**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: History

Program Type: X Instructional  Non-Instructional

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.

Program Description: Describe how the program supports the Bakersfield College Mission.

Bakersfield College has a laudable Mission Statement:

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain 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.

The History AA-T program at Bakersfield College supports this 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.

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

Our outcomes assessment resulted in a success rate that was 1% lower than our target for the fall of 2013. While this is statistically insignificant, and can be attributed to normal fluctuations of student abilities on a semester-by-semester basis, our department has taken the results seriously. Hitting our ‘target’ isn’t grounds to rest on our laurels, but to continually advance student education.

This ‘miss’ of the target has led to discussions of modifications to pedagogy within the classroom to heighten student success. It has provoked discussions [at time vigorous] over whether a score this close to the goal warrants systemic reforms, or moderate changes. Thus, more professional reflection has occurred. Our program has implemented more utilization of student services for achieving success: from the writing center, through the tutoring center to the Habits of the Mind program, and beyond. Faculty have been increasing their referrals to the library workshops, to counseling, and to internet-based programs to enhance student understanding and performance. Our programs faculty members have increased their participation in the Early Alert System and in referrals to ACDV courses. All of this has been done to try to assist students in attaining our program outcomes.

1. How did your outcomes assessment results inform your resource requests?

The outcomes assessment has resulted in spirited dialogs about potential causes and remedies. The general opinion in the department was that student preparation levels were the largest limiting factor, and thus resources to address this most appropriately would generally not be in technology or M&O changes.

Despite agreement that preparation levels was the most likely limiting factor, and is something we have little control over, the dialog among the department has led to the realization that further integration of technology into our classroom presentations *may* be beneficial, especially in light of the increasing level of familiarity students have with technology. The most commonly expressed addition to our program was the desire to add data projectors in each of the rooms we traditionally use. The economic costs of this seem prohibitive at this stage, and further discussions with ISIT and other constituent parties on campus will unfold this year to see if we can achieve a realistic operational plan for next year.

Resources could be significantly improved, but there is no simple, quick, cheap fix. As has been posted in many businesses, you can have two of the three: simple, quick, or cheap. In our case, what seems simple, is neither quick nor cheap. Watch for resource requests in future.

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?

Course level student learning outcomes align closely with program learning outcomes, adjusted for the specifics of each individual course.

Program learning outcomes are:

1 . Students will analyze major forces, events, and people instrumental in shaping human history.

2 . Students will examine past social/cultural value systems which have formed a basis for human beliefs and challenges to those beliefs

3 . Students will analyze the various racial, ethnic and social sub/groups which have played a role in the shaping of human history.

4 . Students will evaluate historical evidence using both primary and secondary sources.

The core concepts of each of these outcomes are also present in the course learning outcomes of the History Program.

For example, History B1 [World Civilizations pre-1600] Course Learning Outcomes are:

1. Analyze ways in which human groups have interacted with one another, including trade,

migration, warfare, cultural exchange, and biological exchange, from early times to 1500

C.E. [***aligns with Program Learning Outcomes 1, 2 and 3***]

2. Compare ideals, practices, and historical developments of major belief systems.

Demonstrate an understanding of civilization through multiple analytical categories such

as race, class, gender and ethnicity. [***aligns with PLOs 1, 2, and 3***]

3. Demonstrate the ability to interpret primary and secondary sources and to compose an

argument which uses them, as appropriate, for support. [***aligns with PLO 4***]

4. Identify major discoveries, inventions, and scientific achievements and explain their

historical significance. [***aligns with PLO 1***]

5. Explain the historical significance of cultural developments such as art, music,

architecture, literature and religion. [***aligns with PLOs 1 and 2***].

This is only one CLO comparison to PLO, but is indicative of the way the History Program PLOs are aligned with our departments Course Learning Outcomes.

1. How do the program learning outcomes align with Institutional Learning Outcomes?

Our PLOs align well with ILOs # 1, 2 and 3. However, our PLOs do not *directly* address all of ILO #4.

ILO #4 appears to be:

4. Appreciate their civic responsibilities

A. Reflect upon the cultural and ethical dimensions of life

B. Contribute to society as an actively engaged citizen

However, it is the contention of our History Program that an ‘Appreciation of Civic Responsibilities’ [the core ILO #4] is indirectly aligned with our PLOs #s 1, 2 and 3:

1 . Students will analyze major forces, events, and people instrumental in shaping human history.

