12, where female students are not encouraged to pursue math-laden careers at the same rate that male students are.
  + That may be true of interest, but it doesn’t relate to skills, as the recent CAASPP scores indicate.
    - Kern County had a 22% achievement of meets or succeeds in the Math core skills in the most recent test results of 11th grade students.
      * This is 7% lower than the state average for success.
    - This means 78% of students do not meet this skill.
    - However, 23% of the females tested in 11th grade met or exceeded this standard, with males earning 21% or lower.
    - Thus, female 11th grade students have a slightly higher demonstrated level of skill in these math standards than male students.
  + A common problem for both genders related to lack of appropriate math skills seems to exist [at least 77% of both genders did not meet or exceed the skill level], but there doesn’t appear to be a gender disparity in the skills themselves, but rather in encouragement to pursue math or business.

1. Changes in enrollment (headcount, sections, course enrollment, and productivity).

* Total unduplicated headcount enrollment in our Economic courses declined by 16% from the previous year, which was itself 4% lower than the year before that.
  + The total number of student served in 2014-15 was 1173, or 221 students fewer than in the previous year.
* This occurred while offering only 3 fewer sections than the previous year, and a total of only 1 section fewer than in 2012-13.
* One of the reasons for this change is that our course enrollments declined from 54 students per course to 42 students per course over the past 3 academic years.
* As these changes occurred with the same number of full-time professors, this resulted in a decrease in our productivity from 23.9 in 2012-13 to 20.1 in 2014-15.
  + This is still a 2.8% higher productivity number than the college-wide average, with success and retention rates higher than the college-wide average as well.
* There are a few factors that are believed to be related to these changes.
  + Over the past year and a half, a new system called Priority Room registration/assignment has been implemented, with specific rooms set aside for each department, which then sets rooms aside for specific programs.
    - As a result of that, the rooms we have been scheduled in moved from all over the campus to a single room for all ‘single load’ classes, and a second room for the double-sized classes. This resulted in a room size maximum of 42 for the majority of courses offered, due to room size limitations.
    - In previous years our courses were assigned to rooms that frequently had a capacity of over 50, or we scheduled more double-sized courses.
    - This accounts for the decrease in student enrollments per course, as there isn’t the physical room to place them in the existing room.
  + As this change occurred, another one began: Student Education Plans.
    - As a result of Student Education Plans, students are now steered through a 2 year sequence of courses, which results in fewer students enrolling in a course for personal interest, and fewer potential years spent to get an A.A. Yet, it also may result in lower enrollment numbers due to less latitude to ‘experiment’ with course offerings.
  + A third potential cause of these changes in the final year is the implementation of the prerequisites for the program, which act as a limitation- allowing students with a higher demonstrated likelihood of success to take the class and filtering out students who have a lower probability of success.
  + The last possible change for this is the fact that our online course offerings have declined from 5 courses to 2 in the past 5 years.
    - * Looking at a three year window shows a drop of only 1 online course.
    - It is interesting to note that in 2010-11 we offered 30 traditional courses and 5 distance ed courses.
      * In 2014-15 we offered 30 traditional courses and 2 distance courses.
        + In the same period, that loss of 3 distance course cannot explain why we lost 761 students, but we did.
        + However, this is offset by significant changes in the retention and success rates for our program.
  + Conclusion: a better education is being earned by fewer students than when we had 761 more.
  + Secondary conclusion, the success rates would indicate that we are at a ‘sweet spot’ and should not be looking to increase productivity per faculty member.
    - Instead, we should be looking to expand offerings when enrollments allow for it.

