Bakersfield College 2018-2019
Comprehensive Program Review

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

Program Mission Statement:

The mission of the History Program at Bakersfield College has three main points. 1: Fostering the development of critical thinking skills within the discipline of History among an ethnically and socio-economically diverse population. 2: Creating an environment to cultivate academic success within our diverse student population, in the context of general education programs that allow achievement of transfer or degree attainment. 3: Enhancing a well-rounded education of the past, in order to better understand the present and to have a better understanding of our common humanity.

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. Our program utilizes the field of history to achieve these goals, while preparing students for transfer or degree attainment.

Describe how the program supports the Bakersfield College Mission:

The History 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.

The History AA-T Program at Bakersfield College offers classes in History, which are transferrable to private universities and both the UC and CSU systems. History AA-T classes are part of Bakersfield College's General Education Pattern D.2, D.3 and multicultural requirement. The History AA-T classes meet the CSU General Education Breadth C.2, D.4 and D.6, and partially satisfy the requirement for United States History, Constitution and American Ideals. The History AA-T classes meet the Inter-segmental General Education Transfer Curriculum (IGETC) Area 3.B and Area 4

Instructional Programs only:

A. List the degrees and Certificates of Achievement the program offers
   a. The History Program at Bakersfield College provides students with an AA-T in History, as part of the larger college ADT offerings.

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.
   a. Not applicable
C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
   a. Not applicable

Progress on Program Goals, Future Goals, and Action Plans:
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:**
   a. Improve student retention and success.

   List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?
      a. Student Learning
      b. Student Progression and Completion

   Progress on goal achievement:
      a. Ongoing

   Status Update – Action Plan and any link to Resource Requests:
   a. **This category of student success is measured by the passing rate of students in our courses. By comparing our retention and success rates from 2016-2017 to 2017-2018, we observe that our program continues to improve. See table.**

History	2016-17	2016-17	2017-18	2017-18
	Retention	Success	Retention	Success
Traditional	83%	58%	89%	66%
Distance Ed	83%	52%	86%	58%
Total	83%	57%	88%	64%

2. **Program Goal:**
   a. Create a critical thinking, historian's craft for transfer course

   List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?
      a. Student Learning
      b. Student Progress and Completion
      c. Leadership and Engagement

   Progress on goal achievement:
      a. Ongoing

Status Update – Action Plan and link to Resource Requests
   a.   Course created, moving through Curriculum Committee Approval process, and planned for Fall 2019 roll-out.

B. 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.
1.   **Future Program Goal:**
   a.   Develop an honor's certificate and curriculum with Humanities courses and faculty as the core of team-taught critical thinking, writing courses

   List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?
   a.   Student Learning
   b.   Student Progression and Completion
   c.   Leadership and Engagement

   Action plan:
   a.   Create proposed series of courses (in-development); develop courses and certificate in line with transfer-level courses at other institutions; create proposal for campus president; create pilot course

   Lead person for this goal: Erin Miller; Matthew Garrett; Michael Harvath

2.   **Future Program Goal:**
   a.   Hire tenured professors for Wonderful Academy/Rural Initiatives, as well as for Southwest Bakersfield and North Kern

   List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?
   a.   Student Learning
   b.   Student progression and completion
   c.   Leadership and Engagement

   Action plan:
   a.   Include position petitions in program review
   b.   Submit request and advocate for position at FCDC

3.   **Lead person for this goal:**
   a.   Jason Stratton

3 Year Program Analysis: (All programs will answer the following questions unless otherwise indicated)
Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:
   1.   Changes in student demographics (gender, age and ethnicity).

Gender	History	History	History	Collegewide
	2015-16	2016-17	2017-18	2017-18
Male	43%	43%	44%	46%
Female	57%	56%	55%	53%

Age	History	History	History	Collegewide
	2015-16	2016-17	2017-18	2017-18
19 & Younger	42%	44%	45%	36%
20-29	48%	46%	43%	44%
30-39	7%	7%	8%	12%
40 & older	4%	4%	4%	8%

Ethnicity	History	History	History	Collegewide
	2015-16	2016-17	2017-18	2017-18
White	20%	19%	18%	19%
Asian/Filipino	4%	5%	4%	5%
Hispanic/Latino	68%	69%	68%	67%
African American	5%	5%	6%	5%

Very little demographic shift exists from year-to-year across all measured categories.

Male-to-female ratios remain steady with slightly more females taking history courses than the college average of overall enrollment.

A moderate increase in the number of teenagers taking history courses is offset with a little bit larger decrease in students from ages 20-29. We've seen an increase of 3% in the number of teenagers taking history courses. This likely results from the increased access to dual enrollment courses in some high schools. This dual-enrollment spike also likely explains why the enrollment of teenagers is 9% higher for history courses than for the overall enrollment at Bakersfield College.

Demographic measures remain consistent for ethnic categories, demonstrating nearly no change.

