



ECONOMICS (AA.LA.ECON) PROGRAM REVIEW 2017

A PROCESS FOR
SELF-EVALUATION
AND
CONTINUOUS IMPROVEMENT

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ECONOMICS DEPARTMENT PROGRAM REVIEW 2017

Bergen Community College

Program: Economics – AA.LA.ECON

Program Review Team: See page 5

Date of This Report: 06/09/2017

Period of Years Being Reviewed: 2012 – 2017

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OVERVIEW

The Associate in Arts (A.A.) Degree, economics option, is designed to present students with introductory & intermediate level courses to build a solid foundation in economic thinking and reasoning, as well as an understanding of fundamental concepts of microeconomics and macroeconomics theory, before students transfer to a four-year institution to complete their bachelor degree. The program promotes technical communication skills, analytical thinking and problem solving through theoretical and practical learning methods. Students explore topics such as inflation, recession, unemployment, money & banking, fiscal & monetary policies, exchange rate movements, externalities & public goods as well as behavior of firms in pricing of products/resources and determining quantity of outputs/factors of production in different market environments.

Students completing the Associate in Arts (A.A.) degree in Liberal Arts with a concentration in economics will achieve the following skills and competencies:

- Demonstrate critical thinking skills to analyze and evaluate the way in which economists examine the real world to understand current events.
- State and support their own views on economic issues addressed in their courses, in written, oral, and graphical forms, with logical rigor and clarity.
- Understand the importance as well as the limitations of empirical evidence in evaluating the validity of economic models.
- Evaluate and utilize economic data found on the Internet and other sources.
- Demonstrate problem-solving and quantitative reasoning skills to address economic or policy problems.
- Demonstrate an understanding of major economic events that have shape determine the course of the economic history.

The Economics program of the Social Sciences Department has two tenured full-time faculty members, one of which has a doctoral degree in the discipline (Appendix A). Additionally, there are eight adjunct faculty members teaching in the program.

The Economics program offers a large number of sections in Principles of Macroeconomics & Principles of Microeconomics. During the Fall and Spring semesters, there are, on average, 21 sections of Principles of Macroeconomics and 6 sections of Principles of Microeconomics offered. During the Summer sessions, there are, on average, 9 sections of Principles of Macroeconomics and 3 sections of Principles of Microeconomics offered.

Principles of Macroeconomics & Principles of Microeconomics serve as General Education courses and thus are completed by a large proportion of the Bergen Community College (BCC) student body. Both courses prepare students for transfer with an economics degree at a four-year university.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

Even though there has been no prior review of the Economics degree program, over the last five years, there have been significant developments as well as changes to the existing program:

- The course descriptions for ECO-101 Principles of Macroeconomics and ECO-102 Principles of Microeconomics were modified for the College catalog in order to more clearly reflect the content of both courses to prospective students.
- The master syllabi for both courses were updated with clear and assessable student learning objectives as well as to include information literacy components to meet State General Education requirements.
- The numbering and title of existing introductory level courses were changed in order to facilitate the introduction of intermediate level economics courses into the curriculum.
- Two brand-new intermediate level courses, ECO-202 Intermediate Microeconomics and ECO-203 Intermediate Macroeconomics, were developed and added into the AA.LA.ECON curriculum. These courses, so far, have received acceptance of transfer credits from two four-year institutions in New Jersey.
- The program description for the College catalog was rewritten in order to reflect the introduction of the two new courses.
- The four-semester sequence recommended for students to follow in the catalog was revised to reflect this more robust offering of courses and included suggestions of General Education courses relevant for the study of economics to fulfill electives.
- The program started to offer online and/or hybrid sections of ECO-101 and ECO-102 courses.
- An “international students only” section was created for ECO-101 Principles of Macroeconomics course.
- Full-time faculty begun offering cohort advising for students enrolled in the AA.LA.ECON degree program.
- The Economics Club was launched and then merged with the nationally recognized Future Business Leaders of America (FBLA) organization on campus.
- Publication of the *Business & Economics Newsletter* has been launched.
- Promotion efforts for the degree program have intensified through not only participation in Major Fairs and Open Houses but also through distribution and display of print materials such as program brochures and marketing leaflets on bulletin boards in order to raise student interest and increase enrollment.

FOCUS ON STUDENT

Currently, the Social Sciences Department (Dept.) offers several economics courses, each for 3 College credits, as shown below. It is worth noting that student interest has made it possible to add two new economics courses in the last five years, both courses at the intermediate level.

ECO-101 Principles of Macroeconomics

ECO-102 Principles of Microeconomics

ECO-202 Intermediate Microeconomics (pre-requisite; ECO-102)

ECO-203 Intermediate Macroeconomics (pre-requisite; ECO-101)

In addition, a different department, Co-Op/Service Learning, offers a 3-credit Co-Op Work Experience course in economics (ECO-293).

DEMOGRAPHICS

Table 1 shows student enrollment in economics courses. Data collected by the Social Sciences Dept. indicates a mixed trend in student enrollment. Although, there is an increase in enrollment from 2013 to 2014 and from 2015 to 2016, enrollment declined from 2014 to 2015. However, according to data collected by the Center for Institutional Effectiveness (CIE) at BCC, ECO-101 is defined as one of the “Gatekeeper Courses” at Bergen – falling in the top quartile of General Education courses as identified by total enrollment. In other words, it is one of the General Education courses with the most enrollments across our campuses (Appendix B).

Table 1 – Student Enrollment in Economics Courses

Calendar Year*	Economics Courses Enrollment
2013	1694
2014	1739
2015	1634
2016	1794
2017†	776

* Calendar Year comprised of spring, summer & fall terms.

† Only spring term.

Table 2 below shows the number of economics courses offered on our campuses. Although, there has been a trend toward an increased number of active sections across spring, except for Spring 2017, no such trend is observed across fall and summer terms.

Table 2 – Number of Economics Course Sections

Terms	2013	2014	2015	2016	2017	Term Total
Spring	24	28	29	34	31	146
Summer	13	14	16	13		56
Fall	29	31	28	29		117

Data acquired from the CIE (Appendix C) indicates an increase in the enrollment of the AA.LA.ECON degree program from Fall 2013 to Fall 2014 but a decline from Fall 2014 to Fall 2016. Specifically, there were 52 & 57 students with an Economics concentration from Fall 2013 to Fall 2014, respectively. However, the number declined to 33 students in the Fall semester of 2015 & to 25 students during the Fall semester of 2016 (the most recent data available). Perhaps, this decline in enrollment could be attributed to the fact that the degree program was put into hibernation, and thus, pulled out of the College catalog during December of 2014 and was put back into the catalog in December of 2015, after being thoroughly reorganized. However, even after the resurrection of the degree program in December of 2015, full-time faculty have been notified, as recently as December of 2016, by the Office of Student Advising, that the AA.LA.ECON degree program has not been available in the College's web Portal computing system for students to enroll in.

Although the number of students in the Economics concentration has declined recently, the enrollment numbers in economics courses has been relatively stable. This could be credited to the fact that both ECO-101 & ECO-102 are required courses for students in the Business Administration (AS.PS.BUS.ADM) program, which is in the top five most popular majors in our campuses. Data also indicates that most students enrolled are full-time (Appendix D).

Table 3 – Full-Time & Part-Time Enrollment

Terms	Fall 2013	Fall 2014	Fall 2015
Full-Time	37	42	25
Part-Time	15	15	8

Enrollment data by race/ethnicity during the Fall 2016 (the last term for which such data was available) is as follows (Appendix E):

Table 4 – Enrollment Data by Ethnicity/Race during the Fall 2016 Semester

Race/Ethnicity	Fall 2016	
	#	%
Am. Indian/Alaska Native	0	0.0%
Asian	3	12.0%
Black/African American	2	8.0%
Hawaiian/Pacific Islander	0	0.0%
Hispanic (all races)	4	16.0%
Two or more races	1	4.0%
White	6	24.0%
Non-Resident Alien	6	24.0%
Unknown	16	64.0%
Total Enrollment	25	100.0%

LEARNING OUTCOMES ASSESSMENTS

An assessment was conducted for the Economics program during the 2015-2017 cycle for assessment established by the College. Students were supposed to critically explain the purposes

and apply the appropriate tools of fiscal policy as well as monetary policy in response to a hypothetical economic problem. There has been no such assessment effort prior to the 2015-2017 cycle.

The assessment was implemented as an ungraded activity; however, faculty had the option to offer extra credit to students for the completion of it. Students in both online and face-to-face sections of every ECO-101 course, Paramus & Lyndhurst, had participated in the assessment process. Thus, not only full-time faculty but also adjunct faculty were involved in the process. All of the student assessment essays were submitted to full-time Economics faculty who randomly selected 30 percent of the submitted essays and separately graded them based on a rubric. Currently, the full-time faculty is in the process of writing the result and sharing the knowledge.

Program Learning Outcomes	Describe how the outcome has been directly assessed in the last five year period.	What have been the results of that assessment? What changes have been made as a result?
Demonstrate critical thinking skills to analyze and evaluate the way in which economists examine the real world to understand current events.		
State and support their own views on economic issues addressed in their courses, in written, oral, and graphical forms, with logical rigor and clarity.	Students were posed to critically explain the purposes and apply the appropriate tools of fiscal policy as well as monetary policy in response to a hypothetical economic problem.	Students were able to explain the purposes, tools, and limitations of both fiscal and monetary policies at a moderate, passing, level. However, the essay question posed could be improved and the use of graphical expressions could be required.
Understand the importance as well as the limitations of empirical evidence in evaluating the validity of economic models.		
Evaluate and utilize economic data found on the Internet and other sources.		
Demonstrate problem-solving and quantitative reasoning skills to address		

economic or policy problems.		
Demonstrate an understanding of major economic events that have shape determine the course of the economic history.		

STUDENT SUCCESS

Retention Rate: Data from the CIE (Appendix D) indicates a retention rate of **75%**. This means that 75% of students who were first-time, full-time, degree-seeking students with an economics concentration in fall 2014 re-enrolled at BCC in fall 2015.

Transfer Rate: Data from the CIE (Appendix D) indicates a transfer rate of **8.3%**. This means that 8.3% of students who were first-time, full-time, degree-seeking students with an economics concentration who started at BCC in fall 2012 transferred without graduating within 3 years.

Graduation Rate: Data from the CIE (Appendix D) indicates a graduation rate of **25%**. This means that 25% of students who were first-time, full-time, degree-seeking students with an economics concentration who had started at BCC in fall 2012 graduated within 3 years.

The Center for Institutional Effectiveness conducted a follow-up survey of ECO graduates in 2014 (Appendix E). Unfortunately, only one such student responded to the survey. Therefore, no reliable conclusions can be drawn concerning employment status, transfer status, and opinions about how well BCC prepares ECO graduates for further education and/or employment. In the future, larger sample sizes of follow-up survey data for ECO graduates would be helpful in evaluating the strengths and weaknesses of the economics degree program at BCC.

FOCUS ON FACULTY & STAFF

DEMOGRAPHICS

The Economics program includes 2 full-time tenured faculty members and 8 adjunct faculty members. A questionnaire was distributed to all Economics faculty members along with an additional questionnaire, which included additional survey items for only full-time faculty members, during the Fall 2016 semester (Appendix F). The general surveys provided data for the assessment of the Economics program in multiple areas, including faculty demographics, the use of currently available institutional support as well as faculty satisfaction with these supports. The additional survey that was distributed to only full-time faculty assessed professional affiliations, service to the College, awards/honors, special projects, grants, publications, presentations, and conference attendances. Table 5, Table 6, Table 7, and Table 8 show the gender, ethnicity, highest degree earned, and years of college teaching experience of all economics faculty.

All Economics faculty members are highly educated; holding doctoral and/or master's degrees. Additionally, the Economics faculty at BCC has extensive college-level teaching experience.

Although some diversity of faculty members was noted, it is suggested that when future full-time and/or adjunct faculty positions become available, recruitment efforts should aim to hire faculty that are representative of the student body at BCC. The surveys revealed that the Economics program has predominantly male instructors, with one female instructor.

Table 5 – Gender of Full-Time Tenured and Adjunct Economics Faculty

Gender (<i>n</i>=10)	Percentage
Male	90%
Female	10%

Table 6 – Ethnicity of Full-Time Tenured and Adjunct Economics Faculty

Ethnicity (<i>n</i>=10)	Percentage
Asian	10%
Black	0%
Hawaiian/Pacific Islander	0%
Hispanic	0%
White	90%

Table 7 – Highest Degree Earned among Full-Time Tenured and Adjunct Economics Faculty

Highest Degree Earned (<i>n</i>=10)	Percentage
Doctoral	40%
Master's	60%

Table 8 – Years of College Teaching Experience Completed by Full-Time and Adjunct Economics Faculty

Years of College Teaching Experience (<i>n</i>=10)	Percentage
15 years or more	30%
10-15 years	0%
5-10 years	30%
0-5 years	40%

The Economics faculty was surveyed about their satisfaction with various aspects of the department, as can be seen in Table 9, Table 10, Table 11, and Table 12. Significantly, a large majority of Economics faculty reported high degrees of satisfaction across all aspects surveyed, as indicated below.

Table 9 – Satisfaction Ratings of the Economics Program Leadership among Full-Time Tenured and Adjunct Economics Faculty

How satisfied are you with the leadership of the Economics Program? (<i>n</i>=10)	Percentage
Very Satisfied	60%
Satisfied	40%
Not Satisfied	0%

Table 10 – Satisfaction Ratings of the Office Administration of the Economics Program among Full-Time Tenured and Adjunct Economics Faculty

How satisfied are you with the office administration of the Economics Program? (<i>n</i>=10)	Percentage
Very Satisfied	70%
Satisfied	30%
Not Satisfied	0%

Table 11 – Satisfaction Ratings of the Academic Offerings in the Economics Program among Full-Time Tenured and Adjunct Economics Faculty

How satisfied are you with the academic offerings of the Economics Program? (<i>n</i>=10)	Percentage
Very Satisfied	30%
Satisfied	70%
Not Satisfied	0%

Table 12 – Satisfaction Ratings of the Facilities and Technology Available for Teaching in the Economics Program among Full-Time Tenured and Adjunct Economics Faculty

How satisfied are you with the facilities and technology available for teaching in the Economics Program? (<i>n</i> = 10)	Percentage
Very Satisfied	20%
Satisfied	80 %
Not Satisfied	0%

Teaching support service for Economics faculty is depicted in Table 13. The most used resources reported by the Economics faculty are technology, Tutoring Center, and Moodle.

Table 13 – Teaching Support Service Use among Full-Time Tenured and Adjunct Economics Faculty

Which of the following do you use for support in your teaching? (<i>n</i> = 10)	Percentage
Library Services	40%
Computer Lab	10%
Writing Lab	0%
Technology	60%
Tutoring Center	60%
Office of Specialized Services	30%
Moodle	50%
Center for Innovation in Teaching and Learning (CITL)	20%
Center for Student Success	20%
Retention Alert (Pipeline)	10%

In summary, the Economics program faculty is highly educated with four faculty members holding doctoral degrees and six faculty members holding master's degrees. The majority of the Economics faculty report that they are very satisfied with the leadership and the office administration of the department. The Economics faculty is utilizing a variety of institutional support for their students. Significantly, as indicated in Table 13, 60 percent report using Technology and the Tutoring Center. It was noted that 50 percent of the faculty utilize Moodle to support their teaching through either fully online or web-enhanced instruction.

Survey Data for Two Full-Time Tenured Faculty:

As can be seen in Table 14, there are two full-time faculty members, who have between 8 and 47 years of college teaching experience, and between 5 and 44 years of teaching at Bergen Community College.

Table 14 – Years of Teaching Experience among Full-Time Economics Faculty

Full-Time Faculty	Years of College Teaching Experience	Years of Teaching Experience at BCC
Full-Time Faculty Member (1)	47	44
Full-Time Faculty Member (2)	8	5

On the other hand, as can be seen in Table 15, the majority of adjunct faculty has between 0-5 years of college teaching experience.

Table 15 – Years of Teaching Experience among Adjunct Economics Faculty

Years of College Teaching Experience for Adjunct Faculty	Percentage
15 years or more	25%
5-10 years	25%
0-5 years	50%

The Economics full-time faculty members are active within Bergen Community College and involved in a number of College-wide committees including: Library Committee, Middle-Eastern Heritage Committee, Web Advisory Committee, General Education Committee, Representative Assembly, Middle States Self-Study Working Group #1, and Middle-States Recommendations Implementation Member of Team #2.

The Economics full-time faculty are also involved in a variety of endeavors related to service to the College: Future Business Leaders of America Advisors, Economics Club Advisors, Managing Editor of Business and Economics Newsletter, Advisor to Economics Majors, Developed Montclair State University/BCC Partnership in Economics, Curriculum Revisions Leader, Mentor honors students to New Jersey County College Case Competition held at Rutgers-Business School, Newark, Contract negotiations, as well as grievances & arbitrations.

Full-time Economics faculty members have many professional affiliations, demonstrated by their attendance at conferences and professional events: NY State Economics Association, American Economic Association, Federal Reserve in the 21st Century, CUNY Macroeconomics and Finance Colloquium, McGraw-Hill Economics Symposium, CITL Summer Institute at BCC, NEA National Conventions, NJEA Annual Conventions, NJEA Higher Education Conferences, Eastern Economics Association, and Professional Consultants Association.

Overall, full-time Economics faculty members are active in their discipline, committed to obtaining current information related to the field of economics, and regularly participate in many professional activities in service to BCC and to their field. Faculty serve on a variety of committees and regularly attend professional conferences and events.

PROFESSIONAL ACTIVITIES

Full-time faculty in the Economics program have published their written work in a variety of formats, including in peer-reviewed journals and editorial essays. Faculty members have led presentations at a variety of professional conferences and meetings including: Eastern Economics Association Meetings, NY State Economics Association Meetings, Arbitration Meetings, Grievance Handling and Management Meetings, Contract Negotiation Meetings and Meetings Related to Strengthening Local Unions.

Full-time Economics faculty have awards and honors as follows in their profession: Phi Theta Kappa (PTK), Honor Society of two-year Colleges, Alpha Epsilon Phi Chapter Honorary Member, and PTK Best Professor Award.

Additionally, full-time faculty contribute to student success providing cohort advising for Economics majors.

ADJUNCT FACULTY

There are eight adjunct faculty members in the Economics program who were hired by the Department Chair of Social Sciences, Dr. Jacqueline Behn, and the Divisional Dean. All adjunct faculty are observed by full-time faculty in the Social Sciences Department once every 2-3 years. The department chair schedules the courses for the entire adjunct faculty. There is some degree

of collaboration and support between full-time and adjunct faculty. For instance, an adjunct faculty is, occasionally, paired with a full-time faculty, upon request, to enhance student teaching and learning. Such peer-mentor collaboration helps brainstorm, discuss, and share innovative ideas for effective teaching in economics courses.

