

Bakersfield College 2018-2019 Comprehensive Program Review

Program Name: Economics

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

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.

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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
 - a. Our program offers an A.A. for Transfer degree
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
 - a. Not applicable
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
 - a. Not applicable

Progress on Program Goals, Future Goals, and Action Plans:

- A. 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 (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal:

- a. **Improve student retention and success.**

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

- a. **Student Learning**
- b. **Student Progression and Completion**

Progress on goal achievement:

- a. **Ongoing**

Status Update:

- a. **This category of student success is measured by the passing rate of students in our courses. By comparing our retention and success rates from 2016-17 to 2017-2018, we observe that our program continues to improve. See table:**

| Economics | 2016-17 | 2016-17 | 2017-18 | 2017-18 |
|-------------|-----------|---------|-----------|---------|
| | Retention | Success | Retention | Success |
| Traditional | 89% | 72% | 91% | 75% |
| Distance Ed | 92% | 72% | 94% | 78% |
| Total | 90% | 72% | 92% | 76% |

2. Program Goal:

- a. **Increase involvement in campus leadership positions.**

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

a. Leadership and Engagement

Progress on goal achievement:

- a. Ongoing

Status Update – Action Plan and link to Resource Requests

- a. Professor Stowers continues to serve on the Curriculum Committee while also serving on the Scholarship committee. Professor Harvath continues to fulfill his Union leadership position on campus.

B. 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.

1. Future Program Goal:

- b. Hire tenured professor for program, with emphasis on Southwest Bakersfield, North Kern and Rural initiatives.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

- a. Student Learning
- b. Student progression and completion
- c. Leadership and Engagement

Action plan:

- a. Submit request and advocate for position at FCDC.

Lead person for this goal:

- a. Jason Stratton

3 Year Program Analysis: (All programs will answer the following questions unless otherwise indicated)

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

- 1. Changes in student demographics (gender, age and ethnicity-see tables below).

| Gender | Economics | Economics | Economics | Collegewide |
|---------------|------------------|------------------|------------------|--------------------|
| | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2017-18</u> |
| Male | 55% | 56% | 54% | 46% |
| Female | 45% | 43% | 44% | 53% |

| Age | Economics | Economics | Economics | Collegewide |
|-------------------------|------------------|------------------|------------------|--------------------|
| | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2017-18</u> |
| 19 & Younger | 35% | 44% | 42% | 36% |
| 20-29 | 56% | 48% | 48% | 44% |
| 30-39 | 6% | 6% | 7% | 12% |

| | | | | |
|-----------------------|----|----|----|----|
| 40 & older | 3% | 3% | 3% | 8% |
|-----------------------|----|----|----|----|

| Ethnicity | Economics | Economics | Economics | Collegewide |
|-------------------------|------------------|------------------|------------------|--------------------|
| | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2017-18</u> |
| White | 23% | 22% | 21% | 19% |
| Asian/Filipino | 7% | 9% | 8% | 5% |
| Hispanic/Latino | 62% | 62% | 64% | 67% |
| African American | 3% | 4% | 3% | 5% |

There have not been any significant changes in male and female enrollment in our economics courses over the past three years (see above table). It is noted that male enrollment exceeds female enrollment by 10% (steadily for past three years), whereas college-wide, female enrollment exceeds male enrollment by 7%. This is a 17% 'flip'. This could be caused by the fact that most students who enroll in economics courses are taking it to fulfill their major field of study requirements [as opposed to electives]. Currently, the fields of economics, business, and engineering generally require economics. These fields have traditionally experienced a disproportionate male to female ratio in the programs.

We are seeing a larger number of teenagers enrolling in our economics courses (7% increase over past three years-see above table). We also note that the percentage of teenagers in our courses exceeds the college-wide number of teenagers (42% versus only 36% college-wide). This could be triggered by recent legislative changes that allow high school students to get dual credit for college courses taken at Bakersfield College. High school seniors can take either Microeconomics or Macroeconomics to fulfill their senior year economics requirement in high school, thus, getting both high school and college credit for the course(s).

There have not been any statistically significant changes in the ethnic make-up of our economics students over the past three years (see above table). Our student ethnicities are very similar to the college-wide ethnicity categorization at Bakersfield College. Questions like major selection, math prerequisites, and support networks for students all weigh on our mind when evaluating the reality that our enrollments of Hispanic/Latino and African-American students are below the campus average.

