**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Early Childhood Education

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 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.

Program Mission Statement:

The child development faculty and staff strive to offer effective, 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. A multi-dimensional approach is used with students in order to help students with their specific career, personal, academic, and professional goals.

**II. 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** |
| 1. Enrollment management for online courses | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_Fall 2016\_\_\_\_\_\_\_\_\_ (Date) | In progress |
| 2.Develop Gateway Course | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_Fall 2016\_\_\_\_\_\_\_\_\_ (Date) | In progress |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**III. 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).

There has been a decrease over the years in African American students. According to the 2015-2016 data trends for the FACE department in the year 2011 African American students made up 11% of our program now in the year 2015 this report reflects African American students make up only 6% of our department. Of all the other trends on this report this is our most significant decline.

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

The CHDV program has grown significantly over the years.

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

The success and retention rates for our department have not changed much from the previous years. They are still in need of improvement.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

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

Use attached **Assessment Report Form AU Tab**

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

We now have two professors that have advanced degrees, one has an EDD and the other a PhD. We have just replaced our retired faculty with a highly qualified person, we have increased the number of adjunct in the department, and the new department chair is from the Child Development program.

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

There has been a lack of communication between the Child Development department and the BC Child Development Center, including new State requirements for center-based programs that have not been clearly communicated to all faculty. There needs to be one student handbook developed for both the lab students and the child development observation students.

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

New immunizations and background check requirements for the child development lab students are now affecting the student enrollment in that class.

**V. Assess Your Program’s Resource Needs:** 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.
3. Professional Development:
4. 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 faculty attended conferences that keep the program up to date on state, local, and national policies, regulations and hot topics like brain development, infant care, outdoor play and curriculum models in the field of child development. The faculty was trained in CLASS assessment which is a tool mandate in the early care workforce. Some faculty attend monthly community committees to stay abreast of what is happening in the local and state workforce. By staying abreast of new trends, regulations, etc., faculty are able to convey current, applicable information to students looking to enter the workforce.

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

Develop a vehicle for staff and learning exchange.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success? FACE 15 light switches were fixed. Proper lighting in the classroom is essential to student success.
3. How will your Facilities Request for next year contribute to student success? The FACE Building is old and falling apart, making these minor adjustments will facilitate a better learning atmosphere and assist with student success. Aesthetics is proven to influence behavior and increase a sense of wellbeing. The FACE building face lift would greatly improve our student’s morale!

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? Existing technology in most classrooms is outdated and slow. Currently one classroom does not have a working computer system and faculty has to rely on personal laptops for PowerPoints, etc. This will become a major issue during times when students are required to do assigned presentations. The wait-time for computers to load, etc., or not having an adequate working computer takes away from student learning time.
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

The new computer request will facilitate classroom instruction, effective use of time in the classroom, and classroom presentations. The request for tablets will connect the students with the workforce, by using the same program for classroom observations that are currently used in centers across the county.

1. Discuss the effectiveness of technology used in your area to meet college strategic goals. The faculty in our department use technology in varying ways. The technology used is internet research, PowerPoint presentations, videos, and computer-based student presentations. Up-to-date videos and learning materials are essential to preparing students for the current workforce.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program. Having adequate facilities and technology for our classrooms is essential to providing a proper learning environment for students. Traditionally students are more successful when there is a positive, up-to-date environment. Having current technology and learning materials will enable instructors to provide the most current learning environment for student; therefore, they will be most successful.

**VI. 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 FACE department is behind the times and in desperate need of current building and technology upgrades. Student learning would be enhanced greatly with upgraded computer technology that is fast, efficient and operating. The building and classes need to be upgraded to reflect the investment we have in our students. The environment students learn in is essential to their success and motivation to attend. Coming to classrooms that are clean, upgraded, and aesthetically beautiful will boost their morale and pride in participating in the program. Bakersfield College is greatly showing an aesthetic change all around the campus with new signage and upgraded lab rooms with fantastic new equipment. Our only request is that this change be reflected in our department as well.