Enrollment - Census/FTES

Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES</td>
<td>Strong Growth [10.38 %]</td>
<td>Strong Decline [-21.96 %]</td>
<td>Growth [6.02 %]</td>
<td>Stable [0.27 %]</td>
</tr>
<tr>
<td>SectionCount</td>
<td>Strong Growth [21.43 %]</td>
<td>Strong Decline [-11.76 %]</td>
<td>Strong Decline [-6.67 %]</td>
<td>Strong Decline [-14.29 %]</td>
</tr>
</tbody>
</table>

Enrollment Summary

Given the trends in enrollment, what are the implications for your program?

Respondent: MERIC KESKINEL

Response: OVERALL TRENDS IS STABLE. ONLINE CLASSES SHOW UPWARD TREND. EVENING CLASSES ARE DECLINING.

Enrollment Growth Initiatives

Did you have any enrollment growth initiatives that occurred this year? [ ] Yes [ ] No

If yes, please list any enrollment growth initiatives that occurred this year and comments on these:

Validation Review

Was a trend analysis done? [ ] Yes [ ] No
Was a comparative analysis done? [ ] Yes [ ] No
Was a detailed analysis done? [ ] Yes [ ] No

Data Evaluation: Accepted
Comments:

OBJECTIVES:

No Objectives Submitted.
### Enrollment - Instructional Delivery Modes

#### Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>Strong Decline [9.51 %]</td>
<td>Strong Decline [34.08 %]</td>
<td>Strong Decline [33.33 %]</td>
<td>Strong Growth [44.20 %]</td>
</tr>
<tr>
<td>Evening</td>
<td>Strong Growth [38.32 %]</td>
<td>Strong Decline [31.08 %]</td>
<td>Strong Growth [19.61 %]</td>
<td>Strong Decline [48.36 %]</td>
</tr>
<tr>
<td>Online</td>
<td>Strong Growth [53.43 %]</td>
<td>Strong Growth [5.00 %]</td>
<td>Strong Growth [5.43 %]</td>
<td>Stable [2.36 %]</td>
</tr>
</tbody>
</table>

#### Instructional Modes Summary

Please comment on the enrollment pattern in these instructional delivery modes:

- Online
- Ground
- Day
- Evening

**Respondent:** MERIC KESKINEL

**Response:**

IT SEEMS THERE IS A STRONG DECLINE IN EVENING CLASSES. DAY CLASSES SHOWED A STRONG DECLINE LAST 3 YEARS BUT IT REBOUNDED IN FALL 2007. IN MY OPINION, THE NUMBER OF EVENING CLASSES SHOULD BE REDUCED.

#### Program Participation

Did you offer any courses this year in any of the following programs:

- Online
- Ground
- Hybrid classes
- High School Outreach
- ACT program
- Weekend College?

**Yes**

If yes, please list the programs and summarize the nature of your involvement:

ACT CLASSES SEEM STRONG. ONE ECON CLASS WAS OFFERED AS A PART OF HIGH SCHOOL OUTREACH PROGRAM BUT THE CLASS CANCELLED DUE TO LOW ENROLLMENT. BETTER COORDINATION WITH HIGH SCHOOL ACADEMIC CALENDAR AND STAFF COULD SOLVE THIS PROBLEM IN NEAR FUTURE. WEEKEND COLLEGE HAS BEEN LOW ENROLLMENT COMPARING TO TRADITIONAL ONLINE OR ON GROUND CLASSES.

#### Validation Review

- **Was a trend analysis done?** [ ]
- **Was a comparative analysis done?** [ ]
- **Was a detailed analysis done?** [ ]

**Data Evaluation:** Accepted

**Comments:**

**OBJECTIVES:**

No Objectives Submitted.

