**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Political Science

Program Type: **[x]**  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. In addition, the Political Science courses are part of other departments’ education plans, either as electives or required courses.

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.

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| ***Instructional Programs only:***1. List the degrees and Certificates of Achievement the program offers
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
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A: The Political Science Program at Bakersfield College provides students with an AA‐T in Political Science, as part of the larger college ADT offerings.

**II. Progress on Program Goals, Future Goals, and Action Plans:**

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 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. | [x]  1: Student Learning [x] 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**🗹**Ongoing: \_Fall 2016\_\_ (Date) | The success rate of students in traditional face to face sections increased by one (1) percent. Faculty continues to support campus wide initiatives promoting student success.  |
| 2.Support 2+2+3 program | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_Fall 2016\_ (Date) | Continuing project of working to streamlinestudents into a law degree, through BC’sPolitical Science department |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. Obtain approval of a tenured replacement hire in Political Science
 | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | Submit request in Program Review, to FCDC, successfully present our case. | Success should be known by December 2016 |  Prof. J. Stratton and Prof. S. Holmes |
| 2. Continue to pursue ongoing goals listed above | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | Implement more program discussion and collaboration to achieve change, as measured by improving numbers generated by assessment tools. | Ongoing efforts. | Prof. Steven Holmes. |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

1. Changes in student demographics (gender, age and ethnicity).
* The ethnic diversity of our nation [and state/county] continues to change. Over the past 10 years, that has been reflected in higher education in Kern County, specifically in comparing enrollments from 5 or 10 years ago to today’s demographics.
* The most noticeable change has been the increase in Hispanic/Latino/a students in education [both in absolute numbers and in terms of percentage of students enrolled], and the corresponding decrease in the number of White students [in absolute numbers and in terms of percentage of students enrolled].
* The Political Science program has not only kept pace with this change, but a careful review of POLS enrollments demonstrates that our program has a population of Hispanic/Latino/a students that is 4% more than the average across the college.
	+ This also relates to the reality that our enrollment numbers for White students is 3% lower than the college average.
* When compared to a 5‐ year window, the percentage of Hispanic/Latino/a students in the Political Science
* program has increased by 9% of the students in the program, while the percentage of White students has shrunk by 7%.
	+ Again, this is in line with general demographics changes of the county.
* The only other trend that stands out is that the percentage of African‐American students in our courses has shrunk by 1% of the program over the same 3‐year window.
	+ The current percentage of African‐American students is 1% lower than the campus‐wide percentage of African‐American students.
	+ This is a one year aberration, as the percentage of African-American students was at 4 % of the program for the previous 4 years.
	+ This may also be related to the reality that our outreach is bringing in a larger # of students, especially from outlying regions, where the African-American Population is lower than in the areas of Bakersfield that were traditionally focused upon.
* The numbers themselves indicate that the Poltical Science Program is in line with the college’s enrollments and is reflective of greater demographic changes throughout society.
	+ The one question to ask is if our college’s demographic numbers are appropriate, based on not just ethnic identity within the county, but economic opportunity.
	+ The current outreach programs are designed to address these issues, and we are starting to witness substantial increases in enrollment for the fall of 2016 as a result.
1. Changes in enrollment (headcount, sections, course enrollment, and productivity).
* This past year, our program has enrolled 124 more students than last year [2014-2015, but that is still 20-30 fewer than in the previous two years, utilizing unduplicated headcounts.
	+ We still have not caught up to the enrollment numbers of 2011-2012, by about 180 students.
* Of notable concern is that a 5-year review demonstrates a loss of % of students enrolled from 11.1% to 9.15% of the college wide headcount.
	+ Despite the bump in headcount served over the previous year, our program is still serving a smaller percentage of students.
	+ In 2014-15, we had a headcount of 2514, which was 9.5% of the students enrolled at BC.
	+ In 2015-16, we had a headcount of 2638, which was 9.1% of the students enrolled at BC.
		- In 2011-12, we had a headcount of 2804, which was 11% of the students enrolled at BC.
		- Our numbers increase still represents a decline in the service to the students of BC, despite the increase in our course section offerings [60 in 2015-16, vs 57 year before, or 56 5 years before].
	+ There is no question: our program is not serving as many students as the historical record demonstrates- in both absolute numbers and in percentage.
* This change in number of students served is not reflected in the number of sections offered, but instead is reflected in students per section.
	+ In the most recent year, we did add 3 sections to our course offerings- compared to 2014-2015
	+ This put us at offering more courses than any year since 2011-2012.
* Yet, our enrollments per section has declined over the past 5 years- and especially in the past 3 years, from an average of 53 in 2011-2012 to an average of 47 the past three years.
	+ Our face-to-face classes have shrunk to around 45 student per class in the past 2 years, compared to the 54 per class in 2011-2012 [or 55 in 2012-2013]
		- This is believed to be directly related to the recent change to priority room scheduling, where H-15 has become the ‘go to’ room for most POLS course, and H-15 really only seats 44.
