



2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the Economics department at Berkeley City College is to prepare and support students for degree completion and transfer. The courses in the Economics discipline focus on how societies, individuals, and firms utilize scarce resources in order to satisfy unlimited wants. This study encompasses both the study of rational choice at the firm and individual level, as well as analysis of how those interrelated actions affect the overall economy in the aggregate. Students will be able to apply the basic economic concepts discussed in the discipline to past and present events.

List your Faculty and/or Staff

Full time

- Chris Bernard

Part time

- Malkiat Sandhu
- Michelle Williams
- Darrell Gualco
- David Simon

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Curriculum

1. Create US Economic History Course (under discussion)
2. Create Certificate of Achievement in Economics (under discussion)

Assessment

1. Complete assessment for courses during three year period (completed)

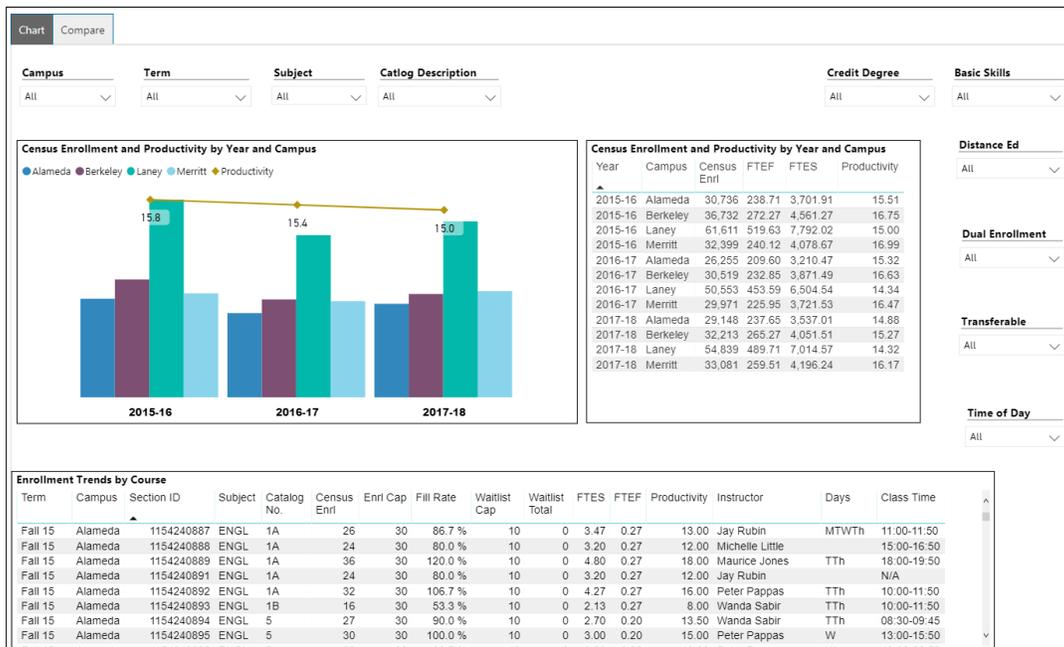
Instruction

1. Faculty observation and assessments course offerings (completed and ongoing)

Describe your current utilization of facilities, including labs and other space

The economics instructors utilize many of the larger classrooms at the main campus building as well as classroom space in the auxiliary building. Given the typical presentation of the courses, audiovisual projectors and audio are necessary in the classroom. Instructors also require dry erase boards and solid internet connection in the classroom.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Over the last three years, enrollment has increased year to year. Productivity has remained above 19 over the relevant three period as compared to productivity between 15-17 for BCC during the same time period.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Census enrollment in **evening classes** has declined, year to year, for every academic year from 2015-16 – 2017-18. (577 in 2015-16, to 508 in 2016-17, to 480 in 2017-18).
Census enrollment in **day classes** have increased, year to year, for every academic year from 2015-16 – 2017-18. (163 in 2015-16, to 224 in 2016-17, to 250 in 2017-18).
Census enrollment in **online classes** has fluctuated over the last three academic years (144 in 2015-16, to 133 in 2016-17, to 145 in 2017-18).

Are courses scheduled in a manner that meets student needs and demands? How do you know?

FTEF for day classes has increased every semester over the last 3 years. That increase has coincided with an overall increase in census enrollment for the Economics department.
It appears that more sections could be scheduled either in the evening, day, or online.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Use of Canvas for teaching face to face and online; online learning tools; adopting new course materials from various textbooks (Core-Econ); incorporation of OER materials (Khan Academy, Marginal Revolution University, Core-Econ)

How is technology used by the discipline, department?

Publisher materials; online OER materials; instructor created videos; Canvas (discussion boards, quizzes)

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Follow course outlines of record; Assessment of courses; observation of instructors in online and face-to-face setting

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

Economics 1 and Economics 2 were updated and approved on 1/23/2018. Courses will be updated during the next 3-year cycle.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Additional economics course electives are being discussed in the department.
Additional certificates are being discussed in the department.
Courses that align with Business department are being discussed.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Economics Program Learning Outcomes

1. Explain economic principles and how economic resources and opportunity costs relate to the production possibilities curve.
2. Recommend appropriate fiscal and monetary policies to reduce unemployment and control inflation based on Keynesian economics.
3. Predict whether equilibrium price and quantity will increase or decrease when there is a change in supply and/or demand.
4. Analyze the four basic market models and their profit-maximizing output based upon their costs of production, marginal revenue, demand, and elasticity of demand, critiquing the efficiency of the market.