1. Changes in achievement gap and disproportionate impact.

* Unfortunately, there has been no positive change in the achievement gap and the disproportionate impact upon the community.
* The major limitation is math skills.
* With a county that is coming in at less than 23% meet or exceeds the math standards in the most recent CAASPP testing reports, ***the majority of students are in an achievement gap***, when it comes to math skills.
* The data indicates that the most common thread is that *economically disadvantaged* students tend to score around a 16% of meets/exceeds, while the non-disadvantaged students scored a 33%.
  + This is an average of all groups results, but 3 of the main ethnic identities reported had a swing of only 8% between disadvantaged and non-disadvantaged students in their measurements, unlike the group oscillation of 17% between the two poles.
  + There is also a correlation between parent degree holdings and the status of disadvantaged or non-disadvantaged students, as those whose parents either did not finish High School or only had a High School diploma had a meets/exceeds ratio of 13-17%.
* The one ethnic group that shows the least achievement gap would be Asian and Filipino students. In the CAASPP results, they actually had the two highest meets/exceeds rates of any groups. They are also enrolled in our courses at over twice the campus-wide enrollment averages. It appears that this is likely in our classes as their skills are more likely to meet our starting prerequisite requirements.
  + The recent graduates of these schools comprise 92 % of our students, which is why this data is significant in understanding the basic skills levels demonstrated before enrolling in our program.
* These scores normally result in a lower level of demonstrated skills in the field of math, that is generally reflected in passing grades in high school, or test scores, which are used for course placement.
* Thus, the Economics Program having lower enrollment numbers than the average for the college in all minorities other than Asian/Filipino/PacIslander makes sense, based on the prerequisites.
* There is a second issue in play though: cultural expectations regarding careers.
  + This reference can refer to racism in the school system, in the neighborhood, or even in ones’ own family.
    - It can refer to benign expectations in other families.
  + This is the factor that causes students to self-select away from certain course options.
  + This is something we are discussing methods of changing, once students enroll at B.C.
    - It will take concerted efforts with outreach, AASTEP and other programs to raise the profile of the Economics Program.

1. Success and retention for face-to-face as well as online/distance courses.

* The program trend data demonstrates a significant improvement in success and retention for the Economics Program at Bakersfield College.
* Our face-to-face classes have seen a noticeable increase in success and retention over the past 3 academic years.
  + Our face-to-face success rates have gone up 7% over the past 3 academic years.
  + Our face-to-face retention rates have gone up 6% during that period.
* Our distance education results have increased more dramatically.
  + Our distance education success rates have gone up 19% over the past 3 academic years.
    - The largest jump in the success rates for distance education were observed in the last year measured, when online success went from 38% to 62%.
    - This amount of change is significant, as the trend data for the last 5 years consistently had distance ed student success hovering within 4% of 39% [35-43%], until the prerequisites were applied, and then the success rates spiked up to 62%.
  + Our distance education retention rate has gone up 28% over the same 3 academic years.
    - This seems to correspond to when the online instructor began to utilize the Aplia software program to assist students with online instruction [as well as face-to-face homework].
* Online/distance education is difficult to administer, and frequently more difficulty to use to learn.
* Having a prerequisite for specific levels of math skills seems to have translated into higher success rates in the first year applied.

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

* Our program only offers a single degree for our students.
* This past year that degree switched from an AA to an A.A.-T degree, yet the trend data doesn’t disaggregate it.
* Over the past 3 years, the general trend has been of increasing numbers of degrees awarded in our program, from a consistent 2 or 3 each of the first 3 years [of the 5 year trend data sheet], until 2 years ago when it tripled to 6 and last year when it climbed to 8 degrees awarded in Economics.
  + This appears to be the result of better communication with students regarding career options with the degree, but also could be related to the transition to the AA-T degree model and the required student Ed Plans.
  + Prior to the increasing mandate to have a Student Ed Plan and the introduction of the AA-T degree, the belief in our program is that many students didn’t bother to take the time to apply for graduation with an AA in Economics.
    - The reality is that an AA in Economics is generally not a prerequisite for any job: a B.A. or higher is.
    - As a result, the belief in our program is that some students decided not to earn degrees at B.C. and simply transferred to a university to earn their Bachelor’s degree.
  + With the AA-T, the reductions in student financial aid, and the mandate for an Ed Plan, there was less latitude to explore courses at BC and an incentive to earn a degree to obtain transfer rights.
* These factors may help explain part of the change in the increasing number of degrees awarded over the past 3 years.
* Our department prefers to believe that their efforts to connect with students, to model the best practices as an instructor, and to discuss career options in courses, combined with their effectiveness in explaining the materials, inspired more students to emulate their choices by starting their collegiate career as a Economics Major.

Other program-specific data (please specify or attach).

1. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| Associate in Arts in Economics for Transfer | 2 | 2 | 6 | 8 | 10 | 12 |
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**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs).

1 . Economics students will be able to explain the nature and functioning of the market system.