Full-time faculty regularly communicate with adjunct faculty members, via e-mail, to measure student assessment of learning objectives in economics courses, to inform them of program/curriculum updates, and for data needs.

STAFF

The Economics program has one full-time secretary who works for the Social Sciences Department. Currently, there are two student workers in the Social Sciences Department providing office support. The student workers also split their time between the Social Sciences and Business Department.

FOCUS ON CURRICULUM

SUMMARY OF PROGRAM CURRICULUM

Complete course descriptions from 2016-2017 BCC academic catalog:

Please see Appendix G

Master course syllabi from BCC syllabi central website and the department records:

Please see Appendix H

Program degree course requirements from 2016-2017 BCC academic catalog:

Please see Appendix I

Program Learning Outcomes

Please see Appendix J

Course Offerings

The following courses shown in Table 16 are listed in the 2016-2017 Bergen Community College academic catalog:

Table 16 – Courses Listed in the 2016-2017 BCC Academic Catalog

Course Number	Course Name	Credits
ECO-101	Principles of Macroeconomics	3
ECO-102	Principles of Microeconomics	3
ECO-202	Intermediate Microeconomics†	3
ECO-203	Intermediate Macroeconomics‡	3
ECO-293	Co-Op Work Experience†*	3

Notes: † Courses have a prerequisite of ECO-102

‡ Course has a prerequisite of ECO-101

†* Courses offered by the Co-Op/Service Learning department

BCC Academic Programs for which Economics Courses are Required and/or Recommended for Graduation

The following programs depicted in Table 17 either require or recommend economic courses for graduation as listed in the 2016-2017 BCC academic catalog:

Table 17 – Programs Recommending/Requiring Economics Courses and the Recommended/Required Courses

Program	Required Course(s)	Recommended Course(s)
Transfer Degree Program		
Liberal Arts – Economics Option (AA.LA.ECON)	ECO-101 ECO-102 ECO-202 ECO-203 ECO-102	
Liberal Arts – Latin American Studies Option (AA.LA.LATST)		
Natural Sciences or Mathematics – Aviation Operations Option (AS.NSM.AVT.OPR)		ECO-102
Professional Studies – Business Administration – General Option (AS.PS.BUS.ADM)	ECO-101 ECO-102	
Professional Studies – Business Administration – Accounting Option (AS.PS.BUS.ACCT)	ECO-101	ECO-102
Professional Studies – Hospitality Option (AS.PS.BUS.HOSP)		ECO-102
Professional Studies – Business Administration – International Trade Option (AS.PS.BUS.INTL)		ECO-102
Professional Studies – Business Administration – Management Option (AS.PS.BUS.MGMT)		ECO-102
Professional Studies – Business Administration – Marketing Option (AS.PS.BUS.MKTG)		ECO-102
Professional Studies – Nonprofit Management Option (AS.PS.BUS.NONPRF.MGT)		ECO-102
Music – Music Business Option (AFA.MUSC.BUS)		ECO-101
Career Degree Programs		
Business Administration – Accounting Degree (AAS.BUS.ACCT)		ECO-102
Business Administration – Banking & Finance Degree (AAS.BUS.BANK)		ECO-102
Business Administration – e-Business Management (AAS.BUS.e-BUS.MGMT)		ECO-102
Business Administration – Management Information Systems Degree (AAS.BUS.INFO.SYS)		ECO-102
Business Administration – Publishing Operations & Management Degree (AAS.BUS.PUB)		ECO-102
Music – Music Business Option Degree (AAS.MUSC.MUS.BUS)		ECO-102
One Year Certificates		
e-Commerce: Business Emphasis Certificate (CERT.ECOMM.BUS)	ECO-102	
Small Business Management Certificate (CERT.SM.BUS.MGMT)	ECO-102	
Certificates of Achievements		
Finance Certificate of Achievement (COA.FINANCE)	ECO-102 (or BNF-102)	

CURRICULAR ISSUES

The Economics curriculum experienced significant transformation and development during the last five years.

- First, the course descriptions for ECO-101 and ECO-102 were modified for the College catalog in order to more clearly reflect the content of both courses to prospective students.
- Second, the master syllabi for both courses were updated with clear and assessable student learning objectives and to include information literacy components to meet State General Education requirements.
- Third, the numbering and the title of both courses were changed to better define these as introductory level courses in order to facilitate the introduction of intermediate level economics courses into the curriculum by creating a hierarchy. “ECO-101 Macroeconomics” and “ECO-201 Microeconomics” were changed to “ECO-101 Principles of Macroeconomics” and “ECO-102 Principles of Microeconomics” respectively.
- Fourth, two brand-new intermediate level courses, ECO-202 Intermediate Microeconomics and ECO-203 Intermediate Macroeconomics, were developed and added into the curriculum.
- Fifth, the program description for the College catalog was rewritten to reflect the introduction of the two new courses.
- Sixth, the four-semester sequence recommended for students to follow in the catalog was revised to reflect this more robust offering of courses and included suggestions of General Education courses relevant for the study of economics to fulfill electives.

In the meantime, the department introduced online as well as hybrid sections of Principles of Macroeconomics and Microeconomics courses in order to reach more students. Faculty wishing to teach an online and/or hybrid section are required to enroll in BCC’s online training program, called The Online Professor Program (TOPP), designed by the Center for Innovation in Teaching and Learning (CITL), to train faculty on how to teach online before they can actually start offering an online and/or hybrid section to teach.

Table 18 – Course Development Activities

Course Number & Title	New Course	Hybrid Section	Online Section	International Students Only Section
ECO-101 Principles of Macroeconomics		•	•	•
ECO-102 Principles of Microeconomics			•	
ECO-202 Intermediate Microeconomics	•			
ECO-203 Intermediate Macroeconomics	•			

Later, a new section was made available for international students. This section is open only to F-1 Student Visa holders across our campuses. Those are typically students whose first language is not English and they are usually nervous and/or shy around native North American students. Consequently, we wished to minimize their uneasiness by offering a Principles of

Macroeconomics section available only for international students since they feel much more comfortable and therefore more prone to participate in class around non-native students. The section fills up relatively quickly when it is offered every fall semester. Currently, there are also plans to offer a Principles of Microeconomics section available only for international students every spring semester.

Subsequently, the department set out to contact local four-year colleges and attempted to obtain approval of transfer credits for the recently introduced intermediate level economics courses. After several deliberations, Montclair State University (MSU) School of Business agreed to accept the credits for those two courses when students transfer and continue to study economics at Montclair State. In other words, students now are not required to retake those two core intermediate level economics courses when they transfer to MSU to complete their bachelor's degree in economics. Hence, all four economics courses the department now offers are completely transferable to the School of Business at MSU. As recently as December of 2016, St. Peter's University has also agreed to accept 12 credits of economics courses offered at Bergen. In other words, all the economics courses we offer have become transferable to St. Peter's University as well. Several other four-year institutions have been contacted for further deliberations.

Lastly, the Career and Workforce Development Center on campus offers co-op opportunities for economics students. Students enrolled in the co-op courses spend half of their time in class developing soft-skills such as goal setting, resume writing, job search, interview tips and time management. They spend the other half in the field through partnerships and dialogue between the College and the community organizations with whom the students serve.

LEAD-IN COURSES

Dual Enrollment

Currently, there are dual enrollment opportunities for high school students of junior and/or senior standing at Westwood high school whereby students could enroll in ECO-101 taught by the high school teacher who meet college-level educational standards.

However, at this point, there are no plans to expand the dual enrollment offerings since the number of students seeking these types of courses has been very minimal.

SCHEDULING

Figures 1, 2, 3, 4, 5, & 6 show the daily distribution of ECO-101 and ECO-102 courses during the Fall, Spring, and Summer semesters. Morning, afternoon, and evening class start times are defined from 8 am to 11:30 am, 12:20 pm to 3:15 pm, and 4:45 pm to 6:30 pm, respectively. On average, during the Fall semesters, five morning, seven afternoon, and six evening sections of Principles of Macroeconomics are offered. During the Spring semesters, morning, afternoon, and evening sections of Principles of Macroeconomics are, on average, four, four, and seven, respectively. During the Summer semesters, on average, five morning, one afternoon, and two evening sections of ECO-101 are offered. As far as Principles of Microeconomics is concerned,

on average, during the Fall semester, one morning, two afternoon, and two evening sections are offered. During the Spring semesters, on average, two morning, one afternoon, and two evening sections of ECO-102 are offered. And lastly, during the Summer semesters, on average, one morning, two afternoon, and two evening sections of Principles of Microeconomics are scheduled.

Furthermore, online and hybrid offerings of ECO-101 & ECO-102 courses can also be seen on the Figures. It is clear that, on average, three online/hybrid sections of Principles of Macroeconomics are offered during the Fall semesters. The average number of online/hybrid ECO-101 sections offered during the Spring semesters increases to four. And, lastly during the Summer sessions, on average, two online/hybrid sections of Principles of Macroeconomics are scheduled. As far as Principles of Microeconomics is concerned, on average, two, one, and three online/hybrid sections are offered during the Fall, Spring, and Summer semesters, respectively.

Figure 1 – Fall Semesters Time of Day Distribution of ECO-101

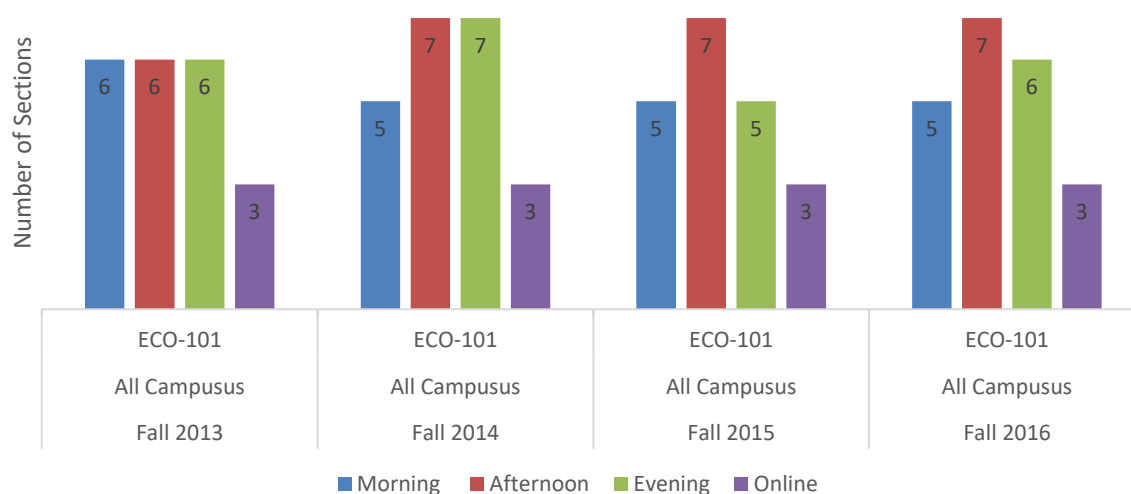


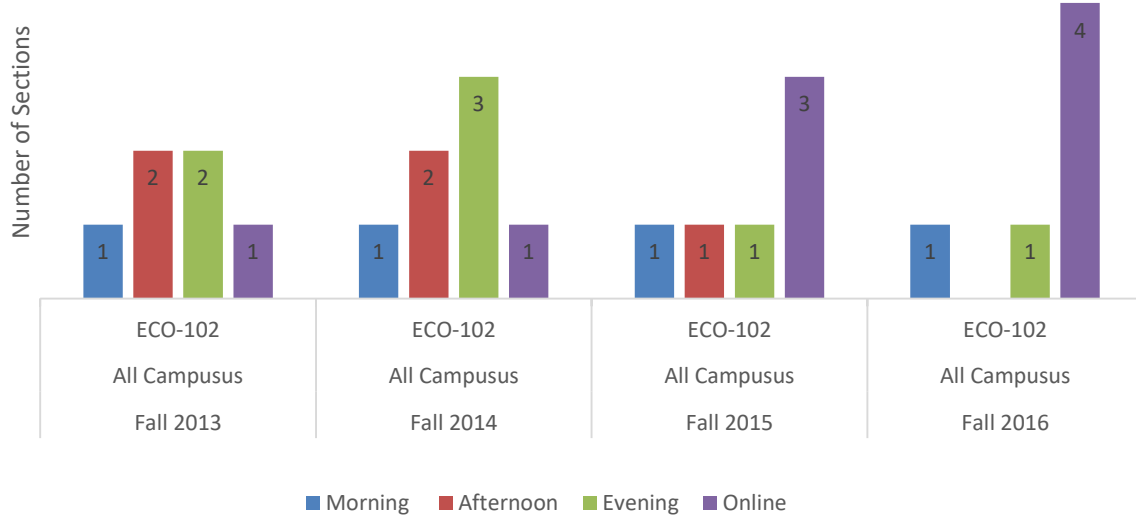
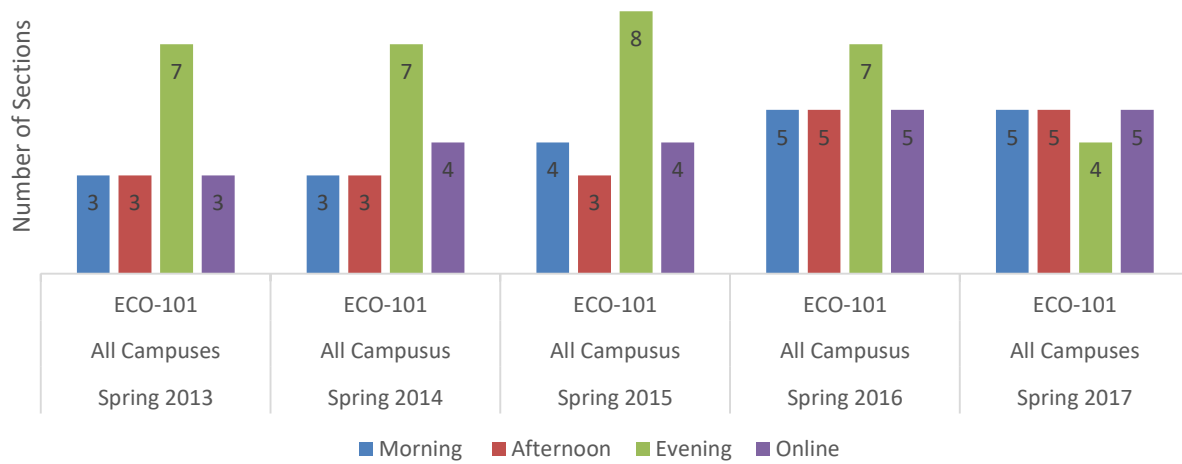
Figure 2 – Fall Semesters Time of Day Distribution of ECO-102**Figure 3 – Spring Semesters Time of Day Distribution of ECO-101**

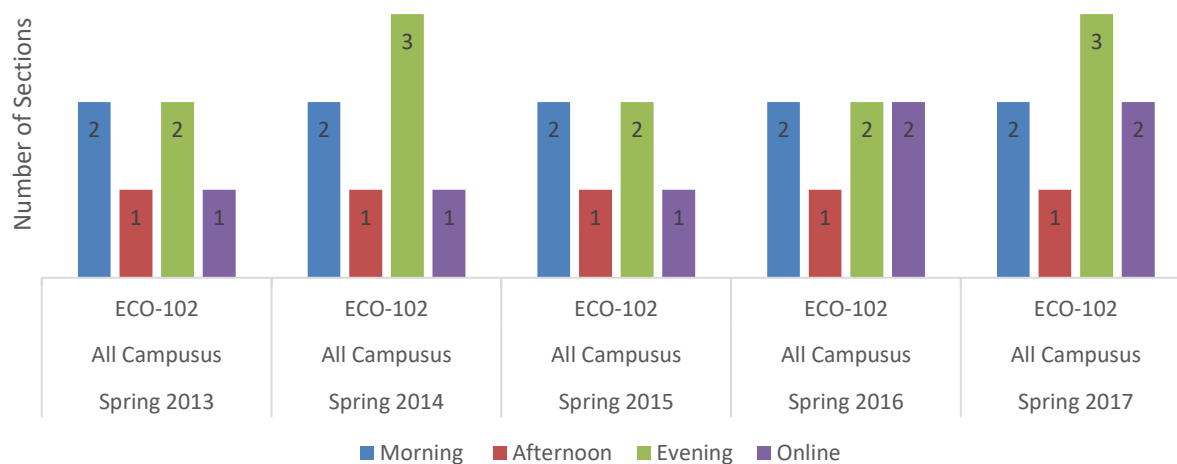
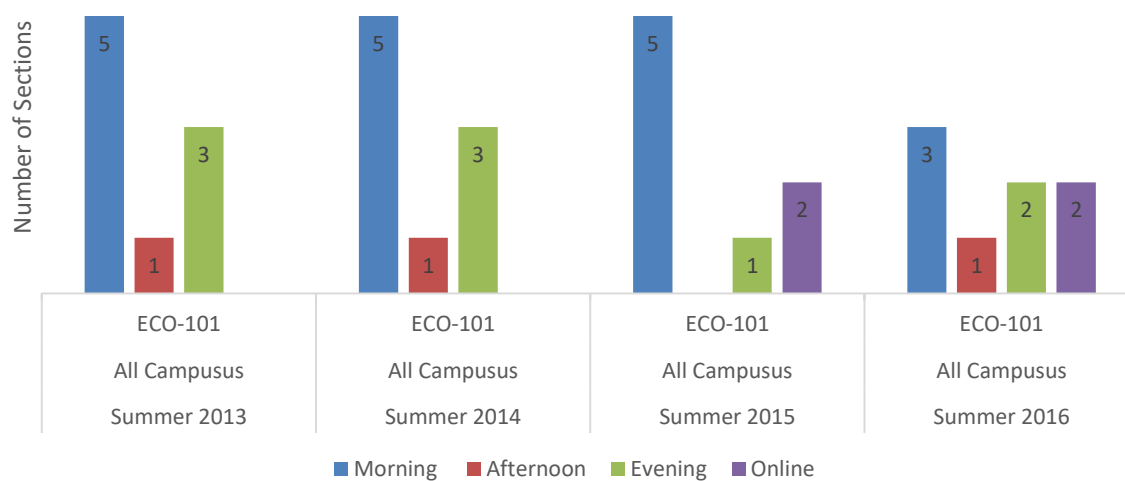
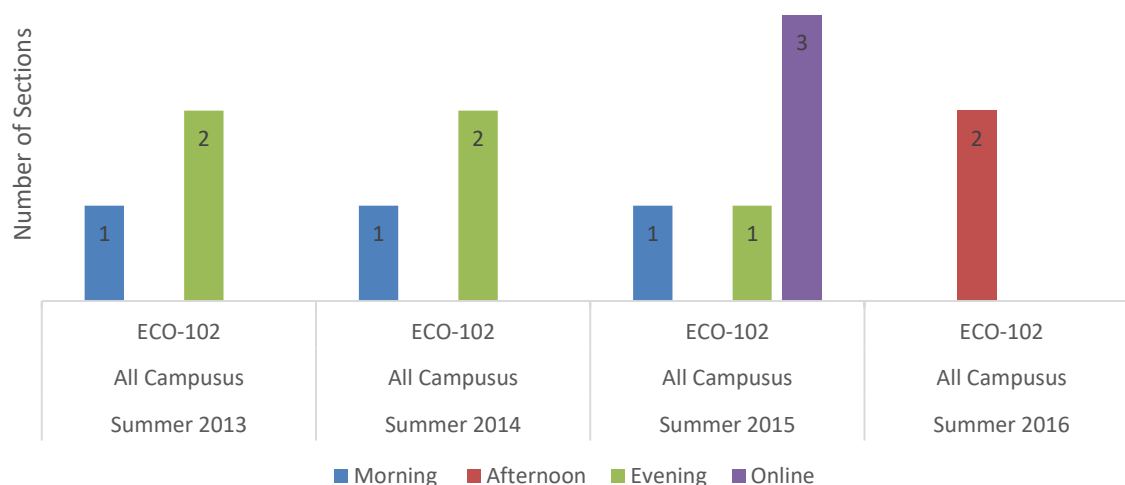
Figure 4 - Spring Semesters Time of Day Distribution of ECO-102**Figure 5 – Summer Sessions Time of Day Distribution of ECO-101**

Figure 6 – Summer Sessions Time of Day Distribution of ECO-102**Table 19 – Number of Economics Courses & Enrollment Statistics**

	2013		2014		2015		2016		2017	
Term	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment
Spring	24	609	28	618	29	668	34	775	31	776
Summer	13	303	14	308	16	288	13	240		
Fall	29	782	31	813	28	678	29	779		
Annual Total	66	1694	73	1739	73	1634	76	1794	31	776

Table 19 above shows the number of courses and enrollments across Spring, Summer, and Fall semesters for 2012 – 2017. As can be seen, annual total course count has increased from 2013 to 2014 by about 10 percent and from 2015 to 2016 by about 4 percent. The number of annual total course count remained the same between 2014 & 2015. The percentage increase in enrollment from 2013 to 2014 was 2.65 percent and 9.8 percent from 2015 to 2016.