2. Changes in enrollment (headcount, sections, course enrollment, and productivity-see tables). *Instructional only*

| Census day Enrollment | 2015-16 | 2016-17 | 2017-18 |
|------------------------------|----------------|----------------|----------------|
| Traditional | 1,199 | 1,218 | 1,129 |
| Distance Ed | 339 | 614 | 534 |
| Total | 1,538 | 1,832 | 1,663 |

| Students per Section | 2015-16 | 2016-17 | 2017-18 | 2017-18 Collegewide |
|-----------------------------|----------------|----------------|----------------|----------------------------|
| Traditional | 39 | 42 | 35 | 27 |

| | | | | |
|-------------|----|----|----|----|
| Distance Ed | 85 | 77 | 89 | 43 |
| Total | 44 | 50 | 44 | 29 |

| Productivity (FTES/FTEF) | 2015-16 | 2016-17 | 2017-18 | 2017-18 Collegewide |
|---------------------------------|----------------|----------------|----------------|----------------------------|
| Traditional | 19.2 | 21.8 | 17.8 | 15.7 |
| Distance Ed | 22.6 | 23.8 | 22.6 | 19.8 |
| Total | 19.8 | 22.4 | 19.0 | 16.1 |

There have not been any significant enrollment changes over the past three years for our traditional courses (see above table). However, our waitlists have remained high, thus, if we had additional faculty available to teach courses, we believe we could have added sections to the schedule. Conversely, we have seen significant increases in Distance Ed course enrollment (19% increase from 2015-16 to 2016-17 and 8% increase from 2015-16 to 2017-2018). The reason for the drop in increases between 2016-17 and 2017-18 is most likely attributed to class size caps our department implemented for online courses. This significantly reduced the number of students per section, and without additional faculty to teach Distance Ed courses, waitlists for Distance Ed courses were twice as high as traditional courses in 2017-18.

There have not been any significant changes in our student per section data over the past three years (census enrollments divided by active sections). The Distance Ed courses have had much higher students per section than Traditional sections, however, we anticipate this will drop with the implementation of class size caps for online courses. When you compare our students per section to the college-wide averages, we observe that our classes are much larger (Traditional courses are 30% larger, Distance-Ed are 107% larger, and the overall combined courses are 52% larger). Our department continues to have high demand for our courses that consistently fill to capacity.

FTES/FTEF: A measurement of productivity where the generally accepted target range is 17.5. We have consistently exceeded this target for the past three years (see table). Furthermore, our courses are exceeding the college-wide productivity for both Traditional and Distance-Ed courses (see table), but we recognize the role of BC in helping KCCD ‘balance’ the FTES/FTEF numbers. As such, we request a new tenure-track Economics Professor for a variety of reasons, including increasing FTES/FTEF Productivity ratios.

3. Changes in achievement gap and disproportionate impact.
 - o Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

| Retention & Success | 2017-18 | Collegewide 2017-18 |
|--------------------------------|----------------|----------------------------|
| African American | 84% ; 57% | 79%; 55% |
| American Indian | 89%; 63% | 87%; 72% |
| Asian/Filipino | 93%; 83% | 91%, 78% |
| Hispanic/Latino | 88%; 69% | 87%; 68% |
| Two or more races | 91%, 75% | 85%; 68% |
| White | 92%; 77% | 89; 77% |

Our goal as a department is to achieve 90% retention rates and 70% success rates for all of our students. When analyzing the data (see table above) we observe that we only meet these goals with our Asian/Filipino students, white students, and students who identify as two or more races. Our Hispanic/Latino students are close to this ratio, our American Indian students are close on retention, and our African-American students are not the farthest away from this goal.

Yet, of those three, there is only one group, in one category, that is below the campus average.

As such, we are working to incorporate issues of equity into our pedagogy, when appropriate, and we are striving for improvement- yet we note that our numbers demonstrate we are in line with the equity results of the entire campus.

