**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: History [HIST] AA-T

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***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.

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

|  |
| --- |
| ***Instructional Programs only:***1. List the degrees and Certificates of Achievement the program offers
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
 |

A: The History Program at Bakersfield College provides students with an AA-T in History, as part of the larger college ADT offerings.

**II. Progress on Program Goals, Future Goals, and Action Plans:**

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 goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** |
| 1. Improve Student Success in the course, in addition to SLO achievement. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | New instructional methods are being pioneered this fall by a few colleagues to achieve this.  |
| 2. Update COR for World Civ by October to guarantee AA-T status with state. | [ ]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) |  |

1. 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. Pursue C-ID descriptors for all of our courses.
 | [ ]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Over the next 3 months, members of the department will begin comparison of C-ID descriptors with courses that have not been approved and begin the process to submit changes to obtain C-ID status. | At least 4 courses will be submitted for C-ID Descriptor status each year. | Dept. Chair, to be shared with department members. |
| 1. Evaluate best option to modify AA-T to adjust for dept. concerns regarding course requirements in third tier of courses req.
 | [ ]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Investigate true blue-print for AA-T degree from state. Investigate issues involved in modification of AA-T out of sequence. Bring back data to program in order to determine best course of action. | By Fall of 2016 clarity will exist as to if we can do this, and how to achieve it. | Prof. Matt Garrett |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