Table 20 below shows the number of sections offered in online and hybrid forms. The annual total online/hybrid course count has increased 25 percent from 2013 to 2014 and 60 percent from 2015 to 2016. The number of online/hybrid offerings remained the same from 2015 to 2016, despite the fact that enrollment in online/hybrid courses increased by 2.6 percent. Furthermore, every semester, the number of students in the waitlist of available online sections of ECO-101 & ECO-102 has been on the rise as well. The department has usually facilitated students by opening additional sections of each course, based on availability of faculty, right before the beginning of a semester.

Table 20 – Number of Online and Hybrid Economics Courses & Enrollment Statistics

	2013		2014		2015		2016		2017	
Term	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment	Course Count	Enrollment
Spring	4	82	5	65	5	74	7	139	7	147
Summer	0	0	0	0	5	123	2	80		
Fall	4	78	5	85	6	97	7	152		
Annual Total	8	160	10	150	16	294	16	371	7	147

The economics course offerings per semester for 2012 – 2017 are shown in Table 21. Both ECO-101 & ECO-102 are offered during Spring, Summer, and Fall, while offerings of ECO-202 & ECO-203 alternate from one semester to another.

Table 21 – Economics Course Offerings per Semester

Term	ECO-101 Principles of Macroeconomics	ECO-102 Principles of Microeconomics	ECO-202 Intermediate Microeconomics	ECO-203 Intermediate Macroeconomics
2013	Spring	•	•	
	Summer	•	•	
	Fall	•	•	
2014	Spring	•	•	
	Summer	•	•	
	Fall	•	•	
2015	Spring	•	•	
	Summer	•	•	
	Fall	•	•	•
2016	Spring	•	•	•
	Summer	•	•	
	Fall	•	•	•
2017	Spring	•	•	•
	Summer	•	•	
	Fall	•	•	•

Note: Economics courses are offered at both Paramus and Lyndhurst campuses. They are offered in the form of face-to-face, online, and hybrid.

ASSESSMENT

An assessment was conducted for the Economics program during the 2015-2017 cycle for assessment established by the College. Students were asked to critically explain the purposes and

apply the appropriate tools of fiscal policy as well as monetary policy in response to a hypothetical economic problem.

The assessment was implemented as an ungraded activity; however faculty had the option to offer extra credit to students for the completion of it. Students in both online and face-to-face sections of every ECO-101 course, Paramus & Lyndhurst, participated in the assessment process. Thus, not only full-time faculty but also adjunct faculty were involved in the process. All of the student assessment essays were submitted to full-time economics faculty who randomly selected 30 percent of the submitted essays and separately graded them based on a rubric. The results showed that students were able to explain the purposes, tools, & limitations of fiscal and monetary policies at a moderate, passing, level.

INNOVATIONS OR CHANGES IN THE LAST FIVE YEARS

As indicated above, substantial improvements have occurred in the economics curriculum, especially during the last five years.

Course numbering, title, and description of existing courses has been updated and changed to enable the introduction of two new intermediate level economics courses into the AA.LA.ECON curriculum. Consequently, program description and learning outcomes have been modified. Master syllabi for existing courses were restructured with assessable learning objectives and included information literacy components. Similarly, master syllabi for intermediate level courses were created. The program started to offer online and/or hybrid sections of ECO-101 & ECO-102 courses. An “international students only” section was created for the Principles of Macroeconomics course. The program, so far, received acceptance of transfer credits for its intermediate level courses from two four-year institutions in New Jersey.

FOCUS ON SUPPORT

TECHNOLOGY:

The Center for Innovation in Teaching and Learning (CITL) at Bergen Community College empowers all faculty to continuously improve student learning outcomes through the appropriate and productive use of the best practices in teaching and technology. The Center provides formal training programs, individual consultation and dedicated resources to faculty and staff. It offers an array of workshops to all faculty and staff every semester. Twenty percent of Economics faculty report using the services of CITL.

Faculty report attending a variety of workshops from creating narrated PowerPoint presentations to creating online exams using Respondus as well as attending the annual CITL summer institute on active and collaborative learning and annual showcases on teaching and learning. Full-time faculty have demonstrated the effectiveness of teaching economics with the Microsoft Excel application during the CITL summer institute. Additionally, fifty percent of economics faculty report utilizing Moodle, an online course management system, either to teach completely online or web-enhance their face-to-face courses. Thus, the CITL workshops on functions of Moodle are very popular among faculty.

FACILITIES & EQUIPMENT:

Many, if not all, of the economics courses are taught in technology-enhanced classrooms with computers and projectors, which are used by several economics professors who prefer to utilize primarily PowerPoint presentations as a form of content delivery. All hardware support needs are provided to faculty through the Help Desk office. Laptops are available upon request, particularly for those who teach online. About sixty percent of economics faculty report using technology in their teaching.

LEARNING RESOURCES:

The Sidney Silverman Library is committed to providing access to resources in all subject areas. In the field of economics, there is an extensive collection of books, electronic books, magazines, journals, newspapers, videos/DVD's and databases that support the curriculum. There are hundreds of print books related to economics with many more e-books through *Safari Business Books Online* – from which books are kept up-to-date on a rolling basis. There is access to more than a thousand journals and magazines specifically in economics and thousands more in business. These journals can be accessed both on and off campus and serve all students and faculty. Interlibrary loan services are provided for materials not available through our own subscribed resources. Print and online newspapers include the *New York Times*, *Wall Street Journal* and newspapers from all over the United States and the world through *Lexis Nexis*. Many of the databases support the economics program: *ABI Inform*, *Business Source Elite*, *Academic Search Premier* and *Proquest Research Library*. Further, the library keeps textbooks required in classes on reserve to enable students to use them in the library. Reserve books are available on both the Paramus and Meadowlands campuses. The library website also includes a well-developed citation guide for the various citation styles necessary for research papers and

assignments. The library faculty also conduct, upon request of the faculty, customized library classroom instructions as well as one-on-one meetings with students to help them complete their assignments and develop required citations. About 40 percent of economics faculty report using the library services.

The Cerullo Learning Assistance Center (Tutoring Center) provides quality academic support accessible to all BCC students. Currently, there are six peer tutors available at the center for Principles of Macroeconomics and Principles of Microeconomics. The peer-tutors are BCC students, who have earned at least a B+ (or better) in the course(s) they tutor as well as an overall GPA of 3.0 or better. They are also recommended by their respective professors in the subject field. The peer-tutors help students understand theoretical concepts, complete homework assignments, and write papers. At the start of each semester, the Tutoring Center is available to present to classes and professors the services offered. The tutoring involvement ranges from one-to-one sessions to study groups at the Tutoring Center. Moreover, request for permanent tutorial sessions are available for interested students. About 60 percent of economics faculty report using the services of the Tutoring Center.

The Writing Center, located inside the Cerullo Learning Assistance Center, provides students additional support resources on their research papers and use of citation styles such as MLA and APA.

MARKETING & PUBLIC RELATIONS:

The faculty represents the department at all BCC Open Houses as well as Major Fairs. Our departmental website includes the current faculty listing, a list of degree programs, as well as the link to our updated course descriptions and program requirements. The economics program brochure (see Appendix K), available on the department of Social Sciences website, was revised during the Spring 2017 semester.

Additionally, the current agreement with Montclair State University (see Focus on Curriculum) is widely publicized around the campus. Leaflets (see Appendix L) have been posted on boards and written information is scheduled to appear on multiple TV screens available across the campus. Recently, an e-mail address was created for the discipline, economics@bergen.edu, to make it easier for prospective students interested in the program to remember contact information. Both full-time economics faculty members have access to the mailbox in question.

The economics discipline also has a dedicated bulletin board, located on the third floor, right across from the elevator in the L-wing. The board displays the curriculum information on a large poster to attract student attention.

SUPPORT SERVICES:

Full-time faculty at the department offer cohort advising for students enrolled in the AA.LA.ECON program. Faculty periodically send blast e-mails to economics students and inform them of employment opportunities as well as earnings prospects with economics degrees, Future Business Leaders of America & Economics Club events, *Business & Economics*

Newsletter publications, campus visits of economics faculty from four-year Colleges, and available course offerings for different semesters.

The Office of Testing Services is often used as support service by the economics students. The use of the Testing Center allows the department to accommodate proctored examination for online students as well as special needs, such as increased time and the use of a transcriber.

RESOURCES/ BUDGET:

Staffing the department is a primary concern. The economics program consists of only two tenured faculty members and eight adjunct faculty. The large number of adjunct faculty weakens the program since they do not have the responsibility of attending open houses, advising students, updating curricula, developing and implementing assessment plans, and/or promoting the discipline. Therefore, it becomes entirely the responsibility of the two tenured faculty members to attend to academic as well as administrative tasks. Consequently, the preferred growth in the program falls short of expectations due to the insufficient number of full-time faculty.

FOCUS ON COMMUNITY

COMMUNITY GROUPS

Club Days

Executive officers of the Future Business Leaders of America & Economics Club attend every Club Day held in the Paramus campus at the beginning of Fall & Spring semesters to inform prospective members of the mission & vision of the both clubs.

Future Business Leaders of America & Economics Club:

Advisor: Takvor Mutafoğlu, Ph.D., Assistant Professor of Economics at BCC

Helps students understand economics as a discipline. The club:

- Explains the economics courses offered at BCC, and understanding of the goals and focuses.
- Helps students see how economic theories can be practically applied to real-life through analysis of current affairs.
- Encourages students to introduce the importance of business and economics throughout the campus.

The club is a social one organized to raise awareness and create interest in economics as well as business related issues, and to bring students closer to faculty and their peers through in and out of campus activities. The club meets once every week for an hour to discuss recent business and economics events. During the spring semester of 2013, students organized a trip to the Federal Reserve Bank of New York. Members contribute to the semi-annual publication of the *Business & Economics Newsletter*.

Business & Economics Newsletter

Advisors: Takvor Mutafoğlu, Ph.D.

Members of the Future Business Leaders of America & Economics club contribute to the *Business & Economics Newsletter* publication per semester. The mission of the newsletter is to serve BCC students, faculty, and staff as well as the local community by reporting the most recent local, national, and global business and economic trends. It is being published and circulated once per semester since the spring semester of 2012.

Economics Bulletin Board

The economics discipline also has a dedicated bulletin board, located on the third floor, right across the elevator in the L-wing. The board displays interesting economics related news as well as the curriculum information of the AA.LA.ECON degree program on a large poster to attract student attention.

Open House

Additionally, full-time faculty represent the economics discipline in every Open House event held in the Paramus campus during the Fall & Spring semesters to inform & address any questions regarding the AA.LA.ECON degree program for prospective students. Display boards, curriculum brochures, and other marketing materials such as opportunities for economics majors and earnings data for various economics degrees are present for distribution during every Open House event.

Transfer Agreements

The AA.LA.ECON degree program currently has transfer agreements with Montclair State University & St. Peter's University whereby all the economics courses offered at Bergen Community College are accepted as major credits for students who wish to earn their BA in economics in those two four-year institutions. Currently, the full-time faculty is in conversation with several other four-year colleges in New Jersey to acquire transferability of intermediate level economics courses offered at BCC.

Mentoring

Full-time faculty in the economics discipline are also involved in mentoring BCC honors students for the annual New Jersey County College Case Competition held at Rutgers Business School-Newark. In fact, Bergen Community College won first place last year among the six county colleges that competed.

EXTERNAL ENVIRONMENT

The economics faculty at BCC have professional affiliations with National Education Association, New Jersey Education Association, Eastern Economic Association, American Economic Association, as well as New Jersey Peace Action. Full-time faculty has also contributed to the economic literature by publishing research articles in peer-reviewed journals such as *Journal of Developing Societies* and *Resources Policy*.

SUMMARY

PROGRAM ACHIEVEMENTS, PROGRESS MADE SINCE LAST REVIEW

No previous program review.

MISSION/GOALS/OBJECTIVES

The Economics program at Bergen Community College proudly meets its mission of providing students the core courses in economics that are required for further academic study in the discipline at a four-year institution.

STRENGTHS & CHALLENGES

Significant improvements have occurred during the last five-years in the economics program. First, the curriculum has been revised to include two intermediate-level economics courses. Second, both principles-level courses have become available in different formats such as online and/or hybrid in addition to face-to-face. Third, a section for only international students has been introduced. Fourth, the economics club was launched and then merged with the Future Business Leaders of America club on campus due to membership overlap. Fifth, promotion efforts have accelerated to introduce students to the new program and increase enrollment. And sixth, tremendous energy has been spent (and continues to be) to acquire acceptance of transfer credit for intermediate-level courses from four-year colleges.

There are, certainly, several challenges awaiting the program. First, and most important, the program must continue conversations with four-year colleges in order to receive transfer credit for its intermediate-level courses. Usually, four-year institutions are either unable, due to accreditation and/or course numbering reasons, or unwilling, due to faculty pressure and/or scheduling reasons, to extend acceptance of transfer credit for upper-level economics courses. Second, since student enrollment in the program is currently less than desirable, more aggressive and innovative means to advertise the program seem more than appropriate. Thirdly, the scheduling logistics of filling courses also seem to pose a challenge to the program since the majority of the sections are being taught by adjunct faculty rather than the full-time faculty. And, fourthly, the lack of sufficient full-time faculty members seems to jeopardize the potential growth of the program in the future.

CELEBRATION & RECOGNITION

Full-time faculty in the program have received the Best Professor Award by the Alpha Epsilon Phi Chapter of Phi Theta Kappa International Honor Society of two-year Colleges and have been honorary members of Phi Theta Kappa as well. Additionally, full-time faculty accompanied by adjunct faculty in the business discipline have received special recognition for mentoring students who competed & won first-place last year in the first annual New Jersey County Colleges Case Competition held at Rutgers-Business School in Newark. Also, full-time faculty have contributed to the inaugural edition of the *BCC's Journal of Scholarly Teaching* by sharing research on the effectiveness of one-minute papers in introductory economics courses.

RECOMMENDATIONS FOR CHANGE

The Economics program could enhance its current strategy and take further innovative steps to realize the potential growth of student enrollment through several actions:

- Increase the number of tenure-track faculty.
- Consistently maintain dialog to establish partnerships with the neighboring four-year colleges and achieve acceptance of transfer credits for intermediate-level economics courses.
- Creatively participate in Majors Fairs and Open House events with a more proactive role.
- Initiate the use of College's Facebook and Twitter accounts.
- Develop a comprehensive recruitment plan.
- Continue to connect with students in the program and disseminate information.

ACTION PLAN

The Economics program invited Dr. Solomon Kone to serve as the external reviewer. Dr. Kone visited BCC Paramus campus on April 14, 2017 to meet with a variety of faculty, administrators, and students (See Appendix M). He holds a doctoral degree in Economics and is an Associate Professor of Economics at LaGuardia Community College/CUNY (See Appendix N). Dr. Kone provided the Economics Program Review Committee with a written report which includes recommendations for the Economics program at BCC (See Appendix O). The below goals are compiled based on the external reviewer's recommendations.

- 1) **Goal:** Increase the total number of tenure-track/tenured faculty in Economics discipline to alleviate the less than optimal growth in the program as well as to reduce the dependence on adjunct faculty. Currently, there are only two tenured faculty members, eight adjunct faculty, and no secured lines for tenure-track positions.
 - a. Objective: Conduct tenure-track search for Economics program.
 - i. Timeframe: Over the next 2-3 academic years.
 - ii. Responsible Parties: Search Committee, Divisional Dean, VPAA, BCC President.
 - iii. Resource Implications: Cost of advertising position, cost of salaries and benefit.

- 2) **Goal:** Continue to improve “retention rates” of students taking economics courses; i.e., implement in-class tutoring services, develop pair courses, offer Honors sections, use new education technologies, invite speakers, and encourage campus visits to four-year colleges.
 - a. Objective: Improve retention rates in the program.
 - i. Timeframe: Over the next 3-4 academic years.
 - ii. Responsible Parties: Economics faculty, Students Services (e.g., Academic Counseling, Advising, & Learning Assistance Center).
 - iii. Resource Implications: None.

- 3) **Goal:** Continue to maintain dialog with four-year colleges and achieve acceptance of transfer credits for intermediate-level economics courses.
 - a. Objective: Improve curriculum
 - i. Timeframe: Over the next 5 academic years.
 - ii. Responsible Parties: Economics faculty.
 - iii. Resource Implications: None.

