

Bakersfield College

Program Review – Annual Update

Program Name: Social Sciences- History

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 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, while providing guidance in how to effectively engage in their communities and the greater world.

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.

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 or who have different viewpoints.

Our program utilizes the field of history 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 History 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. Improve Student Success in the course, in addition to SLO achievement.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	We have seen a percentage point improvement in success and retention, but SLO achievement is still in need of improvement, and this is an ongoing process.
2. Pursue C-ID descriptors for all of our courses.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: __January 2017_ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	<p>We are at a standstill on this goal. We have achieved C-ID descriptor status for each of our History program courses that have C-ID descriptors at the state level.</p> <p>Any further addition of C-ID descriptors would require the state to increase the number of history courses with C-ID numbers first- Which is beyond our control.</p>

3. Update COR for World Civ by October to guarantee AA-T status with state.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: __Fall 2016_ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	We have updated this and it is good to go.
4. Evaluate best option to modify AA-T to adjust for dept. concerns regarding course requirements in third tier of courses req.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _ (Date) <input checked="" type="checkbox"/> Revised: __October 2016 (Date) <input type="checkbox"/> Ongoing: _____ (Date)	<p>We completed our end of this, but the document was swallowed in curriculum/program review morass, when Curricu-Net began to collapse.</p> <p>We have completed our side of it. It now needs to be moved through the appropriate committees and receive board approval.</p>

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
Develop a Historical Methods class, and obtain approval for inclusion in the Critical Thinking category, a la Engl B2 or Phil B9.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Prof. Garrett arranged a meeting with the Hist Faculty of CSUB, and we are in the process of fleshing out concerns. We should have a proposal finished by April of 2018.

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.

Two main components contribute to the success of the Social Science Department

The first is the departments' professionalism, respect, and willingness to support one another. The History Program at BC respects the diversity of backgrounds, values, and pedagogies employed by each other in the pursuit of educating our students. We work well together with a mutual willingness to shoulder our fair share of the programs' extra-curricular needs.

The second component to our success is the way we also work to enhance our professional development, our intellectual development, and our pedagogical approach to the classroom, with the goal of making our students' education better.

Best practices in the classroom include, but are not limited to:

- techniques/assignments such as group projects to develop a deeper understanding on controversial issues
- field trips to bring the material to life
- interactive classrooms to draw the students into the educational process
- modifications to teaching methods to attempt new ideas and enhance success
- enhanced utilization of Habits of the Mind for positive reinforcement for the students
- efforts to get students to attend developmental workshops through ACDV, Library and other entities
- Utilization of technology to provide a broader context to the information, and gain student investment in the process, though using a method they feel they can connect with more effectively.
- Constant reassessment of materials to provide the quality of information needed, while being cognizant of student finances.

These are a few of the practices which are representative of our programs' commitment helping students achieve a high quality education and the development of the whole person.

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. In both categories, the History Program witnessed an increase in retention and student success.
 - b. Face-to-face courses saw an increase in retention of 2% [up to 83%], but no change in success rates [58%].
 - c. Distance Ed courses saw an increase in retention of 4% [up to 83% also, with a 3% increase in student success [up to 52%].

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 - a. There were no significant changes to the student demographics enrolled in History courses over the past 4 years.
 - b. The only change that appears is that there has been a 2% increase in Hispanic/Latino enrollments in our courses over the past 4 years, but this changed in two stages.
 - i. This change was more pronounced when comparing 2012-13 to 2016-17, where this number changed by 7%.
 - ii. This change is in line with the population statistics for our educational service area- thus this is not considered significant, other than as validation that we are inclusive in our outreach to students in our community.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</p>	<p><input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty</p>	<p>We were successful in obtaining a replacement hire for Dr. Beeman's role in our department, and were looking forward to the increase in the number of sections we could field as a result. However, we then lost a tenured faculty for the entire year, and are thus not making quite the headway that was expected.</p> <p>This new hire began in August of 2017, and thus it is too early to say how it has impacted the program's effectiveness.</p> <p>To evaluate effectiveness, it is important to look at the numbers from last year, and compare them to the number from the year before. Utilizing this focus, last year witnessed the return to the fold of a tenured professor from their reassignment to administration. The impact is evident in the increase in the number of students our department served, as we served over 1000 more students. Obviously, this increase also reflects the impact of Dual Enrollment, but the result is the same- we had an increase in number of students served.</p>