1. Changes in student demographics (gender, age and ethnicity).
* The ethnic diversity of our nation [and state/county] continues to change. Over the past 10 years, that has been reflected in higher education in Kern County, specifically in comparing enrollments from 5 or 10 years ago to today’s demographics.
	+ The most noticeable change has been the increase in Hispanic/Latino/a students in education [both in absolute numbers and in terms of percentage of students enrolled], and the corresponding decrease in the number of White students [in absolute numbers and in terms of percentage of students enrolled].
* The latest CAASSP scores indicate that only 54% of female and 43% of male 11th grade students met or exceeded the English standards, which is in perfect alignment with our programs’ enrollments.
* The History program has not only kept pace with this change, but a careful review of History enrollments demonstrates that our program has a population of Hispanic/Latino/a students that is 3% more than the average across the college.
	+ This also relates to the reality that our enrollment numbers for White students is 2% lower than the college average.
* When compared to a 3- year window, the percentage of Hispanic/Latino/a students in the History program has increased by 6% of the program, while the percentage of White students has shrunk by 3%.
* The only other trend that stands out is that the percentage of African-American students in our courses has shrunk by 2% of the program over the same 3-year window.
	+ The current percentage of African-American students equals the campus-wide percentage of African-American students.
		- It should be noted that about 2 years ago we lost a valued adjunct, who was skilled in African-American history.
		- This subject is difficult to find qualified adjuncts to fill, and the decrease in sections offered may account for some of the decrease in % of African-American students served.
			* However, our existing History 20A/B [African-American History] have had higher enrollments since then, which weakens the above argument.
* The numbers themselves indicate that the History Program is in line with the college’s enrollments. It is reflective of greater demographic changes throughout society.
* The one question to ask is if our college’s demographic numbers are appropriate, based on not just ethnic identity within the county, but economic opportunity.
	+ The current outreach programs are designed to address this issue, and are beginning to bear fruit this fall.
1. Changes in enrollment (headcount, sections, course enrollment, and productivity).
* Over the past three years, our program has lost a net of 180 unduplicated headcount students.
	+ - We actually gained back 240 from the middle year, but are still 180 students lower than in 2012-2013.
	+ This corresponds to a decrease in the % of the college wide headcount that History serves, from 24.2% to 21.8%.
		- Of even more concern is that a 5 year view demonstrates a loss of % from 28.6 to 21.8% of the college wide headcount.
	+ There is no question: our program is not serving as many students as it used to.
* This change in number of students served is also reflected in the number of sections offered, but not to as great of a degree.
	+ Between 2012-13 and 2014-15, the History Program provided 5 fewer sections of courses.
* The evidence demonstrates that our department provided the same number of students with an education in each section over the same 3 year cycle [42], which helps to see why the loss of 5 sections totaled almost 200 students lost.
* During this time, our full-time faculty taught 3% more of the courses offered, while our adjunct utilization decreased by almost half [11-6%].
* As a result of all of these characteristics, our departments productivity did decline, from 21.8% to 20.4%. This 1.4% decline is greater than the .6% decline in college wide productivity.
	+ However, the History Program is still providing a productivity rating that is *3.1% higher than the college wide average*. [20.4% vs college-wide rating of 17.3%].
* It is noted that the past year witnessed our department having a 1 year temporary full-time professor fill in for a tenured professor’s absence. In the spring, we had a second absence begin.
	+ Having a 1 year temporary full-time professor reduced some negative impacts in our scheduling, yet introduced others.
		- The individual hired was an existing adjunct.
		- This reduced the potential adjunct offerings from her by 3 sections.
	+ In addition, the year [2014-15] began without the addition of significant numbers in our adjunct pool.
		- This left us unable to expand the course offerings significantly in the spring.
	+ The current fall has witnessed another similar situation, where we do not have more sections offered, due to absences of full-time professors [2] from the department.
		- We are utilizing adjuncts to fill those gaps until clarity is gained as to the return status of said valued department members.
		- Once we have clarity, we can begin planning more sections with another temporary full-time replacement for at least one of those absences, and utilize our expanded adjunct pool to increase section offerings to the B.C. student body.
			* These changes probably won’t be enacted until Fall of 2016, due to conditions beyond the control of the department, but it should be noted that there is a long-term plan to address the issues laid out in Section III B of this program review cycle.
1. Changes in achievement gap and disproportionate impact.
* The most obvious finding from the evidence is that ALL of our ethnic groups score lower than the college average in success, over the past 5 years.
* There is no ‘good’ news about being lower scoring than the average in each category.