Appendices

- A. Economics Department Full-Time Faculty
- B. List of Gatekeeper Courses at BCC
- C. Number of Declared Majors
- D. Dashboard Data for 2015
- E. Center for Institutional Effectiveness Report for Economics
- F. Questionnaires Distributed to Economics Faculty
- G. Economics Course Descriptions
- H. Economics Master Course Syllabi
- I. Economics Degree Program Course Requirements
- J. Economics Program Learning Outcomes
- K. Economics Program Brochure
- L. Marketing Leaflet
- M. External Reviewer's Campus Visit Agenda
- N. External Reviewer's Curriculum Vitae
- O. External Reviewer's Report

Appendix A

Full-Time Bergen Community College Economics Faculty

Richard Comerford, M.A
Professor of Economics
B.A., M.A., University of Wisconsin, Madison

Takvor H. Mutafoğlu, Ph.D.
Assistant Professor of Economics
Ph.D., M. Phil. The Graduate Center, CUNY
M.A. Queens College, CUNY
M.B.A., B.A. Montclair State University

Appendix B

List of Gatekeeper Courses at BCC

Appendix

List of Developmental Courses

EBS-011	EBS-023	MAT-031
EBS-012	EBS-024	MAT-032
EBS-014	EBS-031	MAT-033
EBS-015	EBS-033	MAT-034
EBS-016	MAT-010	MAT-025
EBS-017	MAT-011	MAT-040
EBS-021	MAT-012	MAT-048

List of Gatekeeper Courses

ANT-101	BIO-209	HIS-102	MUS-101	PSY-106
ART-101	CHM-100	HIS-111	PHR-101	PSY-201
BIO-101	CIS-158	HIS-112	PHR-102	SOC-101
BIO-103	COM-100	LAN-113	PHR-103	SOC-103
BIO-104	ECO-101	MAT-130	PHR-120	THR-101
BIO-108	GEO-101	MAT-150	PHR-121	WRT-101
BIO-109	HIS-101	MAT-180	PSY-101	WRT-201

Appendix C

Number of Declared Majors

BUSINESS, ARTS AND SOCIAL SCIENCES DIVISION, TRANSFER PROGRAMS



NUMBER OF DECLARED MAJORS, FALL 2012 – FALL 2016

Transfer Program Name	Reporting Code	# of Declared Majors				
		2012	2013	2014	2015	2016
Art	AA.FPA.ART	225	222	190	157	136
Economics	AA.LA.ECON	49	52	57	33	25
Electronic Music	AA.FPA.MUSC.ELEC	6	4	3	1	-
Music	AA.FPA.MUSC	114	104	89	69	75
Music Composition	AA.FPA.MUSC.COMP	9	3	4	-	-
Political Science	AA.LA.POLI.SCI	72	52	57	51	68
Psychology	AA.LA.PSY	556	554	533	505	429
Social Sciences	AA.LA.SOC.SCI	30	26	25	28	18
Sociology	AA.LA.SOC	59	50	53	36	37
Theatre	AA.FPA.THTR	27	28	24	24	26
Theatre Arts-Acting	AA.FPA.THTR.ACT	40	34	38	35	45
Theatre Arts-Dance	AA.FPA.THTR.DAN	19	21	15	13	13
Theatre Arts-Technical Theatre Production	AA.FPA.THTR.TECH	7	11	10	14	15
Women's Studies	AA.LA.WMST	4	7	1	7	6
Total Associate of Arts Majors		1,217	1,168	1,099	973	893
Music Business	AFA.MUSC.BUS	51	25	21	28	14
Music Technology	AFA.MUSC.TECH	36	42	47	48	44
Total Associate of Fine Arts Majors		87	67	68	76	58
Accounting	AS.PS.BUS.ACCT	371	362	317	314	335
Business Administration	AS.PS.BUS.ADM	719	697	665	660	694
Criminal Justice	AS.PS.CRIMJ	856	819	904	814	756
Early Childhood Education	AS.PS.EARLY.CHILD	-	10	106	172	191
Education	AS.PS.EDUC	281	274	235	188	195
General Professional Studies	AS.PS.GEN	3,079	3,214	3,331	3,257	3,490
Hospitality	AS.PS.BUS.HOSP	23	33	49	51	48
International Trade	AS.PS.BUS.INTL	67	49	55	64	56
Labor Studies	AS.PS.LABOR	4	4	4	3	1
Management	AS.PS.BUS.MGMT	349	309	316	288	276
Marketing	AS.PS.BUS.MKTG	206	195	171	181	206
Nonprofit Management	AS.PS.BUS.NONPRF.MGT	5	5	6	5	6
Social Work	AS.PS.SOC.WK	148	143	153	159	174
Total Associate of Science Majors		6,108	6,114	6,312	6,156	6,428
Total Transfer Program Majors		7,412	7,349	7,479	7,205	7,379

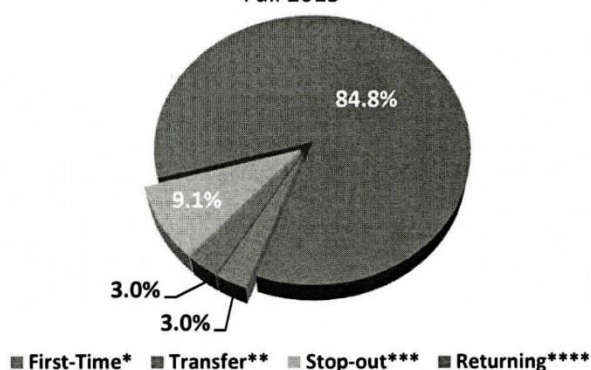
Source: SURE Enrollment Files, Fall 2012 – Fall 2016

Appendix D

Dashboard Data for 2015

This is a profile of the Associate of Arts (A.A.) in Economics. The purpose of this document is to highlight the program's enrollments, demographics, and outcomes. Enrollment information includes enrollment by attendance, enrollment by registration type, credits enrolled by attendance, and enrollment by gender and race/ethnicity. Outcomes information includes retention rates, graduation rates, transfer rates, degrees awarded by race/ethnicity, and 4-year colleges to which students transferred.

Enrollment by Registration Type
Fall 2015

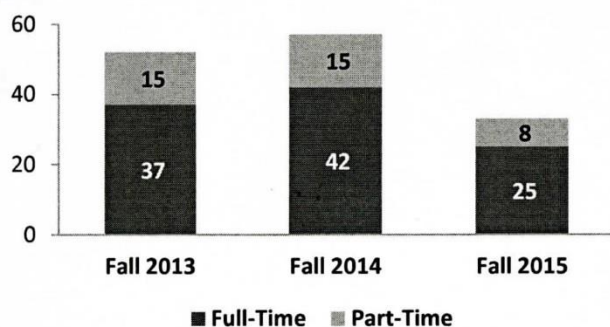


*New to college **New to Bergen (originally enrolled at different institution)
Not enrolled in previous semester *Enrolled in previous semester

Source: SURE Enrollment File

Enrollment by Attendance

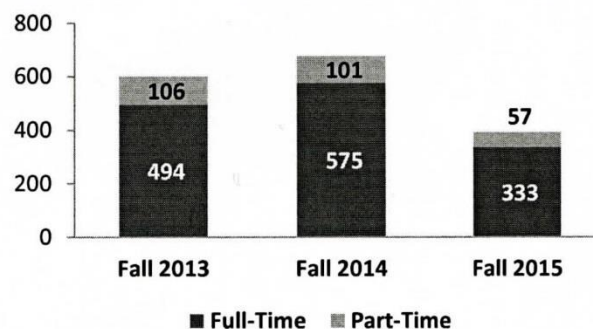
Student Status	Fall 2013	Fall 2014	Fall 2015
Full-Time	37	42	25
Part-Time	15	15	8
TOTAL	52	57	33



Source: SURE Enrollment File

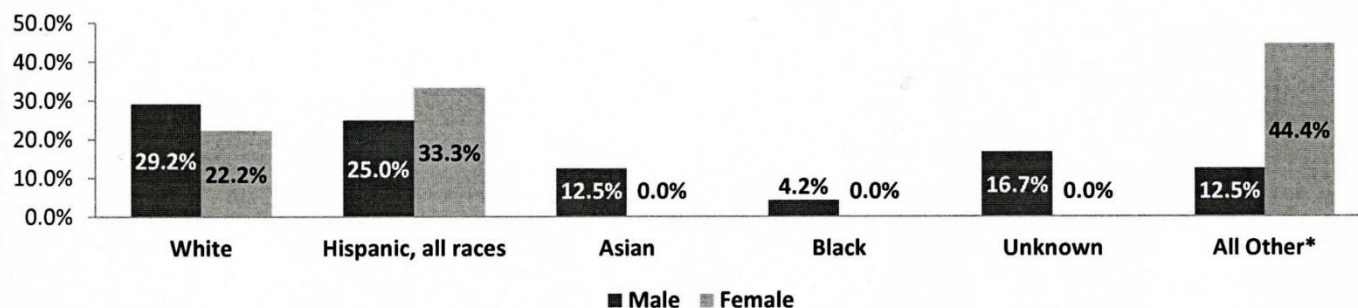
Credits Enrolled by Attendance

Student Status	Fall 2013	Fall 2014	Fall 2015
Full-Time	494	575	333
Part-Time	106	101	57
TOTAL	600	676	390



Source: SURE Enrollment File

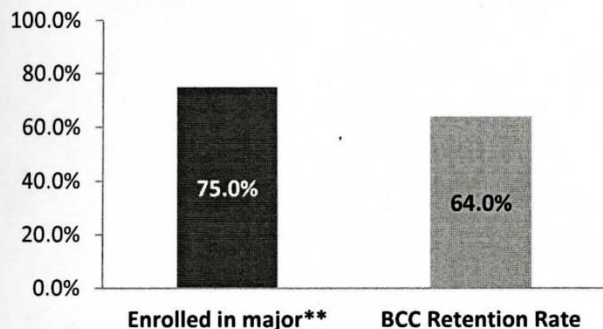
Enrollment by Gender & Race/Ethnicity, Fall 2015



*All Other category includes American Indian/Alaskan Natives, Hawaiian/Pacific Islanders, Non-Resident Aliens and students who reported two or more races.

Source: SURE Enrollment File

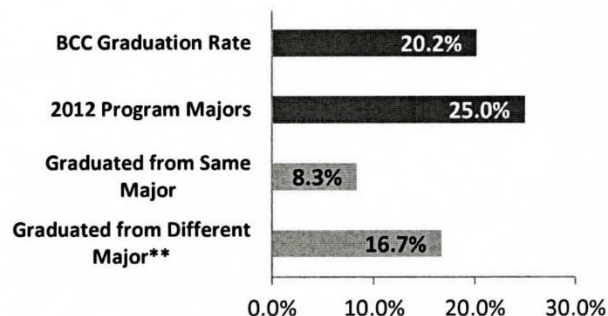
One-Year Retention, FTFTDS*, Fall 2014



*One-Year Retention Rate includes First-Time, Full-Time, Degree-Seeking Students in Fall 2014 who re-enrolled at BCC in Fall 2015. **Students who were First-Time, Full-Time and enrolled in major in Fall 2014 and re-enrolled at BCC in Fall 2015.

Source: SURE Enrollment File

Graduation Rates, FTFTDS*, Fall 2012

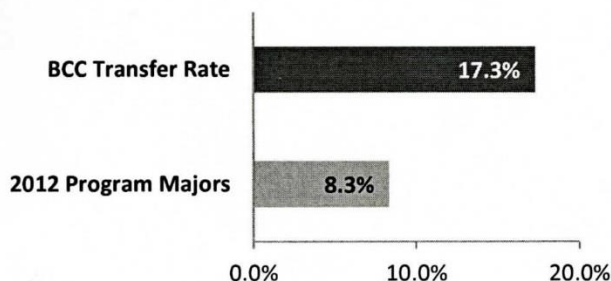


*Graduation Rates based on First-Time, Full-Time, Degree-Seeking Students who started at BCC in Fall 2012 and graduated within 3 years (150%).

**Most popular major(s) graduated from: AS.PS.BUS.ADM (1 grad) and AS.PS.GEN (1 grad).

Source: IPEDS Graduation Rates Survey

Transfer Rates, FTFTDS*, Fall 2012



*Transfer Rates based on First-Time, Full-Time, Degree-Seeking Students who started at BCC in Fall 2012 and transferred without graduating within 3 years (150%).

Source: IPEDS Graduation Rates Survey

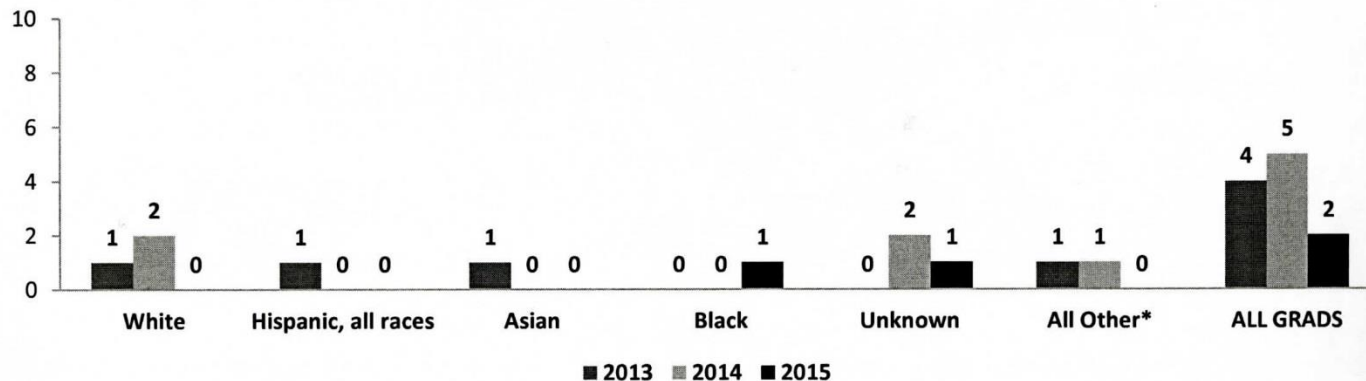
Top Transfer Colleges, FTFTDS*, Fall 2012

MIAMI DADE COLLEGE (1 transfer)

*Transfer Colleges based on transfer schools for First-Time, Full-Time, Degree-Seeking Students who started at BCC in Fall 2012 and transferred without graduating within 3 years (150%).

Source: IPEDS Graduation Rates Survey

Degrees Awarded by Race/Ethnicity



*All Other category includes American Indian/Alaskan Natives, Hawaiian/Pacific Islanders, Non-Resident Aliens and students who reported two or more races.

Source: SURE Degrees Awarded File

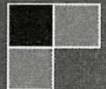
Appendix E

Center for Institutional Effectiveness Report for Economics

Economics

AA.LA.ECON

Center for Institutional Effectiveness
9/26/2016



Program Dashboards, Fact Books and Data Boxes

Useful program information already exists on the Institutional Research website. Below is a list of resources that can help guide the Program Review process. Each resource below has a description and a link to its page on the IR website.

Program Dashboards

The purpose of the Program Dashboards is to highlight enrollment, demographic, and outcome information for the various programs available at Bergen Community College. Enrollment information includes enrollment by attendance, enrollment by registration type, credits enrolled by attendance, and enrollment by gender and race/ethnicity. Outcomes information includes retention rates, graduation rates, transfer rates, degrees awarded by race/ethnicity. For transfer programs, 4-year colleges to which students transferred, and for career programs, job growth predictions for target occupations based on the given program. For some health professions programs, certification examination results for recent years are shown.

The Program Dashboards are updated annually with new enrollment and outcome information. Four cycles of Program Dashboards currently exist. In 2012, dashboards were only made for programs with more than 30 students enrolled in them in Fall 2012. In 2013 dashboards were prepared for all programs that had at least one student enrolled in Fall 2011, Fall 2012 or Fall 2013. In 2014, dashboards were prepared for all programs that had at least one student enrolled in Fall 2012, Fall 2013 or Fall 2014. In 2015, dashboards were prepared for all programs that had at least one student enrolled in Fall 2013, Fall 2014 or Fall 2015.

Link to Program Dashboards page: <http://www.bergen.edu/about-us/institutional-effectiveness/institutional-research/program-dashboards>

Fact Books

The Bergen Community College Fact Book presents data relating to enrollment, graduates, faculty and other personnel, college finances and demographics. There are two sections of the Fact Book that deal directly with programs. The Program Data section (starting on page 21 in the 2015 – 2016 Fact Book) and the Degrees and Certificates Awarded section (starting on page 42 in the 2015 – 2016 Fact Book).

The Program Data section shows enrollment information for the last five Fall semesters for each program. In the 2015 – 2016 Fact Book (as well as the 2014 – 2015 edition), there is also a Five Year Change page (pages 32 to 34) that shows the percent difference between enrollments in individual programs in Fall 2011 as opposed to Fall 2015 for any program that had enrollees in Fall 2011. The Degrees and Certificates Awarded section shows the degrees or certificates awarded by program for the last five academic years. In the 2015 – 2016 Fact Book (as well as the 2014 – 2015 edition), there is a Five Year Total column showing how many degrees or certificates were awarded in each program for the last five years combined.

Link to Fact Book page: <http://www.bergen.edu/about-us/institutional-effectiveness/institutional-research/fact-books>

Data Boxes

Data Boxes were first made in order to streamline the ability to look at a program's enrollment and graduates at the same time. Transfer data were added later to include another outcome in the program. Each Data Box includes enrollment information for the past five fall semesters, number of degrees awarded for the past five academic years, and number of students who transferred from the program to another 2-year or 4-year college over the same 5-year period.

Fall enrollment in a program is based on 10th day numbers where a student had to be enrolled on the 10th day of the semester in order to be counted in the enrollment snapshot. Graduation numbers are based on the SURE Graduation file for the three graduation dates included in a year. For instance, the 2015 graduates graduated either in August 2014, December 2014 or May 2015. Transfer numbers are based on the student's active program during his/her last registered term at BCC before he/she transferred. These students transferred either in the same fiscal year as their last term or the next fiscal year. Transfer institutions can either be 2-year or 4-year institutions and transfer students do not include any students who graduated from BCC in fiscal years 2011, 2012, 2013, 2014, or 2015. Both active and closed programs with enrollments in the last five years are reported.

Link to the Reports page: <http://www.bergen.edu/about-us/institutional-effectiveness/institutional-research/reports>

Graduate Follow-Up Survey

The Center for Institutional Effectiveness at Bergen Community College conducts an annual Graduate Follow-up Survey of graduates one year after they have completed their course of study. The primary objective of this survey is to assess the extent to which students feel the College's programs, facilities and services have enabled them to achieve their personal, educational and professional goals. The following information relates to the students who received degrees and certificates between 2012 and 2014.

Economics (AA.LA.ECON) Graduate's Answers to Main Graduate Follow-Up Survey

Table 1: Number of Total Respondents

2012	2013	2014
0	0	1

Transfer Enrollment Questions

Table 2: Have you enrolled at another college in a degree granting program since your graduation from BCC?

