**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Elementary 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 Elementary Education program supports the Bakersfield College in providing excellent learning opportunities in transfer courses. This program was formally known as Liberal Studies. Our program of study integrates theoretical and practical course work to prepare the student for the teaching field, general education courses, and transfer opportunities.

Program Mission Statement:

The Elementary Education 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 Elementary program provides relevant course and lab work towards career preparation training in the Elementary Teacher career. We use a multi-dimensional approach in our students; not only for their specific career goals, but also provide activities that assist their meeting their personal, academic and professional goals.

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| ***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.
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**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.

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| **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)**[x]** 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)**[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.

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| **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 program in efficient manner.  | 2018 | Department Chair and Lead Faculty |
| 1. Increase program awareness and expectations of the new Elementary Education program
 |  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 | Elementary Faculty Lead |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including: **Not applicable- new program**

1. Changes in student demographics (gender, age and ethnicity).
2. Changes in enrollment (headcount, sections, course enrollment, and productivity).
3. Changes in achievement gap and disproportionate impact.
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.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| Elementary Education for Transfer Degree **(this is the first year for this degree, formally known as Liberal Studies)** |  N/A | N/A | N/A | N/A |  |  |
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**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs).
* Students will be able to evaluate elements of diversity and diverse learning styles in student populations
* Students will be able to analyze how teachers and schools can promote learning for all students.
* Students will demonstrate proficiency in 14 content areas required for subject matter competency for elementary teachers.
1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.
* **This is a new program; therefore, assessment has not applicable.**
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.
2. Describe how the program monitors and evaluates its effectiveness.
3. Describe how the program engages all unit members in the self-evaluation dialog and process.
4. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings.
5. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?
6. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).
7. 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).
8. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond. The program outcomes align perfectly with the Institutional outcome
9. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

***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.
2. Discuss your program’s weaknesses.
3. *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.

Not Applicable

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.

This program is new and comprised of faculty in almost every instructional area of the college, therefore professional development will be left up to the specific degree areas with the general courses that make up this degree. (Example: Artb1, faculty will participate in the professional development for the art program )

1. What professional development opportunities and contributions can your program make to the college in the future?
2. Facilities**: Please note: This program is all over campus**.
3. 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?

 Not applicable

C. Technology and Equipment: **Please note: This program is most departments on campus**.

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?
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

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

This program currently has no budget.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.
2. This program is new and comprised of faculty in almost every instructional area of the college, therefore faculty and Staff engagement will be left up to the specific degree areas with the general education courses that make up this degree.( Example: Artb1, faculty will participate in the staff activities for the art program )
3. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making. Adjunct is invited to department meetings. 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.

This is a new program the main need of this program is to inform students that this program exists and to allocate a budget for this program to develop materials; such as a program brochure.

**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 **(CTE Programs** **Required)**

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

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