* The ‘less than good news’ is that we are consistent.
	+ Specifically, the 5 year average shows our students earning about 17% lower success rates than the average in each ethnicity [except Asian/Filipino/Pac Isl, which was 12% lower].
		- Thus, we are equally stringent in our standards for all groups.
* The success rates are also affected by the methodology in calculating success: specifically the decision to include all “W” ‘grades’ as non-success, instead of using only actual earned grades to calculate success and non-success.
* The two groups with the lowest retention rates also had the lowest success rates.
	+ This is considered by our program as a flaw in the methodology in determining success in the classroom.
		- Retention is an important consideration, and we need to strive for higher retention rates. However, we are in a county with one of the highest drop-out /expulsion rates in the state.
		- Combine that with our other issues, and it develops a climate among some students that dropping out of classes/college is no big deal.
		- When this happens during the semester, it is used to bring down the success rate of the instruction.
			* It is the contention of our program that this is more indicative of the success rates in *retaining* students, rather than a valid index of intellectual achievement in the classroom.
* There should be no surprises: there is an achievement gap among our students.
* Our program has discussed reasons for this, and the consensus is that the achievement gap is caused by a multitude of factors that we can only partially address, unless we are given sufficient financial resources to change the social attitudes of our city.
	+ With those limitations in mind, we have attempted to integrate AASTEP into our recommendations to those who would benefit, we work to get our African-American students more personally involved in the discussion and in our materials, we have integrated learning modules to help with writing assignments, and referenced people to tutors and the writing center.
	+ We have also woven in appropriate documents and assignments to try to connect to all disadvantaged students, and many of us have become de-facto mentors to individuals who need guidance.
* All of this is how we attempt to overcome the achievement gap and the disproportionate impact on certain communities.
1. Success and retention for face-to-face as well as online/distance courses.
* 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.
	+ The Excel spreadsheet takes up about 28 sheets of paper to do so, when covering 3 years of courses for our program alone.
* 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 a 6% increase in our success in face-to-face classes over the 3 years, while our online/distance courses have had a 12% decrease in the success rates.
	+ Despite this, our departmental average is still 5% higher than 2012-13 years ago.
* In retention rates, both modalities of instruction have witnesses higher rates of retention.
	+ The face-to-face courses went from 75% to 79%.
	+ The online/distance courses went from 72% to 84% retention.
	+ This resulted in a program average of retention that was 4% higher than 2012-2013.
* 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.
1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
* The number of degrees awarded over the past three years has consistently oscillated around the number of 20.
* This has gone from as low as 17 in 2012-13 to 22 in 13-14, and back to 18 in 14-15.
* There are a few reasons we believe our numbers are so low, despite having a reported 175 majors in Fall of 2014.
* The most important reason is the intellectual and occupational opportunities of our community.
	+ It is no surprise that our community [Kern County, Bakersfield City] has one of the lowest college-degree holding rates in the state.
	+ It is also not much of a surprise to observe the occupational opportunities in the community and recognize that there are not very many positions in our community that require a B.A. in History.
	+ Combine the poor local economic outlook for employment for a B.A. in History with the low educational attainment of many parents in the community, and there is another potential reason that History doesn’t have the attraction of other degrees that are more easily understood by the public.
		- The reality is that many working-class people need a college degree to translate into work that pays quickly.
		- They do not have the financial luxury to earn a degree because of a love of knowledge.
			* My step-father epitomized this attitude in a verbal exchange back in my Freshman days of college when he said “Why do you want to study History? It has all been written already! You should study business to run a business.”
				+ This attitude is difficult to overcome in economically disadvantaged communities, like Kern.
		- This attitude that a degree is supposed to translate [instantly] into a high-paying job is probably harming the number of degrees we award.
			* Especially as the A.A. in History is not a prerequisite for many/any jobs in the community.
	+ Our program has discussed this and has listened avidly to Prof. Rosales describe the Tuning Project, which is designed to get the work sector of the community to understand the intrinsic value a History Degree offers.
		- As we begin more outreach into the community, there will be more of an acceptance of the History Degree as a valued education for local employment.
			* This will assist us in increasing our numbers of degrees offered.
1. Other program-specific data (please specify or attach).
2. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| History, Associates in Arts for Transfer degree | 22 | 17 | 22 | 18 | 22 | 26 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs).