Econ 1 – Principles of Macroeconomics

1. Explain how economic resources and opportunity costs relate to the production possibilities curve.
2. Recommend appropriate fiscal and monetary policies to reduce unemployment and control inflation based on Keynesian economics.
3. Predict whether equilibrium price and quantity will increase or decrease when there is a change in supply and/or demand.

Econ 2 – Principles of Microeconomics

1. Calculate and explain economic decision-making using marginal analysis.
2. Analyze the four basic market models and their profit-maximizing output based upon their costs of production, marginal revenue, demand, and elasticity of demand, critiquing the efficiency of the market.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

No obstacles. Students were assessed by exam questions.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Both Econ 1 and Econ 2 were assessed after the Fall 2017 semester.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Each faculty is responsible for assessing their own courses. Jayne Matthews coordinated previous cycle of assessments. Leonard Chung is coordinating the current three-year cycle.

Collaboration

See below.

Leadership Roles

See below.

Planning Process

Department assessment coordinator establishes assessment with consultation with the chair and faculty.

Dept meetings for Collaboration

Department chair and assessment coordinator establishes assessment. Collaboration meetings are set as necessary.

Data Analysis

N/A

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Reference the student learning outcomes before covering the topics in class and continually reference them throughout the course. Indicate that the learning outcomes are building blocks that will be developed over the course of the semester.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

No.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

No support needed at this time.

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Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

For academic year 2015-16, the 30-34 cohort was 22% below the average and 35-54 cohort was 7% below the average. For academic year 2016-17, the 25-29 cohort was 6% below the average, the 30-34 cohort was 14% below the average, and the 35-54 cohort was 17% below average. For academic year 2017-18, the 30-34 cohort was 7% below the average and the 55-64 cohort (4 Ttl graded) was 22% below the average.

Ethnicity

For academic years 2015-16, 2016-17 and 2017-18, Hispanic/Latino was more than 3% points below the average (13% below in 15-16, 15% below in 16-17, and 4% below in 17-18). Over the last three academic years, Black/African American students have completion rates more than 3% below the average (18% below in 15-16, 18% below in 16-17, and 18% below in 17-18).
In 2015-16, American Indian success rate was 66% below (0/1).
In 2016-17, Pacific Islander success rate was 17% below (1/2) and Two or More was 4% below.
In 2017-18, Pacific Islander success rate was 72% below (0/3).

Gender

In 2016-17, Unknown was 24% below the average (3/7).

Foster Youth Status

In academic year 2015-16, 66% below average (1 student).
In academic year 2016-17, 17% below average (2 students).

Disability Status

In academic year 2016-17, 14% below average (13 students).
In academic year 2017-18, 8% below (10 students).

Low Income Status

In academic year 2015-16, 5% below average (313 students).
In academic year 2016-17, 5% below average (290 students).
In academic year 2017-18, 5% below average (307 students).

Veteran Status

In academic year 2015-16, 4% below average (11 students).

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

For all 3 years, face-to-face courses exceeded completion rate average.

Hybrid

N/A

100% Online

In academic year 2015-16, 12% below average (178 students).
In academic year 2016-17, 7% below average (176 students).
In academic year 2017-18, 4% below average (202 students).
These results are trending in a positive direction.

Dual Enrollment

N/A

Day time

For all 3 years, daytime courses exceeded completion rate average.
Number of students enrolling in daytime courses increased every year for all relevant years measured.

Evening

In academic year 2015-16, 4% below average (333 students).
In academic year 2016-17, 6% below average (290 students).
In academic year 2017-18, 5% below average (302 students).

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

For each year measured, the course completion rate of Economics courses exceeded the college course completion rates ((Economics listed first, college second) 2015-16: 66.0% v. 65.3%; 2016-17: 67.1% v. 65.9%; 2017-18: 71.7% v. 66.4%).

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Over the last three years, the gap between the average completion rate and 100% online courses has shrunk, starting at 12% in 2015-16 and decreasing to 4% by 2017-18. During this time period, both online instructors have had their classes observed. Additionally, the use of the new Learning Management System (Canvas) during this time period may have also contributed to an increase in completion rates due to Canvas' intuitive flow and positive feedback from students. During this time period, the department's online courses have also expanded the use of instructional videos (both instructor created and materials and videos from textbook publishers and other reputable online education services).