	+ At the same time our traditional course have leveled out, our online section totals have exploded, from 43 per class 3 years ago to 92 per class in the past year.
		- This is the result of increasing the caps on all classes to the maximum allowed, or, in the case of double-size classes, by shoving up to 120 students into the class.
	+ Despite the shrinkage of our enrollment, it should be noted that we are still serving an average of 14 more students in our face to face classes, and an average of 41 more students in our online classes, than the campus wide average.
		- Our combined total is also 15 more students per section than the campus wide average.
* In what appears to be an impossibility, our FTEF numbers actually increased last year [13.2], compared to the previous year[12.4]- despite having lost a full-time professor for both of those academic years.
	+ However, there is something that needs to be addressed.
		- One of the full-time professors operated with an excessive load agreement to allow carrying a 1.8 load for the year, and is doing so again this year.
		- Another full-time professor has a 1.6 load.
			* This is not sustainable for our college’s future.
	+ Furthermore, for the past 2 years our department has been below the 50% guidelines for full-time faculty. Last year we were at 44% full-time, with 12% of overload.
		- Our adjunct total was 29% of the FTEF by contract type- and that was split evenly between 3 professors.
		- These numbers do not allow us to make a meaningful contribution to the college’s FTEF 50% contract requirement- as we are part of the reason other programs need to be above 56%- to balance us out.
* As a result of all of these characteristics, our departments productivity did decrease to 20.3% in 2015-2016, the lowest productivity Political Science has generated since the 2011-2012 academic year, when we were at 23.8%.
	+ We are getting farther away from both the number of students we serve and our ‘proper’ faculty representation, and this year is worse than before.
	+ However, the Political Science Program is still providing a productivity rating that is *3% higher than the college-wide average*. [20.4% vs college-wide rating of 17.4%].
* It is noted that the past year witnessed our department having an odd situation occur, which has had a negative impact on our full-time faculty numbers.
* We had a tenured department member serving as a temporary full-time position that lasted for 18 months, instead of the originally planned 12 months.
	+ In the previous year, we offset this loss by the addition of a one-year temporary full-time Political Science Professor.
	+ Due to the semester-length extension, which occurred late in the summer of 2015, we were unable to attempt to procure a temporary full-time professor to fill that vacancy.
	+ Furthermore, we were left in limbo as to whether to request a tenure-track Political Science professor in the hiring cycle, as we didn’t know if we would get that professor back or not- and didn’t find out that said professor was not coming back until *after* the window of opportunity had closed.
		- This left us without a full-time professor for the entire academic year of 2015-2016, as well as being short a full-time professor for 2016-2017 [due to the inability to request a tenured professor replacement, and our inability to secure approval for a one-year temporary full-time hire in the program].
			* Furthermore, this situation, which began to unfold in the fall of 2014-2015, can be connected to the drop in full time representation in the FTEF statistics, to the drop in Productivity, and in the drop to the total number of unduplicated head count we have served for both 2014-15 and 2015-16.
* Thus, we were down a full-time professor both of the last two years, and our numbers have taken a hit as a result.
* In order to make up for the needs of the department, and the shortage of professors, we have doubled the number of adjuncts in the Political Science program over the past 3 years.
	+ This allowed us to expand our number of sections offered, to meet *some* of the needs of the student population.
		- Our hope is that adding a full-time professor, combined with the existing adjunct pool, will allow us to expand our offerings even more, to get closer to the 53 courses we offered in 2011-2012, from the 47 we offered last year.
1. Changes in achievement gap and disproportionate impact.
* To address Equity, our program has been working to get the most significant player in the equation to take a positive stance in achieving change: the student.
* Some have begun to modify their pedagogical approaches and/or materials to try to make them more accessible to the students affected, and to overcome this achievement gap.
* Others have worked in campus programs as club advisors, have become de facto mentors to students, have worked to be more cognizant of these groups’ sense of disconnect from the educational environment: and we have all been working to get the students to *want* to be in the class room.
* We have evaluated our grading criteria and standards to determine if there is a disproportionate impact upon any single group due to the way the course is structured, and come to realize that the achievement gap in our classroom generally applies most to students with the lowest reading comprehension and writing skills‐ no matter their ethnic background.
	+ The gap between each ethnicity’s success rate and the college average is either 16 or 17%, which shows consistency in grading, rather than discrimination in the application of grading standards to any specific group.
	+ The difference in actual achievements between each group seems to be in factors related to the students’ skill sets before entering [college‐ready, vs enrolled] as well as mental discipline.
* Some of our faculty have attempted to resolve some of the skill issues by converting part of the instructional time into writing and/or study preparation lessons, to give a foundation for improving skills.
* Others have taken students to the writing center or library to get them integrated into the culture of learning.
* Still other Political Science faculty have had outside speakers come in to give skill building workshops in the class on writing or library usage.
* All of this is designed to get students involved and applying themselves to the materials.
* One clear examples from a cursory review of DataMart information is that there is a significantly larger achievement gap among African‐ American students in online courses than in face‐to‐face courses.