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.

1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.
* We realize that many of our students are first time students in college, and thus have not yet developed the requisite skills at note taking, test preparation, writing, reading for comprehension, or any of the other skills a successful college student demonstrates.
* One significant issues is that we have come to realize that we have relied too much on the success or failure of a student in demonstrating competency in a specific SLO as the assessment tool to determine if they have also reached competency in the PLO itself.
	+ This has led to a discussion about ways to more effectively integrate the PLO into the actual assessment tools for each course.
* The marginal change in students’ achievement of the PLOs for the courses seems to indicate a need to make some changes in the classroom to involve them more, but we do recognize that we are getting a group sample that has a higher proportion of poorly prepared students than some other departments, which will skew our assessed outcomes lower.
* In addition, the difficulty in disaggregating the PLO from the SLO achievement on the assessment tool has brought the previous datasets into question.
* As a result, the History Program is working to have the entire unit be involved in developing a better assessment method in each of our courses, to see if the results in the Spring of 2016 show significant change.
* As to program planning itself, we are working to open more sections of the courses that have the highest rates of freshman enrollment, and working to implement early alert systems [and other instructional support methods] to try to provide our least experienced students with a crash course in college skills, to enable them to succeed in all of their courses.
1. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.
* Our resource requests were driven by a desire to find new ways to involve our students in the learning process.
* Our program is attempting to integrate more technology into the classroom, but has found the resources provided are limiting.
	+ The tv screens in the classroom result in an ineffectual presentation of anything other than huge images, as the TV is too small to be readily made out in the back corner of the room.
	+ The issue of switching the TV between Computer and Video Player has resulted in another issue: namely that some rooms have a disproportionate number of instances of the equipment being in the ‘wrong’ setting for the next professor.
		- This has resulted in many professors skipping their electronic presentations, to the detriment of student learning.
* As a result of our outcomes assessment and the self-evaluation process [outlined below], we have come to the realization that there are three changes needed in each classroom, and two of these changes required technology resources [or facilities resources also].
* The first is the expansion of WiFi access points [with corresponding increase in bandwidth to sustain an additional 400-500 students on Humanities WiFi access points].
	+ This will allow the use of new technologies that utilize tablets and smart phones in the classroom, to create a more interactive learning environment.
* The second is the installation of projector/screen systems into H-103, H-15, H-13 and H-11.
	+ This installation will allow all students in the room to see the images more effectively than on the 32” tv in the corner.
* A third request is to be made once the projector is installed.
	+ That is to have the current DVD/VCR player connected to the TV in the corner, and NOT to the projector.
	+ DVDs can be played in the computer’s DVD drive, if needed.
* This will reduce the frequency of faculty having to call for help in getting the wires reinstalled, and the settings reestablished, to use the Computer [or DVD player], as there will be no need to change any of those settings, and no way to disconnect the computer from the projector.
1. Describe how the program monitors and evaluates its effectiveness.
* The program relies upon multiple measures of our effectiveness.
* The most obvious methods rely upon measuring student achievement on quizzes, exams, research papers, projects, oral presentations, other assignments, and the students’ final course grade.
* In addition to the general success of the student as an indicator of the programs’ effectiveness, we also utilize specific targeted questions that address specific SLOs through the course.
	+ We compile student responses, and assess the results to determine how effective the techniques have been that year.
	+ However, we also understand that what a student achieves may not be directly linked to the quality of instruction provided. A student still has to have the aptitude to understand the concepts, the willingness to apply themselves, and the focus to complete the assignments.
	+ To rate our programs’ effectiveness solely on student outcomes is not the best system of measuring what occurred in the classroom, but we acknowledge that this flawed system is the best indicator we currently have.
* We also understand that what might be deemed a clear example of failure from a statistical point of view can, for certain students, still be considered a successful outcome for their education and growth as a human.
* To assess our effectiveness in this, admittedly, more ethereal index of success, we rely upon personal interaction, direct comments from students and parents, and observed change over time.
	+ Our decades of experience covers a gamut of students experiences, ages and expectations, and many do not easily fit into a pigeonhole of ‘success’ or ‘failure’.
	+ This leads us to understand that student ‘success’ is relative to the goals *of the student*, and the expectations of those who measure it- as such, it is not as clear-cut as one might presume.
		- One example must suffice for this concept.
			* In the 1990s, a 72-year old man took HIST 4A and HIST 4b.
				+ He earned a 60.1% and a 60.4% in the two classes.

By collegiate standards, he didn’t succeed.

As a human being, his knowledge base and understanding of the world grew more during that class than most students’ experience.

The last time Tomas was in a classroom was when he dropped out of 6th grade, in the 1930s, in a rural parochial school in central Mexico.

In his college education, he learned that the earth rotated around the sun, and the moon rotated around the earth.

He learned about gravity, as well as about the origins of western religions.

He grew more than most.

Yet, he barely earned a D.

He was retired, and his goal was to become a counsellor to help guide the kids in his neighborhood away from gang life.

* + - * + This *is* a success, yet it wasn’t even close to a 70%.
* What our program [and most professors at a California Community College] accepts is that there is a trade-off.
* As long as the community college system is barred from having entrance requirements, and as long as there is insignificant administrative support for a full-scale system of prerequisites for all college-level courses, we will have an overwhelmingly difficult job in reaching 70% success rates with our students.
	+ And our program relishes the challenge.

 Describe how the program engages all unit members in the self-evaluation dialog and process.