2 . Students will examine past social/cultural value systems which have formed a basis for human beliefs and challenges to those beliefs

3 . Students will analyze the various racial, ethnic and social sub/groups which have played a role in the shaping of human history.

To achieve these PLOs, reflection on cultural and ethical dimensions of life are necessary. Without student success in these learning outcomes, the meaning of ‘civic responsibilities’ is not easily understood. ILO 4.A seems DIRECTLY aligned with our departmental PLO # 2.

ILO# 4.B seems aligned with PLO #s 1 and 3, as those PLOs are where a student would learn the benefit of being an actively engaged citizen. It is then up to the instructor, the student and our society to have them play a role in becoming a contributing member. It should be noted that ILO 4.B seems to be one that is only attainable through community service programs while enrolled in our class [which is problematic, as a requirement for every course], through participation in exercising their franchise rights, or by life actions beyond the purview of a single course or academic program.

ILO #4.B is a life-goal, and we are all urging our students to attain it. However, like all ideals, it may take a while to reach. Our department believes the failure to achieve this goal in a 5 month period is not indicative of the impact our course has on life decisions. The real success of ILO #4.B should be assessed 20 years after transfer/graduation, by assessing our students’ continual contributions to society. ILO #4.A can be achieved throughout our program, and it is.

1. Describe *any significant changes* in your program’s strengths since last year.

The only significant change in our program’s strengths vis a vis last year is a direct result of an interim dean program recruiting a valued member from within our department. This left the work load of a full-time faculty member to be staffed in July for classes beginning in August. In addition, we lost another valued adjunct instructor who was hired into a counseling position. As a result of this, the department had to scramble to fill 8 history classes from the adjunct pool at the last minute. The adjuncts selected were the most capable but the program has been slightly diminished as a result of these administrative changes.

Diversity of pedagogy, continual mutual respect for the professionalism of our colleagues, concern with both academic excellence in our understanding of the material and in developing student academic excellence, combined with concern with a more holistic approach to helping students succeed are all hallmarks of our programs’ strengths. Providing high levels of intellectual stimulation and education are continuing strengths of this program. This has not changed on any *significant* level [significance being a greater than 5% change].

HOWEVER, all full time members of our program are *constantly* assessing diverse approaches to enhancing student achievement, on each semester, and implementing the same. Many professors are engaged in professional and student development activities designed to enhance student learning. This is continually modifying the program’s approach to fostering success. This level of change is a constant, and thus was determined to not count as a ‘significant change’ compared to last year. It was a strength we had last year, this year and in the foreseeable future.

We do this because the 5612 students we served last year [unduplicated head count] are a significant proportion of the student body and deserve the best education we can provide. We do this because we recognize the importance of being constantly enhancing our strengths to continue to meet the 22% of the student population registered in our courses. We play to our strengths to facilitate student degree attainment and transfer status.

1. Describe *any significant changes* in your program’s weaknesses since last year.

There was not significant change to our program’s weaknesses since last year. We are constantly working to reduce our weaknesses, but this constant effort is not a change. We are constantly beset by problems due to the lack of academic preparations for college level coursework that is represented in a significant share of our students. This is not a significant change, but a constant: linked to the CCC open-enrollment standard.

The specific actions our program has taken include increased participation in programs designed to enhance student success: Habits of the Mind, the Compass Initiative, Early Alert, ACDV workshops, and other extra-curricular opportunities to enhance student success. In addition, there has been more discussion about the viability of instituting prerequisites for our courses, and the constituent groups necessary to have ‘buy in’ to the plan to guarantee success of the prerequisites for the students and for the program.

1. If applicable, describe any unplanned events that affected your program.

There were two unplanned events that are affecting our program.

The first is the [temporary] loss of one full-time member to an interim dean position and the loss of one very valued adjunct to a counselling position. This led to the recognition that we need a deeper and more diverse adjunct faculty pool. That said, the lateness of the changes would have probably made any adjunct hiring similarly challenging, as the most qualified adjuncts would probably have already had schedules worked out by the time we realized we needed them.