	+ Neither number is good.
* However, the learning environment where we have a chance to physically talk to the student and interact has about a 20% higher success rate than one in which the student is completely on their own, and has to resolve all their difficulties independently.
	+ This is one simple data‐point that attests to the importance of all of the techniques listed above in increasing success those who are disproportionately affected by an achievement gap.
* To reference an old analogy: we keep finding new delivery methods, alternate imbibing environments, modified taste/color/fragrances of the water we are providing, along with a modern trendy delivery of explanations as to why drinking it is what needs to happen, yet some of the equines involved don’t seem to want to partake of our refreshment to allow them to get beyond us to their ultimate destination in life.
* If they won’t stay in class, we can’t help them.
	+ We can’t make them stay.
* And, if they do stay, they still have to be willing to engage in the process to learn.
* We are working to make this as welcoming and inclusive of a process as possible.
* We simply recognize that there are unseen pressures on some of our students that make this more challenging, and we are trying to help them get around those issues.
1. Success and retention for face-to-face as well as online/distance courses.
* To effectively understand Political Science, context is critical.
* In addition, there are three other factors that should be understood regarding the Political Science courses offered at B.C.
	+ The first is that Political Science, especially POLS B1, is considered a ‘gateway’ course, which receives an inordenant number of new college students directly enrolling in said classes.
	+ A second factor that should be understood is that success in Political Science requires high levels of critical thinking, reading comprehension, listening skills, writing skills, and research skills.
	+ A third factor is that the Political Science Program has determined that the idea of offering prerequisites for attending our courses is problematic at best, and counter-productive at worst.
		- The State of California has rigid standards on when a prerequisite is appropriate.
		- The Community College system is designed for open enrollment- regardless of prior educational attainments.
		- This is not the ideal course to throw a poorly prepared new college student into if we wish them to succeed.
* One other main consideration needs to be made before being able to effectively evaluate the results of the Political Science Program, in Success and Retention: High School proficiency scores, as tabulated by CAASSP.
	+ The latest CAASSP scores indicate that only 58% of female and 46% of male 11th grade students met or exceeded the English standards.
		- * [by the way, this is a 2% increase over the previous year.]
		- In Political Science, we are seeing a 60% success rate among female students and a 61% success rate among male students.
		- This demonstrates that the techniques being used result in a gender-neutral impact on success.
	+ Another interesting score from CAASSP reporting is that Kern County students collectively scored lowest in the ability to understand spoken communication [17% for women, 16% for men.]
		- Some have discussed potential linguistic associations for said number, but a review of the data indicates that economic advantage/disadvantage was a more telling determinant for the % than linguistic or ethnic.
		- Furthermore, the BEST numbers indicate that less than 25% of the high school students in Kern County are proficient in listening.
			* Thus this measured skill seems more connected to cognitive development [linked to age] than it is to socioeconomic/ethnic determinants [although there is still room for focus on equity in this area as well].
* All of this is important, as all Political Science Courses require a high level of reading, writing, analysis, research and listening skills- and the average score for the county is very low in these areas.
* Furthermore, as was established, the Political Science Program at B.C. receives a statistically significant increase in the new students, compared to many other courses on campus.
* This may help explain why the college success standards for the Political Science Program is lower [61%] than the College-Wide average for success [69%].
	+ It should be noted that the success rate for the Political Science Program decreased by 1% from the previous year, as overstretched faculty and adjuncts struggled to keep up with the workflow that resulted from having 1 less tenured professor in the program.
* While the success may be low, the Political Science Program’s Retention rates are higher [89%] than the College-Wide average [87%], but this gap is much closer.
	+ Furthermore, the Political Science Program’s Retention Rate is the same (89%) as the previous academic year.
* When comparing individual modalities of learning, it is interesting to note that the retention and success rates over the past two academic years were within 1 point of each other in either traditional courses or distance education.
* Another point to note is that the success rates in online education dropped most dramatically in the 2014-15, and 2015-16- The same year distance education average enrollments per section went from 43 [2013-14] to 78 [2014-15] to 92 [2015-16].
* This would indicate that there is a point of diminishing returns in increasing the cap sizes of online education.
	+ It is true that more students had opportunities to learn, by increasing cap sizes to 64 in online singles [from 55], to 84 in online 1.5 size classes, or to 120 in 2.0 size classes.
		- This DID result in a higher number of students who successfully passed the distance ed classes than in the previous year.
		- However, the change in success rate that occurred resulted in an average of 20 fewer students succeeding in 2014-15 or 2015-16 than WOULD have happened if the previous success rate had been achieved.
			* This roughly equals the change in cap size from a 100 student double to a 120 student double.
	+ It could be argued that the necessity of changing from 100 to 120 students in these large sections probably resulted in the majority of those extra students not passing the class.
		- According to this line of thinking, it is better for the students to have course size maximums of 50 for single, 75 for 1.5, 100 for double sized classes, as this increases the amount of student feedback/involvement.