2 . Economics students will be able to define criteria for assessing efficiency in the provision of goods and services.

3 . Economics students will investigate and assess the operation of economic institutions.

4 . Economics students will be able to evaluate alternative policies intended to enhance economic outcomes.

5 . Economics students will develop competence in quantitative methods and computing methods.

6 . Economics students will be able to conceptualize and analyze problems using the tools of economic theory and communicate

the results.

1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.

* One of the most important results of our outcomes assessment results informing our program planning was the decision to implement prerequisites, which took effect last year.
* A second result was the decision to implement increasing amounts of technology in the classroom to assist in the explanation of the material.
  + This has led to difficulties, due to shortages of proper technological resources [WiFi in our room, poor image presentation, due to small tv screen that is washed out by sun coming through the window].
* To help our students overcome their unfamiliarity with the materials, we have introduced interactive software programs that allow them to increase their understanding of the material at home, so that we can spend our class-time discussing the conceptual side of the material, to increase their understanding of what is going on.
* One significant issue we encountered was the realization that we didn’t have sufficient PLO assessment information as it was not assessed and reported out separately to the department chair from the SLO assessments.
  + This has led to a discussion about ways to more effectively integrate the PLO into the actual assessment tools for each course.
* As to program planning itself, we are working to open a few more of sections of courses, but we are trying to ensure that doing so will not result in a significant negative impact on our achievement of SLO/PLO or ILOs, as well as not resulting in a decrease in our Student Success [passing] rates or retention rates.

1. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.

* In reviewing the constant upswing in the outcome assessments over the past 3 years, it was noted that two factors were likely to have played a role.
  + The first was the fact that computer technology was more commonly used in the classroom, as well as part of homework assignments.
  + The second is the fact that the last year, with the highest outcomes of the three, happened to coincide with the first year of the math prerequisite being implemented.
* As a result of these factors, it was decided that our resource requests should be designed to allow more seamless implementation of technology into the classroom, as it appears to be having a net positive result in outcomes assessments [as well as course success rates].
* To accomplish this, the Economics programs’ first concern was to expand the WiFi coverage for the Humanities building, as H-11 has extremely weak coverage.
  + Furthermore, the system needs more than new access points- it needs to handle more capacity to accommodate students using it as part of the classroom assignment in each room.
* In addition to this request, our second one was to add data projectors in each of the rooms we traditionally use.
  + Considering that the courses taught by this program are ‘generally’ conducted in H-11, we have requested a data projector be installed permanently, with appropriate sound system, to facilitate this.
  + We recommend that FACE-20 be used as the cost model for this installation.
* One last resource request connected to these goals, and the FIRST ONE that should be done, or it will double the labor of all of it, is to ‘flip’ the classroom [H-11], so that the professor is on the south side of the building, with the whiteboard on the same wall, and the projector firing toward the south wall.
  + The current orientation of the instructional space in H-11 results in a washed-out image on the board, making utilization of technology difficult.
* Resources could be significantly improved, but there is no simple, quick, cheap fix.
  + As has been posted in many businesses, you can have two of the three: simple, quick, or cheap.
  + In our case, what seems simple [Computer projector and a screen that the sun doesn’t shine on], is neither quick nor cheap.

1. Describe how the program monitors and evaluates its effectiveness.

* The program relies upon multiple measures of our effectiveness, but, let’s face it: it is economics.
  + It is all about the numbers.
* The most obvious methods rely upon measuring student achievement on quizzes, exams, research papers, projects, oral presentations, other assignments, and the students’ final course grade.
* In addition to the general success of the student as an indicator of the programs’ effectiveness, we also utilize specific targeted questions that address specific SLOs through the course.
  + We compile student responses, and assess the results to determine how effective the techniques have been that year.
  + From this, we can mathematically prove if the student was able to demonstrate effective knowledge of the SLO/PLO or other concepts being tested on.
  + However, we also understand that what a student achieves may not be directly linked to the quality of instruction provided. A student still has to have the aptitude to understand the concepts, the willingness to apply themselves, and the focus to complete the assignments.
  + To rate our programs’ effectiveness solely on student outcomes is not the best system of measuring what occurred in the classroom, but we acknowledge that this flawed system is the best indicator we currently have.
* We also understand that what might be deemed a clear example of failure from a statistical point of view can, for certain students, still be considered a successful outcome for their education and growth as a human.
* To assess our effectiveness in this, admittedly, more ethereal index of success, we rely upon personal interaction, direct comments from students and parents, and observed change over time.
  + Our decades of experience covers a gamut of students experiences, ages and expectations, and many do not easily fit into a pigeonhole of ‘success’ or ‘failure’.
  + This leads us to understand that student ‘success’ is relative to the goals *of the student*, and the expectations of those who measure it- as such, it is not as clear-cut as one might presume.
* What our program [and most professors at a California Community College] accepts is that there is a trade-off.
* As long as the community college system is barred from having entrance requirements, and as long as there is insignificant administrative support for a full-scale system of prerequisites for *all* college-level courses, we will have an overwhelmingly difficult job in reaching 70% success rates with our students.
  + Despite this, our program achieved this mark last year, and we are channeling the reflections on lessons learned to see about increasing the success rates in this coming academic year.