#### Enrollment - Demographics
### Percent Change

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Decline [-4.28 %]</td>
<td>Strong Growth [21.54 %]</td>
<td>Strong Decline [-19.92 %]</td>
<td>Strong Decline [-1.52 %]</td>
</tr>
<tr>
<td>Female</td>
<td>Strong Growth [14.29 %]</td>
<td>Strong Decline [-26.42 %]</td>
<td>Strong Growth [13.64 %]</td>
<td>Strong Decline [-11.29 %]</td>
</tr>
<tr>
<td>Below 20</td>
<td>Stable [1.44 %]</td>
<td>Strong Decline [-35.46 %]</td>
<td>Strong Decline [-31.87 %]</td>
<td>Strong Decline [-8.06 %]</td>
</tr>
<tr>
<td>20 - 24</td>
<td>Strong Decline [13.64 %]</td>
<td>Strong Decline [-24.00 %]</td>
<td>Strong Growth [11.11 %]</td>
<td>Stable [2.11 %]</td>
</tr>
<tr>
<td>25 - 34</td>
<td>Strong Growth [7.69 %]</td>
<td>Strong Decline [-10.71 %]</td>
<td>Strong Growth [27.00 %]</td>
<td>Strong Decline [-11.02 %]</td>
</tr>
<tr>
<td>35 - 54</td>
<td>Strong Growth [10.00 %]</td>
<td>Strong Decline [-19.70 %]</td>
<td>Strong Growth [15.09 %]</td>
<td>Strong Decline [-18.03 %]</td>
</tr>
<tr>
<td>55 Above</td>
<td>Strong Decline [-50.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Growth [25.00 %]</td>
</tr>
<tr>
<td>Asian</td>
<td>Strong Growth [14.29 %]</td>
<td>Strong Decline [-26.79 %]</td>
<td>Strong Decline [-17.07 %]</td>
<td>Strong Growth [47.06 %]</td>
</tr>
<tr>
<td>Black</td>
<td>Strong Growth [14.46 %]</td>
<td>Strong Decline [-22.74 %]</td>
<td>Strong Decline [-7.01 %]</td>
<td>Strong Decline [-9.55 %]</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Strong Growth [10.99 %]</td>
<td>Strong Decline [-11.88 %]</td>
<td>Strong Growth [32.58 %]</td>
<td>Strong Decline [-8.47 %]</td>
</tr>
<tr>
<td>Indian</td>
<td>Strong Growth [400.00 %]</td>
<td>Strong Decline [-60.00 %]</td>
<td>Strong Decline [50.00 %]</td>
<td>Strong Growth [100.00 %]</td>
</tr>
<tr>
<td>White</td>
<td>Strong Growth [17.34 %]</td>
<td>Strong Decline [-58.82 %]</td>
<td>Strong Growth [85.71 %]</td>
<td>Strong Decline [-38.46 %]</td>
</tr>
<tr>
<td>Other</td>
<td>Strong Decline [-38.71 %]</td>
<td>Strong Growth [13.16 %]</td>
<td>Strong Decline [6.98 %]</td>
<td>Strong Growth [17.50 %]</td>
</tr>
</tbody>
</table>

### Demographics Summary

Based on these demographic trends in enrollment, are there any implications for the discipline? Please describe:

**Respondent:** MERIC KESKINEL

**Response:**

*IN TERMS OF GENDER DISTRIBUTION, WE HAVE MORE FEMALE STUDENTS THAN MALE. IN TERMS OF AGE DISTRIBUTION, AGE GROUP 20-24 HAS THE HIGHEST PORTION. BLACK AND HISPANIC MAKE HALF OF THE TOTAL ECON STUDENTS.*

### Validation Review

- Was a trend analysis done? [ ]
- Was a comparative analysis done? [ ]
- Was a detailed analysis done? [ ]
- Data Evaluation: Accepted

**Comments:**

No Objectives Submitted.
Success, Retention & Awards Summary

Given the data, please describe the trend in Student Success. What are the implications for your program?

Respondent: MERIC KESKINEL

Response

IN TERMS OF STUDENT SUCCESS AND RETENTION, ECON DEPARTMENT HAS 5-6 POINTS OVER COLLEGE AVERAGE. ONLINE CLASSES HAVE THE LOWEST SUCCESS RATIO WHICH IS A SURPRISE. BUT THIS SHOWS ONLINE CLASSES ARE NOT AS EASY AS SOME ARGUE. OUR GOAL IS THE KEEP UPWARD TREND IN SUCCESS RATIO.

Validation Review

Was a trend analysis done? No
Was a comparative analysis done? No
Was a detailed analysis done? No
Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Curriculum - Course Updates

Course Updates, Syllabi & New Programs

Of the number of courses that need to be updated, how many have been completed?

2

If course updates are due, please describe the discipline's plan for updating courses:

Are instructors' class syllabi collected?

Yes
Have you developed any new courses and/or programs in the last year?

Yes

Please describe the new courses or programs:
- ECONOMIC HISTORY OF US
- ECONOMICS OF GLOBALIZATION
- FORECASTING IN BUSINESS AND ECONOMICS

NEW COURSES OUTLINES WILL BE SUBMITTED TO THE CURRICULUM COMMITTEE IN SPRING '09.

