**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: BC Political Science [POLS] AA-T Program

Program Type: 🗹Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The 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.

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.

**II. 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** |
| 1. Work on increasing success rates. | 1: Student Learning  🗹 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **🗹**Ongoing: \_Fall 2015\_\_ (Date) | The success rate for our students again increased by two (2) percent. Faculty continues to support campus wide initiatives promoting student success. |
| 2. .  Earn acceptance for our AA-T degree. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_Fall 2015\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | We finalized our AA-T degree in the Fall of 2015. |

1. List new or revised goals (if applicable)

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| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Support 2+2+3 program** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | **Continuing project of working to streamline students into a law degree, through BC’s Political Science department** |

**III. 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).

There have been statistically insignificant changes in the student demographics signing up for Political Science courses. A 1-2 % oscillation over the past 5 years in all the major categories.

The only truly discernable trend is the slow swelling of student ranks with Hispanic/Latino students over the past 5 years, which is on par with the changing demographics of the state. Our department is obtaining a commensurate increase in the percentage of Hispanic/Latino students as the overall percentage changes. It is interesting to note that this change is apparent even though our department has fewer Hispanic/Latino Students than in 2011-2.

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

* There have been a few notable changes in the enrollment numbers this year, compared to last, and there is another outside factor that has impacted our ability to adapt to the changing needs of the students.
* We have had a full-time professor become a ‘frozen’ asset this past year [and this fall], as they stepped sideways for a one-year temporary full-time administrative position.
  + This required more overload courses for the rest of the full-time pool, and some interesting scheduling of our adjunct pool to cover the courses we offered.
  + The reason this is listed is that having said professor back [or a full-time professor to replace him] would have allowed our department the flexibility to utilize our adjuncts and expand the number of sections offered to meet the increasing needs of students at B.C.
  + This year [2015-2016] will show similar issues, due to the unexpected lengthening of the process.
* This has resulted in our department offering 2 fewer sections than last year, despite the college being able to offer 173 MORE sections to meet the needs of the over 500 FTES that 2014-15 brought to the school over the previous year.
* This also resulted in a .3% decrease in our department’s productivity over the previous year. Yet, it must be noted that this decrease still resulted in our department having 3.3% higher productivity number than the college average.

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

* Our department has been able to achieve another year of improvement in both success and retention numbers. We have a retention rate of 89%, which is higher than the college average.
* Our success rate has increased to 63%, which is lower than the college average, buy higher than the previous year- demonstrating that the modifications to instruction are making a difference.
* Our face-to-face classes have the most rapid positive change, while our online courses have actually seen a decrease in success rates.
* This is an issue that our program will be discussing to see how to account for this change.

1. Changes in the achievement gap and disproportionate impact (Equity).

* The only noticeable change in this category was an increase in the % of Hispanic/Latino students, with no significant decrease in other student groups that this measurement is targeting.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

* Not applicable.

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

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

* Our outcomes assessment demonstrated that the reforms we were engaged in were having the desired change.
* Our outcomes assessment indicated that a continuation of the modifications we were engaged in was the most advantageous path to take for the following academic year.
* Thus, we continued to apply the techniques listed in our assessment document to provide more engagement with the students, and more thorough understanding of the material.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

* Our program decided that the outcomes assessment indicated that the most critical components to enhance the education for our students was to have a desk to work at, and more seamless integration of WiFi into the classroom.
* These were requests we submitted: in both the technology and facilities requests.
* Our program decided that there also didn’t appear to be any great panacea for the problems of our students which we could order.
  + There was no magic device that buying would enable us to solve all of their problems.
* We realize that the most difficult characteristic of achieving success is getting students to engage and exert themselves.
  + Technology may help this, and our rooms have some.
    - More has been requested [Projector for H-15].
  + However, we decided to focus on the personal interaction and explanations, to try to get the students engaged, rather than purchasing other resources.
* Our assessment results have demonstrated this technique is moving students in the correct direction.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
2. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

* In general, the overall trend in the 5 summaries of this data submitted last year demonstrate that each student learning outcome relates to at least one of the program learning outcomes, and to generally two, and more often three of the Institutional Learning Outcomes.
* The most common relationship between the SLO and ILO was that each SLO tended to fit into ILO #s I, II and III, with ILO #4 being deemed almost impossible to assess, in the way it was written last year [it required us to measure their actual engagement *after* they have left the college, and the only meaningful data on that would cover at least 10 years of their post- BC lives].