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
* The number of degrees awarded over the past three years has consistently oscillated around the number of 12.
	+ This has gone from 13 in 2012‐13 to 17 in 13‐14, and then down to 10 in both 2014-15 and 2015-16.
* There are a few reasons we believe our numbers are so low, despite having at least 100 students annually claiming to be a Political Science Major.
	+ The most important reason is the intellectual and occupational opportunities of our community.
	+ It is no surprise that our community [Kern County, Bakersfield City] has one of the lowest college‐degree holding rates in the state.
	+ It is also not much of a surprise to observe the occupational opportunities in the community and recognize that there are not very many positions in our community that require a B.A. in Political Science.
* Combine the poor local economic outlook for employment for a B.A. in Political Science with the low educational attainment of many parents in the community, and there is another potential reason that POLS doesn’t have the attraction of other degrees that are more easily understood by the public.
	+ The reality is that many working‐class people need a college degree to translate into work that pays *quickly*.
	+ They do not have the financial luxury to earn a degree because of a love of knowledge.
* As a result, many parents [and students] wish to study a college subject that translates more directly into quick income, such as a CTE degree, Lib-Arts degree for teaching, or business degrees.
	+ This attitude is difficult to overcome in economically disadvantaged communities, like Kern.
	+ This attitude that a degree is supposed to translate [instantly] into a high‐paying job is probably harming the number of degrees we award.
		- Especially as the A.A. in Political Science is not a *prerequisite* for many/any jobs in the community.
	+ Our program has discussed this and has become actively involved in community outreach, in working in the Pre-Law Program, to help speed students to a Law Degree to use these skills, and in mentoring among the students on campus.
1. Other program-specific data (please specify or attach).
* N.A.
1. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| --- | --- | --- | --- | --- | --- | --- |
| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| AA Political Sci-Domestic Policy \* [no longer in catalog] | 1 | 3 | 0 | 0 | 1 | 0 |
| AA Political Sci-Internl Relation\* [no longer in catalog] | 0 | 1 | 2 | 0 | 1 | 0 |
| AA Political Science | 5 | 9 | 15 | 5 | 0 | 0 |
| AA-T Political Science | 0 | 0 | 0 | 5 | 8 | 15 |