1. Describe how the program engages all unit members in the self-evaluation dialog and process.

* The Economics Program engages the unit members in the self-evaluation process through meetings in either members office [one advantage of being a program of 2] and through email correspondence to work out kinks in pedagogy that may address demonstrated concerns.
* In addition, our individual members brainstorm specific solutions to the specific issues that develop within each of their individual courses, and then share their best practices with each other through more casual interpersonal interaction.

1. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings.

* As our PLOs tend to be reported based on the correlation of success in achieving the SLO for the course, the SLO achievement is the best index we have for PLO success.
* This would create a correlation that students are achieving the PLOs at the same rate as the SLOs’: at approximately 80% achievement of the targeted SLO measured in the spring. [approximate average of all reported SLO Assessments in Spring 2015].
  + We acknowledge that this is a weakness, and are implementing steps to guarantee that we will always have PLO and SLO assessments conducted at the same time, so that we have meaningful data set for all of this information.
    - One drawback is that we were previously informed not to use CurricuNet to upload assessment data for the courses and programs, but the documents generated are now difficult to access for our department.
    - Again, this has prompted a revision of the process to create redundant systems of data collection and storage, as well as transmission, so that there will be less loss of information.

1. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?

* The main difficulty in answering this question is a direct result of the lack of meaningful PLO assessment data to consult for the past 3 years.
* The closest assessment of this is the correlation we make between the PLOs and the SLOs.
* As a result, the SLO success rates are the best direct indicator of PLO success.
* By looking at the results from this past year, it appears that having a prerequisite tends to lead to higher success rates.

1. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

* Not applicable.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO).

* See response to J below.

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
   * Course level student learning outcomes align closely with program learning outcomes, adjusted for the specifics of each individual course.
     + Program learning outcomes are:
       - 1 . Economics students will be able to explain the nature and functioning of the market system.
       - 2 . Economics students will be able to define criteria for assessing efficiency in the provision of goods and services.
       - 3 . Economics students will investigate and assess the operation of economic institutions.
       - 4 . Economics students will be able to evaluate alternative policies intended to enhance economic outcomes.
       - 5 . Economics students will develop competence in quantitative methods and computing methods.
       - 6 . Economics students will be able to conceptualize and analyze problems using the tools of economic theory and communicate the results.
     + For example, Economics B1 [Principles of Economics-Micro] Course Learning Outcomes are:
       - 1. Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.
       - 2. Calculate and interpret measures of elasticity.
       - 3. Demonstrate how markets function and what happens in the presence of market failures.
       - 4. Analyze production and costs of the firm.
       - 5. Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long-run.
       - All of these CLOs require competency of all 6 of the PLOs, to various degrees. For example, CLO #2 can’t be achieved without PLO1, PLO3, PLO4, PLO5 and PLO6 to explain their responses.
     + This is only one CLO comparison to PLO, but is indicative of the way the Economics Program PLOs are aligned with our departments Course Learning Outcomes.
   * Our PLOs align well with ILOs # 1, 2 and 3. However, our PLOs do not *directly* address all of ILO #4.
   * ILO #4 appears to be:
     + Appreciate their civic responsibilities
       - Reflect upon the cultural and ethical dimensions of life
       - Contribute to society as an actively engaged citizen
   * However, it is the contention of our Economics Program that an ‘Appreciation of Civic Responsibilities’ [the core ILO #4] is indirectly addressed through all of our courses, as we examine the economic and social consequences of different decisions made at the micro and macro level. This lends itself to reinforcing the concept of the need to be a good citizen when it comes to steering the students toward a more socially responsible economic decision in the future.
     + As we discuss these issues in our classes, it is then up to the instructor, the student and our society to have them play a role in becoming a contributing member. It should be noted that ILO 4.B seems to be one that is only attainable through community service programs while enrolled in our class [which is problematic, as a requirement for every course], through participation in exercising their franchise rights, or by life actions beyond the purview of a single course or academic program.
     + ILO #4.B is a life-goal, and we are all urging our students to attain it. However, like all ideals, it may take a while to reach. Our program [economics] and department [social science] believes the failure to achieve this goal in a 5 month period is not indicative of the impact our course has on life decisions. The real success of ILO #4.B should be assessed 20 years after transfer/graduation, by assessing our students’ continual contributions to society. ILO #4.A can be achieved throughout our program, and it is.
   * We recognize that the ILO has been modified since the assessment was conducted. However, the modification is not substantive enough to be measureable in a meaningful way that would allow us to properly assess any of our students’ achievement of this ILO until 10+ years after graduation.
2. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