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
Yes	-	-	-	-	1	100.0%
No	-	-	-	-	0	0.0%

Table 3: Please indicate your current status.

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
Full-time Student	-	-	-	-	1	100.0%
Part-time Student	-	-	-	-	0	0.0%
No Longer Enrolled	-	-	-	-	0	0.0%

Table 4: How many credits earned at BCC were accepted at the college you indicated?

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
Less than 32	-	-	-	-	0	0.0%
33 - 63	-	-	-	-	1	100.0%
64+	-	-	-	-	0	0.0%

Table 5 shows the composite scores that indicate the result of asking graduates how well their courses prepared them for future education. Composite scores were calculated as the mean value of responses using the scale shown:

Excellent = 5.0 ----- Good = 4.0 ----- Average = 3.0 ----- Fair = 2.0 ----- Poor = 1.0

Table 5: How well did the courses you completed at BCC prepare you for further education?

	2012	2013	2014
Composite Score	-	-	3.0

Table 6: What is the name of your current (most recently attended) college?

2012	2013	2014
-	-	Rutgers University (1 Grad)

Employment Questions

Table 7: What is your current employment status?

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
Employed full-time	-	-	-	-	0	0.0%
Employed part-time	-	-	-	-	1	100.0%
Not employed, but seeking employment	-	-	-	-	0	0.0%
Not available for employment	-	-	-	-	0	0.0%

Table 8: Is your current job related to the program of study you completed at BCC?

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
Yes, directly related	-	-	-	-	0	0.0%
Yes, somewhat related	-	-	-	-	1	100.0%
No, not related	-	-	-	-	0	0.0%

Table 9: What is your current job?

2012	2013	2014
-	-	-

Table 10: When did you get your job?

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
Before entering BCC	-	-	-	-	0	0.0%
While attending BCC	-	-	-	-	0	0.0%
Within 3 months after graduation	-	-	-	-	0	0.0%
More than 3 months after graduation	-	-	-	-	1	100.0%

Table 11: Did your program of study at BCC help you in any of the following ways? MARK ALL THAT APPLY

	2012	2013	2014
	(% of Responses)		
Helped to obtain job	-	-	-
Helped performance on the job	-	-	-
Helped to get a raise or promotion	-	-	-
Other	-	-	-

Economics (AA.LA.ECON) Graduate's Answers to Main Graduate Follow-Up Survey

Employment Questions, continued

Graduates were asked how well their studies at BCC prepared them for their current position. In Table 14, composite scores were based upon a mean of responses using the scale shown:

Excellent = 5.0 ----- Good = 4.0 ----- Average = 3.0 ----- Fair = 2.0 ----- Poor = 1.0

Table 12: How well did the training you received at BCC prepare you for your current job?

	2012	2013	2014
Composite Score	-	-	3.0

Table 13: Please indicate your approximate annual salary.

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
Below \$15,000	-	-	-	-	0	0.0%
\$15,000-\$19,999	-	-	-	-	0	0.0%
\$20,000-\$29,999	-	-	-	-	0	0.0%
\$30,000-\$39,999	-	-	-	-	0	0.0%
\$40,000-\$49,999	-	-	-	-	1	100.0%
\$50,000-Up	-	-	-	-	0	0.0%

Table 14: Through what source did you hear about your current position?

	2012		2013		2014	
	Freq.	%	Freq.	%	Freq.	%
College Placement Office	-	-	-	-	-	-
An employment agency	-	-	-	-	-	-
A newspaper advertisement	-	-	-	-	-	-
The Co-op Program	-	-	-	-	-	-
A friend or relative	-	-	-	-	-	-
College faculty or staff	-	-	-	-	-	-
The Internet	-	-	-	-	-	-
Other	-	-	-	-	-	-

Economics (AA.LA.ECON) Graduate's Answers to Main Graduate Follow-Up Survey

Comments

2012

- No Comments

2013

- No Comments

2014

- Good

Enrollment by Race/Ethnicity, Age and Gender

The following shows the program's enrollment for the last six fall semesters (Fall 2011 - Fall 2016) by race/ethnicity, age and gender.

Economics – AA.LA.ECON

Enrollment by Race/Ethnicity, Age and Gender, Fall 2011 – Fall 2016

Race/Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Am. Indian/Alaska Native	0	0.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	4	9.3%	3	6.1%	3	5.8%	6	10.5%	3	9.1%	3	12.0%
Black/African American	2	4.7%	1	2.0%	4	7.7%	5	8.8%	1	3.0%	2	8.0%
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic, all races	8	18.6%	6	12.2%	11	21.2%	11	19.3%	9	27.3%	4	16.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.0%
White	15	34.9%	15	30.6%	15	28.8%	13	22.8%	9	27.3%	6	24.0%
Total Known Race	29	67.4%	26	53.1%	33	63.5%	35	61.4%	22	66.7%	16	64.0%
Non-Resident Alien	9	20.9%	13	26.5%	9	17.3%	11	19.3%	7	21.2%	6	24.0%
Unknown	5	11.6%	10	20.4%	10	19.2%	11	19.3%	4	12.1%	3	12.0%
Total Enrollment	43	100.0%	49	100.0%	52	100.0%	57	100.0%	33	100.0%	25	100.0%

Age Range	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Under 18 years old	1	2.3%	0	0.0%	2	3.8%	1	1.8%	0	0.0%	0	0.0%
18 to 21 years old	23	53.5%	28	57.1%	32	61.5%	33	57.9%	18	54.5%	14	56.0%
22 to 24 years old	9	20.9%	10	20.4%	7	13.5%	12	21.1%	6	18.2%	3	12.0%
25 to 34 years old	9	20.9%	9	18.4%	10	19.2%	10	17.5%	9	27.3%	8	32.0%
35 years and older	1	2.3%	2	4.1%	1	1.9%	1	1.8%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Enrollment	43	100.0%	49	100.0%	52	100.0%	57	100.0%	33	100.0%	25	100.0%

Gender	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	29	67.4%	34	69.4%	42	80.8%	41	71.9%	24	72.7%	16	64.0%
Female	13	30.2%	14	28.6%	9	17.3%	13	22.8%	9	27.3%	8	32.0%
Unknown	1	2.3%	1	2.0%	1	1.9%	3	5.3%	0	0.0%	1	4.0%
Total Enrollment	43	100.0%	49	100.0%	52	100.0%	57	100.0%	33	100.0%	25	100.0%

Appendix F

Questionnaires Distributed to Economics Faculty

ECONOMICS DEPT. PROGRAM REVIEW QUESTIONNAIRE FOR FULL TIME, TENURED OR TENURE TRACK FACULTY

Please answer the questions below. Thank you for your participation.

Name: _____

1. ***Years of College Teaching Experience:*** _____
2. ***Years of Teaching at BCC:*** _____
3. ***Highest Degree Earned:*** _____
4. ***Professional Affiliations:*** _____
5. ***Service on College-Wide Committees in the Last 5 Years:*** _____

6. ***Additional Service to the College in the Last 5 Years (list only 5 or less contributions):*** _____

7. ***Awards/Honors Received:*** _____

8. ***Special Projects Currently Working On:*** _____
9. ***Grants:*** _____
10. ***Publications:*** _____

11. ***Presentations:*** _____

12. ***Conferences attended in the last 5 years:*** _____

ECONOMICS DEPT. PROGRAM REVIEW QUESTIONNAIRE FOR ALL ECONOMICS FACULTY

Please circle the appropriate response. This questionnaire is confidential.

1. ***Indicate Your Rank:*** Adjunct Lecturer Assistant Prof. Associate Prof.
 Professor
2. ***Gender:*** Male Female
3. ***Race/Ethnicity:*** Asian Black Hawaiian/Pacific Islander Hispanic White
4. ***Highest Degree Earned:*** Ph.D. M.A.
5. ***Years of College Teaching Experience:*** 0-5 5-10 10-15 15 or more
6. ***How satisfied are you with the Leadership of the Economics Department?***
 Very Satisfied Satisfied Not Satisfied
7. ***How satisfied are you with the Office Administration of the Department?***
 Very Satisfied Satisfied Not Satisfied
8. ***How satisfied are you with the Academic Offerings in the Economics Department?***
 Very Satisfied Satisfied Not Satisfied
9. ***How satisfied are you with the Facilities and Technology available for Teaching in the Economics Department?***
 Very Satisfied Satisfied Not Satisfied
10. ***Which of the following do you use for Support in your Teaching? Check all that apply:***
Library Services
Computer Lab
Writing Lab
Technology
Tutoring Center
Office of Specialized Services
Moodle
Center for Innovation in Teaching and Learning
Center for Student Success
Retention Alert (Pipeline)

Appendix G

Economics Degree Program Course Descriptions

The following course descriptions are available in Bergen Community College catalog 2016-2017.

ECO-101 Principles of Macroeconomics

This course provides an analytical and institutional study of the American economy. This course explores issues such as inflation, recession, unemployment, financial markets, money and banking, and the role of government spending and taxation to achieve an optimal allocation of resources, price stability, full-employment level of national income, and long-term growth under the modern market economy. >General Education Course. Lecture [3.00].

ECO-102 Principles of Microeconomics

This course is the study of the organization and operation of the American economy for the production and distribution of goods and services. This course explores pricing of products and resources in market situations varying from competition to monopoly, as well as behavior of the firm in determining quantity of output and hiring of factors of production. This course introduces dynamics of resource allocation, price determination and the importance of elasticity in different market structures. >General Education Course. Lecture [3.00].

ECO-202 Intermediate Microeconomics

This course is designed to deepen student's understanding and knowledge of theoretical and empirical microeconomic theory. Topics covered in the course include consumer utility and choice; production functions and cost; pricing of output and inputs under various market structures such as perfect competition, monopoly, monopolistic competition and oligopoly, as well as externalities and public goods. Lecture [3.00]. Prerequisite: ECO-102.

ECO-203 Intermediate Macroeconomics

This course is designed to deepen your understanding and knowledge of theoretical and empirical macroeconomic theory. Topics covered in the course include economic fluctuations; the role of fiscal and monetary policies in stabilizing the economy; the relationship between inflation and unemployment; the role of government policy in promoting long-term economic growth; and dynamics of exchange rate determination in an open economy. Lecture [3.00]. Prerequisite: ECO-101.

ECO-291 Co-Op Work Experience [Economics]

This course provides the student with practical work experience in the area of economics. Students are supervised by a faculty member, and job placement assistance is available through the Cooperative Education Office. Lecture [1.00], Cooperative [3.00]. Prerequisite: ECO-101.

Appendix H

Economics Courses Master Syllabi

BERGEN COMMUNITY COLLEGE
Division of Business, Arts, & Social Sciences
Department of Social Sciences

Departmental Policy Syllabus

ECO-101 Principles of Macroeconomics

Instructor:
Office Location:
Office Phone:

Office Hours:
E-mail Address:
Departmental Secretary:

COURSE DESCRIPTION

This course provides an analytical and institutional study of the American economy. The course explores issues such as inflation, recession, unemployment, financial markets, money & banking, and the role of government spending and taxation to achieve an optimal allocation of resources, price stability, full-employment level of national income, and long-term growth under the modern market economy.

Credits: 3
Hours: 3
Prerequisites: None

Co-requisites: None
General Education Course: Yes
Diversity Course: No

STUDENT LEARNING OBJECTIVES

The main goal of this course is to improve your economic literacy and ability to apply economic models to analyze world events. As a result of meeting the requirements of this course, students will be able to:

- Explain concepts and underlying principles of choice, trade & efficiency
- Describe the mechanics of the circular flow model
- Analyze the interaction between supply and demand
- Compute measures of aggregate economic activity
- Apply such measures to the behavior of the business cycle and its phases
- Define economic growth and explain institutional structures needed to experience it
- Identify the relationship between savings and investment
- Distinguish between short-run and long-run equilibrium in the macro economy
- Identify and explain the purposes, tools, and limitations of fiscal policy
- Define the functions and the role of money in a modern market economy
- Evaluate the purpose of the Federal Reserve System in the U.S. economy
- Describe the fractional reserve banking system and money creation process
- Explain the tools and dynamics of the U.S. monetary policy
- Identify, research, and analyze current U.S. monetary policy

MEANS OF ASSESSMENT

In order to meet the Student Learning Objectives above, various assessment types will be utilized. The major assessment types used in this course are graded class discussions, objective tests and examinations, essay tests and examinations, student presentations (individual or group), and writing assignments (papers, short essays, book reports, etc.).

COURSE TEXTBOOK

Suggested textbook: McConnell, C.R, Brue, S.L., & Flynn, S. (2015). *Macroeconomics*, 20th Edition. New York, NY: McGraw-Hill/Irwin.

SUPPLEMENTARY READINGS

The Economist

The New York Times

The Wall Street Journal

Economic Report of the President (Annual), Washington: Government Printing Office.

Hutchinson, Harry D, *Money, Banking and the United States Economy*, 7th ed., Englewood Cliffs, NJ: Prentice-Hall, Inc., 1992.

Keynes, John Maynard, *The General Theory of Employment, Interest and Money*, New York: Harcourt, Brace, Jovanovich, 1991.

Kuznets, Simon, *Modern Economic Growth*, New Haven, CT: Yale University Press, 1966.

Readings in Economics (Annual Editions), Connecticut: Baskin Publishing Co.

Schumpeter, Joseph, *Capitalism, Socialism and Democracy*, New York: Harper Collins, 1983.

U.S. Department of Commerce, *Survey of Current Business*.

RESEARCH, THINKING, WRITING, AND/OR EXAMINATION REQUIREMENT(S)

Writing Activity: All students in the economics course will be expected to engage in one or more written assignments. These assignments may be essay questions on one or more tests, an essay test, or a short written report based on outside readings or activities. For example, students will be able to research and locate information related to a current U.S. economic policy and write a term paper about it.

Critical Thinking: Students would be encouraged through classroom activities to think about, analyze, and use basic economic concepts. Memorization of key concepts and theories should be thought as the first, not the final, stage of learning significant course material.

GRADING POLICY

A student's final grade should be based primarily on his/her performance on the assignments and the mastery of the material covered in the course. In determining a student's final grade, a minimum of three assignments are to be employed. They may include multiple choices, definitions and essay type question examinations, a written term project, and/or an oral presentation to the class. Class participation may also be part of the final grade.

ATTENDANCE POLICY

BCC Attendance Policy: All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

OTHER COLLEGE, DIVISIONAL, AND/OR DEPARTMENTAL POLICY STATEMENTS

Academic Dishonesty: The College has a **zero-tolerance** policy regarding academic dishonesty. Instances of alleged academic dishonesty such as plagiarism or cheating will be reported to the Departmental Chair and the Vice President for Academic Affairs. Should such allegation be proven, the student will face failure for the work where the cheating occurred, and possibly be removed from the class and

suspended from the college with a permanent record of the offense established.

Communication: Only communications made through Bergen e-mail account will be accepted. No personal e-mail accounts will be used. Each and every one of you has a Bergen e-mail account and you must use that account when communicating with faculty members.

Withdrawals: Students who decide to withdraw from the class can do so without penalty (with the exception of losing tuition money) as long as they meet the official deadline for withdrawal which is posted in the Academic Calendar of the college. Please check that Calendar for the exact date. Remember, do not just walk away from the course without officially withdrawing as it will result in a 3-credit zero averaged into your GPA. If you are failing the course, withdraw officially while you can without penalty.

Class Cancellation: Please view class cancellations online by selecting Class Cancellations under Current Students>Student Support Services on the College's home page at www.bergen.edu.

STUDENT AND SUPPORT SERVICES

The Distance Learning Office-for any
problems you may have accessing
your online courses

Room C-334

210-612-5581

psimms@bergen.edu

Smartthinking Tutorial Service

Online

<http://www.bergen.edu/current-students/tutoring/online-tutoring-with-smartthinkingcom>

The Tutoring Center

Room L-125

201-447-7489

The Writing Center

Room L-125

201-447-7489

The Office of Specialized Services
(for Students with Disabilities)

Room L-115

201-612-5269

www.bergen.edu/oss

The Sidney Silverman Library

Room L-226

201-447-7970

<http://www.bergen.edu/library>

COURSE OUTLINE AND CALENDAR

Week(s)	Date(s)	Topic	Reading/Activity/Assignments/Events
1-2		Introduction to Economics A. A Look at Methodology B. Processes of Analysis	
2		Limits, Alternatives, & Choices A. The Economic Perspective B. Theories, Principles, & Model C. Microeconomics & Macroeconomics D. Individuals' Economizing Problem E. Society's Economizing Problem F. Production Possibilities Model G. Unemployment, Growth, & the Future	
3		Limits, Alternatives, & Choices A. The Economic Perspective B. Theories, Principles, & Model C. Microeconomics & Macroeconomics D. Individuals' Economizing Problem E. Society's Economizing Problem F. Production Possibilities Model G. Unemployment, Growth, & the Future	

3		The Market System & the Circular Flow A. Economic Systems B. Characteristics of the Market Model C. Five Fundamental Questions D. The Circular Flow Model	
4		The Market System & the Circular Flow A. Economic Systems B. Characteristics of the Market Model C. Five Fundamental Questions D. The Circular Flow Model	
4		Demand, Supply, & Market Equilibrium A. Markets B. Demand C. Supply D. Market Equilibrium	
5		Demand, Supply, & Market Equilibrium A. Markets B. Demand C. Supply D. Market Equilibrium	
5			Exam 1
6		An Introduction to Macroeconomics A. Performance & Policy B. The Miracle of Modern Economic Growth C. Uncertainty, Expectations, & Shocks D. How Sticky are Prices? E. Categorizing Macroeconomic Models Using Price Stickiness	
6		Measuring Domestic Output & National Income A. Assessing the Economy's Performance B. Gross Domestic Product C. The Expenditure Approach D. The Income Approach E. Other National Accounts F. Nominal GDP vs. Real GDP G. Shortcomings of GDP	
7		Measuring Domestic Output & National Income A. Assessing the Economy's Performance B. Gross Domestic Product C. The Expenditure Approach D. The Income Approach E. Other National Accounts F. Nominal GDP vs. Real GDP G. Shortcomings of GDP	
7		Business Cycles, Unemployment, & Inflation A. The Business Cycle B. Unemployment C. Inflation D. Redistribution Effects of Inflation E. Does Inflation Effect Output?	
8		Business Cycles, Unemployment, & Inflation A. The Business Cycle	