2. Changes in enrollment (headcount, sections, course enrollment, and productivity). *Instructional only*

Census day Enrollment	2015-16	2016-17	2017-18
Traditional	6,300	7,277	7,489
Distance Ed	1,324	1,997	2,171
Total	7,624	9,274	9,660

Students per Section	2015-16	2016-17	2017-18	2017-18 Collegewide
Traditional	42	42	39	27
Distance Ed	55	69	66	43
Total	44	45	43	29

Productivity (FTES/FTEF)	2015-16	2016-17	2017-18	2017-18 Collegewide
Traditional	20.9	22.5	21.9	15.7
Distance Ed	24.2	23.8	20.9	19.8
Total	21.3	22.7	21.7	16.1

Enrollment in history courses continues to climb. Over the last three years enrollments increased by roughly 27%.

On average, history courses have approximately 48% more students per section. Despite the large section size and productivity numbers, enrollments on the waitlist remain significantly high. We do expect a

We achieved a combined productivity rating of 21.9 for the last three years. This is a productivity rating of nearly 35% higher than the campus average.

We do expect a dramatic change in section size, productivity, and enrollment numbers resulting from a cap in the size limits for online courses, shifting from 66 to 45.

3. Changes in achievement gap and disproportionate impact.
   o 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.

Retention & Success	2017-18	Collegewide 2017-18
African American	79;42	79%; 55%
American Indian	77;53	87%; 72%
Asian/Filipino	88;72	91%, 78%

Hispanic/Latino	82;56	87%; 68%
Two or more races	80;56	85%; 68%
White	85;64	89; 77%

We do find that across all ethnic groups. students in history courses average lower retention and success than the campus average. We've considered the contributing factors and are working to incorporate pedagogical changes to address some of these. We consider the following to be contributing factors: class sizes are, on average, 48% larger than other courses; course work requires college-level reading, writing, and thinking, including ten pages of writing; significant critical thinking and writing skills are required to produce college-level work in a history course, coupled with the ability to synthesize material.

We find a direct relationship between students' failure to submit work and student success, yet the OEI and metrics measurement does not allow facile differentiation between those who do not follow the most basic of directions [such as attempting/submitting assignments] and those who do apply themselves yet still fail to achieve success. Student willingness to follow directions, student willingness to submit assignments, and students' engagement are all areas that our program actively works to encourage/develop. Yet, at the end of the term, those are areas that are completely dependent upon student effort- not intellect. Our program sees the success rates as a combined score of student efforts [or lack thereof] and student intellectual attainment. The measurement process does not allow discrete measurements of the two for comparison purposes.

 Most students completing work in line with the required assignments *are* succeeding. We are developing a student learning outcome that emphasizes student ownership of their own success. Most faculty have already developed rubrics, step-by-step handouts, student samples, suggested timelines, study habit tools, quizzes to encourage reading, etc. As a discipline, we are committed to keeping rigor high while also working to help students achieve the standards that merit a degree. The philosophy followed by many in our program is that students "Are not paying for an education. They are paying for an opportunity to earn one."

The metrics of success are based on course completion rates, and there are multiple reasons for failure to succeed: many of which are beyond our control. We are working to improve what we CAN control, and distinguish that from what we can not control.

4. Success and retention for face-to-face as well as online/distance courses. *Instructional only*

Retention & Success	**2015-16**	**2016-17**	**2017-18**	**Collegewide 2017-18**
Traditional	81;58	83;58	89;66	91%; 74%
Distance -Ed	79;49	83;52	86;58	86%; 66%
Total	81;56	83;57	88;64	90%; 73%

The data for true evaluation of success and retention in the face-to-face vs online/distance courses is difficult to disaggregate in a simple chart.

Retention and Success rates have grown in our department more in the past 3 years than the college average has grown. [admittedly, our scores are significantly lower, so change is easier to manifest than at the college averages.] That said, there is a distinct difference between the two modalities of instruction, when it comes to Success and Retention rates. Our department has had an 8% increase in our success in face-to-face classes over the 3 years, while our online/distance courses have had a 9% increase in the success rates. In retention rates, both modalities of instruction have witnessed higher rates of retention.

- The face-to-face courses went from 81% to 89%.
- The online/distance courses went from 79% to 86% retention.
- This resulted in a program average of retention that was 7% higher than 2015-2016.

Our results are lower than the campus wide average for either category, yet our positive change is higher in each category than the campus average also.

5. Any unplanned events that affected your program/.

Last year we had another 1 year 100% administrative reassignment, that occurred the Sunday before the fall term began. As such, we had to race to cover classes starting the next day. Unfortunately, there was ambiguity about the circumstances surrounding the reassignment, and this led to scheduling stresses each term for the past 3 cycles.

6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded). *Instructional only*

Retention & Success	2015-16	2016-17	2017-18	3 Year Total
AA-History	14	12	5	31
AA-T History	7	21	28	56
Certificate-History	0	0	0	0
Total	21	33	33	87

7. Reflect on any changes you would like to see in your program in the next 3 years.

We would like to develop an interdisciplinary Honors Program for the college, awarding certificates to students who complete a contingent number of honors units in team-taught, critical thinking courses across multiple disciplines.