In addition, we had a change in leadership of the department that occurred out of cycle. This led to difficulties in the new department chairperson being selected, recognized and officially assigned to the position over 5 weeks after the start of the semester. This led to difficulties in said department chairperson completing reviews and other required paperwork in the timely manner expected for good leadership of the program. This is a temporary setback. It resulted in minimal adverse effects for the students, through shifting of full-time professors to take over the changing teaching load.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)

No positions requested at present.

1. Professional Development (Professional Development form)
2. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

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, participation in CSU/CCC Compass program, CSU/CCC Compass II program, attending professional conferences, participation in advising clubs, Mentoring programs to socio-economically challenged student groups, and other developments.

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 directly applied to increasing student retention. Some techniques/ideas were applied to enhancing the critical thinking component of our course work. 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.

1. Provide rationale for future professional development opportunities and contributions that your program can make.

Student success is paramount to our department. As such, there are three main areas of departmental activity that would best augment said student success. The first is participation in subject/field appropriate conferences to enhance knowledge of either new developments in subject matter or of pedagogical techniques to utilize in the classroom. This leads to higher morale as well, which translates to more engaged professionals. The second area of activity is continual [or expanding] participation in campus initiatives to increase student success, such as the Habits of Mind program or Mentor-ship programs that assist traditionally marginalized groups. The third area of contributions our program could make is to expand the educational opportunities through expanded use of collaborative learning, through increased field trips to cultural centers, through encouraging students civic involvement via participation in community development agencies or organizations that assist the local populace, and other similar methods of developing a higher level of understanding by more student participation in their own growth.

1. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle?

The History program is primarily concentrated in the Humanities building. Said building received some asbestos abatement and other forms of renovation around 2 years ago. Paint, flooring repairs and replacement of chalk boards with white boards was done at that time. In addition, there has been a slow roll-out of updates to the operating system the Humanities building computers utilize. In addition, the History program also utilizes the Forum, which received new seats and an update about 2 years ago. Furthermore, the History program utilizes the LA building for some classes, esp. on Saturday. The History department also includes courses offered in Delano, Arvin, Wasco, Paramount Academy and BCHS. Lastly, the faculty offices for the History department include rooms in Humanities, FACE and FA buildings. The list of facilities updates to each of those locations is not well known at this time.

1. If yes, how has the outcome contributed to student success?

There is no measurable data accumulated to identify how much higher test scores are because the paint is not peeling and there are fewer problems with the tiles on the floor. There may be anecdotal evidence that students find the white board easier to read than a chalkboard. However, this would be anecdotal. To my knowledge, there is no survey that was conducted of student perceptions of the learning environment before said updates, and no secondary survey conducted after said updates, to amass meaningful data.

That said, student confidence in the college and satisfaction in the learning experience are probably higher now than beforehand. Pride in the institution is more likely to occur when said institution is not crumbling under their feet. With higher satisfaction may come more respect, and more respect may translate into students taking the task of learning more seriously. However, this is conjecture.

1. If no, how will your facilities request contribute to student success?

My area did not submit an M&O Facilities request. There are three major reasons for this. One is that the most pressing issue that we have was already submitted as a normal maintenance order, at the recommendation of Craig Rouse. This recommendation was to rewire the lights in our classrooms in a manner that has one switch turn the lights in the front of the class off, while the second switch controls the lights in the rear. Currently, the switches turn off lights front and rear. This change would enable the students to see projector images more clearly, while still leaving sufficient light for taking notes.

The second concern we had was something that was deemed too expensive to incorporate this year: desks that fit our modern shapes, instead of the ‘ideal’ weight/shape as determined in the past millennia. This would allow students to feel more comfortable, which would decrease distractions during the courses taught.

The third concern was one that has been explained as not possible: the ability to adjust the temperature in each classroom, so that students and faculty aren’t ‘freezing’ with too high of AC, or too warm in the winter. With the chiller loop and our [humanities] buildings’ system, this was explained as not feasible.

1. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
2. Has your program received new or repurposed technology in this cycle? No
   1. If yes, how has this technology contributed to student success?
   2. If no, how will your new or repurposed technology request contribute to student success?

The utilization of a desktop monitor in room H-15 will facilitate more rapid access of materials by the instructor, which will enable said instructor to maintain an appropriate flow of information for the course.

1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.