* The History Program engages the unit members in the self-evaluation process through department meetings, through email correspondence to work out kinks in pedagogy that may address demonstrated concerns, through breakout groups and one-on-one dialogs.
* In addition, our individual members brainstorm specific solutions to the specific issues that develop within each of their individual courses, and then share their best practices with each other.
1. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings.
* As our PLOs tend to be reported based on the correlation of success in achieving the SLO for the course, the SLO achievement is the best index we have for PLO success.
* This would create a correlation that students are achieving the PLOs at the same rate as the SLOs’: at approximately 75% achievement of the targeted SLO measured in the spring. [approximate average of all reported SLO Assessments in Spring 2015].
	+ We acknowledge that this is a weakness, and are implementing steps to guarantee that we will always have PLO and SLO assessments conducted at the same time, so that we have meaningful data set for all of this information.
		- One drawback is that we were previously informed not to use CurricuNet to upload assessment data for the courses and programs, but the documents generated are now difficult to access for our department.
		- Again, this has prompted a revision of the process to create redundant systems of data collection and storage, as well as transmission, so that there will be less loss of information.
1. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?
* The main difficulty in answering this question is a direct result of the lack of meaningful PLO assessment data to consult for the past 3 years.
* The closest assessment of this is the correlation we make between the PLOs and the SLOs.
* As a result, the SLO success rates are the best direct indicator of PLO success.
* With the SLO success rates, almost without fail all faculty members reported the success rates based on those who *attempted* the assignment.
	+ Thus, this statistic does not take into account those who decided not to answer that prompt on a test, or those who chose not to take the exam.
		- Or those who chose not to complete the assignment used to evaluate SLO achievement.
* This statistic is widely accepted within our program as a better measure of the *true success* of the students in our classes at achieving the SLO [or PLO] being assessed- compared to the standard success benchmarks that include all students who were enrolled in the class after the first census date [including all of those who dropped].
	+ The measurements based on how many bodies were present at the start of the third week is an assessment of the success of each dollar spent in getting a student to a passing grade.
	+ It is not an accurate assessment of the quality of education provided in the classroom.
* By this measure, it confirms that those who are willing to do the work and try, tend to succeed.
* By comparing these rates to the college generated success rates, it appears to indicate that one of the greatest reasons for the low success rates for our program is not what is taught and/or how it is taught, but the students’ willingness to fully engage in the educational process.

1. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).
2. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
* See responses under section J.
1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
* Course level student learning outcomes align closely with program learning outcomes, adjusted for the specifics of each individual course.
* In addition, most Course SLOs also align with at least two, if not three ILOs.
* A review of the SLO/PLO/ILO demonstrates that every course reinforces all of the PLOs and at most of the ILOs.
	+ A careful review of the ILOs from 2014-2015 indicated that the fourth ILO is impossible [at this time, with our financial and technological resources] to objectively assess.
		- ILO #4 requires a graduate to be measured on how productively they engage with the world, the state, the nation, their community and the people around them.
		- To measure this in a meaningful manner would require at least 10 years of observations on that graduate before enough data would have been measured to justify stating ILO #4 had been met.
			* We cannot assess that at this time, no matter how much we push the concepts in our courses.
				+ Any data we provide today, would be a reflection of the success in achieving that ILO before 2005, not over the past 3 years.
			* It is not an assessable outcome for the college, no matter how laudable it is as a goal.
1. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?
* To address Equity, our program has been working to get the most significant player in the equation to take a positive stance in achieving change: the student.
* Some have begun to modify their pedagogical approaches and/or materials to try to make them more accessible to the students affected, and to overcome this achievement gap.
* Others have worked in campus programs as club advisors, have become de facto mentors to students, have worked to be more cognizant of these groups’ sense of disconnect from the educational environment: and we have all been working to get the students to *want* to be in the class room.
* We have evaluated our grading criteria and standards to determine if there is a disproportionate impact upon any single group due to the way the course is structured, and come to realize that the achievement gap in our classroom generally applies most to students with the lowest reading comprehension and writing skills- no matter their ethnic background.
	+ - The gap between each ethnicity’s success rate and the college average is either 16 or 17%, which shows consistency in grading, rather than discrimination in the application of grading standards to any specific group.
		- The difference in actual achievements between each group seems to be in factors related to the students skill sets before entering [college-ready, vs enrolled] as well as mental discipline.
	+ Some of our faculty have attempted to resolve some of the skill issues by converting part of the instructional time into writing preparation lessons, to give a foundation for improving skills.
	+ Others have taken students to the writing center or library to get them integrated into the culture of learning.
	+ Still other History faculty have had outside speakers come in to give skill building workshops in the class on writing or library usage.
	+ Some of our faculty use outside assignments that are designed to make the student take ownership of their education through a self-study that demonstrates their strengths and weaknesses, so that the student can have agency over their college experience.
	+ All of this is designed to get students involved and applying themselves to the materials.
* Two clear examples from a cursory review of DataMart information is that there is a significantly larger achievement gap among African-American students in online courses than in face-to-face courses [18% vs 38%].
	+ Neither number is good.
	+ However, the learning environment where we have a chance to physically talk to the student and interact has a 20% higher success rate than one in which the student is completely on their own, and has to resolve all their difficulties independently.
		- This is one simple data-point that attests to the importance of all of the techniques listed above in increasing success those who are disproportionately affected by an achievement gap.
* To reference an old analogy: we keep finding new delivery methods, alternate imbibing environments, modified taste/color/fragrances of the water we are providing, along with hip-hop delivery of explanations as to why drinking it is what needs to happen, yet some of the equines involved don’t seem to want to partake of our refreshment to allow them to get beyond us to their ultimate destination in life.
	+ If they won’t stay in class, we can’t help them.
	+ We can’t make them stay.
		- And, if they do stay, they still have to be willing to engage in the process to learn.
			* We are working to make this as welcoming and inclusive of a process as possible.
	+ We simply recognize that there are unseen pressures on some of our students that make this more challenging, and we are trying to help them get around those issues.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Discuss your program’s strengths.
* 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.
* All full time members of our program are *constantly* assessing diverse approaches to enhancing student achievement, in 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 is a strength we had last year, this year and in the foreseeable future.
* We do this because the 5757 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 21.8% of the student population registered in our courses.
* We play to our strengths to facilitate student degree attainment and transfer status.
1. Discuss your program’s weaknesses.
* Difficulty in finding qualified adjuncts who are able to teach during the day. This leaves us with less flexibility than is desired, and an inability to expand our program to meet student needs during the current year.
1. *If applicable,* describe any unplanned events that affected your program.
	* There have been three unplanned developments that have had a noticeable impact upon our program.
		+ The first is the continued absence of a full-time professor, due to reassigned time.
			- We had originally been informed that this would end before the beginning of the fall semester [2015].
			- This absence has been extended until the end of this year.
			- In addition, we are uncertain as to if this will be a permanent absence or not.
			- As a result, we have had to schedule courses with the use of Adjunct Professors so as to allow for the potential return of the professor.
			- Furthermore, we cannot ask for a replacement hire until after a determination is made as to whether the individual in question is going to be returning or not.
			- This results in a situation where we may not be able to replace that person with a new hire until the fall of 2017.
		+ The second is the continued absence of a colleague for health reasons.
			- This absence began mid-term in the Spring of 2015.
			- The absence continued into the Fall term of 2015.
			- We are uncertain as to whether the absence is continuing into the Spring of 2016 [not anyone’s fault- nature of recovery].
			- This has resulted in the increased utilization of adjuncts to cover these classes, and the subsequent search for said adjuncts.
		+ The third is the reality that some faculty are utilizing their contractual right to have reassigned time be part of load- instead of using it as overload.
			- This contributes to fewer classes being taught by full-time professors.
			- This IS their right, but it was an unexpected development in terms of scheduling.
	* All of this has led to the increasing utilization of adjuncts to cover our base-line class offerings.
		+ Between these three individuals, we have had to find adjuncts to cover 13-14 classes in the fall and next spring.
		+ This leads to less flexibility in increasing our course offerings, as we are running into the ‘wall’, in terms of finding willing adjuncts who are qualified to teach our students.
		+ However, the uncertainty of the first two positions means that we do not have a valid argument for requesting new faculty positions for our department.
		+ Furthermore, we are in a case where we may lose two of those full-time professionals permanently in December.
			- At that time we won’t be able to hire a 1 semester temporary full-time faculty member for each of them [for the spring], as we would ALSO need to hire a 1 year temporary full-time position starting in the fall of 2016, until we can obtain permission to recruit and hire 2 new full-time additions to the History Program.
	* The result of all of this is one of leaving our program too inflexible to adjust to the need to expand our course offerings, which results in less service provided to the community. Furthermore, it results in a slower rate of growth in the FTES that we serve.

