**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name:

Program Type: X Instructional [ ]  Non-Instructional

Program Mission Statement:

The mission of the BC Political Science AA-T Program is to foster critical thinking in Political Science and to promote academic success by offering a high level of instructional services in the area of general education and for the purpose of transfer and A.A. degree applicability.

Program Description: Describe how the program supports the Bakersfield College Mission.

 The Political Science AA-T Program at Bakersfield College offers classes in Political Science which are transferrable to private universities and both the UC and CSU systems. Political Science AA-T classes are part of Bakersfield College’s General Education Pattern D.2, D.3 and multicultural requirement. The Political Science AA-T classes meet the CSU General Education Breadth D.8 and partially satisfy the requirement for United States History, Constitution and American Ideals. The Political Science AA-T classes meet the Intersegmental General Education Transfer Curriculum (IGETC) Area 4 and partially satisfy the requirement for United States History, Constitution and American Ideals.

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

The outcome assessment results exceeded a typical normal distribution of grades. Since assessment results indicate 77.3% of students are reaching the learning objective (s), faculty members see no immediate concerns for change, yet will continue to discuss means to increase student recruitment and performance within the program. Faculty members will continue to encourage students to utilize the tutoring center, the writing lab, library workshops and counseling. Faculty members will attempt to timely identify students who may need assistance, referring them through our “Early Alert System”, as well as recommending Academic Development classes/workshops to improve study skills. As well, faculty members are participating in the newly implemented “Habit of Mind” and “Making It Happen” initiatives. Faculty members will continue to make their presence known within our community, and especially within programs offering the recruitment of future students. Such programs include “We the People”, KHSD Mock Trial, and The Center for Kern Political Education.

1. How did your outcomes assessment results inform your resource requests?

The outcome assessment results had no impact on our resource request this year.

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?

The student learning outcomes illustrate similar results to those of the program learning outcomes. Overall, students are successfully demonstrating their ability to understand the relevance of national, state, and local government in their daily lives by developing an objective appraisal of major trends in social, economic and political life. Students, through assessment, illustrate an understanding of the emergence of a Republic system of government in the United States and the power relationship between its different levels of government, and within the branches of the national government. Students are demonstrating their understanding that cooperation is essential in the bargaining process within our nation’s policies, as well as international policies.

1. How do the program learning outcomes align with Institutional Learning Outcomes?

The program learning outcomes align well with the BC institutional learning outcomes. Students, through their studies in the AA-T Political Science Program, are required to think openly and critically of the United States’ public policies. Intellectual creativity and acceptance of differing opinions and solutions is encouraged. Students are assessed on their ability to communicate clearly and effectively in both written and oral forms. The Political Science AA-T Program requires public policy research papers, observations reports, oral presentations, as well as group discussions. Such assignments allow student to demonstrate their ability to use current technology to acquire, organize and analyze knowledge in the field of political science. Upon completion of the Political Science AA-T courses students gain a greater appreciation of the cultural and ethical diversity within our nation, as well as our community. The program encourages active engage in the political environment through the attendance of local meetings, political forums and internships. The program encourages not only continued learning, but the civic responsibility of each member of society.

1. Describe *any significant changes* in your program’s strengths since last year.

Our greatest strength is the quality of instruction and diversity we provide. We are a program comprised of highly effective professionals, and we strive to hire the best instructors available. Our current faculty creates a nice mix of classroom styles, reflecting both ethnic diversity and intellectual diversity. Not only do we strive to provide quality instruction, but we do it quite efficiently. The Political Science AA-T program is one of the most cost effective programs utilizing forum style classes in which one instructor can service a large number of students. Last year the faculty served 2,653 students, creating 293.1 FTES. The FTES/FTEF ratio was 20.9 compared to the college wide average of 17.5. According to August 2012 data, the Political Science program’s Cost/FTES was $1,392.95, the lowest of any program generating more than 200 FTES and the fifth lowest of any program generating more than 100 FTES. This year significant changes have occurred within the Program’s staffing. One full-time professor has become an interim Dean of Instruction, while a second professor is currently serving as the Academic Senate President with a 0.4 re-assign time. The temporary loss of these instructors to leadership position on campus has created the challenge of hiring additional adjunct faculty to cover fourteen sections.