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

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

* We have been missing a full-time member of our department to reassignment to administration, and having adjuncts pick up the slack, without being able to expand the adjunct pool significantly.
* This lasted all of last year, is happening this fall, and we won’t know if it is permanent until it is too late to request a full-time tenure-track professor as a replacement.
* This has significantly weakened our ability to expand sections and provide optimal educational opportunities to all students.
* This also hinders our departments’ ability to adjust for the next academic year, where the only hope to establish ‘normalcy’ will be to get permission for a one year temporary full-time hire, and hope we can convince the college to give us a full-time tenure track position that will open in the fall of 2017.
* Thus, our department has been, is currently, and may well be in limbo in terms of the ability to grow our sections to meet student needs.

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

* We didn’t have any significant changes in this category.

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

* N/A.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

* We cannot, in good conscience, request a new position until we gain clarity as to whether the tenured professor in our department will be returning or not.
* In addition, we are not comfortable asking for a one-semester temporary full-time replacement for the spring, if they do not return to our department, as we would then ALSO need a one year temporary full-time professor for the following year while we put our requests for a new tenured faculty member through the process.
* As a result, we cannot ask for any staffing that will assist us in increasing our student success until next year.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* Attending some of the professional development activities on campus, and a few off campus, have allowed our program to develop techniques to increase comprehension of students, as well as our understanding of the dynamics our students are going through.
* This past summer, one member attended a conference on pedagogical tools for online instruction, from which originated some modifications in the fall semester to address the decrease in student success in the online format.

1. What professional development opportunities and contributions can your program make to the college in the future?

* At this point, our program all has an overload, or multiple overloads, in addition to their contributions to the college through leadership positions or through the 2+2+3 PreLaw initiative.
* 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:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

* There has been minimal impact upon our program, in regards to student success, as these activities generally did not occur in the rooms/building that we offer our classes in.

1. How will your Facilities Request for next year contribute to student success?

* Our request will provide students with more stability to begin the semester, as there will be an appropriate desk for each one of them, in each of our classes.
* Furthermore, the rewiring of lights will allow more full engagement in presentations, while still allowing effective note taking.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

* Our program has experienced two technology changes.
* The first was the installation of new phones into each classroom.
  + This change provided for a safer educational environment, as we have a phone available [as long as the internet doesn’t go down
* The second was the addition of a stand-alone monitor on the top of the computer cabinet, so that professors could see what they are setting up without leaning back, craning their head up, and harming their neck.
  + This change encourages faculty to use the computer and tv/monitor attached to the ceiling, as it is no longer a literal pain in the neck to use.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

* If we are successful in having our requests granted, we will be able to improve the quality of education in multiple ways. We will be able to have them take effective notes, as they would all have desks.
* Those who have special needs would have appropriate desks in the room for their success.
* When using technology to teach, the images will be clearer and the students will still be able to see well enough to take notes.
* These requests will create a more positive learning environment for the students, which enables them to focus on the task at hand- education, instead of discomfort or overcoming difficulties in seeing what they are doing.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

* Our area is operating at a deficit in modern educational technology.
* We have consistently requested projectors be installed in each classroom, as the TVs being used for monitors are too small of a screen for students in the rear corner to be able to gain the most from the presentation, and those in the rear of the room can’t use the subtitles for anyone who has auditory language skill issues.
  + We have not been able to achieve this.
  + Until we do, there really is no point in requesting the smart boards, tablet rentals, and software licenses that will allow our program to meet or exceed the college’s strategic goals.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

* No additional funding is being requested.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

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.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_