**V. Resource Analysis:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
* We cannot, in good conscience, request a new position until we gain clarity as to whether the tenured professor in our department will be returning or not in the spring: one is an issue of hiring schedules for another aspect of the college, while the second is illness related.
* In addition, we are not comfortable asking for a one-semester temporary full-time replacement for the spring, if they do not return to our department, as we would then ALSO need a one year temporary full-time professor for the following year while we put our requests for a new tenured faculty member through the process.
* As a result, we cannot ask for any staffing that will assist us in increasing our student success until next year, despite the fact that we desperately need it.
	+ IF we were to gain permission to hire two new full-time tenure-track professors in in our program and both of the other members return, we would have to terminate all of our existing adjuncts to create a schedule, and it would be an unpleasant schedule for the new members.
	+ Furthermore, we would have no elasticity as a department to expand or contract seasonally.
	+ For these reasons, we have to wait to see what the future holds in store for us.
1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, 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 [as speakers, honors recipients, or presenters], participation in club advising, Mentoring programs to socio-economically challenged student groups, leadership in the Social Justice Initiative, and other initiatives, on and off campus.
* Student success has been positively affected by the insight and ideas that the faculty members developed during their engagement with the above programs.
	+ - * Some techniques were directly applied to increasing student retention.
			* Some techniques/ideas were applied to enhancing the critical thinking component of our course work, leading to higher SLO achievements
			* Some of the contributions to student success have emerged from an enhanced understanding of the changing dynamics of our student population.
			* Other contributions to student success originate in the enhanced knowledge of the material gained in conferences, and the enhanced faculty morale exhibited in their demeanor within the classroom.
1. What professional development opportunities and contributions can your program make to the college in the future?
* At this point, our program all has an overload, or multiple overloads, in addition to their contributions to the college through leadership positions or through the Social Justice initiative.
* Faculty should continue in their pursuit to provide students with first-hand learning opportunities.
* This would include getting students involved in campus speakers, field trips, having outside speakers attend a class or other innovative ways to develop their classroom.
* Personal faculty professional development could include faculty attendance to state and national educational conferences, as well as participation in state-wide learning communities, such as the Threshold Concepts/Wicked Problems movement through 3CSN.
* Also, faculty could pursue civic responsibilities by serving on city or county boards or commissions, neighborhood associations and campus shared governance committees.
1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
* There has been minimal impact upon our program, in regards to student success, as these activities generally did not occur in the rooms/building that we offer our classes in.
1. How will your Facilities Request for next year contribute to student success?
* Our requests will provide students with more stability to begin the semester, as there will be an appropriate desk for each one of them, in each of our classes.
* Furthermore, the rewiring of lights will allow more full engagement in presentations, while still allowing effective note taking.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
* Our program has experienced two technology changes.
	+ The first was the installation of new phones into each classroom.
		- This change provided for a safer educational environment, as we have a phone available [as long as the internet doesn’t go down
	+ The second was the addition of a stand-alone monitor on the top of the computer cabinet, so that professors could see what they are setting up without leaning back, craning their head up, and harming their neck.
		- This change encourages faculty to use the computer and tv/monitor attached to the ceiling, as it is no longer a literal pain in the neck to use.
1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
* If we are successful in having our requests granted, we will be able to improve the quality of education in multiple ways.
* We will be able to have them take effective notes, as they would all have desks.
	+ Those who have special needs would have appropriate desks in the room for their success.
* With expanded Wifi, the students will be able to use their portable devices to interact in new technologies for the classroom, whereas now they are limited by weak signals or choked bandwidth.
* When using technology to teach, the images will be clearer and the students will still be able to see well enough to take notes due to the new projectors.
	+ In addition, the new technology will probably reduce some of the confusion currently going on in the classroom that results in faculty members throwing their hands up in disgust as the system is not connected properly again.
	+ Having a dedicated computer/printer connection, vs having to share the image device [tv] with the computer and a vcr/tv, will cut the possibilities of confusion in half, resulting in more effective implementation of technology in the classroom.
* These requests will create a more positive learning environment for the students, which enables them to focus on the task at hand- education, instead of discomfort or overcoming difficulties in seeing what they are doing.
