

Bakersfield College

Program Review – Annual Update

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

- Faculty Request Form (link) Classified Request Form (link) Supply and Equipment Request Form (link)
 ISIT Form (link) M & O Form (link) Best Practices Form (Required) (link)
 Other: _____ (please specify)

I. Program Information:

Program Name: Political Science

Program Type: Instructional Non-Instructional

Program Mission Statement:

The mission of the BC Political Science 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 mission of Bakersfield College.

The Political Science Program at Bakersfield College offers classes in Political Science which are transferrable to private universities and both the UC and CSU systems. Three (3) A.A. degrees are available in Political Science. Political Science classes are part of Bakersfield College's General Education Pattern D.2, D.3 and multicultural requirement. The Political Science 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 classes meet the Intersegmental General Education Transfer Curriculum (IGETC) Area 4 and partially satisfy the requirement for United States History, Constitution and American Ideals.

Degrees and Certificates: List the degrees and/or certificates of achievement offered by the program, if applicable.

Political Science Associate in Arts Degree

Political Science, Emphasis in Domestic Policy Associate in Arts Degree

Political Science, Emphasis in International Relations Associate in Arts Degree

II. Program Assessment:

- a. How did your outcomes assessment results inform your program planning?

The outcome assessment results exceeded a normal distribution of grades. Since assessment results indicate over 70% 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 look forward to participating in the newly implemented "Habit of Mind" initiative. 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" and The Center for Kern Political Education.

- b. How did your outcomes assessment results inform your resource requests this year?

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

- c. Note any significant changes in your program's strengths in the 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 experienced staff was augmented last year with the hire of a new full-time tenure track position at the Delano campus. Our current faculty create 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 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 2,821 students, creating 296.0 FTES. The FTES/FTEF ratio was 23.7 compared to the college wide average of 17.9. 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.

- d. Note any significant changes in your program's weaknesses in the last year.

While retention rates continue to increase slightly and remain above the college wide average, success rates continue to remain constant and 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. Recently there has also been some discussion about the implementation of prerequisites.

- e. If applicable, describe any unplanned events that impacted your program.

Budgetary issues required the Program to reduce the number of sections offered, reducing the number of students served and slightly increasing number of students per section.

III. Technology and Facilities Analysis

- a. Has your program received new (newer) technology in this cycle? No
- i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?
 - ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?

The Political Science 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 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 potentially effective means.

The use of technology would be evaluated by the number of faculty implementing it within their student classroom contact hours.

iii. How might other areas use this technology?

The above suggested changes would allow instructors from all disciplines who utilize these facilities to use this technology during instruction.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

b. Has your area needed any facilities maintenance, repair or updating in this cycle? If yes, has the outcome contributed to student success?

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

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. (Recently, I read students today are 30 pounds heavier than their counterparts of the 1950's.)

(NOTE: Facilities and M&O requests can be made by filling out the [M&O request form](#).)

IV. Trend Data Analysis: Note any significant changes in data trends over the last year using data provided by Institutional Research (and/or other data the program has attached). Metrics may include the following:

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

The Political Science Program experienced no significant changes in student demographics in 2012-13. The largest change was seen in student ethnicity: the Hispanic/Latino percent of enrollment increased by 2%, while the White percent of enrollment decreased by 3%. This has been a consistent trend over the last five (5) years.

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

The Political Science Program in 2012-13 experienced a seven percent (7%) decline in sections offered from the previous year, offering three (3) less face to face sections and one (1) less distance education section. Offering four (4) less sections negatively impacted the Program's enrollment. Census day enrollment was 121 students less than the previous year, servicing 102 less students face to face and 19 students less through distance education. Although this is an undesirable outcome, the reality is the numbers could have been worse: 4 less sections with an average section capacity of 42 students should have produced 168 fewer students served. Thanks to the generosity of faculty willing to increase section sizes during these difficult financial times, the negative effect of reducing sections offered and thus reducing students served was reduced by 28%. The faculty's charity is illustrated through the number of students/sections. In 2012-13 the number of students/section on average increased by one (1), with distance education instruction increasing by six (6) students/section. Whereas, the college average is 31 students/section, the Political Science Program consistently averages over 50 students/section. The Program continues to be one of the most productive and cost effective on campus. In 2012-13 the Program's FTES was 296.0. This is a decline from the previous year's FTES, 304.2. The decline in FTES is directly related to the decline in sections offered. At the same time the Program was allowed to hire a full-time tenure track professor. The hire has allowed the Program to offer 58% of its sections by a contracted employee. This is an increase from 2011-12 where only 40% of sections were offered by contract employees. Currently, the Program is slightly below, 3%, the college average in this category. As for FTES/FTEF, the Program experienced no significant changes, generating 23.7, considerably exceed the generally accepted target of 17.5.

