Bakersfield College
Program Review – Annual Update

Program Name: Social Science- Political Science

Program Type: ☑ Instructional ☐ Student Affairs   ☐ Administrative Service   ☐ Other

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.

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.

The mission of the Political Science Program at Bakersfield College has three main points.
> 1: Fostering the development of critical thinking skills within the discipline of Political Science, among an ethnically and socio-economically diverse population.
> 2: Creating an environment to cultivate academic success within our diverse student population.
> 3: Enabling students to achieve their transfer goals through successful completion of our program's offerings.

In the pursuit of our programs mission, we strive to develop an understanding among all students of not just the critical core academic skills of analysis, critical thinking, reflection, deliberation, written communication, evaluation, and reading/writing competencies. We also strive to develop an understanding of the diversity of our community [micro and macro], of the necessity of the student's achieving agency over their own lives, and of the importance of acceptance of others who come from different backgrounds or who have different viewpoints.

Our program utilizes the field of Political Science to achieve these goals, while preparing students for transfer or degree attainment, as well as preparing them to be a contributor to the world they live in.

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

Progress on 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.

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)	Status Update – Action Plan

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: _Oct 2017_ (Date)	We have reached a point of stasis in the retention rate, with an overall rate that is statistically similar to the campus-wide retention rate. However, our Success Rate is 10 percent below the campus average. We are working with a new publisher to adopt a new book to assist in student learning.
2. Support 2+2+3 program	☑ 1: Student Learning ☑ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☑ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☑ Ongoing: _____ (Date)	We are continuing our support of the BC Pre-Law program, to streamline students into a law degree and develop student engagement.
3. Restore the program faculty size by hiring new tenured faculty	☑ 1: Student Learning ☑ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☑ 5: Leadership and Engagement	☑ Completed: _April 2017_ (Date) ☐ Revised: _____ (Date) ☐ Ongoing: _____ (Date)	We hired Richard [Allen] Bolar in April, and he began working for us this August.

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
Hire a new Tenure-track position in POLS, with a special emphasis on online instruction, to enable to college to offer all POLS classes online.	☑ 1: Student Learning ☑ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☑ 5: Leadership and Engagement	**Requesting full-time tenured position this fall.**

Best Practices:
Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

The Political Science faculty offers a holistic approach to instructional material, meeting the diverse learning styles of Bakersfield College students. To complement the holistic method of instruction, faculty members have collaborated on the development of a customized American Government text book. The customization of the text book creates a consistency of material within our POLS B1 American Government sections. The customized text has further produced a cost effective book, reducing the price of the text, making it possible, and encouraging, for every student to acquire this source of material to improve their success. The customization also allows faculty to control the development of new editions, typically American Government text books are on a two year edition cycle. Through the customization, the faculty have committed to a four year edition cycle. This commitment will allow students greater length of opportunity to resale their text, further reducing their overall educational cost. This fall a new publisher was chosen and a new edition developed for introduction in Spring of 2018.

Outside of the classroom, the Political Science faculty continues their "Best Practices," by being involved with the Center for Kern Political Education. This non-profit agency provides an avenue for Bakersfield College students to receive hands on experience in the political arena, establishing internships with locally elected official, placing students in candidate's political campaigns and even going as far as taking students to our State Capitol for a full-day of political awareness. Furthermore, Political Science is involved in the Pre-Law program and members are active in shared governance, to demonstrate the ideals of civic engagement that our faculty and our courses inculcate in our students.

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).
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 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. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
    a. The retention and success rate were exactly the same for fact-to-face classes, when compared to the previous year.
    b. The success rates for distance ed were the same as the previous year.

c. The retention rate for distance ed was 1% lower than the previous year, which is statistically insignificant.
d. The overall retention rates were 1 % lower than the college average, which is statistically insignificant.
e. The overall success rates were 10% lower than the college average, which was the same overall success rate as the previous year, and within the statistical margin of error for equality for the 5 year trend data.

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 3% lower, despite having 28 more students from this category in the courses.
   b. There were also about 15 more African-American students, for a 1% increase.
   c. All other groups were the same percentage.
   d. However, there was a 2% dip in the number of female students, with a 1% increase in Not Reported.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: *Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.*	☐ 1: Classified Staff ☑ 2: Faculty	In Spring of 2017 we hired a replacement tenured faculty member. As such, he began this August, and hasn't had a measureable impact on our program's effectiveness, yet. We are back to our old faculty staffing levels which is good, but is not directly related to any measurement of effectiveness that occurred in the 2016-2017 cycle. However, he has allowed us to provide a bit more flexibility in scheduling, to accommodate program members' desires for use of banked load, and he is involved in planning a new course for the program.
Professional Development: *Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle*	☐ 1: Provided Professional Development ☐ 2: Attended Professional Development	Faculty members have been engaged in professional development in many ways during the last cycle. These activities include the Habits of the Mind program, Early Alert, BC Scorecard Data Coaches, attending professional conferences [as speakers, honors recipients, or presenters], participation in club advising, Mentoring programs to socio-economically challenged student groups, leadership in the Social Justice 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.
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	Again, we had facilities improvements in the past cycle, but they happened during the summer, and thus had no measureable impact in the achievement of student success during the academic year 2016-2017. This involved painting classrooms and offices in the Humanities Building. This was problematic, as faculty were required to move all of their materials, books, equipment out of the office for painting, and some of the rooms did not seem to have been painted after this dislocation. This seemed to be extraneous work for little benefit. If the rooms had been painted as originally described, this would not be the impression generated.
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_____	It is worth noting that our department DID receive our wish-list for new technology, yet the installation happened during the summer of 2017. As such, the program was not impacted and student success was not facilitated during the academic year of 2016-2017. It seemed rude not to acknowledge the work of IT in getting this done, despite the timeline. The program looks forward to being able to identify the impact of this technology upon student success in the Program Review documents for academic year 2017-2018.
Resource Request		**Discuss How Effective Request is for Student Success?**

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.*	☐ 1: Replacement ☐ 2: New ☐ 3: Other_____	There was no significant change in the provision of other equipment between academic year 2015-16 and 2016-17, thus there is nothing I can identify and verify that was completed and contributed to student success in academic year 2016-17.
Budget: *Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)*		The only budget requests being made are for the entire department- not just the Political Science Program. The requests are based on providing the necessary classroom/office supplies for a professor to be able to do their job. The second request was for funds to be shared by the department so that members could use it to offset some of the expenses of attending conferences. The ideas brought back from attending said conferences, combined with the sense of professional pride exhibited by colleagues who feel that their knowledge and understanding is valued by the college, translates into more effective leadership on campus and more effective teaching in the classroom. Both of these are strong reasons to support travel funds for our department.

Conclusions & Snapshot:

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 three [now four] tenured faculty, and a small host of talented adjuncts. Our program is able to maintain a productivity rating of 20.5 with this group, which is 3.1 higher than the campus average.

However, with new state-wide educational initiatives, and the contractual obligations to Wonderful Academy, we are reaching a point where we are in increasing need of another tenured faculty member for our department.

We have a strong 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. 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], combined with a POLS 1, POLS 2 and POLS 3 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.