The level of technology needed to support student success is cost-prohibitive at this time: ceiling mounted data projectors and speakers [a la FACE-20, as an example] in H11, H12, H13, H14, H15, H-18, H-103 and H-104. This would facilitate student engagement and success as it would encourage faculty to utilize technology more in said classrooms. Smartboards may also be a useful tool for enhancing student education.

The drawback is the cost to do this in every room at this time. And if it only in one room, it may start serious disagreements over room allocation in future course scheduling. That is why it would be best to plan on doing this in every classroom of the Humanities building at the same time. That is why is wasn’t requested at this time.

1. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

It is my understanding that our department has a current budget of $0.00. That is untenable for any program that takes student achievement seriously. That said, it is also understood that our Dean is currently pursuing reforms of this situation. The moneys being requested are to provide proper instruction in the classroom, to facilitate professional development by enabling faculty participation in extra-mural educational growth opportunities, and this would result in higher worker satisfaction-which carries over into more effective teaching.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

Comparing the last two years shows no change of the above demographics greater than 5% in any of these categories. Said 5% change was an increase in Hispanic students. There were also changes between 1-2% in other categories. However, a comparison of the past 5 years shows a 16% increase in Hispanic students and a 12% decline in white students. The change in these categories has been a fairly linear progression, extending back to around 2005. This indicates an increased need to develop pedagogies that take the socio-economics of the students to heart in achieving student success.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

***Headcount:***

In the past 5 years, our department has lost about 2000 students. However, the percentage of the total college population enrolled in History has only decline by about 5% of the numbers from the same starting point. 5% change is on the threshold of being significant [statistically], but can be argued to be beneath the threshold for significance. Program headcount seems to be generally in line with college-wide headcounts.

***Sections:***

The largest potential reason for the decline in program headcount is the loss of 41 distance education sections. This accounts for approximately 80% of the decline in sections offered for our college over the past 5 years. The math indicates this is a decline of about 1435 students. If our department were able to offer the same number of distance education courses as 5 years ago [adding 41 sections online], that would seem to increase our percentage of total student headcount to 31.2%, which would give us a 6% increase over our percentage of college-wide headcount compared to 5 years ago, and a 10% increase over what it is currently.

Changes in distance learning sections offered is believed to be a result of a combination of three factors: a perception of lower success rates compared to face-to-face classes, the administrative decision that a faculty member could only teach one section of a course online [while we can teach 5 sections of the same course face-to-face] and the administrative decision to cease hiring faculty from outside the state [due to payroll withholdings complications].

Faculty are hesitant to jump at the prospect of developing 3 or 4 online ‘preps’ at once, due to the increased workload teaching online creates. By restricting them to only 1 online course per online ‘prep’, there was a natural deterrent to full-time faculty being willing to teach two or three online sections, as it would require building 3 classes from scratch, with completely different source materials, assignments, and other characteristics, while doing the same thing in a face-to-face class. It is our programs’ contention that this policy was misguided, as it ignores the reality that faculty already have multiple courses of the same prep in face-to-face classes, where the prep is ‘scaled’ to the different time-block and days. The History Program would like to see the standards changed to allow for at least 2 online courses of the same prep to be taught by the same professor.

Concerns with distance education course success/retention will be addressed below. We are currently revamping our CORs to allow distance education in our main transferrable classes. Once these CORs are updated, we will then be able to offer appropriate distance sections for the needs of the students. In addition to the loss of distance learning sections, we have also lost about 10 face-to-face sections over the past 5 years, with most of those lost in the past 3 years.

***Enrollment:***

This is also connected to the decline in the percentage of BC students we serve from around 27% to the current 22% of the past year. The percentage decline is an indicator that there are other forces at work than a simple reduction in student enrollment at BC due to improvements in the local economy in the past 2 years.

There are three major thoughts about possible causes, and two of them are beyond our control.

One possible cause for the decline in sections is related to a decline in our ***percentag***e of enrollments across the college in the past 2 years. Since we lost 5% of the unduplicated headcount, it seems normal that we lose about 5% of our sections. Interestingly enough, we only lost about 2% of our face-to-face courses in that time, but our loss of so many distance ed classes indicated we lost about 15% of our sections overall. If we had taught the same number of sections as 2 years ago, the adjusted numbers would see us down about 3% from the percentage of students we served 5 years ago.