4. Success and retention for face-to-face as well as online/distance courses. *Instructional only*

| Retention & Success | 2015-16 | 2016-17 | 2017-18 | Collegewide 2017-18 |
|--------------------------------|----------------|----------------|----------------|----------------------------|
| Traditional | 91%; 74% | 89%; 72% | 91%; 75% | 91%; 74% |
| Distance -Ed | 91%; 69% | 92%; 72% | 94%; 78% | 86%; 66% |
| Total | 91%; 73% | 90%; 72% | 92%; 76% | 90%; 73% |

There have been no statistically significant changes in our retention and success rates for traditional courses over the past three years (see table). We have seen significant increases in success rates for our Distance-Ed courses (9% increase over past three years). We attribute this to improving our online resources (improved e-books, improved assignment design, and the addition of instructor-produced/created video lectures). Additionally, we aim to have retention rates above 90% and success rates above 70%. We have met these goals for both Traditional and Distance Ed courses. When comparing our retention and success rates to the campus-wide data, we see that our Traditional courses are comparable in results, but our Distance – Ed courses exceed the retention/success rates of the campus-wide data.

5. Any unplanned events that affected your program/.

N/A

6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded). *Instructional only*

See #11 below

7. Reflect on any changes you would like to see in your program in the next 3 years.

We would like to grow our program not only on the Bakersfield College main campus, but expand to have course offerings at the Southwest location. We would also like to increase our course offerings at our Delano campus, The Wonderful Academy, and our Distance ed courses. In order to facilitate this expansion, we need to hire another full-time tenure track faculty member. This is necessary to keep up with the growing demand for Economics courses in Kern County.

8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is planning/doing to contribute to these efforts.

Our department was actively involved with the process for the Guided Pathways initiative. Professor Stowers attended an out-of-town two-day conference to familiarize the department with the procedures, processes, and techniques for implementing the Guided Pathways Program. Furthermore, we have actively updated our Student Education Plans to ensure our students consistently have a clear path to graduation that meets both CSU and IGETC transfer requirements. Additionally, we have also determined a clear and concise degree path for students who would like to complete a double-major in Economics and Business Administration. The major course requirement(s) we recommend in our plan allow students to complete both the AA-T Economics and AS-T Business Administration Degrees based on the Bakersfield College 2017-2018 and 2018-2019 catalogs. Professor Stowers and Professor Harvath disseminate this information to the students verbally, online, and through handouts.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

The Economics Program is working to expand its pool of qualified faculty for the Inmate Education and Rural Initiatives programs. In doing so, we are working to verify what method is being used to achieve the math placement commensurate with our math prerequisite.

We have worked with, and continue to work with, our DE instructors to make sure they are upholding the academic rigor of a BC education.

| Full Name of Degree or Certificate | 2015- 2016 | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 |
|------------------------------------|------------|------------|------------|------------------------|------------------------|------------------------|
| AA Economics | 4 | 1 | 2 | n/a | n/a | n/a |
| AA-T Economics | 5 | 1 | 7 | 10 (goal-10% increase) | 11 (goal-10% increase) | 12 (goal-10% increase) |

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
 See facilities request.
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other _____ Related to Facilities: improvement of WiFi _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusions:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your Comprehensive Review.

The Economics Program of the Social Science Department of Bakersfield College continues to provide excellent service to our students in helping them attain success in our courses, and move toward degree completion.

Our course retention and success rates are clearly above the 70% threshold we have established for our goals. We provide educational opportunities in multiple time blocks throughout the day- from 8am to 9pm, and online. We provide educational opportunities in the Prisons, in Delano, in the Rural Initiatives program, and we expect to do so at BCSW. We do this with a program of 2 tenured faculty, who average a teaching load of 1.4 per semester, and whom are actively engaged in campus developments as well- from the Union through Curriculum Committee to mentorships/club leaders.

We have reached a plateau in our service to the community, and wish to go farther. Yet, to do so will require more hands on-deck. If we wish to increase our FTEF ratio to the state requirement of 50%, we will need to hire another Tenured Economics Professor. Doing so in the right way, as identified in our faculty request, will allow us to meet the needs of our students at Delano, in the Rural Initiatives, at BCSW and in the prison programs. The current availability of qualified adjunct faculty during the day precludes expansion at this time. We haven't been able to expand our course offerings in a statistically significant way for 5 years. It is time for another wave of growth, in order to assist BC in fulfilling its' Mission- to enable students from all backgrounds an opportunity at degree completion within a 2 year cycle.

We are doing great things, and expect to continue this. Yet, we need to expand to allow more students an opportunity to earn their education and degree.