		B. Unemployment C. Inflation D. Redistribution Effects of Inflation E. Does Inflation Effect Output?	
8		Basic Macroeconomic Relationships A. The Income-Consumption & Income-Saving Relationship B. The Interest-Rate-Investment Relationship C. The Multiplier Effect	
9		Basic Macroeconomic Relationships A. The Income-Consumption & Income-Saving Relationship B. The Interest-Rate-Investment Relationship C. The Multiplier Effect	
9		Aggregate Expenditure Model A. Assumptions & Simplifications B. Consumption & Investment Schedules C. Equilibrium GDP D. Other Features of Equilibrium GDP E. Changes in Equilibrium GDP and the Multiplier F. Adding International Trade G. Adding the Public Sector H. Equilibrium vs. Full-Employment GDP	
10		Aggregate Expenditure Model A. Assumptions & Simplifications B. Consumption & Investment Schedules C. Equilibrium GDP D. Other Features of Equilibrium GDP E. Changes in Equilibrium GDP and the Multiplier F. Adding International Trade G. Adding the Public Sector H. Equilibrium vs. Full-Employment GDP	
10			Exam 2
11		Aggregate Demand & Aggregate Supply A. Aggregate Demand B. Changes in Aggregate Demand C. Aggregate Supply D. Changes in Aggregate Supply E. Equilibrium & Changes in Equilibrium	
11		Aggregate Demand & Aggregate Supply A. Aggregate Demand (AD) B. Changes in Aggregate Demand C. Aggregate Supply (AS) D. Changes in Aggregate Supply E. Equilibrium & Changes in Equilibrium	
12		Fiscal Policy, Deficits, & Debt A. Fiscal Policy & the AD-AS Model B. Built-In Stability C. Evaluating Fiscal Policy D. Problems, Criticisms, & Complications	

		E. The Public Debt F. False Concerns G. Substantive Issue	
12		Fiscal Policy, Deficits, & Debt A. Fiscal Policy & the AD-AS Model B. Built-In Stability C. Evaluating Fiscal Policy D. Problems, Criticisms, & Complications E. The Public Debt F. False Concerns G. Substantive Issue	
13		Money, Banking, & Financial Institutions A. The Functions of Money B. The Components of Money Supply C. What “backs” the Money Supply? D. The Federal Reserve & the Banking System E. The Financial Crisis of 2007 & 2008	
13		Money, Banking, & Financial Institutions A. The Functions of Money B. The Components of Money Supply C. What “backs” the Money Supply? D. The Federal Reserve & the Banking System E. The Financial Crisis of 2007 & 2008	
14		Money Creation A. The Fractional Reserve System B. A Single Commercial Bank C. Money-Creating Transactions of a Commercial Bank D. The Banking System: Multiple-Deposit Expansion	
14		Money Creation A. The Fractional Reserve System B. A Single Commercial Bank C. Money-Creating Transactions of a Commercial Bank D. The Banking System: Multiple-Deposit Expansion	
15		Wrap up	
15			Final Exam

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

BERGEN COMMUNITY COLLEGE
Division of Business, Arts, & Social Sciences
Department of Social Sciences

Departmental Policy Syllabus

ECO-102 Principles of Microeconomics

Instructor:
Office Location:
Phone:

Office Hours:
Email Address:
Departmental Secretary:

COURSE DESCRIPTION

This course is the study of the organization and operation of the American economy for the production and distribution of goods and services. The course explores pricing of products and resources in market situations varying from competition to monopoly, as well as behavior of the firm in determining quantity of output and hiring of factors of production. It also introduces dynamics of resource allocation, price determination and the importance of elasticity in different market structures.

Credits: 3
Hours: 3
Prerequisites: None

Co-requisites: None
General Education Course: Yes
Diversity Course: No

STUDENT LEARNING OBJECTIVES

The main goal of this course is to introduce principles of economic analysis and decision-making from the perspective of the individual consumer, worker, and the firm. As a result of meeting the requirements of this course, students will be able to:

- Identify the consequences of scarcity and explain how changes in opportunity cost affect behavior
- Analyze the interaction between supply and demand
- Explain consumer and producer surpluses, demand and supply-side market failures, and public goods
- Compute various measures of elasticities and describe their relationships with total revenue
- Define externalities and public goods, their relation to free markets, and economic solutions to these problems
- Distinguish between various types of costs in different time horizons and their relationships with different profit measures
- Compare and contrast pricing and output behavior of firms under various market structures as well as time horizons
- Explain the dynamics and history of antitrust regulation and policy in the U.S. economy
- Compare and contrast how wages are set under various labor market structures
- Identify, research, and analyze existing different market structures in the U.S. economy

MEANS OF ASSESSMENT

In order to meet the Student Learning Objectives above, various assessment types will be utilized. The major assessment types used in this course are graded class discussions, objective tests and examinations, essay tests and examinations, student presentations (individual or group), and writing

assignments (papers, short essays, book reports, etc.).

COURSE TEXTBOOK

Suggested textbook: McConnell, C.R, Brue, S.L., & Flynn, S. (2015). *Microeconomics*, 20th Edition. New York, NY: McGraw-Hill/Irwin.

SUPPLEMENTARY READINGS

The Economist

The New York Times

Wall Street Journal

Adams, Walter and Brock, James, *Antitrust Economics on Trial*, Princeton, NJ: Princeton University Press, 1991.

Allen, Clark Leo, *Elementary Mathematics of Price Theory*, Wadsworth Publishing, Wadsworth, California, 1966.

Dooley, Peter C., *Elementary Price Theory*, 2nd ed., Appleton-Century-Croft, New York, 1973.

Mansfield, Edwin, *Micro Economic Problems: Case Studies and Exercise for Review*, 4th ed., W. W. Norton & CO., New York, 1982.

Pool, John Charles and Stamos, Steve, *International Policy*, New York: Free Press, 1989.

_____, *The ABC's of International Finance*, Lexington, MA, 1987.

Stigler, George, J., *Memoirs of an Unregulated Economist*, New York 1988.

Vickers, John and Yarrow, George, *Privatization: An Economic Analysis*, Cambridge, MA, 1988.

RESEARCH, THINKING, WRITING, AND/OR EXAMINATION REQUIREMENT(S)

Writing Activity: Students will be required to submit several written assignments such as online discussion entries, essay questions on exams, and short papers. Additionally, all students in the economics course will be required to research and locate information on various current market structures available in the U.S. economy and write a term paper about it.

Critical Thinking: Students would be encouraged through classroom activities to think about, analyze, and use basic economic concepts. Memorization of key concepts and theories should be thought as the first, not the final, stage of learning significant course material.

GRADING POLICY

A student's final grade should be based primarily on his/her performance on the assignments and the mastery of the material covered in the course. In determining a student's final grade, a minimum of three assignments are to be employed. They may include multiple choices, definitions and essay type question examinations, a written term project, and/or an oral presentation to the class. Class participation may also be part of the final grade.

ATTENDANCE POLICY

BCC Attendance Policy: All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

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of alleged academic dishonesty such as plagiarism or cheating will be reported to the Departmental Chair and the Vice President for Academic Affairs. Should such allegation be proven, the student will face failure for the work where the cheating occurred, and possibly be removed from the class and suspended from the college with a permanent record of the offense established.

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Class Cancellation: Please view class cancellations online by selecting Class Cancellations under Current Students>Student Support Services on the College's home page at www.bergen.edu.

STUDENT AND FACULTY SUPPORT SERVICES

The Distance Learning Office-for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
Smartthinking Tutorial Service	Online	http://www.bergen.edu/current-students/tutoring/online-tutoring-with-smartthinkingcom
The Tutoring Center	Room L-125	201-447-7489
The Writing Center	Room L-125	201-447-7489
The Office of Specialized Services (for Students with Disabilities)	Room L-116	201-612-5269 www.bergen.edu/oss
The Sidney Silverman Library	Room L-226	201-447-7970 http://www.bergen.edu/library

COURSE OUTLINE AND CALENDAR

Week(s)	Date(s)	Topic	Reading/Activity/Assignments/Events
1-2		Limits, Alternatives, & Choices A. The Economic Perspective B. Theories, Principles, & Model C. Microeconomics & Macroeconomics D. Individuals' Economizing Problem E. Society's Economizing Problem F. Production Possibilities Model G. Unemployment, Growth, & the Future	
2		Demand, Supply, & Market Equilibrium E. Markets F. Demand G. Supply H. Market Equilibrium	
3		Elasticity A. Price Elasticity of Demand	

		B. Price Elasticity of Supply C. Cross-Price Elasticity & Income Elasticity	
3		Elasticity A. Price Elasticity of Demand B. Price Elasticity of Supply C. Cross-Price Elasticity & Income Elasticity	
4		Consumer Behavior A. Law of Diminishing Marginal Utility B. Theory of Consumer Behavior C. Utility Maximization & the Demand Curve	
4		Consumer Behavior A. Law of Diminishing Marginal Utility B. Theory of Consumer Behavior C. Utility Maximization & the Demand Curve	
5			Exam 1
5		Businesses & the Costs of Production A. Economic Costs B. Short Run Production Relationships C. Short Run Production Costs D. Long Run Production Costs	
6		Businesses & the Costs of Production A. Economic Costs B. Short Run Production Relationships C. Short Run Production Costs D. Long Run Production Costs	
6		Pure Competition in the Short Run A. Four Market Models B. Pure Competition: Characteristics & Occurrences C. Demand as Seen by a Purely Competitive Seller D. Profit Maximization in the Short Run: Total-Revenue-Total-Cost Approach E. Profit Maximization in the Short Run: Marginal-Revenue-Marginal-Cost Approach F. Marginal Costs & Short Run Supply	
7		Pure Competition in the Short Run A. Four Market Models B. Pure Competition: Characteristics & Occurrences C. Demand as Seen by a Purely Competitive Seller D. Profit Maximization in the Short Run: Total-Revenue-Total-Cost Approach E. Profit Maximization in the Short Run: Marginal-Revenue-Marginal-Cost Approach F. Marginal Costs & Short Run Supply	
7		Pure Competition in the Long Run	

		A. The Long Run in Pure Competition B. Pure Competition & Efficiency C. Technological Advance & Competition	
8		Pure Monopoly A. An Introduction to Pure Monopoly B. Barriers to Entry C. Monopoly Demand D. Output & Price Determination E. Economic Efficiency of Monopoly F. Price Discrimination	
8		Pure Monopoly A. An Introduction to Pure Monopoly B. Barriers to Entry C. Monopoly Demand D. Output & Price Determination E. Economic Efficiency of Monopoly F. Price Discrimination	
9			Exam 2
9		Monopolistic Competition & Oligopoly A. Monopolistic Competition B. Price & Output in Monopolistic Competition C. Monopolistic Competition & Efficiency D. Product Variety E. Oligopoly F. Oligopoly Behavior: A Game Theory Overview G. Three Oligopoly Models H. Oligopoly & Advertising I. Oligopoly & Efficiency	
10		Monopolistic Competition & Oligopoly A. Monopolistic Competition B. Price & Output in Monopolistic Competition C. Monopolistic Competition & Efficiency D. Product Variety E. Oligopoly F. Oligopoly Behavior: A Game Theory Overview G. Three Oligopoly Models H. Oligopoly & Advertising I. Oligopoly & Efficiency	
10		Antitrust Policy & Regulation A. The Antitrust Laws B. Antitrust Policy: Issues & Impact C. Industrial Regulation D. Deregulation E. Social Regulation	
11		Antitrust Policy & Regulation A. The Antitrust Laws B. Antitrust Policy: Issues & Impact C. Industrial Regulation D. Deregulation E. Social Regulation	

11		Demand for Resources A. Significance of Resource Pricing B. Marginal Productivity Theory of Resource Demand C. Determinants of Resource Demand D. Optimal Combination of Resources E. Marginal Productivity Theory of Income Distribution	
12		Demand for Resources A. Significance of Resource Pricing B. Marginal Productivity Theory of Resource Demand C. Determinants of Resource Demand D. Optimal Combination of Resources E. Marginal Productivity Theory of Income Distribution	
12		Wage Determination A. Labor, Wages, Earnings B. General Level of Wages C. A Purely Competitive Labor Market D. Monopsony Model E. Three Union Models F. Bilateral Monopoly Model G. The Minimum Wage Controversy	
13		Wage Determination A. Labor, Wages, Earnings B. General Level of Wages C. A Purely Competitive Labor Market D. Monopsony Model E. Three Union Models F. Bilateral Monopoly Model G. The Minimum Wage Controversy	
13		Market Failures: Public Goods & Externalities A. Market Failures in Competitive Markets B. Efficiency Functioning Markets C. Public Goods D. Externalities E. Governments Role in the Economy	
14		Market Failures: Public Goods & Externalities A. Market Failures in Competitive Markets B. Efficiency Functioning Markets C. Public Goods D. Externalities E. Governments Role in the Economy	
14		Health Care A. The Health Care Industry B. Twin Problems: Costs & Access C. Limited Access D. Why the Rapid Rise in Costs? E. Reform of the Health Care System	

15		Wrap up	
15			Final Exam

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

BERGEN COMMUNITY COLLEGE
Division of Business, Arts, & Social Sciences
Department of Social Sciences

Departmental Policy Syllabus

ECO-202 Intermediate Microeconomics

Instructor:
Office Location:
Phone:

Office Hours:
Email Address:
Departmental Secretary:

COURSE DESCRIPTION

This course is designed to deepen student's understanding and knowledge of theoretical and empirical microeconomic theory. Topics covered in the course include consumer utility and choice; production functions and cost; pricing of output and inputs under various market structures such as perfect competition, monopoly, monopolistic competition and oligopoly, as well as externalities and public goods.

Credits: 3
Hours: 3
Prerequisites: ECO-102

Co-requisites: None
General Education Course: No
Diversity Course: No

STUDENT LEARNING OBJECTIVES

The main goal of this course is to present a rigorous analysis of the demand theory and consumer behavior, the theory of production and costs, the equilibrium of the firm, the theory of income distribution and factor prices and the nature of economic models. These concepts will be presented both graphically and mathematically. As a result of meeting the requirements of this course, students will be able to:

- Analyze how individuals make consumption choices given a limited budget
- Develop a utility-maximization model and use it to explain how changes in prices and income affect consumer purchasing pattern
- Learn to derive demand curves from utility functions as well as to identify and analyze income and substitution effects
- Demonstrate how the firm chooses inputs such as labor and capital to produce output as well as how changes in technology affect the firm's production choices
- Produce the cost-minimization model of the firm and use it to understand how changes in factor prices affect a firm's decisions regarding the employment of labor, capital, and etc.
- Learn to derive both short-run and long-run cost functions and understand the relationship between a firm's cost function and its technology
- Understand the assumptions necessary for a market to be perfectly competitive, calculate short-run and long-run equilibria in such markets, as well as how changes in market conditions affect these equilibrium outcomes
- Identify economic factors that influence the number and size of firms in a perfectly competitive market as well as measure the impact of government policies on perfectly competitive markets
- Explain how monopoly firms choose price and quantity under both uniform pricing and price discrimination
- Categorize how the choices of a profit-maximizing monopolist are different from the choices that maximize social welfare

- Recognize when it is appropriate for a government to regulate a monopoly and explore possible regulatory options
- Analyze oligopoly markets and show how firms compete strategically in such markets
- Develop the general theory of pricing in input markets and show how the theory of profit maximization leads to the theory of the firm's demand for inputs
- Identify two general types of externalities and distinguish between market and government based solutions to such market failures

MEANS OF ASSESSMENT

In order to meet the Student Learning Objectives above, various assessment types will be utilized. The major assessment types used in this course are graded class discussions, homework assignments, tests and quizzes.

COURSE TEXTBOOK

Suggested textbooks: Nicholson, W. & Snyder, C. (2015). *Intermediate Microeconomics and Its Application*, 12th Edition. Boston, MA: South-Western College Publication.

GRADING POLICY

A student's final grade should be based primarily on his/her performance on the homework assignments and the mastery of the material covered in the course through quizzes and multiple choice tests. Class participation will also be part of the final grade.

ATTENDANCE POLICY

BCC Attendance Policy: All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

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<http://www.bergen.edu/oss>

INCLUDE A COURSE OUTLINE AND CALENDAR

Week(s)	Date(s)	Topic	Reading/Activity/Assignments
1		CHAPTER 1: ECONOMIC MODELS 1-1 What is Microeconomics? 1-2 A Few Basic Principles 1-3 Uses of Microeconomics 1-4 The Basic Supply-Demand Model 1-5 How Economist Verify Theoretical Models	
2-3		CHAPTER 2: UTILITY & CHOICE 2-1 Utility 2-2 Assumptions about Preferences 2-3 Voluntary Trades & Indifference Curves 2-4 Indifference Curve Maps 2-5 Illustrating Particular Preferences 2-6 Utility Maximization: An Initial Survey 2-7 Showing Utility Maximization on a Graph 2-8 Using the Model of Choice 2-9 Generalizations	
3-4		CHAPTER 3: DEMAND CURVES 3-1 Individual Demand Functions 3-2 Changes in Income 3-3 Changes in a Good's Price 3-4 An Application: The Lump-Sum Principle 3-5 Changes in the Price of Another Good 3-6 Individual Demand Curves 3-7 Shifts in an Individual's Demand Curve 3-8 Two Numerical Examples 3-9 Consumer Surplus 3-10 Market Demand Curves 3-11 Elasticity 3-12 Price Elasticity of Demand 3-13 Demand Curves and Price Elasticity 3-14 Income Elasticity of Demand 3-15 Cross-Price Elasticity of Demand 3-16 Some Elasticity Estimates	
5		CHAPTER 5: GAME THEORY 5-1 Background 5-2 Basic Concepts 5-3 Equilibrium 5-4 Illustrating Basic Concepts 5-5 Multiple Equilibria 5-6 Sequential Games	

		5-7 Continuous Actions 5-8 N-Player Games 5-9 Incomplete Information	
6			EXAM 1
7		CHAPTER 6: PRODUCTION 6-1 Production Functions 6-2 Marginal Product 6-3 Isoquant Maps 6-4 Returns to Scale 6-5 Input Substitution 6-6 Changes in Technology 6-7 A Numerical Example of Production	
7-8		CHAPTER 7: COSTS 7-1 Basic Cost Concepts 7-2 Cost-Minimizing Input Choice 7-3 Cost Curves 7-4 Distinction between the Short-Run and the Long-Run 7-5 Per-Unit Short-Run Cost Curves 7-6 Shifts in Costs Curves 7-7 A Numerical Examples	
9		CHAPTER 8: PROFIT MAXIMIZATION AND SUPPLY 8-1 The Nature of Firms 8-2 Profit-Maximization 8-3 Marginal Revenue 8-4 Marginal Revenue Curve 8-5 Supply Decisions of a PriceTaking Firm	
10		CHAPTER 9: PERFECT COMPETITION IN A SINGLE MARKET 9-1 Timing of a Supply Response 9-2 Pricing in the Very Short Run 9-3 Short-Run Supply 9-4 Short-Run Price Determination 9-5 Shifts in Supply and Demand Curves 9-6 The Long-Run 9-7 Long-Run Supply: The Constant Cost Curve 9-8 Shape of the Long-Run Supply Curve 9-9 Consumer and Producer Surplus 9-10 Some Supply-Demand Applications	
10		CHAPTER 10: GENERAL EQUILIBRIUM & WELFARE 10-1 A Perfectly Competitive Price System 10-2 Why is General Equilibrium Necessary? 10-3 A Simple General Equilibrium Model 10-4 The Economic Efficiency of Perfect Competition 10-5 Why Markets Fail to Achieve Economic Efficiency 10-6 Efficiency & Equity	

		10-7 The Edgeworth Box Diagram for Exchange 10-8 Money in General Equilibrium Models	
11			EXAM 2
12		CHAPTER 11: MONOPOLY 11-1 Causes of Monopoly 11-2 Profit Maximization 11-3 What's Wrong with Monopoly? 11-4 Price Discrimination 11-5 Natural Monopolies	
13		CHAPTER 12: IMPERFECT COMPETITION 12-1 Overview: Pricing of Homogeneous Goods 12-2 Cournot Model 12-3 Product Differentiation 12-4 Tacit Collusion 12-5 Entry and Exit 12-6 Other Models of Imperfect Competition 12-7 Barriers to Entry	
14		CHAPTER 13: PRICING IN INPUT MARKETS 13-1 Marginal Productivity Theory of Input Demand 13-2 Responses to Changes in Input Prices 13-3 Responsiveness of Input Demand to Input Price Changes 13-4 Input Supply 13-5 Equilibrium Input Price Determination 13-6 Monopsony	
15		CHAPTER 16: EXTERNALITIES & PUBLIC GOODS 16-1 Defining Externalities 16-2 Externalities & Allocational Efficiency 16-3 Property Rights, Bargaining, and the Coase Theorem 16-4 Externalities with High Transaction Costs 16-5 Public Goods 16-6 Public Goods & Market Failures 16-7 Solutions to the Public Goods Problem 16-8 Revealing the Demand for Public Goods 16-9 Voting for Public Goods	
16			EXAM 3

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

BERGEN COMMUNITY COLLEGE
Division of Business, Arts, & Social Sciences
Department of Social Sciences

Departmental Policy Syllabus

ECO-203 Intermediate Macroeconomics

Instructor:
Office Location:
Office Phone:

Office Hours:
E-mail Address:
Departmental Secretary:

COURSE DESCRIPTION

This course is designed to deepen the student's understanding and knowledge of theoretical and empirical macroeconomic theory. Topics covered in the course include economic fluctuations; the role of fiscal and monetary policies in stabilizing the economy; the relationship between inflation and unemployment; the role of government policy in promoting long-term economic growth; and dynamics of exchange rate determination in an open economy.

