

# Bakersfield College

## Program Review – Annual Update

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input type="checkbox"/> Budget Change Request Form            |
| <input type="checkbox"/> ISIT Form            | <input type="checkbox"/> M & O Form              | <input type="checkbox"/> Best Practices Form <b>(Required)</b> |
| <input type="checkbox"/> Other: _____         |  |  |

### I. Program Information:

Program Name: **History**

Program Type:  Instructional       Non-Instructional

Program Mission Statement: **The Associate of Arts in History for Transfer degree is designed for students interested in gaining an understanding of our political, economic and social past.**

Program Description: Describe how the program supports the mission of Bakersfield College

**Historians analyze the events and processes of the past, both to gain more understanding of human nature, in any place and at any time, and to explain the distinctive dynamics of particular societies, usually in regional and chronological contexts. Historical study is an important part of the liberal arts program and the development of critical thinking skills. Most careers in history require education beyond the associate degree and some require a graduate degree. The study of history can serve as preparation for graduate study in education, law, business, government and journalism. Many employers value the writing and critical thinking skills acquired by History majors. Successful completion of the transfer degree in History guarantees the student acceptance to a local California State University to pursue a baccalaureate degree.**

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

### II. Program Assessment:

How did your outcomes assessment results inform your program planning?

#### **A. Basic Information:**

- **Program:** BC History Major AA
- **College:** Bakersfield College
- **Assessment Term:** Fall, 2012
- **Status:** Active
- **Co-contributors:**

#### **B. Learning Outcome:**

- **Target of Performance:** 75%
- **Learning Outcome:** Students will analyze the various racial, ethnic and social sub?groups which have played a role in the shaping of human history.
- **Assessment Tool/Scoring Method:** an exam

## C. Assessment Plan:

- **Changes Made Since Last Assessment:** A department decision was made to reinstate the writing lab; it was also decided to utilize more methodical approach to writing assignments and help students by walking them through the process, i.e. students are to write a proposal for instructor approval, create an outline for approval, and then the final submittal.
- **Assessment Plan:** The general assessment plan is to use essay exams, term or other papers, written homework, creative projects, non-computational problem-solving demonstrations, including exams, quizzes, homework problems; and skill demonstrations, including class performances and performance examinations; objective examinations including multiple choice, completion, true/false, matching items, and short answer. Our starting assessment is to see the average success rate for each student.

## D. Assessment Results:

- **Results:** The combined tabulated results for all history classes show that of the students who participated in the various means of analysis 78% scored a grade of "C" or better.
- **Analysis and Plan for Improvement and Reassessment:** Suggestions for improving student performance included: promote use of the English writing center; apprise students of support systems such as CAS workshops and DSPS program.
- **Based on results of the assessment, how do you believe this will impact budget request & other types of resources?:** Examination and analysis are part of the normal responsibilities of teachers and are revenue neutral.
- **Participants:** Daymon Johnson, Ann Wiederrecht, Christian Parker, Randal Beeman, Matthew Garrett, Erin Miller, Paul Beckworth.

**Analysis and Plan for Improvement and Reassessment: Although the outcome was within expected national bell curve statistics, History met and agreed on the following ideas on ways to improve student performance.**

**1. Encourage the use of writing support, tutors, writing center, and personal contact with instructors during office hours. 2. Recommend weaker students to Academic Development classes to improve study skills. 3. Work harder to curb student tardiness and absenteeism.**

- a. How did your outcomes assessment results inform your resource requests this year?  
**No impact. Technical and material support is good.**
- b. Note any significant changes in your program's strengths in the last year.  
**None. A degree in history is among the most versatile. It can satisfy a career objective to many professions, and the heavy concentration on writing and critical thinking skills are highly valued in the marketplace. We also have a substantial number of students enrolled in history classes, among the largest disciplines on campus, and as a department, we are among the most productive in the area of FTES.**
- c. Note any significant changes in your program's weaknesses in the last year.  
**None. The most difficult area of our program is the "open enrollment" philosophy in the state of California. Although admirable, the consequence is that retention and success rates suffer. Too many students are allowed to register for our classes who are not able to function at a college level. History faculty members have tried many ideas to improve retention and success, but the statistics are still not as good as we would like. There has been some discussion about prerequisites.**
- d. If applicable, describe any unplanned events that impacted your program.

### **III. Technology and Facilities Analysis**

- a. Has your program received new (newer) technology in this cycle?
- If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes? **Based on the available ISIT Technology reports listed under the KCCD ISIT Committee, no changes were made to rooms in the Humanities Building during the period under discussion.**
  - 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?  
**Faculty has requested the installation of wall mounted short through projectors in various rooms (see ISIT Request Form). From a teaching standpoint, current technology is essential in reaching a generation of students who have reached adulthood in a world where cell phones and the internet was part of their childhood experience. It would be in the best interest of all faculty to remain current on the use of this technology.**
  - How might other areas use this technology?