* To address Equity, our program has been working to get the most significant player in the equation to take a positive stance in achieving change: the student.
* Some have begun to modify their pedagogical approaches and/or materials to try to make them more accessible to the students affected, and to overcome this achievement gap.
* Others have worked in campus programs as club advisors, have become de facto mentors to students, have worked to be more cognizant of these groups’ sense of disconnect from the educational environment: and we have all been working to get the students to *want* to be in the class room.
* We have evaluated our grading criteria and standards to determine if there is a disproportionate impact upon any single group due to the way the course is structured, and come to realize that the achievement gap in our classroom generally applies most to students with the lowest math skills, which is why we implemented prerequisites.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Discuss your program’s strengths.

* Diversity of pedagogy, continual mutual respect for the professionalism of our colleagues, concern with both academic excellence in our understanding of the material and in developing student academic excellence, combined with concern with a more holistic approach to helping students succeed are all hallmarks of our programs’ strengths.
* Providing high levels of intellectual stimulation and education are continuing strengths of this program.
* All full time members of our program are *constantly* assessing diverse approaches to enhancing student achievement, in each semester, and implementing the same.
  + Many professors are engaged in professional and student development activities designed to enhance student learning.
  + This is continually modifying the program’s approach to fostering success.
  + This is a strength we had last year, this year and in the foreseeable future.
* We do this because the 1173 students we served last year [unduplicated head count], while being under 5% of the student population, deserve the respect of the best possible education and preparation we can provide for them.
* We do this because we recognize the importance of constantly enhancing our strengths to continue to meet the needs of all students enrolled in our courses: be they transfer or major.
* We play to our strengths to facilitate student degree attainment and transfer status.

1. Discuss your program’s weaknesses.

* As a direct and conscious result of our deliberate decision to implement prerequisites for our program, the Economics program at Bakersfield College has lost 16% of the students we had in the 2013-2014 academic year. This is a comparison to a year that was already 4% lower than the previous year. Thus, we have gone from serving 1456 students [2012-13] to serving 1173 students [2014-15], with our percentage of the overall student population declining from 5.9% served to 4.4% served. This is a weakness, yet is was expected.
* We believed that the ultimate impact of this requirement will be higher success rates, which will facilitate higher transfer rates and higher degree attainment rates.
* A look at our 2014-15 success rates demonstrates higher retention than ever [89%] and higher success rates than ever [71%].
* Thus, the largest weakness [our lower share of students served] appears to be linked to our increase in success rates [up 5% from the previous year].

1. *If applicable,* describe any unplanned events that affected your program.

* There were no unplanned events that had a significant enough impact upon our program to merit discussion.
* Although we watched our colleagues in the other programs of our department demonstrate their dexterity in juggling tasks, our program was spared these vicissitudes.