We have a target of 15 AA-T degrees in Political Science being awarded in the current year, and hope to move that number closer to 20 degrees per year by 2019-2020.

**IV. Program Assessment:**

Use attached **Assessment Report Form Comprehensive Tab**

1. Discuss your program’s strengths.
* Diversity of pedagogy, continual mutual respect for the professionalism of our colleagues, concern with both academic excellence in our understanding of the material and in developing student academic excellence, combined with concern with a more holistic approach to helping students succeed are all hallmarks of our programs’ strengths.
* Providing high levels of intellectual stimulation and education are continuing strengths of this program.
* All full time members of our program are *constantly* assessing diverse approaches to enhancing student achievement, in each semester, and implementing the same.
* Many professors are engaged in professional and student development activities designed to enhance student learning.
	+ This is continually modifying the program’s approach to fostering success.
* This is a strength we had last year, this year and in the foreseeable future.
	+ We do this because the 2638 students we served last year [unduplicated head count] are a significant proportion of the student body and deserve the best education we can provide.
	+ We do this because we recognize the importance of being constantly enhancing our strengths to continue to meet the 21.8% of the student population registered in our courses.
	+ We play to our strengths to facilitate student degree attainment and transfer status.
* Lastly, from a more bureaucratic point of view, the Political Science Program is helping to maintain the higher standards of economic efficiency that our district requires of Bakersfield College.
	+ Specifically, this is in reference to the reality that our Productivity Rating of 20.4 is 3 higher than the college average, which helps to pad out the numbers and allows for smaller class sizes to be utilized in other programs.
1. Discuss your program’s weaknesses.
* 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 has significantly weakened our ability to expand sections and provide optimal educational opportunities to all students.
1. *If applicable,* describe any unplanned events that affected your program.
* The only truly unplanned event to affect our program last year was the determination by administration to extend the temporary full-time administrative position to which our tenured faculty member had been promoted.
* This extension meant that the program wouldn’t be informed of whether we would lose said colleague permanently, or if they were returning, until after it was too late to put in a request for a replacement tenured faculty position.
* The program had been informed that this decision would have been made by August of 2015, so the delay until December was a large surprise, which eliminated the opportunity to effectively request a replacement hire, to keep our department offerings at the needed level for our students.
* Thus, our request for a replacement hire this fall should have been made last fall, but we are now a year out from making that change, due to the unplanned extension of the administrative position.

**V. Resource Analysis:** 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 are requesting one position, due to the finalization of the transfer of a Tenured Political Science Professor from our program to administration.

Our program has been suffering with being one person short of its ‘normal’ staffing for the past 2 years, as well as the current year. We have obtained temporary overload approvals for a few of our adjuncts, as well as obtaining excessive load agreements for tenured faculty, in order to not hemorrhage more students. Yet, we are still unable to meet the educational needs of our student population.

 We have had over 150 students on waitlists every year for the past 5 years who couldn’t get into a class. This past year, the waitlist numbers did drop to 155, but that is also due to the fact that we had excessive load agreements in place, and the fact that the waitlists were generally limited to 5 people. Thus, the limit on the wait list size also reduced the perception of the need. We could have allowed waitlists of 15 students per, even though we knew they wouldn’t all take the class. If we had, the students left on waitlists would have doubled or tripled.

We have had classes we have had to cancel due to lack of faculty. We have not been able to offer course in the Rural Initiatives Program due to both lack of qualified faculty and district policies that precluded scheduling faculty at two locations in the same day. For all of these reasons, we cannot help our students achieve success without the replacement of our lost colleague.