Respondent: MERIC KESKINEL

Validation Review

Data Evaluation: [ ]

Comments:

OBJECTIVES:

No Objectives Submitted.

Curriculum - SLOs

Resources

Curriculum Committee webpage with Institutional and Program SLOs listed
42 single course assessments by West faculty
SLO Tutorial on Janet Fulks' Bakersfield CC website

Student Learning Outcomes

Have program SLOs been developed for this discipline?

Yes

Does the discipline have assessment plans for program SLOs?

Yes

Please describe your assessment plans for SLOs:

IN ADDITION TO HAVE TRADITIONAL IN CLASS EXAMS AND ASSIGNMENTS, WE HAVE A TERM PROJECT THAT ANALYZE THE CURRENT STATE OF THE ECONOMY AND OFFER A DETAILED MACROECONOMIC POLICY TO ADDRESS THE CURRENT ISSUES AND DISCUSS THE CONSEQUENCES OF SUCH POLICY. (THIS IS FOR ECON 2 CLASS.)

Have any courses assessed college or program SLOs?

No

Please describe your assessment of SLOs:

Respondent: MERIC KESKINEL

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Vocational - Advisory Requirements

Advisory Board Actions

Do you have an Advisory Board?

No

Do you have minutes of your Advisory Board meetings?

Yes

Please provide copies of your minutes (electronic or paper) and list the meeting dates in the last year:

Has the Advisory Board provided any recommendations and or outcomes?

No

Of those recommendations and/or outcomes, which have been acted upon, and what is your plan of action with regard to other recommendations and/or outcomes:

Respondent:
**Validation Review**

Data Evaluation: Accepted

Comments:

**OBJECTIVES:**

No Objectives Submitted.

**Resources - Personnel**

<table>
<thead>
<tr>
<th>Percent Change</th>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total FTEF</td>
<td>Strong Growth [14.29 %]</td>
<td>Strong Decline [-10.31 %]</td>
<td>Strong Decline [-13.94 %]</td>
<td>Stable [2.83 %]</td>
</tr>
<tr>
<td></td>
<td>Full-Time FTEF</td>
<td>Strong Decline [-9.09 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td></td>
<td>Part-Time FTEF</td>
<td>Strong Growth [29.41 %]</td>
<td>Strong Growth [30.45 %]</td>
<td>Strong Decline [-13.94 %]</td>
<td>Strong Decline [-27.13 %]</td>
</tr>
</tbody>
</table>

**FTEF**

Please comment on the trends in FTEF. What are the implications for your program?

Respondent: MERIC KESKINEL

Response:

ECON DEPARTMENT HAS A FULL TIME AND 11 PART TIMERS.

**Faculty Hiring**

Do you see a need to increase full-time, tenure-track faculty? No

Do you plan to submit a FPPIP application? No

Please Describe:

**Faculty Evaluations**

Have all evaluations for faculty and staff that are due been completed? Yes

If "No," please describe the plan for completing evaluations:

Do all full-time faculty participate in a college-wide and/or Senate committee? Yes

Please provide a list of the discipline’s full-time faculty and their committee assignment

MERIC KESKINEL-BUDGET COMMITTEE AND FPPIP.

**Professional Development**

Have all of the faculty fulfilled their Flex requirements? Yes

Please Describe:

Have you had any professional development for faculty? Yes
Validation Review

Was a trend analysis done?  
Was a comparative analysis done?  
Was a detailed analysis done?  
Data Evaluation: Accepted  
Comments:  

OBJECTIVES:  
No Objectives Submitted.

Resources - Fiscal Budget

Budget Status

Were you over, under or on your budget?  
Please describe:  
Respondent: MERIC KESKINEL

Grants or Additional Funding Sources

Have you received any grants or any additional funding from other sources?  
If yes, please describe:

Validation Review

Data Evaluation: Accepted  
Comments:  

OBJECTIVES:  
No Objectives Submitted.

Resources - Facilities

Facilities

Were you satisfied with the discipline's facilities?  
Please describe:

How have the current facilities impacted the discipline?

Have there been any changes in the discipline's facilities in the past year?  
If yes, please describe:

Respondent: MERIC KESKINEL
Supplies & Equipment

Were you satisfied with your instructional supplies and equipment? Yes

please describe:

WE NEED A LCD PROJECTOR IN CE 221. HOWEVER WHEN WE MOVE TO A NEW BUILDING THIS PROBLEM WILL BE RESOLVED.

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Resources - Resource Request

No Resources Submitted.