1. Describe *any significant changes* in your program’s weaknesses since last year.

While retention rates continue to increase slightly and exceed the college wide average, success rates, although increasing, still remain below the college wide average. Faculty members have initiated discussion on how best to identify the students who have limited basic skills and to redirect them into classes/workshops. Also, faculty members are currently participating in campus wide initiatives such as Habits of Mind and Early Alert in an attempt to better prepare themselves to assist student with classroom success. Recently, there has also been some discussion about the implementation of prerequisites.

1. If applicable, describe any unplanned events that affected your program.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)
3. Professional Development (Professional Development form)
4. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

Faculty members, in an attempt to better prepare themselves to assist students with classroom success, are currently involved in campus wide initiatives such as Making It Happen. The faculty is participating in such programs as Habits of Mind and Early Alert. These programs are allowing faculty to introduce to students processes and programs enabling students a greater opportunity to excel.

The faculty continues to support political events, including recent legislative forums and field trips to local government meeting. They also are active members of The Center for Kern Political Education. These first-hand governmental experiences are providing students the opportunity to learn by direct involvement.

1. Provide rationale for future professional development opportunities and contributions that your program can make.

Faculty should continue in their pursuit to provide students with first-hand learning opportunities. This would include legislative forums, candidate forums, political internships, field trips and political guest speakers. Personal faculty professional development could include faculty attendance to state and national political party conventions. Also, faculty could pursue civic responsibilities by serving on city or county boards or commissions, neighborhood associations and campus share governance committees.

1. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle?

The Political Science AA-T Program primarily utilizes rooms within the Humanities building. Recently, 2 years ago, the Humanities building and rooms were renovated. This included new paint, new flooring, and new white boards.

1. If yes, how has the outcome contributed to student success?

Undoubtedly, the renovations have created a more pleasant environment for students to learn. Yet, to my knowledge no data exist to determine if these changes have contributed to student success.

Additionally, to enhance our learning environment it would be beneficial to ensure each classroom has the necessary number of desks per student capacity. Currently some rooms lack the necessary number of desks, leaving students to take notes while sitting on a chair, on the floor, or at the instructor’s table. Further, tabletop desks are needed to replace the 1950’s/1960’s era desk, as the human body seems to be evolving into a large statute.

1. If no, how will your facilities request contribute to student success?
2. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
3. Has your program received new or repurposed technology in this cycle? No.
	1. If yes, how has this technology contributed to student success?
	2. If no, how will your new or repurposed technology request contribute to student success?

See comment below.

1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.

The Political Science AA-T Program primarily utilizes rooms within the Humanities building. Currently only 2 rooms have ceiling mounted projectors, all other rooms rely upon an approximately 35 inch flat screen television. Students have noted the television screen (s) does not allow a large enough projection to successfully convey written material. It would be beneficial to install ceiling mounted projectors in all rooms and remounting projector screens so they minimize the interference with the use of the white boards. For instructional purposes, it would also be beneficial to ensure each computer is installed with the same software, and each computer has a cabinet top mounted monitor. These technological changes will provide the availability to deliver instructional material in an efficient and more effective means. Students will be better able to capture delivered material better preparing themselves for assessment.

1. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

No additional funding is being requested.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

The Political Science AA-T Program experienced no significant changes in student demographics in 2013-14. The largest changes were seen in student gender and student ethnicity. The number of male students enrolled increased by 3%, while the female population decrease by 3% and the Hispanic/Latino percent of enrollment increased by 2%, while the White percent of enrollment decreased by 2%. The Hispanic/Latino growth has been a consistent trend over the last five (5) years, while the increase in male enrollment within the program is a new phenomenon.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

The Political Science AA-T Program in 2013-14 experienced a thirteen percent (13%) increase in sections offered from the previous year, offering eight (8) more traditional face to face sections and one (1) less distance education section. Census day enrollment was 26 students less than the previous year, servicing 32 more students in traditional face to face sections and 58 students less through distance education. Although this is an undesirable outcome, the reality is traditional face to face sections were extended to our rural community campuses which consistently have smaller class enrollments. Also, as noted above, the program eliminated one (1) distance education section which consistently produced high enrollment, causing a loss of 58 students. On a positive note, the increase in sections with little change in total enrollment did produce smaller number of students/section. The students/section in traditional face to face decreased from 54 to 48, while students/section in distance education instruction decreased from 47 to 43. It should be noted, during this period of decline in students/sections the traditional face to face success rate increased by two (2) percent. Even with the decrease, the program continues to be far above the college average of 33 students/section. The Program continues to be one of the most productive and cost effective on campus. In 2013-14 the Program’s FTES was 293.1. As for FTES/FTEF, the Program experienced no significant changes, generating 20.9, considerably exceed the generally accepted target of 17.5.