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.
* Faculty members have been engaged in professional development in many ways during the last cycle.
* These activities include attending on-campus events/workshops, participation in state leadership meetings, professional conferences, participation in club advising, Mentoring programs to socio‐economically challenged student groups, leadership in the Pre-Law Initiative, and other initiatives, on and off campus.
* Student success has been positively affected by the insight and ideas that the faculty members developed during their engagement with the above programs.
	+ Some techniques were directly applied to increasing student retention.
	+ Some techniques/ideas were applied to enhancing the critical thinking component of our course work, leading to higher SLO achievements
	+ Some of the contributions to student success have emerged from an enhanced understanding of the changing dynamics of our student population.
	+ Other contributions to student success originate in the enhanced knowledge of the material gained in conferences, and the enhanced faculty morale exhibited in their demeanor within the classroom.
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, compounded by the loss of a full-time colleague.
* 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 regional government conferences.
	+ 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 within the rooms/building that we offer our classes.
1. How will your Facilities Request for next year contribute to student success?
* 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?
	* The previous year did not introduce any new technology into the classrooms our program utilizes.
	* The existing technology has shortcomings that are beginning to significantly detract from our ability to enhance the students’ opportunities to achieve success.
	* The county-wide average of about 18% of high school juniors meet expectations in listening skills.
		+ Thus, it is increasingly imperative to have different modalities of interaction available to us, and the visual/reliability issues surrounding the existing technology are limiting our ability to affect change in student success.
2. 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.
* With expanded Wifi, the students will be able to use their portable devices to interact in new technologies for the classroom, whereas now they are limited by weak signals or choked bandwidth.
* When using technology to teach, the images will be clearer and the students will still be able to see well enough to take notes due to the new projectors.
* In addition, the new technology will probably reduce some of the confusion currently going on in the classroom that results in faculty members throwing their hands up in disgust as the system is not connected properly again.
* Having a dedicated computer/printer connection, vs having to share the image device [tv] with the computer and a vcr/tv, will cut the possibilities of confusion in half, resulting in more effective implementation of technology in the classroom.
* 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, which hinders the college’s goal of enhancing student educational opportunities [Strategic Direction #1, paraphrased].
	+ Initiative #2 under Strategic Direction #3 [Facilities] is to “Enhance campus WIFI coverage and capacity”, which is what we are asking for. The current levels of support for WiFi isn’t effectively meeting our educational needs, our students’ needs, and falls short of the college’s strategic goal.
	+ In addition, we have previously requested projectors be installed in H-15, as the TV being used for presentations is 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 [linguistically disproportionally affected students and ADA compliance issues also].
		- 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.
	+ What technology we do have is used effectively, when it hasn’t been reconfigured by an earlier faculty member who forgot to change it back, leaving a mess that hinders the next 4 professors from using it properly.

