

Bakersfield College

Program Review – Annual Update

Program Name: Social Sciences- Economics

Program Type: Instructional Student Affairs Administrative Service Other

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.

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:

- 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.

| Program Goal | Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply) | Progress on goal achievement (choose one) | Status Update – Action Plan |
|---|---|---|--|
| 1. Improve Student Success | <input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement | <input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date) | This category of student success is measured by the passing rate of students in our courses. |
| 2. Improve Student SLO/PLO/ILO achievement | <input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement | <input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date) | This category relates to how students succeed in each SLO, as opposed to overall passing grades for the course. |
| 3. Increase involvement in campus leadership positions. | <input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement | <input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date) | Professor Stowers has taken on Curriculum Committee, and Prof . Harvath has moved into Union leadership positions this year. |

B. List new or revised goals (if applicable)

| New/Replacement Program Goal | Which institutional goals will be advanced upon completion of this goal? (select all that apply) | Status Update – Action Plan |
|---|---|--|
| <p>1. Hire tenured professor for program, with emphasis on North Kern and Rural initiatives.</p> | <p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p> | <p>Submit request and advocate for such position at FCDC.</p> |

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

The first is the departments' professionalism, respect, and willingness to support one another. The Economics Program at BC respects the diversity of backgrounds, values, and pedagogies employed by each other in the pursuit of educating our students. We work well together with a mutual willingness to shoulder our fair share of the programs' extra-curricular needs.

The second main component of our success is the way we work to enhance our professional development, our intellectual development, and our pedagogical approach to the classroom, with the goal of making our students' education better.

Best practices in the classroom include, but are not limited to:

- techniques/assignments such as group projects to develop an deeper understanding on controversial issues
- interactive classrooms to draw the students into the educational process
- modifications to teaching methods to attempt new ideas and enhance success
- enhanced utilization of Habits of the Mind for positive reinforcement for the students
- efforts to get students to attend developmental workshops through ACDV, Library and other entities
- Utilization of technology [such as Aplia] to provide a broader context to the information, and gain student investment in the process, through using a method they feel they can connect with more effectively.
- Constant reassessment of materials to take cost into account for our students.
- These are a sampling of the practices Economics uses to be effective in the classroom.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
 - a. The only area of unexpected change/challenge for our program that stood out was the increase in demand for Economics classes in Delano, in Wonderful Academy, and the Rural Initiatives.
 - b. This has led to our inability to staff courses we want/need to offer.
 - i. We have hired a new adjunct, but said adjunct prefers no classes to offers of courses in Delano.
 - ii. This highlights the need for a Tenured Economics Professor with a primary assignment in Delano and Wonderful Academy.

2. How does your trend data impact your decision making process for your program?
 - a. The trend data is used to inform the decisions our program makes every year.
 - b. We utilize the enrollment data to identify segments of the student body who are under-represented in our courses, and attempt to increase their involvement.
 - c. We utilize the Success and Retention rates to discuss strategies for improvement of both rates.
 - i. It needs to be stated that we are of the opinion that we are near a plateau of significant change in both of these categories.
 - ii. Since the introduction of a math pre-requisite, we have achieved success and retention rates that are statistically tied with the college-wide average
 1. ECON S 72% v Campus-wide S 71%, ECON R 90% v Campus-wide R 89%.
 2. And online retention of 92% vs campus-wide of 84%.
 - iii. We are constantly re-evaluating the process and pedagogical approaches we use to find ways to make this better.
 1. Yet, Student focus, effort and ability also factor into this equation, and we have little control over what they choose to do with their time.
 - d. We utilize the # of sections, Productivity and FTEF workload rates to identify strengths, but also to identify areas of improvement.
 - i. For example, we have had a 30% increase in unduplicated headcount over the past 2 years, with the same number of tenured faculty.
 - ii. Yet, with the expansion into Wonderful Academy and the growth of the Rural Initiatives program, and Inmate Education, we are not able to meet the demand for classes due to lack of qualified faculty available during the day.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
 - a. There were no statistically significant changes to either category: We decreased 1% in either category from the previous year.
 - b. This put us at 90% retention and 72% success for the most recent year.
 - i. This compares to the college-wide average of 89% and 71%.
 - ii. Or the disaggregated comparison of 87%/69% for both us and the college.