1. Success and retention for face-to-face, as well as online/distance courses.

The Political Science AA-T Program on average did not experience any significant changes in retention rates, continuing to be slightly higher than the college average. Yet, when examining retention rates by type of instruction, the Program did experience an increase in their distance education sections, 68% to 77%. It is worth noting, the Program’s distance education section’s retention rates have historically been slightly below the college average, but last year was on average. As well, the distance education sections do have a slightly higher success rate than the college distant education average, 55% to 52% respectively.

 Overall, the Program’s student success rates experienced a slight increase. The Programs success rate of 61% is the highest within the Program’s last five year. Yet, the Program continues to be slightly below the college average. This appears be more a traditional face to face instructional issue since the success rates in distance education sections remain above the college distance education success rate average. This is an issue that continues to be addressed by Political Science colleagues, as well as the entire Social Science Department.

1. Other program-specific data that reflects significant changes *(please specify or attach).*

None.

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?** **(select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** **(if applicable)** |
| 1. Work on increasing success rates. | X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed:\_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)X Ongoing: Spring 2014(Date) | The success rate of students in traditional face to face sections increased by two (2) percent. Faculty continues to support campus wide initiatives promoting student success.  |

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?** **(select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** **(if applicable)** |
| 2. Complete AA-T in Political Science Program. | X 1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed:\_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)X Ongoing: Spring 2014 (Date) | The AA-T program was accepted at the state level. Currently, course offerings in the program are awaiting CID approval. |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | [ ]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development |  |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
	* Column A list all of the courses associated with the degree.
	* Column B list the Fall term the review process will be started for ongoing compliance.
	* Column C list the compliance due date.
	* Column D list any changes to courses with regard to distance education.
	* Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| POLS B1 | 2014 | 12/01/2016 |  | POLS 110 |
| POLS B2 | 2014 | 10/01/2016 |  | POLS 130 |
| POLS B3 | 2014 | 10/01/2016 |  | POLS 140 |
| POLS B12 | 2014 | 12/01/2016 |  |  |
| POLS B16 | 2015 | 10/01/2016 |  |  |
| MATH B22 | 2018 | 02/01/2020 |  | Math 110 |
| PSYC B5 | 2016 | 01/01/2017 |  | SOCI 125 |
| HIST B4A | 2017 | 12/01/2019 |  | HIST 170 |
| HIST B4B | 2017 | 12/01/2019 |  | HIST 180 |
| HIST B17A | 2014 | 10/01/2016 |  | HIST 130 |
| HIST B17B | 2014 | 10/01/2016 |  | HIST 140 |
| HIST B18 | 2016 | 01/01/2017 |  |  |
| ECON B2 | 2017 | 11/01/2018 |  | ECON202 |

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

Yes, the information housed in CurricUNET is accurate, no changes are being requested.

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Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

No, the current catalog does not list the Political Science AA-T requirements. Previous 3 Political Science degrees should be deactivated and removed from the catalog. The new Political Science AA-T program should be inserted.

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1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? No

If applicable, SEP Pathway with IGETC indicated? No

If applicable, SEP Pathway with BC General Education indicated? No

 **\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

The AA-T program was accepted at the state level. Currently, course offerings in the program are awaiting C-ID approval.

**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

The Political Science AA-T Program continues to successfully support the Bakersfield College mission. Its faculty respects one another, speaks highly of one another’s strengths and shares ideas, materials and a true commitment to student success. The faculty members continue to strive to assist students in their educational successes inside and outside the classroom, serving as mentors, advisors and supporters of student’s extracurricular activities. The Political Science faculty makes a strong attempt to stay current in their fields, stay active within our communities and support the college’s shared governance through their participation on committees/councils. The faculty’s dedication continues to allow the Political Science Program and Bakersfield College to continue its longstanding reputation of excellence.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[ ]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

[ ]  Professional Development X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)** [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a** **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?