

## 2013-14 Program Review

# Best Practices Form

**Instructions:** *Submit this form as a separate attachment with your completed Program Review.* Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called **Best Practices** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information. This part of Program Review is linked to the Student Success Strategic Goal: “Become an exemplary model of student success by developing and implementing best practices.” For examples of Best Practices visit the [Program Review Committee’s website](#).

Program/Department: **Electronics Technology/Engineering and Industrial Technology department**

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### **Best Practice(s):**

The following strategies/improvements we feel have been used for program and student learning improvement for Electronics Technology:

1. We are participating in the C6 grant, which among other improvements has provided us with assistance from Academic Development to help us develop embedded remediation methods for our basic classes. ACDV staff has been observing our lessons and are helping us with strategies that will ultimately help all our students when we use them throughout our program.
2. Also, as part of the C6 grant, we have been looking holistically at our scheduling. Having a predictable, block-scheduled group of courses focused on a specific Job Skills Certificate seems to benefit students to a greater extent than we realized. However, in order to continue this format after C6 funding has run out, we are concerned that College requirements for minimum class sizes may hamper offering of courses during the daytime (for us, lower enrolled than evening sections) in a block format.
3. We have been experimenting with hybrid course structure, using Moodle. We feel this is not only beneficial to instruction, but also is a way of cross listing (“stacking”) basic and advanced courses within a single instructional time. What we have done, is to replace the lecture portion of the courses with an “active learning” structure. Students work in pairs to complete their “active learning” assignments using resources available on Moodle. These assignments are designed with a greater degree of higher-level thinking skills and critical thinking/problem solving than was possible during lecture time. They are completed in class, with all students performing these assignments. The instructor for the class can work one-on-one with individual students or groups during this time, and also can ask questions and check for understanding directly. We have also seen that students do not “zone out” or become sleepy or restless during this time. Using the “flipped learning” or “inverted classroom” strategy of expecting them to read and research the assignment ahead of the lecture also appears to help students keep up with the work and not procrastinate on completing outside of class work until the last minute possible. In addition, we have been able to slightly increase the course content (or add a little more depth of study) without having to change the actual instructional times for which the courses are scheduled. We feel Moodle is a very effective tool in organizing and providing instruction.