- c. It is interesting to note that female students retention is about the same, but that our female success is about 2% lower than the campus average.
 - i. Studies of the State testing scores for Kern County demonstrate that female students score a few percentage points higher than the mail, so the lack of success is puzzling.
 - d. However, with a student enrollment of 1547 students, these changes are not statistically significant.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
- a. Again, our female enrollments are lower than the campus average, by about 10%. This is not a change, but a constant.
 - i. Our female enrollment declined by 2% from the previous cycle.
 - ii. This enrollment was a smaller percentage, but was 68 MORE students than the previous cycle.
 - b. Without diagramming the percentages, we exhibited statistically insignificant changes in enrollment percentages by ethnicity when compared to the past cycle.
 - c. Our department has identified that we are consistently 5% lower in the representation of Hispanic/Latino/a than the campus average, and about the same % higher in Asian/Filipino/Pac. Islander.
 - i. We are not certain as to the reason for this change, but have utilized this trend data to discuss how to increase the representation of both female and Hispanic/Latino students to more closely parallel the campus average.

Resource Request and Analysis:

| Resource Request | | If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness? |
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| <p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p> | <input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty | <p>We have not added any tenured faculty, but did add one new adjunct, whose daytime availability has facilitated the programs' ability to be involved in both education and campus governance issues.</p> |
| <p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p> | <input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development | <p>Faculty members have been engaged in professional development in many ways during the last cycle.</p> <p>These activities include the Habits of the Mind program, Early Alert, BC Scorecard Data Coaches, attending professional conferences [as speakers, honors recipients, or presenters], participation in club advising, Mentoring programs to socio-economically challenged student groups, leadership in the Social Justice Initiative, and other initiatives, on and off campus.</p> |

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| | | <p>Student success has been positively affected by the insight and ideas that the faculty members developed during their engagement with the above programs.</p> <ul style="list-style-type: none"> • Some techniques were directly applied to increasing student retention. • Some techniques/ideas were applied to enhancing the critical thinking component of our course work, leading to higher SLO achievements • Some of the contributions to student success have emerged from an enhanced understanding of the changing dynamics of our student population. <p>Other contributions to student success originate in the enhanced knowledge of the material gained in conferences, and the enhanced faculty morale exhibited in their demeanor within the classroom.</p> |
| <p>Facilities: <i>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.</i></p> | <p> <input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input checked="" type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance </p> | <p>Again, we had facilities improvements in the past cycle, but they happened during the summer, and thus had no measureable impact in the achievement of student success during the academic year 2016-2017.</p> <p>This involved painting classrooms and offices in the Humanities Building. This was problematic, as faculty were required to move all of their materials, books, equipment out of the office for painting, and some of the rooms did not seem to have been painted after this dislocation.</p> <p>This seemed to be extraneous work for little benefit. If the rooms had been painted as originally described, this would not be the impression generated.</p> |
| <p>Technology: <i>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?</i></p> | <p> <input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____ </p> | <p>It is worth noting that our department DID receive our wish-list for new technology, yet the installation happened during the summer of 2017.</p> <p>As such, the program was not impacted and student success was not facilitated during the academic year of 2016-2017.</p> <p>It seemed rude not to acknowledge the work of IT in getting this done, despite the timeline.</p> <p>The program looks forward to being able to identify the impact of this technology upon student success in the Program Review documents for academic year 2017-2018.</p> |
| <p>Resource Request</p> | <p>Discuss How Effective Request is for Student Success?</p> | |

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| <p>Other Equipment: <i>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.</i></p> | <p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p> | <p>There was no significant change in the provision of other equipment between academic year 2015-16 and 2016-17, thus there is nothing I can identify and verify that was completed and contributed to student success in academic year 2016-17.</p> |
| <p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p> | | <p>The only budget requests being made are for the entire department- not just the Economics Program.</p> <p>The requests are based on providing the necessary classroom/office supplies for a professor to be able to do their job.</p> <p>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.</p> <p>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.</p> <p>Both of these are strong reasons to support travel funds for our department.</p> |

Conclusions & Snapshot:

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 annual program review.

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. We have maintained a stable number of Economics Majors, demonstrating the continued relevance our program has for our students.

Last years' number of registered Economics Majors demonstrates a consistency in the past 4 years, further demonstrating the contributions to the college from our program. 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.

Yet, Bakersfield College's Strategic Directions plan includes expansion of offerings in Delano, in the Rural Initiatives, through our contract with Wonderful Academy, and these plans are ones that increase the demand for daytime Economics course offerings- the very thing we have trouble getting adjunct faculty to cover.

If we wish to continue to meet the needs of our community, it behooves the college to hire a new Economics Professor with a primary assignment of Delano/Wonderful, to guarantee that we are able to continue to meet the growing educational demands upon the system that are emerging, based on our Strategic Directions.

The Economics Program not only provides 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 evidence of our successful improvements in retention and success rates demonstrate our programs' commitment to making education meet the demands of the academic world, while meeting the needs of the student population. Adding another tenured faculty member will allow us to grow this component of our educational offerings.

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.