**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Early Childhood Education for Transfer AS-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 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 students for the service area’s workforce, general education requirement courses, and offers degree transfer opportunities. The Child Development certificates are in line with the Child Development State permit matrix to ensure 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 online to meet the needs of the community.

**Program Mission Statement:**

The child development faculty and staff strive to offer effective, up-to-date, and student centered instruction, with a sensitivity to the diversity of our students, their education needs and their career goals. The Child Development department provides relevant course and lab work towards professional technical work force and career preparation training in Child Development, Parent Training, and Elementary Teacher careers. We use a multi-dimensional approach in our students; not only for their specific career goals, but also provide activities that assist them in meeting their personal, academic and professional goals.

|  |
| --- |
| ***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. |

**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. Increase student completion rates for face-to-face classes. | X 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) |  |
| 1. Increase student completion rates in online classes | X 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  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. Increase the number of program graduates. | 1: Student Learning  X2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Provide enough classes to get students through the program in an efficient manner. | 2018 | Department Chair and Faculty |
| 1. Increase program awareness and expectations | 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Educate incoming students on program goals and expectations through an annual open house and other campus wide recruitment events. | 2018 | CHDV Faculty |

**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). **No notable changes**.
2. Changes in enrollment (headcount, sections, course enrollment, and productivity). **The program has more than doubled the number of majors in a one-year period.**
3. Changes in achievement gap and disproportionate impact. **Not applicable.**
4. Success and retention for face-to-face as well as online/distance courses.
5. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
6. Other program-specific data (please specify or attach).
7. 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 |
| Early Childhood Education for Transfer AS-T **(This is the first year for this degree. The previous degree was Child Development and Family Relations)** | 47 | 32 | 52 | 26 |  |  |
| Majors | 277 | 286 | 676 | 743 |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**IV. Program Assessment:**

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

* Demonstrate an understanding of developmentally appropriate curriculum and explain principles and practices pertaining to child development.
* Explain topics concerning the child, family, and community, and will be able to demonstrate pediatric CPR and first aid.
* Compose observations and assessments, compare and contrast the development of children on children from infancy to adolescents considering culture and typical and atypical needs.
* Demonstrate an understanding of the needs of infant/toddler and children with special needs, according to their mastery specialization.

1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.

* An ongoing project based on an outcome from the assessment process was to create an adjunct packet, in order to providing each adjunct with a copy of each degree course student learning outcomes and portfolio assignment and rubric. This is currently being worked on by the full time faculty, who found an inconsistency with adjunct understanding of the portfolio assessment project.

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.

* The assessment of the Child Development Program resulted in a request for VTEA funds to update and continue the Open House and Update Program Brochures.
* The assessment of the Child Development Program resulted in a request for full-time faculty replacement.

1. Describe how the program monitors and evaluates its effectiveness.

The CHDV staff meets regularly to evaluate effectiveness of our program, discussing student success, struggles, and program issues.

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

The CHDV staff invites adjuncts to departmental meetings and includes them in correspondence. Feedback is utilized from their input.

1. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings.

Out of 31 students in the class, all successfully completed the Portfolio assignment which met the course PLOs and objectives.  Final Portfolio assignment grade breakdown as follows: 25 - A, 4 - B, 2 - C.  Overall grade in course: 15 - A, 10 - B, 2 - C, 1 - D.  Based on Portfolio assignment grades and overall course grades, this assignment is proving to be an effective assessment tool in evaluating and meeting course PLOs.

There are several factors that may have led to this outcome.  First, the primary instructor for this course has developed specific strategies to meet the needs of students in the formation of their final project.  The second consideration is several course study and instructor evaluation techniques within the semester length class.  These techniques and strategies allowed the instructor to monitor, assist and evaluate student progress and support as needed.  Based on the Portfolio assignment and overall course grade results, this assignment is proving to be an effective learning and assessment tool for this course.  Plans for improvement are to continue to implement the BC Portfolio assignment, monitor, assist, and evaluate as necessary.

1. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?

The results show that the portfolio assessment is an effective assessment tool.