**V. Resource Analysis:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

* No positions requested at present.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.
   * Our program has also engaged in specific professional development opportunities to improve student performance.
   * These steps include increased participation in programs designed to enhance student success: Habits of the Mind, the Compass Initiative, Early Alert, ACDV workshops, and other extra-curricular opportunities to enhance student success.
   * In addition, there has been more discussion about the viability of instituting prerequisites for our courses, and the constituent groups necessary to have ‘buy in’ to the plan to guarantee success of the prerequisites for the students and for the program.
3. What professional development opportunities and contributions can your program make to the college in the future?

* Student success is paramount to our department. As such, there are three main areas of departmental activity that would best augment said student success.
* The first is participation in subject/field appropriate conferences to enhance knowledge of either new developments in subject matter or of pedagogical techniques to utilize in the classroom. This leads to higher morale as well, which translates to more engaged professionals.
* The second area of activity is continual [or expanding] participation in campus initiatives to increase student success, such as the Habits of Mind program or Mentor-ship programs that assist traditionally marginalized groups.
* The third area of contributions our program could make is to expand the educational opportunities through extra-curricular, extra-mural, activities.
* This could be done through increased field trips to government agencies and businesses to see these plans in action, through encouraging students’ civic involvement via participation in community development agencies or organizations that assist the local populace, and other similar methods of developing a higher level of understanding by more student off-campus participation in their own growth.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

* The Economics Program is primarily concentrated in the Humanities building.
* There has been only one significant change that affects our program- the installation of curtains in H-11. This has made it easier to use the white board and tv/computer monitor, but there are still light leaking issues, due to the orientation of the room.
* The Economics Program also includes courses offered in Delano, Arvin, Wasco, Paramount Academy and BCHS.
  + The list of facilities updates to each of those locations is not well known at this time.

1. How will your Facilities Request for next year contribute to student success?

* The main facilities request we have submitted will result in increased ability of the students to see the board and any data presentations in the classroom.
* This will result in higher levels of comprehension among the students, which should result in higher levels of student success.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

* Other than off-campus, our Priority Room Scheduling process has resulted in all Econ classes taught M-F on the Panorama Campus being offered in the same room, thus this question is only relevant as it applies to H-11.
* The existing technology has two flaws in this room.
* The first is that the images from the computer are too small for those in the rear of the room to see clearly.
* The second is that the WiFi signal in the room is so weak that students cannot follow the days presentation while using their computer to use the online notes component provided.   
  As such, the technology is limiting student access to all the tools/information that the instructors are attempting to make available for student success.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

* If we are successful in having our requests granted, we will be able to improve the quality of education in multiple ways.
* We will be able to have them take effective notes, as they would all have desks.
  + Those who have special needs would have appropriate desks in the room for their success.
* With expanded Wifi, the students will be able to use their portable devices to interact in new technologies for the classroom, whereas now they are limited by weak signals or choked bandwidth.
* When using technology to teach, the images will be clearer and the students will still be able to see well enough to take notes due to the new projectors.
* These requests will create a more positive learning environment for the students, which enables them to focus on the task at hand- education, instead of discomfort or overcoming difficulties in seeing what they are doing.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

* Our area is operating at a deficit in modern educational technology, which hinders the college’s goal of enhancing student educational opportunities [Strategic Direction #1, paraphrased].
* Initiative #2 under Strategic Direction #3 [Facilities] is to “Enhance campus WIFI coverage and capacity”, which is what we are asking for. The current levels of support for WiFi isn’t effectively meeting our educational needs, our students’ needs, and falls short of the college’s strategic goal.
* In addition, we have previously requested projectors be installed in each classroom, as the TVs being used for monitors are too small of a screen for students in the rear corner to be able to gain the most from the presentation, and those in the rear of the room can’t use the subtitles for anyone who has auditory language skill issues [disproportionally affected students and ADA compliance issues also].
  + We have not been able to achieve this.
  + Until we do, there really is no point in requesting the smart boards, tablet rentals, and software licenses that will allow our program to meet or exceed the college’s strategic goals.
* What technology we do have is used effectively.

1. Budget: Explain how your budget justifications will contribute to increased student success for your program.

* The only budget requests being made on the budget form are for the entire department- not just the program.
  + The requests are based on providing the necessary classroom/office supplies for a professor to be able to do their job.
  + The second request was for funds to be shared by the department so that members could use it to offset some of the expenses of attending conferences.
    - The ideas brought back from attending said conferences, combined with the sense of professional pride exhibited by colleagues who feel that their knowledge and understanding is valued by the college, translates into more effective leadership on campus and more effective teaching in the classroom.
      * Both of these are strong reasons to support travel funds for our department.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.