Credits: 3
Hours: 3
Prerequisites: ECO-101

Co-requisites: None
General Education Course: No
Diversity Course: No

STUDENT LEARNING OBJECTIVES

The main goal of this course is to present a rigorous analysis of economic fluctuations and stabilization policies available to policymakers both in the short-and-long runs. Topics will be presented both graphically and mathematically. As a result of meeting the requirements of this course, students will be able to:

- Explain the types of questions macroeconomists address and understand the role of price flexibility and price stickiness in macroeconomic models
- Analyze trends in real GDP, the consumer price index, and the unemployment rate
- Understand the determinants of long-run level of real GDP and how it is disturbed to labor and owners of capital
- Identify the functions and types of money as well as how it is measured and controlled by central banks
- Analyze how the supply and demand for money determine the average level of prices and explain the effects of monetary policy when prices are both flexible & inflexible
- Illustrate a simple model of international flows of capital and goods that depend on the determinants of saving & investment
- Build a simple model of the real exchange rate and explain the determinants of the nominal exchange
- Analyze the various causes of unemployment rate in the long-run and discuss a number of government policies that have an impact on the unemployment rate
- Understand how savings and population growth determine an economy's long-run capital stock and level of income per person
- Utilize the aggregate demand and aggregate supply model to explain economic fluctuations
- Build the IS-LM model to determine the equilibrium real interest rate and GDP and explain the short-run behavior of the economy

- Analyze the impact of fiscal and monetary policies on output and interest rates through the IS-LM model
- Demonstrate how short-run effects of monetary and fiscal policy depend upon the exchange-rate regime
- Explain the short-run tradeoff between inflation and unemployment using the aggregate supply model

MEANS OF ASSESSMENT

In order to meet the Student Learning Objectives above, various assessment types will be utilized. The major assessment types used in this course are graded class discussions, homework assignments, tests and quizzes.

COURSE TEXTBOOK

Suggested textbooks: Mankiw, N.G. (2016). *Macroeconomics*, 9th Edition. New York, NY: Worth Publishers

SUPPLEMENTARY DATA SOURCES

National Bureau of Economic Research (NBER)
 Bureau of Economic Analysis (BEA)
 Federal Reserve Bank of St. Louis Economic Data (FRED)
 International Financial Statistics (IFS) by the International Monetary Fund (IMF)
 World Development Indicators (WDI) by the World Bank
 Bureau of Labor Statistics (BLS)
 World Trade Organization (WTO)
 United Nations Comtrade Database (International Trade Statistics Database)
 United Nations Conference on Trade and Development (UNCTADstat)

GRADING POLICY

A student's final grade should be based primarily on his/her performance on the homework assignments and the mastery of the material covered in the course through quizzes and multiple choice tests. Class participation will also be part of the final grade.

ATTENDANCE POLICY

BCC Attendance Policy: All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

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COURSE OUTLINE AND CALENDAR

Week(s)	Date(s)	Topic	Reading/Activity/Assignments/Events
1		Part I: Introduction 1. The Science of Macroeconomics 2. The Data of Macroeconomics	
2-3-4-5		Part II: Classical Theory: The Economy in the Long Run 3. National Income: Where it Comes From and Where It Goes 4. The Monetary System: What It Is and How It Works 5. Inflation: Its Causes, Effects, and Social Costs	
6			EXAM 1
7-8		Part II: Classical Theory: The Economy in the Long Run 6. The Open Economy 7. Unemployment and the Labor Market	
9-10		PART III: Growth Theory: The Economy in the Very Long Run 8. Economic Growth I: Capital Accumulation & Population Growth 9. Economic Growth II: Technology, Empirics, and Policy	
11			EXAM 2
12-13-14-15		Part IV: Business Cycle Theory: The Economy in the Short Run 10. Introduction to Economic Fluctuations 11. Aggregate Demand I: Building the IS-LM Model 12. Aggregate Demand II: Applying the IS-LM Model 13. The Open Economy Revisited: The Mundell-Fleming Model and the Exchange-Rate Regime 14. Aggregate Supply and the Short-Run	

		Tradeoff Between Inflation and Unemployment	
16			EXAM 3

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Appendix I

Economics Degree Program Course Requirements

Liberal Arts AA – Economics Option

Code: AA.LA.ECON

The Associate in Arts (AA) Degree, Economics Option, is designed to present students with introductory & intermediate level courses to build a solid foundation in economic thinking and reasoning as well as understanding of fundamental concepts of microeconomics and macroeconomics theory before students transfer to a four-year institution to complete their bachelor degree. The program promotes technical communication skills, analytical thinking, and problem solving through theoretical and practical learning methods. Students explore topics such as inflation, recession, unemployment, money & banking, fiscal & monetary policies, exchange rate movements, externalities & public goods as well as behavior of firms in pricing of products/resources and determining quantity of outputs/factors of production in different market environments.

Increase/Decrease Font

Program learning outcomes

- Demonstrate critical thinking skills to analyze and evaluate the way in which economists examine the real world to understand current events.
- State and support their own views on economic issues addressed in their courses, in written, oral, and graphical forms, with logical rigor and clarity.
- Understand the importance as well as the limitations of empirical evidence in evaluating the validity of economic models.
- Evaluate and utilize economic data found on the Internet and other sources.
- Demonstrate problem-solving and quantitative reasoning skills to address economic or policy problems.
- Demonstrate an understanding of major economic events that have shaped and determined the course of the economic history.

Recommended Semester Sequence

First Semester

PHR / LAN	Humanities Elective** Recommended: PHR-101, PHR-111, or 2 semesters of World Languages.	3
	Mathematics Elective*† Recommended: MAT-130, MAT-150, or MAT-155 refer to MAT electives in the General Education Section	3-4
	Free Electives Recommended: IST-123 Success 101	3
ECO-101	Principles of Macroeconomics	3

COM-100	Speech Communication	3
	or	
COM-102	Public Speaking	3
WRT-101	English Composition I	3
Total Credit Hours:		18

Second Semester

MAT/CIS/INF	Mathematics or Computer Science or Information Technology Elective Recommended: MAT-130, MAT-155, CIS-158, INF-101	3-4
PHR / LAN	Humanities Elective** Recommended: PHR-101, PHR-111, or 2 semesters of World Languages.	3
HIS	History Elective Recommended: HIS-107, HIS-114, HIS-121	3
ECO-102	Principles of Microeconomics	3
WRT-201	English Composition II	3
Total Credit Hours:		15-16

Third Semester

HIS	History Elective Recommended: HIS-107, HIS-114, HIS-121	3
PHR / LAN	Humanities Elective** Recommended: PHR-101, PHR-111, or 2 semesters of World Languages	3
	Natural Science Elective* Recommended: BIO-107, BIO-108, CHM-100, CHM-102	4
	Diversity Course Recommended: GEO-101, POL-103, SOC-120	
ECO-203	Intermediate Macroeconomics	3
Total Credit Hours:		16

Fourth Semester

	Social Sciences Elective*** Recommended: POL-101, SOC-101, PSY-101	6
	Natural Science Elective* Recommended: BIO-107, BIO-108, CHM-100, CHM-102	4
PHR / LAN	Humanities Elective**** Recommended: PHR-101, PHR-111, or 2 semesters of World Languages.	3

ECO-202	Intermediate Microeconomics	3
Total Credit Hours:		16

General Education Requirements

Communication

COM-100	Speech Communication	3
	or	
COM-102	Public Speaking	3
WRT-101	English Composition I	3
WRT-201	English Composition II	3
Total Credit Hours:		9

History Electives*

Recommended:

HIS-107	Modern Europe since the French Revolution	3
HIS-114	20th Century US History since WWII	3
HIS-121	Modern Asian History	3
Total Credit Hours:		6

Humanities Electives**

Recommended: PHR101, PHR111, World Languages and Culture

Total Credit Hours: 9

Social Sciences

Recommended:

SOC-101	Sociology	3
POL-101	American Government	3
PSY-101	General Psychology	3
Total Credit Hours:		6

Mathematics, Natural Sciences, and Technology

Mathematics, Natural Sciences, & Technology

Recommended:

Mathematics: MAT130, MAT150, MAT155		3-4
Computer Science: CIS158		0-3

Information Systems: INF101

0-3

Natural Science Electives: BIO107, BIO108, CHM100, CHM102

8

Total Credit Hours:

12-14

Diversity Elective‡

Recommended:

GEO-101	World Geography	3
POL-103	Political Ideology	3
SOC-120	Sociology of Gender Roles	3
Total Credit Hours:		3

Total Credit Hours: 45-47

Program Requirements

Core Courses

ECO-101	Principles of Macroeconomics	3
ECO-102	Principles of Microeconomics	3
ECO-203	Intermediate Macroeconomics	3
ECO-202	Intermediate Microeconomics	3
Total Credit Hours:		12

Humanities Electives

Recommended:

PHR-111	Social and Political Philosophy	3
Total Credit Hours:		3

Total Credit Hours: 15

Free Electives‡‡

Total Credit Hours: 2-6

TOTAL CREDIT HOURS: 64-66

Specific Program Notes

*General Education Elective(s)

**General Education Electives in Arts (ART, MUS, THR, CIN); Literature (LIT); Philosophy & Religion (PHR); or World Languages & Cultures (LAN)

***Choose from the following: ECO-461-462; POL-101; PSY-101; SOC-101.

****Electives in Arts (ART, MUS, THR, CIN); History (HIS); Literature (LIT); Philosophy & Religion (PHR); or World Languages & Cultures (LAN).

†If a student's first-semester Mathematics elective is a 3-credit course, then s/he is required to select a second 3- or 4-credit elective in the second semester in Mathematics or Computer Science or Information Technology; and if a student's first-semester Mathematics elective is a 4-credit course, then s/he is required to take a 3-credit Free Elective in the second semester (which may be a second Mathematics elective).

‡General Education Diversity Course Elective. Recommended: GEO-101; HIS-121; SOC-120; SOC-121; SOC-122.

‡‡Recommended: IST-123 Success 101 or one of the following: another Economics course or BNF-101, BNF-201, or BNF-207.

Appendix J

Economics Degree Program Learning Outcomes

PROGRAM	PROGRAM DESCRIPTION	PROGRAM LEARNING OUTCOMES
<p>Economics Option (AA.LA.ECON)</p> <p>CIP Code 24.0101</p>	<p>The Associate in Arts (AA) Degree, Economics Option, is designed to present students with introductory & intermediate level courses to build a solid foundation in economic thinking and reasoning as well as understanding of fundamental concepts of microeconomics and macroeconomics theory before students transfer to a four-year institution to complete their bachelor degree. The program promotes technical communication skills, analytical thinking, and problem solving through theoretical and practical learning methods. Students explore topics such as inflation, recession, unemployment, money & banking, fiscal & monetary policies, exchange rate movements, externalities & public goods as well as behavior of firms in pricing of products/resources and determining quantity of outputs/factors of production in different market environments.</p>	<ul style="list-style-type: none"> • Demonstrate critical thinking skills to analyze and evaluate the way in which economists examine the real world to understand current events. • State and support their own views on economic issues addressed in their courses, in written, oral, and graphical forms, with logical rigor and clarity. • Understand the importance as well as the limitations of empirical evidence in evaluating the validity of economic models. • Evaluate and utilize economic data found on the Internet and other sources. • Demonstrate problem-solving and quantitative reasoning skills to address economic or policy problems. • Demonstrate an understanding of major economic events that have shaped and determined the course of the economic history

Appendix K

Economics Degree Program Brochure

Associates in Arts**Liberal Arts – Economics Option (AA.LA.ECON)****First Semester**

ECO-101	Principles of Macroeconomics	3
.....	Humanities Elective **	3
MAT-L	Mathematics Elective***	3
COM	COM-100 Speech Communication or COM-102 Public Speaking	3
WRT-101	English Composition I	3
.....	Free Electives *	3
Total: 18		

Second Semester

ECO-102	Principles of Microeconomics	3
WRT-201	English Composition II	3
MAT/CS/INF	Mathematics/Computer Science/Information Technology Elective****	3-4
.....	Humanities Elective **	3
HIS	History Elective*****	3
Total: 15-16		

Third Semester

ECO-203	Intermediate Macroeconomics	3
HIS	History Elective*****	3
.....	Diversity Course*****	3
.....	Humanities Elective **	3
.....	Natural Science Elective*****	4
Total: 16		

Fourth Semester

ECO-202	Intermediate Microeconomics	3
.....	Natural Science Elective*****	4
.....	Social Science Elective*****	6
.....	Humanities Elective **	3
Total: 16		

Degree Total Credits: 65-66

**Recommended: PSY-123, Speech 120

***Recommended: ENG-101, PHR-111, or any semesters of World Languages.

See Mathematics courses in General Education courses list.

****Recommended: MAT-130, MAT-150, MAT-155, or Mathematics courses in General Education courses list.

*****Recommended: ART-130, MAT-150, MAT-155, CS-155, INF-101, or Mathematics/Computer Science/Information Technology courses in General Education courses list.

Completed courses in General Education courses list.

*****Recommended: ENG-101, ENG-102, ENG-103, or any semesters of General Education courses list.

*****Recommended: ENG-101, ENG-102, ENG-103, or any semesters of General Education courses list.

*****Recommended: ENG-101, ENG-102, ENG-103, or any semesters of General Education courses list.

*****Recommended: ENG-101, ENG-102, ENG-103, or any semesters of General Education courses list.

*****Recommended: ENG-101, ENG-102, ENG-103, or any semesters of General Education courses list.

GENERAL EDUCATION REQUIREMENTS**Communication**

COM	COM-100 Speech Communication or COM-102 Public Speaking	3
WRT-101	English Composition I	3
WRT-201	English Composition II	3
Total: 9		

History Electives

.....	Recommended: HIS-107, HIS-114, HIS-121	6
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Humanities Electives

.....	Recommended: PHR-101, PHR-111, World Languages and Cultures	9
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Social Sciences Electives

.....	Recommended: POL-101, SOC-101, PSY-101	6
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Mathematics, Natural Sciences & Technology

.....	Recommended: MAT-130, MAT-150, MAT-155	3-4
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.....	CS-158	0-3
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.....	INF-101	0-3
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.....	BIO-107, BIO-108, CHM-100, CHM-102	8
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Diversity Elective

.....	Recommended: GEO-101, POL-103, SOC-120	3
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Degree General Education Requirements: 45-47**PROGRAM REQUIREMENTS****Core Courses**

.....	ECO-101, ECO-102, ECO-203, ECO-202	12
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Humanities Electives

.....	Recommended: PHR-111	3
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Free Electives

.....	Recommended: IST-123	4
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Total Program Credits: 64-65

Bergen Community College

A.A. Degree

Economics





Economics

Economists study the production and distribution of resources, goods, and services by collecting and analyzing data, researching trends, and evaluating economic issues.

For more information

Visit: Room A-306-B
Bergen Community College
400 Paramus Road, Paramus, NJ 07652

Call: (201) 493-3608

Email:
jbehm@bergen.edu

Economists typically do the following:

- Research and analyze economic issues
- Conduct surveys and collect data
- Analyze data using mathematical models and statistical techniques
- Prepare reports, tables, and charts that present research results
- Interpret and forecast market trends
- Advise businesses, governments, and individuals on economic topics
- Design policies or make recommendations for solving economic problems
- Write articles for publication in academic journals and other media sources

Economists apply economic analysis to issues within a variety of fields, such as education, health, development, and the environment. Some economists study the cost of products, healthcare or energy. Others examine employment levels, business cycles, or exchange rates. Still, others analyze the effect of taxes, inflation, or interest rates.

Economists often study historical trends and use them to make forecasts. They research and analyze data using a variety of software programs, including spreadsheets, statistical analysis, and database management programs.

Employment Opportunities

Nearly half of all economists work in federal, state, and local government. Federal government economists collect and analyze data about the U.S. economy, including employment, prices, productivity, and wages among other types of data. They also project spending needs and inform policymakers on the economic impact of laws and regulations.

Many economists work for corporations and help them understand how the economy will affect their business. Specifically, economists may analyze issues such as consumer demand and sales to help a company maximize its profits.

Economists also work for research firms and think tanks, where they study and analyze a variety of economic issues. Their analyses and forecasts are frequently published in newspapers and journal articles.

Some economists work for companies with major international operations and for international organizations such as the World Bank, International Monetary Fund, and United Nations.