This leads to the another likely cause: declining ***college-wide enrollments***. It appears that there are about 10% fewer students enrolling at B.C. then there were 5 years ago. A 10% decline may make sense of the *net decrease in students*, but does nothing to explain the decrease in the *relative percentages* the History Program serves. Again, the loss of so many distance-learning classes is the prime factor in decreasing our percentage of students served.

Another factor is changing guidelines for financial aid and application to repeatability. This is a grey area, with insufficient data at this time to identify it as a causal characteristic. There is enough information to indicate a correlation, and one that will be investigated.

Yet another factor that could be related to the decline in overall percentage of students our program serves may be the change to our course offerings in the past 2 years. The department engaged in some serious re-structuring of days/times that courses were offered in 2013-2014. These changes were increased for academic year 2014-2015. There was the beginning of this trend in 2012-2013, if my recollection is accurate.

This change, among other things, saw an increase in sections offered in the afternoon, a corresponding apparent decrease in the number of sections offered in the mornings, and a restructuring [in line with contract policy] to restrict faculty to only one oversized class per semester, without individualized approval. For the previous 5 years, at least, there were numerous faculty members with 2 or 3 oversized classes [1.5 load or 2.0 load] in their schedule per semester.

It is impossible to dismiss the temporal relationship between the change in oversized course policy, the shift in hours classes were offered, and a decline in the percentage of the students that the History program served. Again, studies would need to be done to crunch numbers more accurately, but the surface evaluation seems to indicate a return to scheduling blocks [and a return to oversized class policies] that were the ‘norm’ in 2009-10, 2010-11, and 2011-12 *might* be a useful experiment with recapturing the share of students served in the past.

However, this is only one prong of the experiment.

To be truly successful, it would appear that the department would *also* need to offer a similar number of on-line courses as 3-5 years ago. The gen-ed students who need online instruction will take another course to meet their need, which results in History losing these potential students. Due to the on-line environment, rescheduling a physical class in the morning, or an oversize class, is not likely to reclaim the lost students from 41 lost on-line sections. They are on-line for a reason, and more face-to-face sections won’t resolve all of their reasons.

***Productivity:***

This is another sector of change, where the history program FTES/FTEF number has dropped 2% in the past year. This seems to be related to a decrease in the number of adjuncts in our hiring pool, resulting in a higher utilization of full-time faculty. In addition, this corresponds to a net decrease in total students served by the history program of about 1000 students on the first day, compared to the year before. See above comments for possible causes of said decline in enrollment. This is still 2% higher than the campus average, so our program is more ‘productive’ than the average. On the opposite side, this also has the potential for more students to have direct contact with full-time professors, with the potential to facilitate attainment of appropriate academic skills by said students.

1. Success and retention for face-to-face, as well as online/distance courses.

The History Program has improved its success rates and retention rate 5% over the previous year. The positive is that there is progress to improvements for student success. However, we are now back where we were for retention an success 5 years ago, and are still below the college-wide average in retention and success. This clearly identifies the areas we need to work at, and the next three years will be interesting to see how fuller implementation of Habits of Mind in our classroom, plus the other pedagogies being experimented with, will affect these two categories.

The ‘positive’ aspect is that the History Program actually witnessed a 5% decrease in retention about 3 years ago, and we have gained that back to where we were 5 years ago. This is true for face-to-face courses, as well as online/distance courses. The differences in retention/success between the two modes of instruction is statistically insignificant [2% higher online retention last year, with the same % of success.]

What this indicates is the need for the History Program to expand its’ engagement in retention policies and enhancing success among the students. The improvement over the previous year indicates the probability that the reforms being engaged in are starting to have a positive impact. The issue is how to continually increase the level of change within our program. This will be the subject of many program meetings this year.

1. Other program-specific data that reflects significant changes *(please specify or attach).*

Nothing at this time.