Accreditation - Progress Report

WASC Accreditation Planning Agendas

Have the faculty in the discipline initiated the alignment of student learning outcomes and course assessment? Yes

if yes, please describe:

I ATTENDED TWO SLO WORKSHOPS ORGANIZED BY L. THOMAS AND DEVELOPED SLOs BASED ON A VERY PRODUCTIVE DISCUSSION WITH OTHER FACULTY DURING THE WORKSHOPS.

Have full-time faculty representatives from the Division attended monthly meetings of the Curriculum Committee? Yes

if yes, please list the representatives and describe:

NORMA BARRAGAN - SOCIOLOGY

Respondent: MERIC KESKINEL

Comprehensive Program Review

Do you have any comprehensive program review agenda items that should have been addressed? No

if yes, please describe:

Program Accreditation / Certification

Do you have any outside agency accreditations standards that should have been addressed? No

if yes, please describe:

Validation Review

Data Evaluation: Accepted

Comments:

OBJECTIVES:

No Objectives Submitted.

Supplemental Material

Supplemental Materials:
## Final Summary

### Measure Summary

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>TotalEnrollment</td>
<td>Strong Growth [8.92 %]</td>
<td>Strong Decline [-21.78 %]</td>
<td>Growth [5.12 %]</td>
<td>Stable [1.48 %]</td>
</tr>
<tr>
<td>DayEnrollment</td>
<td>Strong Decline [-9.51 %]</td>
<td>Strong Decline [-34.08 %]</td>
<td>Strong Decline [-33.33 %]</td>
<td>Strong Growth [44.20 %]</td>
</tr>
<tr>
<td>EveningEnrollment</td>
<td>Strong Growth [38.32 %]</td>
<td>Strong Decline [-31.08 %]</td>
<td>Strong Growth [19.61 %]</td>
<td>Strong Decline [-48.36 %]</td>
</tr>
<tr>
<td>OnlineEnrollment</td>
<td>Strong Growth [53.42 %]</td>
<td>Strong Growth [25.00 %]</td>
<td>Strong Growth [51.43 %]</td>
<td>Stable [2.36 %]</td>
</tr>
<tr>
<td>FTES</td>
<td>Strong Growth [10.38 %]</td>
<td>Strong Decline [-21.98 %]</td>
<td>Growth [4.02 %]</td>
<td>Stable [0.27 %]</td>
</tr>
<tr>
<td>ACS</td>
<td>Strong Decline [-11.96 %]</td>
<td>Stable [2.02 %]</td>
<td>Strong Growth [11.22 %]</td>
<td>Growth [4.90 %]</td>
</tr>
<tr>
<td>TotalRetention</td>
<td>Stable [2.24 %]</td>
<td>Decline [-5.23 %]</td>
<td>Stable [1.31 %]</td>
<td>Growth [4.25 %]</td>
</tr>
<tr>
<td>TotalSuccess</td>
<td>Strong Decline [-8.70 %]</td>
<td>Strong Decline [-23.64 %]</td>
<td>Strong Growth [14.89 %]</td>
<td>Strong Growth [12.01 %]</td>
</tr>
<tr>
<td>MaleEnrollment</td>
<td>Decline [-4.28 %]</td>
<td>Strong Decline [-19.92 %]</td>
<td>Stable [-1.52 %]</td>
<td>Stable [1.55 %]</td>
</tr>
<tr>
<td>FemaleEnrollment</td>
<td>Strong Growth [21.54 %]</td>
<td>Strong Decline [-26.42 %]</td>
<td>Strong Growth [13.64 %]</td>
<td>Strong Decline [-11.20 %]</td>
</tr>
<tr>
<td>Age20Enrollment</td>
<td>Stable [1.44 %]</td>
<td>Strong Decline [-35.46 %]</td>
<td>Strong Decline [-31.87 %]</td>
<td>Strong Decline [-8.06 %]</td>
</tr>
<tr>
<td>Age2024Enrollment</td>
<td>Strong Growth [13.64 %]</td>
<td>Strong Decline [-24.00 %]</td>
<td>Strong Growth [11.11 %]</td>
<td>Stable [2.11 %]</td>
</tr>
<tr>
<td>Age2534Enrollment</td>
<td>Strong Growth [7.69 %]</td>
<td>Strong Decline [-10.71 %]</td>
<td>Strong Growth [27.00 %]</td>
<td>Strong Decline [-11.02 %]</td>
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<tr>
<td>Age3554Enrollment</td>
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<td>Strong Decline [-19.70 %]</td>
<td>Strong Growth [15.09 %]</td>
<td>Strong Decline [-18.03 %]</td>
</tr>
<tr>
<td>Age55Enrollment</td>
<td>Strong Decline [-50.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Growth [100.00 %]</td>
<td>Strong Growth [25.00 %]</td>
</tr>
<tr>
<td>EthnicityAsianEnrollment</td>
<td>Strong Growth [14.29 %]</td>
<td>Strong Decline [-26.79 %]</td>
<td>Strong Decline [-17.07 %]</td>
<td>Strong Growth [47.06 %]</td>
</tr>
<tr>
<td>EthnicityBlackEnrollment</td>
<td>Strong Growth [14.46 %]</td>
<td>Strong Decline [-22.74 %]</td>
<td>Strong Decline [-7.01 %]</td>
<td>Strong Decline [-9.55 %]</td>
</tr>
<tr>
<td>EthnicityHispanicEnrollment</td>
<td>Strong Growth [10.99 %]</td>
<td>Strong Decline [-11.88 %]</td>
<td>Strong Growth [32.58 %]</td>
<td>Strong Decline [-8.47 %]</td>
</tr>
<tr>
<td>EthnicityIndianEnrollment</td>
<td>Strong Growth [40.00 %]</td>
<td>Strong Decline [-60.00 %]</td>
<td>Strong Decline [-50.00 %]</td>
<td>Strong Growth [100.00 %]</td>
</tr>
<tr>
<td>EthnicityWhiteEnrollment</td>
<td>Strong Growth [17.24 %]</td>
<td>Strong Decline [-58.82 %]</td>
<td>Strong Growth [85.71 %]</td>
<td>Strong Decline [-38.46 %]</td>
</tr>
<tr>
<td>EthnicityOtherEnrollment</td>
<td>Strong Decline [-38.71 %]</td>
<td>Strong Growth [13.16 %]</td>
<td>Strong Decline [-6.98 %]</td>
<td>Strong Growth [17.50 %]</td>
</tr>
<tr>
<td>FTER</td>
<td>Strong Decline [-9.09 %]</td>
<td>Strong Decline [-100.00 %]</td>
<td>Stable [0.00 %]</td>
<td>Stable [0.00 %]</td>
</tr>
<tr>
<td>FTEH</td>
<td>Strong Growth [29.41 %]</td>
<td>Strong Growth [30.45 %]</td>
<td>Strong Decline [-13.94 %]</td>
<td>Strong Decline [27.13 %]</td>
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<td>SectionCount</td>
<td>Strong Growth [21.43 %]</td>
<td>Strong Decline [-11.76 %]</td>
<td>Strong Decline [-6.67 %]</td>
<td>Strong Decline [14.29 %]</td>
</tr>
</tbody>
</table>