* Our program consists of two professors.
* As such, the list of activities currently engaged in cannot compare to larger programs.
* Despite this caveat, our professors support the institution through participation in committees, such as the Curriculum Committee, and serving as a faculty advisor to a student club [the International Student Club].
  + One member is currently searching for another committee to join, after having ‘signed up’ for one, to be told ‘sorry, we’re full. Come back again later’.
* Furthermore, our program has regular meetings to discuss pedagogy and scheduling issues, to help the department chair develop the optimal schedule to meet student needs.
* The tenured member of our department regularly volunteers to serve as an adjunct evaluator [which only those with tenure can do], as well as having collated data to help the department chair whip together various reports during the year.
* The second member of the department regularly interacts with the department chair to help clarify program related issues.
* As such, both members of the program contribute to the smooth functioning of the department, and work to assist the college in providing the right type of learning institution for our students.

1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

* Adjunct faculty are in an anomalous position, in that they are valued, they need to know information, they should be involved in workshops and flex activities, yet we cannot compel them to attend any of this and they do not [contractually] have the same rights as we do [nor the same responsibilities].
* Furthermore, At this time there are only 3 adjuncts in the Economics Program, and none of them are available to work before 4pm.
* As such, all inclusion of the adjunct faculty is via email and phone call, to inform them of opportunities to participate in the department’s training or discussions.
* Despite these limitations, all adjunct faculty members in this program have received invitations to participate in adjunct orientations, in our departmental meetings, and the newest members have all been personally invited to drop into the department chair’s office to chat at least once, so that there is a sense of inclusion in the department.
* Adjunct members of the program have been copied in documents that relate to the program, and their opinions are solicited on decision-making issues- even if they do not technically have the right to vote on the issue.
* This year, all new hires were explicitly informed of the rights they did and did not have in terms of courses, so that they understood exactly where they stood for scheduling purposes.
* All of this was done to allow them to have a sense of where they stood so that there would be no unfortunate surprises later on.
* All of this was done to make a more inclusive program, and department.

**VIII. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The evidence demonstrates that the Economics Program at Bakersfield College is working diligently to meet the continually demonstrated needs of our students. We have implemented prerequisites that are designed to enhance the prospects of student success, as they should now be able to keep up with the math. This change has occurred at the same time that our retention and success rates eclipsed the college average. Last year we increased the number of Economics Majors by 62%, showing the increased relevance our program has for our students. Last fall, our declared majors increase another 16% over the previous change of 62%- this gives us an 80% net increase in majors since the fall of 2012, despite our decreasing % of students enrolling. We have increased the academic rigor of our department, while striving to meet ever changing student needs. As a transfer-preparation institution, the Economics Program demonstrates its’ continual vitality and worth to Bakersfield College.

We not only provide transfer G.E. course preparation and facilitate degree attainment: we do so while endeavoring to enhance the students’ abilities in the areas of critical thinking, evaluation methods, effective written communications, utilization of theories accurately, and other academic skills.

The findings indicate our program has made significant headway in improving student success, while addressing the retention issue. And all of this was done with a minimal amount of fuss, leading to above-average workplace productivity. The evidence of our improvements demonstrate the success of the program in working with students to make the learning process more useful to the students.

We will be continuing those things which worked well, while evaluating the potential for other reforms and programs that may assist students to grow. We understand there are some situations that are beyond our control, as they are up to student actions. However, we further understand that we do have wide latitude on what to do within our classroom to improve this performance. Student performance is not something that can be guaranteed, but the Economics Program will be working harder to find ways to constantly change the numbers in these categories.

There is much to be said that is good about the program, but there are still tasks to accomplish to make the education we provide a stronger one, and this semester we are endeavoring to do so. The faculty members continue to assist students in their educational successes inside and outside the classroom, serving as mentors, advisors and supporters of student’s extracurricular activities. The Economics faculty makes a strong attempt to stay current in their fields, stay active within our communities and support the college’s shared governance through their participation on committees/councils. The faculty’s dedication allows the Economics Program and Bakersfield College to continue its longstanding reputation of excellence. We are now working to see more of a translation of said excellence into higher success among our students.

**IX. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_