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

The Political Science 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 a decline in their distance education sections, 76.3% to 68.2%. It is worth noting, historically, 2008 to 2011, the Program's distance education sections experienced a retention rate of 70-71% and traditionally the distance education sections have been slightly below the college average. Yet, on a more positive note, the distance education sections do have a slightly higher success rate than the college distant education average, 55.1% to 53.4%.

Overall, the Program's student success rates experienced no significant changes. The Programs success rate of 58.6% falls within the Program's five year range of 57.0% to 59.1% and continues to be below the college average. Yet, this may be more a 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.

d. Degrees and certificates awarded (five-year trend of degree and/or certificate awards by type)

The Political Science Program in 2012-13 had a stellar year, awarding thirteen (13) AA Degrees. This was nearly twice as much as any of the previous four years; on average the program awards seven (7) degrees annually.

The program accounted for 37% of the Social Science Department's awarded degrees and 2.4% of the College's awarded AA degrees.

e. Other program-specific data: None

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes.

Program Goals (This section is for you to report on progress on previously established goals. If your program is addressing more than 2 goals, please duplicate this section.)

Goal 1: Work on increasing success rates.

Progress on Goal: Results of student learning objectives were collected from three (3) of five (5) courses offered. Faculty members discussed ways to identify weak basic skill students to successfully redirect them into academic development classes. Faculty members briefly discussed the issue of creating prerequisites. Faculty members continue to support the Tutoring Center, recommending both tutors and tutorees.

Completed (Date 2012-13)

Revised (Date)

Comments: Faculty members will continue to explore means to increase student success rates. Yet, as the number of students entering Bakersfield College with below collegiate skills increases, ranging from 60 to 70% of the student body, faculty members do not find it appropriate to lower their expectations to achieve a greater success rate. Thus, if 70% of the student body is pre-collegiate, a 60% success rate in a collegiate course is successful, yet may be improved upon.

Goal 2: Complete AA-T in Political Science Program.

Progress on Goal: Faculty members, working closely with the BC articulation officer, completed the necessary documentation and the necessary CurricUNET post.

Completed (Date October 2012)

Revised (Date)

Comments: Faculty members are disappointed with the progress of the AA-T. No justifiable communications have been provided to why this program has not preceded through our institutions process, been approved by our Board of Trustees and reached State approval. It seems reasonable the AA-T could have been implemented to begin benefiting students this academic year.

VI. Curricular Review (Instructional Programs only):

Revised 7/24/13

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an X in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
POLS B1			X			
POLS B2			X			
POLS B3			X			
POLS B5	X					
POLS B12			X			
POLS B16				X		

- b. List courses that are proposed for addition within the next six years. None
- c. List courses that are proposed for deletion within the next six years. None
- d. List any changes the program has made to online/distance education courses. None
- e. Provide an update on the program’s transition to adopting a Transfer Model Curriculum (AA-T or AS-T).

The Political Science AA-T proposal was submitted to the Vice President of Instruction for approval in October 2012. It is my understanding the Vice President recently accepted the proposal. The proposal is scheduled to be presented to the Curriculum Committee on October 10, 2013.

VII. Conclusions and Findings: Present any conclusions and recommendations resulting from the Program Review process.

The Political Science 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 student in their educational success inside and outside the classroom, serving as mentors, advisors and supporters of student’s extracurricular activities. The Political Science faculty make 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.