### Enrollment Growth Initiatives

Did you have any enrollment growth initiatives that occurred this year?  

No [ ]

Yes [x] [ ]

### Program Participation

Did you offer any courses this year in any of the following programs: Online/on ground, hybrid classes, High School Outreach, ACT program, Weekend College?

Yes [x] [ ]

No [ ]

### Faculty Hiring

Do you see a need to increase full-time, tenure-track faculty?

No [x] [ ]

Yes [ ]

Do you plan to submit a FPIP application?

No [x] [ ]

Yes [ ]

### Faculty Evaluations

Have all evaluations for faculty and staff that are due been completed?

Yes [x] [ ]

No [ ]

### Professional Development

Have all of the faculty fulfilled their Flex requirements?

Yes [x] [ ]

No [ ]

Have you had any professional development for faculty?

Yes [x] [ ]

No [ ]

Do you have any mentoring of part-time faculty to ensure integrity of course outline?

Yes [x] [ ]

No [ ]

### Facilities

Were you satisfied with your facilities?

Yes [x] [ ]

No [ ]

### Supplies & Equipment

Were you satisfied with your instructional supplies and equipment?

Yes [x] [ ]

No [ ]
### Past Unit Plan Objectives

What is the status of the objectives in the 2007 unit plan? Areas will evaluate the objectives included in the unit plan for 2007 in a grid with following measures: completed, in progress, deleted. Please explain outcome.

Based on your evaluation, what objectives or initiatives would you develop to improve this measure?

No Objectives Submitted.

### Validation Review

<table>
<thead>
<tr>
<th>Final Evaluation:</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

### Submit Program Review

Program Review has been completed for this Unit.