We would like to obtain two additional full-time, tenure track historians in order to fulfill our commitment to the Wonderful Academy, Southwest Bakersfield, North Kern, Rural Initiatives, and to Main Campus.

We would like to continue to improve our retention and success rates without compromising the integrity of the curriculum.

We would like to pilot a smaller size history course with approximately 24 students in order to measure impact on retention and success. Given that history courses are more in line with English courses, given the amount of writing, and more in line with philosophy classes, given the level of critical thinking, it is worth measuring the impact of class size on outcome.

We would like to continue working with other disciplines to increase the range of degrees that include history courses.

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 planning/doing to contribute to these efforts.

Our department was actively involved with the process for the Guided Pathways initiative. In an attempt to ensure college commitment to intellectual rigor, Professor Garrett played a significant role in the implementation model for Guided Pathways. Numerous other faculty members within our discipline attended training, conferences, etc., related to Pathways. Furthermore, we have actively participated in discipline-wide discussions about course availability and commitment to maintaining diversity in the courses available through Pathways.

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

The History Program is one of the more actively requested programs for engagement in all three initiatives listed: DE, IE, RI.

We are reviewing and allowing the expansion of the number of courses we sanction on the high school campuses- with specific restrictions:

> We support the DE programs offering US History and World Civilizations [or European Civilizations].
> We do not support the expansion of the more specialized course topics that are offered at the Panorama or Delano campuses, due to quality control concerns.

We played a role in establishing a DE load limit restriction upon the high schools in order to guarantee our adjuncts are treated fairly.

- When Cindy Collier was on the Panorama Campus, the Social Science department chair told her that he refused to allow Centennial [or any other] High School to schedule a specific DE instructor for 3 sections.
- Said instructor was then teaching on the Panorama Campus for one class.
- According to standards of the time, if Centennial had been allowed to schedule said person for 3 courses, they would have been barred from teaching on the Panorama Campus [or any other KCCD property].
- In addition, this would have resulted in a $3150 pay cut per semester to that person, as they would lose the paycheck from our college.
- The individual's previous average of 1 course per term was used, and Centennial was informed they could schedule him for 2 sections.
- We now note the new contract and MOU allows DE instructors to teach 3 or more at the High School and STILL teach at the Panorama Campus [et al], which is considered a victory for fair treatment of our adjunct faculty.
- I am not claiming I am solely responsible for laying the foundations that led to this policy
- But this is the type of engagement our program is in to make sure education and educators are treated appropriately in the DE process.

Inmate Education is another program that the History Department is actively engaged in, and seeking new people to teach within it.

Rural Initiatives is another program that the History Department regularly is scheduled to offer courses within- based on availability of qualified adjuncts.

The History Program plays a central role in all of these initiatives across the campus.

10. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years. *Instructional only*

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
AA	14	12	5	N/A	N/A	N/A
AA-T	7	21	28	31 (goal 10% increase)	34 (goal 10% increase)	37 (goal 10% increase)
Certificate	0	0	0			
Honors Certificate (if approved)						10
Total	21	33	33			

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: n/a
2: Renovation: faculty were told to box up and remove all books, etc. for offices to be repainted. They were not repainted.
3: Furniture: n/a
4: Other: n/a
5: Beyond Routine Maintenance: n/a

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: We received short-throw projectors in several rooms. This is a significant improvement to student accessibility compared to when we had the small TVs in the corners of the room. This also significantly improved sound, display of materials, etc.
2: New Technology
3: Software
4: Other_____

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.

<u>Conclusions:</u>
Our department continues to innovate, working to meet the changing needs of students while maintain academic rigor within our discipline. We continue to develop pedagogy and courses intended to compliment the evolving pathways on campus and in the state.

We have faculty members who are actively engaged in multiple campus programs: from Guided Pathways to Achieving the Dream, from the Social Justice initiative to AIQ and Accreditation. We have faculty members who regularly volunteer their time with student groups on campus, and others who host 'salons'- in the Enlightenment sense. We have all faculty consistently working to improve the education they [as individuals] provide, and that the college provides to the students. We have faculty who are actively engaged in grant writing, research and scholarship.

Our commitment to student equity and success is evident in our engagement with students, in the specialized course offerings we provide, in the recruitment and hiring practices we follow, and the improvement in retention and success that has been occurring within our program over the past 3 years.

We are strong, but we are also 'on the ropes'. We feel appreciated, but also feel stretched to the elastic limits. We are willfully and consistently striving to do more for the college and our students. Yet, we realize that the ability to do more is going to be predicated on the ability to hire more professors for our department. It is readily apparent that the Greater Bakersfield Area has a dearth of MA or higher degree holders- and most are not available at the drop of a hat for classes that start before 5pm. As such, we are at a point that we need to hire more tenured faculty to enable the History Program to assist Bakersfield College in completing our Mission, and meeting our Strategic Directions- by enabling us to meet the educational needs of a growing population of students.