

Bakersfield College 2018-2019

Program Review – Annual Update

Program Name:

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 supports the College Mission, by its focus upon providing educational opportunities for students from an increasingly diverse population to attain degrees or prepare for transfer to 4-year colleges: all while fostering critical thinking skills and academic competencies, while providing guidance in how to effectively engage in their communities and the greater world.

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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
The Political Science Program offers an A.A. for Transfer Degree, within the A.D.T. framework..
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
Not Applicable
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
Not Applicable

Program Goals:

A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. **Program Goal:** Work on increasing success rates.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning and Student Progression and Completion

Progress on goal achievement: Ongoing

Status Update – Action Plan and any link to Resource Requests:

The department goal is 70% success.

We have reached a point of stasis in the retention rate, with an overall rate that is statistically equivalent to the campus-wide retention rate.

However, our Success Rate is 8 percent below the campus average.

We have adopted a new text for POLS 1 for the Spring 2018 with a new publisher in order to try to make comprehension easier.

2. **Program Goal:** Support 2+2+3 program

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

1: Student Learning , 2: Student Progression and Completion

Progress on goal achievement:

Ongoing

Status Update – Action Plan and link to Resource Requests

We are continuing our support of the BC Pre-Law program, to streamline students into a law degree and develop student engagement.

B. List new or revised goals (if applicable)

Program Goal: Hire a new Tenure-track position in POLS to support new classes offered in the outreach programs.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

1: Student Learning , 2: Student Progression and Completion, 5: Leadership and Engagement

Progress on goal achievement:

We have submitted a request for new faculty, and will be presenting our request at FCDC

Status Update – Action Plan and link to Resource Requests:

We have turned in our request for new faculty, but I do not know where you want a link to point in a document that doesn't have space to request said new member- unless there is an expectation that we will put all of this in a Google Drive to link it to, so that all links work? Linking it to a document on my computer won't work, and I can't link an attachment in an email.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
 - a. *The only unexpected challenges to our department that became visible in the past year resulted from the expansion of the Dual Enrollment sections being offered by the college.*
2. How does your trend data (or other data your area collects) impact your decision making process for your program?
 - a. *The trend data is used to self-monitor, to assure that we are on track on issues of equity in our offerings and our outcomes for all students.*
 - b. *The trend data is used to track improvement or decline in achieving success and improving retention for our students.*
 - c. *The trend data is used to evaluate the need to request new tenured faculty, as well as hire more adjunct faculty.*
3. Evidence of Department Dialog of data
 - If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.
 - *The retention and success rate were 1% higher, when compared to the previous year, which is statistically insignificant.*
 - *The success rates for distance ed improved 12% from the previous year.*
 - *The retention rate for distance ed was 12% higher than the previous year, which is statistically significant.*
 - *The overall retention rates were 1 % higher than the college average, which is statistically insignificant.*
 - *The overall success rates were 8% lower than the college average, which was an improvement of 4% from the previous year.*

The Political Science program has 4 members. Two of them collaborated on developing this report. We shared this information with the other two members in interpersonal communications in their offices in the Humanities building.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 - a. *Yes, there was a slight change in the percentage of Hispanic/Latinos enrolled, by 2% higher, with 159 more students from this category in the courses.*
 - b. *There were also about 20 more African-American students.*
 - c. *Overall, there was a slight increase in Hispanic, Asian-American, and Native American enrollment, and 20 fewer whites in the program.*
 - d. *However, there was a 1% dip in the number of female students, with a 1% increase in male students.*
5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)
 - a. *The retention and success rate were 1% higher, when compared to the previous year, which is statistically insignificant.*
 - b. *The success rates for distance ed improved 12% from the previous year.*
 - c. *The retention rate for distance ed was 12% higher than the previous year, which is statistically significant.*
 - d. *The overall retention rates were 1 % higher than the college average, which is statistically insignificant.*
 - e. *The overall success rates were 8% lower than the college average, which was an improvement of 4% from the previous year.*

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

At this time, the success rates for SLO and grade attainment have not been disaggregated by our department.

We notice that the majority of the students on campus are now disproportionately impacted students, and are alert to this issue.

With the development and implementation of eLumen and Starfish, we look forward to more tools being easily accessible to help fine-tune our approaches to the equity gaps in education.

We do have superficial observations- that there is a more noticeable gap between success rates of those whose primary language is English vs those whose first language is not English. This is even more pronounced when examining those who are on a student visa. As such, our program is in discussions regarding the feasibility of developing either a separate class, or a unique CRN of POLS B1, that will be reserved for exchange students.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

The most noticeable achievements of our program have been Steven Holmes earning the Margaret Levinson Faculty Leadership Award and the Presidential Leadership Award for his work as Academic Senate President.

In addition, Charles Kim has been actively involved as the Phi Theta Kappa advisor and his role as Treasurer on Academic Senate.

Furthermore, the Pre-Law program is outside our POLS Program, but has Charles Kim, Ed Borgens and Marilyn Sanchez-Avila working with it to further the degree attainment of our students.