A.A.A.ECON – LIBERAL ARTS – ECONOMICS OPTION

The Associate in Arts (AA) Degree Economics Option is designed to present students with introductory & intermediate level courses to build a solid foundation in economic thinking and reasoning as well as understanding of fundamental concepts of microeconomics and macroeconomics theory before students transfer to a four-year institution to complete their bachelor degree. The program promotes technical communication skills, analytical thinking, and problem solving through theoretical and practical learning methods. Students explore topics such as inflation, recession, unemployment, money & banking, fiscal & monetary policies, exchange rate movements, externalities & public goods as well as behavior of firms in pricing of products/resources and determining quantity of outputs/factors of production in different market environments. Students achieve the following competencies:

- Demonstrate critical thinking skills to analyze and evaluate the way in which economists examine the real world to understand current events.
- State and support their own views on economic issues addressed in their courses, in written, oral, and graphical forms, with logical rigor and clarity.
- Understand the importance as well as the limitations of empirical evidence in evaluating the validity of economic models.
- Evaluate and utilize economic data found on the Internet and other sources.
- Demonstrate problem-solving and quantitative reasoning skills to address economic or policy problems.
- Demonstrate an understanding of major economic events that have shaped and determined the course of the economic history.

Economics Courses Offered

ECO-101 Principles of Macroeconomics [3.00 cr.]

This course provides an analytical and institutional study of the American economy. The course explores issues such as inflation, recession, unemployment, financial markets, money and banking, and the role of government spending and taxation to achieve an optimal allocation of resources, price stability, full employment level of national income, and long term growth under the modern market economy. >General Education Course.

ECO-102 Principles of Microeconomics [3.00 cr.]

This course is the study of the organization and operation of the American economy for the production and distribution of goods and services. The course explores pricing of products and resources in market situations varying from competition to monopoly, as well as behavior of the firm in determining quantity of output and hiring of factors of production. This course introduces dynamics of resource allocation, price determination and the importance of elasticity in different market structures. >General Education Course.

ECO-202 Intermediate Microeconomics [3.00 cr.]

This course is designed to deepen student's understanding and knowledge of theoretical and empirical microeconomic theory. Topics covered in the course include consumer utility and choice; production functions and cost; pricing of output and inputs under various market structures such as perfect competition, monopoly, monopolistic competition and oligopoly, as well as externalities and public goods. Prerequisite(s): ECO-102.

ECO-203 Intermediate Macroeconomics [3.00 cr.]

This course is designed to deepen your understanding and knowledge of theoretical and empirical macroeconomic theory. Topics covered in the course include economic fluctuations; the role of fiscal and monetary policies in stabilizing the economy; the relationship between inflation and unemployment; the role of government policy in promoting long-term economic growth and dynamics of exchange rate determination in an open economy. Prerequisite(s): ECO-101.

ECO-293 Co-Op Work Experience [Economics] [1.00/2.00/3.00 cr.] (Optional)

This course provides the student with practical work experience in the area of economics. Students are supervised by a faculty member, and job placement assistance is available through the Cooperative Education Office. Prerequisite(s): ECO-101.

Various sections of these economics courses are offered in the classroom, online, as well as in hybrid form (which combines both classroom and online practices).

Opportunities to join the Bergen Community College Economics Club and/or Future Business Leaders of America Club are available.

Appendix L

Economics Degree Program Marketing Leaflet

A.A. in Liberal Arts – Economics Option Bergen Community College and B.A. in Economics Montclair State University

Students are now able to take four core economics courses offered at Bergen Community College and transfer to Montclair State University (MSU) to complete their B.A. in economics.

The following are the courses offered at Bergen and accepted at MSU School of Business with a minimum of a C+:

- **ECO 101** Principles of Macroeconomics
- **ECO 102** Principles of Microeconomics
- **ECO 202** Intermediate Microeconomics
- **ECO 203** Intermediate Macroeconomics

Pick up a copy of our brochure in the Pitkin Education Center in Paramus, Room A-306A.



Appendix M

External Reviewer's Campus Visit Agenda

ECON Program Review

Campus Visit

Schedule for Dr. Solomon Kone

Friday, April 14, 2017

09:00 am – 9:50 am	Meeting with Dr. Victor Brown, Dean of BASS & Dr. Jacqueline Behn, Chair of Social Sciences Department, A-306, Pitkin Education Center, 3 rd Floor
10:00 am – 10:30 am	Meeting with Dr. William Mullaney, Vice President of Academic Affairs, A-310, Pitkin Education Center, 3 rd Floor
10:35 am – 10:55 am	Meeting with Students in ECON Class, Room TBD
11:00 am – 12:10 pm	Lunch with ECON Program Review Committee, Room TBD
12:20 pm – 01:35 pm	Observing Professor Gerald Eppner's class, B-218, Pitkin Education Center, 2 nd Floor

Appendix N

External Reviewer's Curriculum Vitae

Soloman Kone
2289 5th Avenue #14K
New York, N. Y. 10037
Tel: (212)-694-4246
SolomanKone@gmail.com

EDUCATION

Ph.D. Economics and Business, The Catholic University of America, 2006
Dissertation: "A Structural Model of Currency Management of Foreign Debt: Application to a Developing Country: Nigeria"

MBA Ecole Supérieure de Commerce, National Institute of Higher Education, Ivory Coast, 1992

M.A. Finance, The Catholic University of America, Washington, D.C. 1990

B.S. University of Abidjan, Ivory Coast, 1986

Exchange Student at Brighton Polytechnic, England, 1985

Exchange Student at HEC (Hautes Etudes Commerciales), France, 1984

ACADEMIC EMPLOYMENT

Associate Professor of Economics, Social Science Department, LaGuardia/CUNY, 9/1/2012-Present

Assistant Professor of Economics, Social Science Department, LaGuardia/CUNY, 9/1/2007-8/31/2012

Instructor of Economics, Social Science Department, LaGuardia/CUNY, 9/1/2006-8/31/2007

Substitute Lecturer of Economics, Social Science Department, LaGuardia/CUNY, 2/1/2004-8/31/2005

Adjunct Lecturer of Economics, Social Science Department, LaGuardia/CUNY, 9/1/2002-1/1/2004

Adjunct Lecturer of Economics, Social Science Department, LaGuardia/CUNY, 3/1/1998-8/31/2001

Visiting Fellow, University of Abidjan, Ivory Coast, 3/1/1994-7/31/1995

Teaching and Research Assistant, The Catholic University of America, 9/1/1990-8/31/1993

ACADEMIC PUBLICATIONS

"Optimal Debt Composition: An Empirical Model for Nigeria." *Pennsylvania Economic Review* 20.1(2013): 18-46. Print

"Should Sub-Saharan Africa Oil Exporter Countries Borrow More in U.S. Dollar or Euro to Stabilize Their Balance of Payments: An Empirical Investigation", co-author Yaya Sissoko, book chapter published in *Financial Aspects of Recent Trends in the Global Economy (FINART)*, Volume 1, 2013, ASERS Publishing, pages 232-249. Print

"Should Sub-Saharan Africa Oil Exporter Countries Borrow More in U.S. Dollar or Euro to Stabilize Their Balance of Payments: An Empirical Investigation" co-author Yaya Sissoko, in *Proceedings of the Journal of the Northeastern Association of Business, Economics, and Technology (NABET)*, 2012, pages 133-151

"A Debt Composition Hedging Strategy for Nigeria", a book published by *VDM Academic Publishing*, 2008. Print

"Determinants of Export Revenues and Import Payments in Nigeria: A Cointegration Approach", Under Journal Peer Review

“Managing Financial Risks: A Currency Composition Model for a Developing Country”, Under Journal Peer Review

NON-ACADEMIC PUBLICATIONS

“Une Monnaie Unique est elle possible dans la Communauté des États de l’ Afrique de l’ Ouest (CEDAO)?” *L’ Economie Magazine*, Ivory Coast, February 2010

“Consommation et Marketing en Côte d’ Ivoire”, *Strategies Economiques Magazine*, Ivory Coast, June 1992

“La Publicité Malgré La Crise”, *Strategies Economiques Magazine*, Ivory Coast, March 1990

“L’ Audit Marketing: Un Outil de Gestion”, *Strategies Economiques Magazine*, Ivory Coast, March 1989

“La Dette des Pays du Tiers Monde: Une Bombe à Retardement”, *Fraternité Matin, Daily News*, Ivory Coast, November 14, 1986

“Faire ‘Consommer Ivoirien’ par un Meilleur Marketing”, *Strategies Economiques Magazine*, Ivory Coast, May 1986

CONFERENCE PRESENTATIONS

“The US African Growth and Opportunity Trade Act (AGOA): Potential Economic Benefits for the Ivory Coast”, Small and Medium-Sized Business Conference, Abidjan, Ivory Coast, on August 10-11, 2015.

“Preparing LaGuardia Honors Students to Compete in the College Fed Challenge”
New York Federal Reserve Bank Symposium on Economics Education, New York, June 19, 2015.

“Challenges of Teaching and Learning Introductory Economics at LaGuardia Community College”
EconED Conference, Florida Atlantic University, Fort Lauderdale, Florida, October 3-5, 2013.

“Use of Technology in Economics Education at LaGuardia Community College”
McGraw-Hill Principles of Economics Symposium, Coral Gables, Florida, on February 27-March 1, 2014.

“Impact of the Global Financial Crisis in the ECOWAS Countries” (updated) co-author Yaya Sissoko, Indiana State University, at the 35th Northeastern Association of Business, Economics, and Technology (NABET) Annual Conference held in State College, PA, on October 25-26, 2012.

“Impact of the Global Financial Crisis in the ECOWAS Countries”, co-author Yaya Sissoko, Indiana State University, at the Pennsylvania Economic Association Annual Conference held in Clarion, PA on May 31-June 2 2012.

“Currency Composition of External Debt: An Application to Nigeria” at the 34th Northeastern Association of Business, Economics, and Technology (NABET) Annual Conference held in State College, PA, on October 18-19, 2011.

“Should Sub-Saharan Africa Oil Exporter Countries Borrow More in U.S. Dollar or Euro to Stabilize Their Balance of Payments: An Empirical Investigation,” co-author Yaya Sissoko, Indiana State University, at the 34th Northeastern Association of Business, Economics, and Technology (NABET) Annual Conference held in State College, PA, on October 18-19, 2011.

“The Global Financial Crisis and Its Adverse Impact on Sub Sahara African countries”, Institute for Advanced Studies Finance Conference”, Ivory Coast, January 16-17 2009.

“Is There a Culture of Corruption in Africa?” African Development Institute Economic Conference, Co-written with Arsene Aka, University of Pittsburgh, Ivory Coast, October 1995.

“Productivity Growth and Economic reform: Evidence from the Ivory Coast” Ivory Coast University Economics Conference, Abidjan, Co-written with Kalamogo Coulibaly, The World Bank, October 1994.

GRANTS, FELLOWSHIPS AND AWARDS

National Science Foundation, USA, 2016

University of Ivory Coast's Research and Teaching fellowship, 1994

National Presidential Full Scholarship Award for Higher Education, 1987

COURSES TAUGHT

Microeconomics

Macroeconomics

Urban Economics

International Economics

Business Statistics

Econometrics

Mathematical Economics

Money, Credit, and Banking

Input/Output Analysis

Investment Analysis

Managerial Finance

Option and Futures

PROFESSIONAL MEMBERSHIP

National Economic Association

American Economic Association

National Association of Economic Educators

Eastern Economic Association

American Finance Association

The Econometric Society

Pennsylvania Economic Association

European Economic Association

American Statistical Association

African Finance and Economic Association

East Asian Economic Association

Northeastern Association of Business, Economics, and Technology

New York Academy of Science

Appendix O

External Reviewer's Report

**Report of the External Reviewer
Periodic Program Review
Economics Program
Bergen Community College**

Submitted May 15, 2016
By Solomon Kone, Ph.D.
Associate Professor of Economics
LaGuardia Community College/CUNY

I. Overall Quality of the Self Study

The Economics Program Review Committee has produced a Periodic Program Review for Bergen Community College Economics program that is thorough, probing, attuned to the issues that have the strongest impact on students' success, and detailed with respect to recommendations. The team is clearly reflective about the successes, best practices, weaknesses and challenges. This PPR is candid about challenges, particularly in the area of full-time faculty coverage of courses, and the areas of students' advisement and assessment. It also provides encouraging evidence of program success in the form of data related to retention rate, transfer rate and graduation rate. By producing a document that is sweeping with respect to issues yet quite concrete about steps for addressing issues, the program's faculty have done Bergen Community College a great favor. Future reviews will have a solid foundation on which to build. I applaud the authors for this impressive and substantive document.

II. Site Visit Summary

As required for the Program Review, I conducted a site visit to Bergen Community College on April 14, 2017. Dr. Mutafoğlu served as my host. The day began with a tour of the campus, followed by meetings with:

1. Dr. Victor Brown, Dean of BASS & Dr. Jackie Behn, Chair of Social Science Department
2. Dr. William Mullaney, Vice President of Academic Affairs
3. Students in Economics Class
4. Program Review Committee

In addition to these meetings, I also observed Professor Gerald Eppner's macroeconomics class. The senior leadership of the college, the program faculty and the students answered my questions and offered their forthright observations of the program's strengths and weaknesses. I very much appreciated their hospitality and the opportunity to learn from them.

III. Successes and Best Practices; Weaknesses and Challenges

In discussing the strengths and challenges of Bergen Community College Economics program, I will move through a set of categories that depart somewhat from the presentation of the PPR but still, I hope, captures its content. These categories are: A. Curriculum and Program Goals; B. Student Learning outcomes and their measurement; C. Completion and Transfer Data; D. Resources and Policies Intended to Support Student Success.

A. Curriculum and Program Goals

A key goal of the economics option is designed to present students with introductory and intermediate level courses to build a solid foundation in economic thinking and reasoning, as well as an understanding of fundamental concepts of microeconomics and macroeconomics theory, before students transfer to a four-year institution to complete their bachelor degree. There is a curriculum dimension to supporting this goal, which involves continual attention to alignment in the design of BCC Economics courses meant to be equivalent to courses at Montclair State University and Saint Peter's University. Significant improvements have occurred during the last five years in the economics program by adding more intermediate-level economics courses online/and or hybrid in addition to face to face.

I applaud the committee for identifying the challenges awaiting the program. One challenge is overcoming the reluctance of some four-year institutions to accept transfer credit for BCC upper-level courses. The other challenges are the less than desirable students enrollment in the program, the lack of sufficient full-time faculty members. Adjunct faculty teaches the majority of the economics sections. However, while much space is dedicated to issues of tenure-track faculty, little is said about the faculty diversity.

In discussing the strengths, the self-study has listed a number of celebrations and recognitions of the full-time faculty and part-time faculty such as the Best Professor Award by the Alpha Epsilon Phi Chapter of Phi Theta Kappa International Honor Society of two-year colleges, special recognition for mentoring students who competed and won first place last year in the first annual New Jersey County Colleges Case Competition. Faculty academic publications were also mentioned.

The program's main strengths are its enthusiastic (high faculty satisfaction ratings), highly credentialed faculty. According to the PPR, each of the two full-time and eight part-time faculty has at least eight years of college teaching experience. Professors Comeford and Mutafoğlu had many positive things to say about teaching at BCC. They also expressed appreciation for the college support of their research agendas. Senior administrators at the college noted that over the past five years, BCC has increased significantly its support for professional development for faculty, and that faculty participation in conferences and trainings has risen accordingly.

B. Student Learning outcomes and their measurement

An assessment was conducted for the Economics program during 2015-2017 cycle. Students were asked to critically explain the purposes and apply the appropriate tools of

fiscal policy as well as monetary policy in response to a hypothetical economic problem. The full-time faculty randomly selected 30 percent of the submitted essays and separately graded them based on a rubric. Currently, the full-time faculty is in the process of writing the result and sharing knowledge. The feedback gathered should help identify areas where students are struggling so that instructors could adjust their teaching and students could adjust their studying.

In the course of our meeting, the students said they were frustrated with the ill preparedness of some of their classmates in math skills. A situation that sometimes prevented the economics instructors from covering some topics in greater depth. The students then reminded me that one of the program learning outcomes is for students to demonstrate problem solving and quantitative reasoning skills to address economic or policy problems. The program could address these students' concern by establishing learning communities (cluster classes) where some economics courses are coupled with a math course. The institution could also offer Honors classes in economics with the same curriculum as regular classes but are tailored for high-achieving students-covering additional topics.

C. Completion and Transfer Data

The data on program completion, rate of credit accumulation and transfer patterns for BCC economics program is encouraging. It would seem to suggest that many students are in fact motivated to pursue baccalaureate studies at four-year institutions, and that they understand the value of remaining at BCC until graduation rather than trying to transfer many credits short of their associate degree.

D. Resources and Policies Intended to Support Student Success

The two resources areas of concern are insufficient space for faculty offices and the overreliance on adjunct faculty to teach program courses. As stated in the Economics Program Review, adjunct faculty, a situation that is undeniably suboptimal, teaches most of the program courses. This deficiency stands out as the most worrisome weakness of the program.

The shortage of office space, which has led to faculty members having to share offices, undercuts the supportive environment that the College tries hard to create. The stress that faculty members experience from the continual pressure to conduct research and advise students is exacerbated by the lack of space, quiet and privacy in forced shared office situations.

The relatively small number of full-time faculty advising students enrolled in the program seems to be another challenge. BCC is conscious of the problem because they appear to be taking a pronged approach to the solution by coupling registration and advisement.

The program has shown creativity by incorporating an advisement dimension into Majors Fairs and Open House events.

The large number of adjunct faculty weakens the program since they do not have the responsibility of advising students, updating curricula, developing and implementing assessment plans, and/or promoting the discipline.

Therefore, it comes as no surprise that the BCC economics program has faced challenges along this front.

IV. Recommendations

The Program Review sets out 6 recommendations.

All these recommendations are appropriate and praise worthy. Other recommendations worth consideration at or “class trip” to a four year institution, whereby students within a semester of graduating could visit the campus, receive a tour of its various buildings, meet with students and perhaps sit in on a class. In addition, the program could host a conference or invite guest speakers to discuss some economic topics and events.

Finally, the growth of enrollment in the program, in the context of an understaffed full-time faculty raises the question of support for the program.

I would suggest that the college leadership make it a priority to secure new full-time faculty lines for the economics program and to improve the diversity of the faculty.

A review of how other community colleges are addressing BBC program challenges could provide valuable information as how to remedy these challenges.

It was a pleasure to serve as the external reviewer for Bergen Community College’s Periodic Program Review. The College should be very proud of the success of the program to date and encouraging of its continuous improvement.

Respectfully submitted,

A handwritten signature in blue ink that reads "Soloman Kone". The signature is fluid and cursive, with the first name "Soloman" being more prominent than the last name "Kone".

Soloman Kone, Ph.D.