**All of our rooms are occupied by faculty from one of three areas, History, Political Science and Economics. Faculty members from all areas use this equipment.**

(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 Humanities Building experienced a complete renovation during the summer of 2012. However, this question lends itself to measuring an intangible. One can argue, however, that a more pleasant atmosphere can't help but improve the attitudes of students. It seems clear that our physical surroundings can affect our state of mind.**

(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:

- Changes in student demographics (gender, age and ethnicity)  
**We have seen a steady increase in Hispanic student enrollment over the years, from about 36% ten years ago to 59% in the 1012-13 academic year. Analysis: We believe the increase is due to the growing Hispanic population in Kern County. By all accounts, the trend of increased Hispanic enrollment will be consistent for the foreseeable future.**
- Changes in enrollment (headcount, sections, course enrollment and productivity)
  - The headcount for history classes was down in the year 2012-13 by 14% from the previous year.**
  - The number of sections was 167 compared to the previous year's total of 191. The overwhelming majority of the decline can be attributed to a decrease in online instruction.**
  - The number of students at Census was 7,003 compared to 8,243 the previous year.**
  - The FTEF was 33.9 compared to 43.6 the previous year.**

**Analysis: The decrease of headcount was a result of budget cutbacks and subsequent cuts in number of class offerings.**

- b. Success and retention for face-to-face, as well as online/distance courses.
  - 1. **The success rate for F2F classes for 2012-13 was 48.9% compared to the previous year of 50%.**
  - 2. **The success rate for DE classes for 2012-13 was 57.7% compared to 46.3% the previous year.**
- c. Degrees and certificates awarded (five-year trend of degree and/or certificate awards by type)  
There were 17 AA Degrees in history issued last year compared to 20 the previous year.
- d. 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: Create a Transfer Degree in History.**

Progress on Goal: This goal was completed Spring 2013 and submitted in CurricUNET.

Completed (Date March, 2013 )

Revised (Date )

Comments: Approval of the AAT degree in history is pending as of September, 2013.

**Goal 2: Streamline department schedule by eliminating cross listed classes.**

Progress on Goal: All CHST classes were deleted from CurricUNET during the spring semester.

Completed (Date March, 2013 )

Revised (Date )

Comments: The courses have been deleted as was the AA Degree in Chicano Studies.

**VI. Curricular Review (Instructional Programs only):**

- 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	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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History	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)	(2023-2024)	(2024-2025)
B1				12/1/2016		
B2				3/1/2017		
B4a	4/1/2014					
B4b						2/1/2019
B15						1/1/2019
B17a				10/1/2016		
B17b				10/1/2016		
B18				1/1/2017		
B20a						2/1/2019
B20b						1/1/2019
B25				12/1/2016		
B30a						1/1/2019
B30b						3/1/2019
B33						1/1/2019
B36				10/1/2016		

- b. List courses that are proposed for addition within the next six years.  
**There are currently no plans to add courses.**
- c. List courses that are proposed for deletion within the next six years.  
**We are in the process of deleting all Chicano Studies classes. They are cross listed with Chicano History. The history cross listings will remain the same.**
- d. List any changes the program has made to online/distance education courses.  
**We are trying to rebuild our online program in the wake of severe cuts over the last couple of years. In house interest in online classes is increasing. We added one History 17B (modern) to our online schedule in spring per faculty request.**
- e. Provide an update on the program's transition to adopting a Transfer Model Curriculum (AA-T or AS-T).  
**Required paperwork for both the History and Political Science AA Degrees have been completed and submitted. At last check, state approval was pending. There is no transfer degree for economics at present.**

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

The history program experienced a decline in enrollment over the last two years due to budget cuts. Our online program has suffered the most with a decline of about 60% (see attachment). This was partly due to the change of policy prohibiting the use of out of state online teachers and the policy of restricting an online instructor from teaching more than one section of the same subject. These classes have traditionally been in considerable demand. It may be in the best interest of the department to work on increasing these opportunities; the result would be to enhance department and institution FTES.

History teaches agreed last year to encourage student use of CAS workshops. There is no data available as to how many students followed that recommendation.

History faculty also agreed to increase the use of the early alert mechanism. Faculty said they did use the system more frequently during the 2012-13 year. The success rates decreased in face to face classes and increased for online classes. Faculty is not aware of a way to determine a connection between the use of early alert and changed retention and success.