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

* The budget requests we have are fourfold- replacement faculty, new technology in the classrooms, money to attend conferences/events in our fields and the normal office supplies for all professors.
	+ It is hard to contribute to student success when we have 200 students without a professor to explain the material to them, as the classes were cancelled due to no faculty available.
	+ It is hard to present the most cutting edge ideas/information, in the newest pedagogical approach, when we are financially penalized [by having to pay all expenses, minus a possible $500 reimbursement, out of our own pocket] for wanting to expand our skill-set for Bakersfield College’s student body.
	+ It is hard to contribute to student success when we cannot utilize the white board due to a lack of markers. Furthermore, it is a bit embarrassing for the college when a professor has to borrow a white board marker from one of the students to finish the class.
	+ It is hard to contribute to student success with the millennial generation when we cannot utilize technology effectively in the classroom as the system isn’t in place, or needs expansion.
* Having all four elements cannot hurt student success.
* Yet, the Political Science Program wishes to be honest- there is no way to guarantee a student will succeed, short of embracing grade inflation.
	+ Much of what is being done by professors can lead to a great education- if the student is willing to work for it.
	+ This leads to a concern our program has: the apparent commercialization of public education.
	Philosophically, an education has to be earned. Students have to be willing to work hard and push themselves to understand the material.
		- There is an increasingly apparent attitude that a degree is now a commodity, and students are the customers.
			* This has even been expressed by some of the adjunct applicants in phone interviews.
		- The issue the program has with that is the potential to water down the substance of both the critical thinking skill preparation, as well as the understanding of the cultural realities of the societies/civilizations/cultures being studied.
		- The expressed concern is that the ‘customer is always right’ attitude that appears to be growing in higher education will [is?] result [ing?] in the decline of the actual intellectual value of a college education, as the ‘public’ [and politicians who serve them] simply want a piece of paper to get a job- without the messy aspect of evaluating material or understanding information.
* Thus, the Political Science Program would like to say that the addition of this projector WILL increase student success, but that depends on how it is utilized and how the student chooses to engage their intellect with the material.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.
* From Academic Senate President to participation as Phi Theta Kappa Advisor, from mentoring in the 2+2+3 Program to participation in union leadership roles, all the way through committee representation, the Political Science Program have given back to the college and its students- beyond the classroom.
* In addition to the Tenured Faculty, our Adjuncts have gotten involved in Union representation, in taking a lead in the Inmate Education Initiative, and in work to make the department more effective.
* It is appropriate to identify that the Political Science Faculty serve the college to increase the quality of education that the bureaucratic machinery of Bakersfield College oversees.
	+ Furthermore, members of the department regularly consult with the department chair about curriculum review, they assist in evaluating adjuncts, they work in creating an appropriate schedule for the students, and many volunteer for other projects within the department, to reduce the stress placed upon the department chair.
1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.
* The Political Science program of Bakersfield College operates within the Social Science department.
* The Department Chair of Social Sciences takes the lead on connecting with the adjunct faculty of Political Science.
* Said chair utilized email and phone conversations to inform the adjunct faculty of program events- be they trainings, department meetings, presentations, or other activities.
* Furthermore, said chair works with all of the Political Science program members [tenured or adjunct], to obtain consensus on the position to take on decisions that affect all of said faculty.
* The chairperson has spent hours discussion pedagogical issues, as well as material questions and workplace safety concerns, with adjuncts- to make them better professors and make them feel more included.
* The Program itself works to schedule meetings at times that are most conducive to the maximum number of people attending, and adjuncts are always included in the process.
* However, the reality is that adjuncts other pressures/responsibilities often make them unavailable for such meetings due to conflicts with other schedules.
* The program respects the unique necessities of time utilization of our adjunct faculty and has chosen not to require attendance, due to concerns with conflicts of time/space in regards to their other responsibilities.
	+ Put simply: our adjuncts are encouraged to participate, they are listened to, their opinions are solicited and weighed, but they are not obligated to incur any hardships to do any of the above.

**VIII. 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 Program at Bakersfield College is a valued contributor to the education and preparation of our transfer students. Over 9% of all B.C.

students have been in one of the programs’ classes, taught by only 3 tenured professors. Critical thinking, evaluative methods, effective written communication, and other academic skills are taught by our valued professionals.

The findings indicate a continual need to address issues of success and retention for our students. Success and Retention are the largest concern the Political Science Program faces. The evidence indicates that this is one area we have significant control over that demonstrates a need for change. We recognize we do not have absolute control over these characteristics, as they ultimately boil down to students’ actions. Yet we do have wide latitude on what to do within our

classroom to improve this performance. Student performance is not something that can be guaranteed, but the Political Science Program will be working harder

to find ways to constantly change the numbers in these categories.

Of especial note in the success ratings is the reality that two disproportionately affected groups have the lowest success rates in our program. In a careful comparative analysis, it becomes apparent that the same is true for the same two groups across the campus [indicating a need for more campus-wide engagement with said groups]. The difference is in the % below the average of these groups. One is the roughly the same % below success as the campus-wide average [1% difference]. The other is about 4% lower in our program than the campus-wide average. Steps are being taken to find ways to be more inclusive. The program is taking the lead on this through examples used, interaction, and inclusion of more variety within the department.

There is much to be said that is good about the program, but there is much to be done, and we are applying ourselves to effect positive change. 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 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.