**V. Progress on Program Goals:**

1. 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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)** | **Comments**  **(if applicable)** |
| **Create an AA-Transfer Degree in History.** | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | XX Completed:  \_Fall 2013\_\_\_\_  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: Spring of 2014 | AA-T in History accepted last year. |
|  |  |  |  |
| **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)** | **Comments**  **(if applicable)** |
| **Streamline department schedule by eliminating cross listed classes and Chicano Studies Degree.** | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_Academic year 2013-2014  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: | The courses have been deleted, as was the AA Degree in Chicano Studies. |

1. New or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Improve Student Success** | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | **Increase student success by 2% by the fall of 2015 through enhanced integration of support services offerings and other programs into the coursework.** |

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| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Improve Student Retention** | X 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | **Increase student retention by 2% by the fall of 2015 through enhanced integration of support services offerings and other programs into the coursework.** |

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

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| ECON B2 | 2017 | 11/01/2018 |  | ECON202 |
| HIST B1 | 2015 | 12/01/2016 |  | HIST 150 |
| HIST B15 | 2018 | 01/01/2019 |  |  |
| HIST B17A | 2014 | 10/01/2016 | Added D.E. | HIST 130 |
| HIST B17B | 2014 | 10/01/2016 | Added D.E. | HIST 140 |
| HIST B18 | 2016 | 01/01/2017 |  |  |
| HIST B2 | 2016 | 03/01/2017 |  | HIST170 |
| HIST B20A | 2018 | 02/01/2019 |  |  |
| HIST B20B | 2018 | 01/01/2019 |  |  |
| HIST B25 | 2014 | 12/01/2016 |  |  |
| HIST B30A | 2018 | 01/01/2019 |  |  |
| HIST B30B | 2018 | 03/01/2019 |  |  |
| HIST B33 | 2018 | 01/01/2019 |  |  |
| HIST B4A | 2017 | 12/1/2019 |  | HIST170 |
| HIST B4B | 2017 | 12/1/2019 |  | HIST 180 |
| POLS B1 | 2014 | 12/1/2016 |  | POLS 110 |

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

\_\_\_\_\_\_\_No, CurricuNet was not accurate. The program was missing 2 courses from the AA-T degree path, despite their articulation standards being part of the document uploaded when the AA-T was approved. The two courses to be added were HIST B25 and HIST B15, as options in LIST B of the degree. I have updated the program to reflect this and wish approval.

Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

The Addendum to the College Catalog reflects the History AA-T, as written in CurricUNET. HOWEVER, the listing should be updated to reflect the addition of HIST B15 and HIST B25 to the options in LIST B of the degree. The current catalog section continues to represent the AA degree for our program: and all references should be purged/swapped with the appropriate AA-T description from the Addendum before the next catalog is printed.

1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

ADT is accepted by state. C-ID descriptors have been assigned for main courses. C-ID website is down until November 5th, and the other courses cannot be verified at this time.

**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

The History Program at Bakersfield College is a valued contributor to the education and preparation of our transfer students. Over 20% of all B.C. students have been in one of the programs’ classes. Critical thinking, evaluative methods, effective written communication, and other academic skills are taught by our valued professionals.

The findings indicate a continual need to address issues of success and retention for our students. While the raw numbers are not stellar, the reality is that there WAS a 5% increase in both retention and success in 2013-2014 compared to the previous year. This indicates that the actions of the members of the program may be starting to have an impact. Success and Retention are the largest concern the History Program faces. The evidence indicates that this is one area we have significant control over that demonstrates a need for change. We recognize we do not have absolute control over these characteristics, as they ultimately boil down to students actions. Yet we do have wide latitude on what to do within our classroom to improve this performance. Student performance is not something that can be guaranteed, but the History Program will be working harder to find ways to constantly change the numbers in these categories. Our increased utilization of the Early Alert system doesn’t seem to be having a dramatic change.

Second to this is a need for the program to reestablish itself in the realm of distance learning, to provide the digital educational services in History that has declined in the past 5 years. We are not meeting student needs in this realm. Also, a larger pool of qualified adjuncts was deemed a priority for development over the next year.

There is much to be said that is good about the program, but there is much to be done, and we are digging in this semester to do so. The faculty members continue to strive to assist students in their educational successes inside and outside the classroom, serving as mentors, advisors and supporters of student’s extracurricular activities. The History faculty makes a strong attempt to stay current in their fields, stay active within our communities and support the college’s shared governance through their participation on committees/councils. The faculty’s dedication continues to allow the History Program and Bakersfield College to continue its longstanding reputation of excellence. We are now working to see more of a translation of said excellence into higher success among our students.

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

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?