1. Discuss the effectiveness of technology used in your area to meet college strategic goals.
* Our area is operating at a deficit in modern educational technology, which hinders the college’s goal of enhancing student educational opportunities [Strategic Direction #1, paraphrased].
* Initiative #2 under Strategic Direction #3 [Facilities] is to “Enhance campus WIFI coverage and capacity”, which is what we are asking for. The current levels of support for WiFi isn’t effectively meeting our educational needs, our students’ needs, and falls short of the college’s strategic goal.
* In addition, we have previously requested projectors be installed in each classroom, as the TVs being used for monitors are too small of a screen for students in the rear corner to be able to gain the most from the presentation, and those in the rear of the room can’t use the subtitles for anyone who has auditory language skill issues [disproportionally affected students and ADA compliance issues also].
	+ We have not been able to achieve this.
	+ Until we do, there really is no point in requesting the smart boards, tablet rentals, and software licenses that will allow our program to meet or exceed the college’s strategic goals.
* What technology we do have is used effectively, when it hasn’t been reconfigured by an earlier faculty member who forgot to change it back, leaving a mess that hinders the next 4 professors from using it properly.
1. Budget: Explain how your budget justifications will contribute to increased student success for your program.
* The only budget requests being made on the budget form are for the entire department- not just the program.
	+ The requests are based on providing the necessary classroom/office supplies for a professor to be able to do their job.
	+ The second request was for funds to be shared by the department so that members could use it to offset some of the expenses of attending conferences.
		- The ideas brought back from attending said conferences, combined with the sense of professional pride exhibited by colleagues who feel that their knowledge and understanding is valued by the college, translates into more effective leadership on campus and more effective teaching in the classroom.
			* Both of these are strong reasons to support travel funds for our department.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.
* From Academic Senate Secretary, through the Social Justice Initiative, to the membership of various campus committees like ISIT and College Council, to mentoring students, being a student club leader and organizing presentations on campus [or at regional conferences], our department members serve the college to increase the quality of education that the bureaucratic machinery of Bakersfield College oversees.
* Furthermore, members of the department regularly consult with the department chair about curriculum review, they assist in evaluating adjuncts, they work in creating an appropriate schedule for the students, and many volunteer for other projects within the department, to reduce the stress placed upon the department chair.
1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.
* Adjunct faculty are in an anomalous position, in that they are valued, they need to know information, they should be involved in workshops and flex activities, yet we cannot compel them to attend any of this and they do not [contractually] have the same rights as we do [nor the same responsibilities].
* This year, all adjunct faculty members have received invitations to participate in adjunct orientations, in our departmental meetings, and the newest members have all been personally invited to drop into the department chair’s office to chat at least once, so that there is a sense of inclusion in the department.
* Adjunct members of the program have been copied in documents that relate to the department, and their opinions are solicited on decision-making issues- even if they do not technically have the right to vote on the issue.
* This year, all new hires were explicitly informed of the rights they did and did not have in terms of courses, so that they understood exactly where they stood for scheduling purposes.
* All of this was done to allow them to have a sense of where they stood so that there would be no unfortunate surprises later on. All of this was done to make a more inclusive department.

**VIII. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

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 success in 2014-2015 compared to the start of our 3 year cycle, while retention has gone up 4% as well. 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.

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. We have achieved a larger pool of qualified adjuncts over this time a year ago, but we are also caught off-guard by the continued absence of two full-time professors this fall, and the potential for either to be gone in the spring. We believe we have a sustainable adjunct pool, but we need to have stability back in our full-time ranks.

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 year 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.

Members of this program have served as speakers at panel discussions for the OAH, they have taken the lead in working with the Social Justice Initiative, and work diligently to help students Make it Happen. We are attempting to experiment with new pedagogies and technologies, but have found our way stymied by the weaknesses in our area infrastructure in supporting these technologies- which have resulted in specific requests for resolution of these issues.

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.

**IX. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

[x]  Curricular Review Form **(Instructional Programs Required)**

[ ]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

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

[ ]  Professional Development Form [x]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_