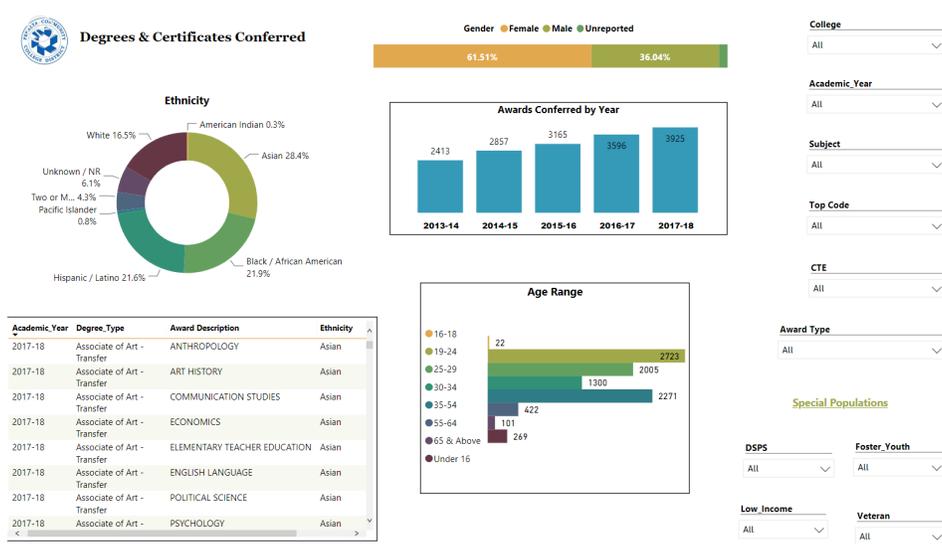
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

For each year measured, the course completion rate of Economics courses exceeded the college course completion rates ((Economics listed first, college second) 2015-16: 81.8% v. 80.1%; 2016-17: 82.9% v. 79.6%; 2017-18: 83.7% v. 79.5%).

What has the discipline, department, or program done to improve course completion and retention rates?

The addition of a full time instructor during this time period has allowed more students to receive help during office hours. Also, the use of ConferZoom to facilitate online office hours have also led to an increase in positive student – instructor interactions. Economics tutoring in the Learning Resources Center has been promoted more.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

Hiring a full time Economics instructor and created an Associates Degree for Transfer appears to have led to an increase in degrees and certificates awarded. Degrees conferred have increased year-to-year every year over the last three years. Moreover, over the last 3 years the number of students who have transferred to CSU were 35 in 2015-16, 34 in 2016-17, and 40 in 2017-18. These transfers represent more than half of all student transfers in the social sciences (Economics, Political Science/Government, Anthropology, History, International Relations and International Affairs, Sociology, and International Studies/Global Studies). Moreover, Economics transfer students account for largest number of CSU transfers for the college. Additionally, Economics transfers to UC Davis and UC Berkeley also increased from 2015-16 to 2017-18.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes. Discussing creating a Certificate of Achievement in Economics to increase certificates awarded.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Plan to offer at least one more economics course and encourage students to earn the ADT before transfer.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Chris Bernard, full time faculty, is on Curriculum Committee and is also the Distance Education Coordinator for BCC.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Attend and participate in Business Advisory Meeting.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty members are invited to college professional days for department meetings and advisory committee meetings. They are also consulted in course assignments and curriculum development as necessary based on their expertise and area of interest.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Estimated Cost |
|-------------------------------------|--|--------------------------------------|--|-----------------------------|
| Personnel: Classified Staff | Distance Education and Web Support Specialist for online classes | \$80,000 | \$40,000 | \$120,000 |
| | AND/OR Instructional Designer for online classes | \$80,000 | \$40,000 | \$120,000 |
| Personnel: Student Worker | 1. Embedded tutor 2. Student assistant for ECON department 3. Student Canvas support 4. Dedicated Economics Tutor in Learning Resource Center | \$10,000 | | |
| Personnel: Part Time Faculty | Stipends for part time faculty | \$80,000 | \$20,000 | \$100,000 |
| Personnel: Full Time Faculty | | | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|---|-----------------------------|
| Professional Development: Department wide PD needed | ADA trainings associated with accessibility of online platform and support faculty development. | \$20,000 |

| | | |
|--|---|---------|
| | | |
| Professional Development: Personal/Individual PD needed | Attend Conference and Professional Development Activities | \$2,000 |

Prioritized Resource Requests Summary - Continued

| Resource Category | Description/Justification | Total Estimated Cost |
|---|----------------------------------|-----------------------------|
| Supplies: Software | | |
| Supplies: Books, Magazines, and/or Periodicals | | |
| Supplies: Instructional Supplies | | |
| Supplies: Non-Instructional Supplies | Class room supplies | \$1,000 |
| Supplies: Library Collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|----------------------------------|-----------------------------|
| Technology & Equipment: New | | |

| | | |
|--|--|--|
| Technology & Equipment: Replacement | | |
|--|--|--|

Prioritized Resource Requests Summary - Continued

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------|----------------------------------|-----------------------------|
| Facilities: Classrooms | | |
| Facilities: Offices | | |
| Facilities: Labs | | |
| Facilities: Other | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------------|----------------------------------|-----------------------------|
| Library: Library materials | | |
| Library: Library collections | | |

| Resource Category | Description/Justification | Total Estimated |
|--------------------------|----------------------------------|------------------------|
|--------------------------|----------------------------------|------------------------|

| | | Cost |
|--------------|--|-------------|
| OTHER | | |