The most recent member of our program has been busy integrating into the academic world here, as well as designing a new course for our program.

These are a few of the activities of our program, but not all of our department- as that our department has 3 programs, each with its' own review form.

8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

- a. Our program has been working with CSUB to develop a 'finish in 4' approach to the years of involvement- as part of the Guided Pathways program.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

- a. My role? Or the Program Role?

- i. I am the department chair, fine-tuning what my colleagues developed for the form. We all are involved in helping to guide all hires for those three locations as far as academic rigor and educational expectations for document processing.
- b. As a program, we are looking to expand our offerings in the latter two groups by hiring a tenure-track person with that as their mandate.
- c. As for Dual Enrollment, our role is to provide guidance to the faculty teaching at those facilities, while providing oversight of the rigor of the courses [unless the faculty is a BC employee- in which case we evaluate that person and the rigor of the course].

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

There was some painting the previous year in the Humanities Building; however, there was a negligible benefit and much reorganization required. Also, since we teach numerous sections of American Government in Humanities Room 51, there is definitely a need to add enough chairs to equal the desired enrollment of 100 students.

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other ____ Drop-down presenters and updated computers ____

Over the past year in Humanities Room 15, a centralized projector has been added which facilitates classroom delivery of information (before the projector screen was small and off to the side of the classroom, thus limiting the students' being able to see and follow power point presentations, videos, etc). This change has enhanced the learning environment in the most used classroom for Political Science on the BC Campus.

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

There was no significant change in the provision of other equipment, so there are no immediate needs for new technology at this time in the classrooms used.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

The Political Science AA-T Program continues to 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 striving to assist students in their educational endeavors (both inside and outside the classroom), as well as serving as mentors, advisors and supporters of student's extracurricular activities. The Political Science faculty works to maintain currency in our field, works to stay active within our communities and to support the college's shared governance through our participation on committees/councils.

The faculty's dedication continues to enable the Political Science Program, and Bakersfield College, to both maintain and expand upon its longstanding reputation of excellence: in academics as well as beyond the classroom. We do this through our focus on development of critical thinking, evaluative methods, effective written communications, and a multitude of other skills that are relevant in both academia and the workforce.

We accomplish this with four tenured faculty, and a small host of talented adjuncts. Our program has improved our productivity rating to 21.1 with this group, which is 5.0 higher than the campus average.

However, with new state-wide educational initiatives [such as Inmate Scholars], the growth into the new Southwest location, meeting the needs of our Rural Initiatives program in Arvin, Shafter and Wasco, as well as the contractual obligations to Wonderful Academy, we are reaching a point where we are in need of at least one tenured faculty member for our department, and preferably two.

We have a contractual need for at least three courses a year at Wonderful Academy, as well as one or two at Wasco through their Ag program, in addition to the expansion needs of the Rural Initiatives Program and Inmate Education Program. Furthermore, our college is moving to the forefront of offering online degrees, which require us to offer more sections of courses beyond the current POLS B1 online.

The result of this is that we have sufficient need to hire a new tenured faculty member for our program.

We have four position descriptions that fit our primary needs.

- The first is for a position that is split evenly between Wonderful Academy and Delano Campus for the required teaching load. We need to provide at least 3 courses a year at Wonderful Academy. We have a need for more sections in Delano also. The idea of hiring for this position is to deal with a reality- that we cannot always get adjuncts to agree to teach in those locations.
- A second option would be to split the assignment between Wonderful/Delano and the Inmate Scholars program, for the same [above] reasons.
- A third option would be to hire someone for a split assignment between Panorama Campus and Rural Initiatives, where they are on the Panorama Campus [or BCSW] for 2 days a week, and 2 days a week they are teaching at the Rural Initiatives program offerings.
- A fourth option would be to list the job as Online AND [wonderful/Delano or Panorama, or Rural Initiatives].
 - This is envisioned as being a position that would have a heavy online educational presence, offering 3 different preps online, for example.
 - This would allow our program to offer the AA-T in Political Science online, as well as face-to-face.

The other courses that complete their schedule would need to be negotiated as to if it would be primarily a Wonderful Academy or Delano presence, vs a Panorama Presence.

It is not unheard of for adjunct professors to decline a course due to the fact that it is offered at Wasco, Delano, Wonderful or Arvin sites. We need to have enough tenured faculty to cover the base needs for those areas, and a split assignment where this new person teaches 2 classes in Delano [or Wonderful Academy], possibly combined with a POLS 1, POLS 2, POLS 3 online, and POLS 12 online, would enable to program to offer the degree online.

Furthermore, we need more flexibility of scheduling by loosening up the restrictions on travel expenses that have hindered faculty acceptance of assignments at said locations.

Despite these stresses, it is evident that the faculty's dedication to the Political Science Program and Bakersfield College contributes to the College's longstanding reputation of excellence. We are now working to see more of a translation of said excellence into higher success among all of our students.