**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: **Child Development**

Program Type: [x]  Instructional [ ]  Non-Instructional

Program Mission Statement:

The child development faculty and staff strive to offer affective, up-to-date and student-centered instruction, with sensitivity to the diversity of students, their education needs and their career goals. The Child Development department provides relevant course and lab work towards professional technical workforce and career preparation training in Child Development, Parent Training, and Elementary Teacher careers. We use a multi-dimensional approach with our students in order to help them with their specific career, personal, academic, and professional goals.

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

The Child Development department supports Bakersfield College in providing excellent learning opportunities in both career and technical training and transfer courses. Our program of study integrates theoretical and practical course work to prepare the student for Kern County’s workforce, for general education requirement courses and degree transfer opportunities. The Child Development certificates are in line with the State of California Child Development permit matrix that ensures students are ready to work in the field upon completion of course work. Last year, Child Development was noted as one of the top 10 degree majors to transfer to four year colleges. The Child Development department offers classes in Delano, on campus and on-line in order to meet the needs of the community.

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

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

This year one significant outcome from the assessment process was to create an adjunct packet of course materials and requirements. Each adjunct will be provided with a copy of each program and program learning outcomes, as well as all course level student learning outcomes, the portfolio assignment and an assessment rubric. This is because the full time faculty found an inconsistency with adjunct understanding of the portfolio assessment project; which is an integral part of assessment of the courses.

1. How did your outcomes assessment results inform your resource requests?
* The assessment of the Child Development Program resulted in a request for VTEA funds to update and continue the annual Open House and to update the program brochures.
1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes? The course and program level outcomes align perfectly. When the program outcomes are assessed, it also assesses the course outcomes all at the same time.
2. How do the program learning outcomes align with Institutional Learning Outcomes?

The program outcomes align with every institutional outcome. The first institutional outcome of critical thinking is reflected in our third program outcome which requires the student to compare and contrast the development of children.

The second institutional outcome of communicating clearly and effectively, in both written and oral forms, is met through the portfolio evaluation of the program outcomes. To assess every program outcome, students must do a portfolio assignment; which in most cases is a written paper with an oral report.

The third institutional outcome of demonstrating knowledge and abilities in a chosen area of study, is accomplished through every child development program outcome and the portfolio assessments.

The fourth institutional outcome of appreciating civic responsibilities is aligned in our third and fourth outcome which requires students to demonstrate an understanding of the cultural needs and the special needs of children. The portfolio assignment for these outcomes also addresses how to take action in supporting cultural and special needs of all children.

1. Describe *any significant changes* in your program’s strengths since last year.
* The Child Development program is listed as one of the top 10 degrees having graduates transfer to four year institutions.
* The Child Development Advisory is going strong; attendance at the trimester meetings has increased.
* The program is active in the Child Development community. Faculty participates in the local Child Care Council and Child Care Network. Additionally, we assist in hosting the County Child Development Conference and the Infant/Toddler conference with set up and presentations.
1. Describe *any significant changes* in your program’s weaknesses since last year.

There have not been any significant changes in our weaknesses. We are still identifying ways to improve success and retention of online courses.

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

Not applicable.

**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) A long-time faculty member will be retiring in the 2015-2016 school year. Replacing her is essential to being able to continue to offer enough child development courses and to ensure availability for our students to get the courses they need.
3. Professional Development (Professional Development form)
4. 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. The child development staff attended the California Education for the Young Child Conference last year and brought back ideas and information used to improve student learning.

Many of the full-time faculty also provided training and assisted in the development of the local Kern County Child Development Conference and Infant/Toddler Conference, this promoted student engagement in the field of child development providing a venue for networking and professional development.

1. Provide rationale for future professional development opportunities and contributions that your program can make. It is widely known that students benefit from faculty knowledge that is current in the field, therefore participating in local and regional child development conferences is beneficial for faculty and students.
2. 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? No

1. If yes, how has the outcome contributed to student success?
2. If no, how will your facilities request contribute to student success? Students will benefit from safe classrooms and from having white boards instead of chalboards.
3. 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).)
4. 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? Instructors will be more versed in standardized equipment in each classroom.
5. 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. Yes. Please see the ISIT Request Form.
6. 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. No additional funding is being requested.

**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).
2. Changes in enrollment (headcount, sections, course enrollment and productivity).
3. Success and retention for face-to-face, as well as online/distance courses.
4. Other program-specific data that reflects significant changes *(please specify or attach).*

**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.

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| --- | --- | --- | --- |
| **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)** |
| 1.Enrollment management for online courses | [x]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed:\_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | In progress |

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** |
|  | [ ]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development |  |

**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.\*\***

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| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| CHDVB20 (3-11) | Fall 2016 | 3-2017 | No | ECE120 |
| CHDVB36 (1-14) | Fall 2018 | 1-2020 | No | ECE130 |
| CHDVB42 (1-14) | Fall 2018 | 1-2020 | No | CDEV110 |
| CHDVB49 (12-11) | Fall 2016 | 12-2017 | No | ECE220 |
| CHDVB21 (3-11) | Fall 2016 | 3-2017 | No | CDEV100 |
| CHDVB22 (3-11) | Fall 2016 | 3-2017 | No | ECE200 |
| CHDVB32 (1-14) | Fall 2018 | 1-2020 | No | ECE230 |
| CHDVB41 (12-12) | Fall 2017 | 12-2018 | No | ECE210 |
|  |  |  |  |  |
|  |  |  |  |  |

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. Yes

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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 Infant Certificate is 35 units, not 32. The missing class is CHDV B52. The newly approved AS-T in Childhoold Education is not listed.Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET. NO

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.

The AA-T has already been approved and the core courses in the degree are CID approved. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

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

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

[x]  [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:** Child Development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a** **stand alone program?** |
| Child Development & Family Relations (AS) |  |  | Yes |  |
| Child Development Teacher  |  | X | Yes |  |
| Child Development Assistant Teacher  | X |  | Yes |  |
| Child Development Associate Teacher | X |  | Yes |  |
| Child Development Master Teacher: Infant Toddler  |  | X | Yes |  |
| Child Development Master Teacher: Special Education  |  | X | Yes |  |

1. List certificates that are proposed for *addition*. None
2. List certificates that are proposed for *deletion*. None
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.

The following are the possible occupational titles and codes that students with certificates may obtain employment in.: Early Childhood Education and Teaching (13.1210), Child Development (19.0706), Child Day Care Services (624410), and Preschool Teachers, Except Special Education (25-2011).

-BC Child Development Associate Teacher COA - Projected annual opening 59, Median Salary 9.50/hr

-BC Child Development Master Teacher Infant Toddler COA : Projected annual opening 14, Median Salary 18.00/hr

-BC Child Development Master Teacher: Projected annual opening 14, Median Salary Special Education COA 18.00/hr

-BC Child Development Teacher COA: Projected annual opening 239, Median Salary salary 15.15/hr,

\*Data based on the EMSI report and 2012 Child Development center Data

1. 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? To build the Certificates we followed the guidelines of Child Development Permit Matrix as well as have obtained input from the advisory committee.
2. 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? Child development Teacher 79, Child Development Master Teacher Special Education 5, Child Development Master Teacher Infant/Toddler 3. 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)? We need to increase awareness of the certificates of achievement and how to file for them.
3. 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? The certificate follows the state licensing pattern; therefore, there are not any industry factors impacting the certificates. However, internally, the professor who teaches the master teacher special education courses is retiring; therefore, we must hire a qualified replacement in order to continue offering the certificate. How are you planning to incorporate these factors in your planning and evaluation of this certificate? Not applicable due to needing to meet the state requirements.