<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<p><input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<p>Faculty members have been engaged in professional development in many ways during the last cycle.</p> <p>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.</p> <p>Student success has been positively affected by the insight and ideas that the faculty members developed during their engagement with the above programs.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
<p>Facilities: <i>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.</i></p>	<p><input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>There was no significant change in the facilities for our classrooms 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.</p> <p>We did receive a re-paint in the classrooms this past summer, but we have no data to connect this to success yet, as it was 3 months ago.</p>

<p>Technology: <i>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?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>There was no significant change in the facilities for our classrooms 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.</p> <p>We DID receive drop-down projectors and computer refreshes in all of our classrooms this past summer. This is very exciting news, and we are intrigued to see how we can relate this technology to changes in student learning. Yet, there have been no grades reported to A&R since this was completed, and we thus can only speculate about the improvement.</p> <p>It does provide many more opportunities for successful communication of ideas to our students, but it isn’t clear how it will directly impact them.</p>
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>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.</p>
<p>Budget: <i>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.)</i></p>		<p>The only budget requests being made are for the entire department- not just the History Program.</p> <p>The requests are based on providing the necessary classroom/office supplies for a professor to be able to do their job.</p> <p>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.</p> <p>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.</p> <p>Both of these are strong reasons to support travel funds for our department.</p>

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 History Program at Bakersfield College is a valued contributor to the education and preparation of our transfer students, in addition to the dwindling number who take college courses for personal fulfillment. Critical thinking, evaluative methods, effective written communication, and other academic skills are taught by our valued professionals.

In Academic Year 2016-2017, over 23% of all B.C. students were enrolled in one of our classes by census day. With a total of 7,626 Unduplicated Headcount students, we are the 3rd largest program on campus [behind English and Mathematics], with statistically insignificant variations on retention rates and success rates when compared to the two larger programs. We achieved this with a productivity rating of 22.7 for Academic Year 2016-17. These three largest programs serve as gateway courses for many students.

However, we have some signs that elicit concern about our ability to sustain this level of professionalism and educational excellence to the students of Bakersfield College. We have added 30 new sections to our course offerings over the past year, but we have lost a tenured professional for this academic year, and are thus, again, understaffed for our current scheduling needs.

Furthermore, the new faculty contract has placed defined limits on large-size courses that resulted in our department requiring at least 7 excessive load agreements for this fall term. This means that we have sufficient student need for another position within the department. It should be noted that this change occurred *before* we lost a tenured faculty member for the year due to reassignment.

In addition, we have a few other areas of concern: namely staffing needs for the Delano Campus, the Wonderful Academy, and Rural Initiatives course offerings.

- We have had a partial reassignment of a tenured professor that resulted in the need to utilize adjuncts to staff three course offerings on the Delano Campus.
- Furthermore, we have a constant need for at least 2, and up to 5, History courses per semester for the Wonderful Academy.
- These needs are in conjunction with the need for faculty for other rural centers, such as Wasco, Shafter, Arvin, McFarland and other sites.
- The problem is one of getting Faculty to agree to an assignment at these, more distant, locations.
 - One issue has been an understanding passed through administrative channels that we should not schedule faculty to work at two facilities in the same day, so as to avoid travel time expenses.
 - In addition, our adjuncts have politely refused courses at times due to the travel distance.

Thus, the needs of the department indicate that we need to hire two Tenured History professors: one for Delano/Wonderful academy needs and the other for the Panorama Campus. 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 History 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.