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).

The portfolio assignment is an effective tool, but must be communicated to adjunct faculty along with full time.

1. 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).

* The course and program level outcomes, align perfectly. When the program outcomes are assessed it also informs the course outcomes all at the same time.

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

* The institutional outcomes are imbedded in our program outcomes and objectives.

1. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

We have made deliberate changes to language to be inclusive of all students, making everyone feel welcome. We have also instituted the strategy of assigning students to study groups to assist one another with course assignments and tests.

***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.

• 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. The faculty participate in the local Child Care Council, Child Care Network, and we assist in hosting the Child Development Conference and the Infant/Toddler conference with set up and presentations.

1. Discuss your program’s weaknesses.

* We have noticed that online success and retention has decreased. In order to address this we have planned meetings to brain storm possible strategies for improvement.

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

**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.

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. The professor retiring is unique to our program in that she is the only teacher that is currently qualified to teach the master teacher special education certificate courses; therefore, we must hire a qualified replacement in order to continue offering the certificate courses.

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.

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 and also provided a venue for networking and professional development.

Approximately, $20,000 is needed for CHDV conferences that will keep faculty abreast of changes in the field, and provide ideas for student success. There are two annual conferences, the CAEYC, California Association for the Education of Young Children, and the NAEYC National Association for the Education of Young Children. Additionally, there are relevant conferences that focus on our master teacher certificates, Children with Special Needs certificates and Infant/Toddler certificates.

1. What professional development opportunities and contributions can your program make to the college in the future?

The program faculty contributes to the college, through advocacy and participation in campus committees. When CHDV faculty attend conference there is a generally a sharing of ideas gained with other CHDV faculty in the college.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

Not applicable

1. How will your Facilities Request for next year contribute to student success?

Students will benefit from safe classrooms and from having white boards instead of chalkboards and updated seats that accommodate larger students.

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?

We have not had repurposed technology in the past year and this is becoming an issue in terms of our teaching variety and student success.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

The department classrooms are in great need for update and the faculty is requesting that the same systems be used from classroom to classroom. Currently we have computers that take up to 10 minutes to get started which takes from class time because there is not enough time between the ten minute classroom transitions to get the computers running. We also have different systems in different classrooms, for example in one class we have to press certain buttons for the projector where in another classroom we have to do something totally different. Having the same system in every class will help faculty and adjunct use the technology efficiently without a huge learning curve in each classroom; which will improve student success in the classroom.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

Technology is widely used in our classrooms. Faculty use Power Point Presentations, videos,YouTube, Facebook, and other forms of media to challenge students and instruct in various learning styles to improve success.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

Our current budget is used to provide classes and materials needed for students to be successful.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.

We have faculty represented on all major committees on campus, ISIT, Curriculum, PRC, Academic Senate, and Assessment. Most of the CHDV Faculty participates in all department meetings and activities.

1. Instruction Only: Discuss how adjunct faculty is included in departmental training, discussions and decision-making. Adjunct faculty is invited to department meetings and is always included in correspondence. The CHDV staff is currently working on an adjunct handbook to train adjunct on departmental classroom expectations, forms and assessment.

**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 child development program is growing strong, last year we had approximately 50 graduates. The challenges faced in this field are engaging male participants and being able to provide assurance of fair wages to our graduates upon completion of our program. To combat these issues our program needs to continue promoting and marketing the value of men in the field of Early Childhood, and faculty must continue to advocate and be active in the community for increased Early Childhood wages. On campus our most current issue to maintaining our quality services to students is to replace the professor who is retiring this semester. This professor retiring is unique to our program in that she is the only teacher that is currently qualified to teach the master teacher special education certificate courses; therefore, we must hire a qualified replacement in order to continue offering the certificate courses. Furthermore, all of our course offering are impacted with full waitlists and faculty teaching overload courses; which is why we must replace the full-time faculty expediently.

In terms of technological needs. This department is in great need for updated computers that load quickly and run current instructional videos from educational websites.

**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)**

X Certificate **(CTE Programs** **Required)**

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

X [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_