

Bakersfield College 2018-2019 Comprehensive Program Review

Program Name: Early Childhood Education

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

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.

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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
 - Elementary Teacher Education AA-T
 - Early Childhood Education AS-T
 - Child Development Master Teacher Special Education CA
 - Child Development Master Teacher Infant-Toddler CA
 - Child Development Teacher CA
 - Child Development Associate Teacher JSC
 - Child Development Assistant JSC

- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:

- A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal: Enrollment management for online courses

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: This goal is continuing; the desired progress has not been accomplished.

Status Update – Action Plan and any link to Resource Requests:

2. Program Goal: Develop gateway course

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: This goal is continuing; the desired progress has not been accomplished.

Status Update – Action Plan and link to Resource Requests

- B. 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.

- 1. Future Program Goal:** Offer a new certificate program to meet the needs of current and future teachers in the public school system. This certificate targets already credentialed teachers desiring to teach in Transitional Kindergarten classrooms and early childhood educators desiring to get professional development.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Action plan: Using acquired Strong Workforce funds, the Child Development Program will create a new Child Development Transitional Kindergarten certificate of achievement to validate readiness of current and future credentialed teachers to teach Transitional Kindergarten in the public school system. The certificate will consist of 24 child development units made up of three existing courses and five new courses. The goal is for the courses to be written and submitted for approval in fall 2018 for a start date of Summer 2019. The addition of the new courses and certificate provide educational opportunities for both existing and future early childhood educators and elementary teachers to expand their educational goals to advance in the

workforce and for professional growth. Child development faculty will connect with local school districts and community events to promote the courses offered through BC to meet the educational requirements for existing and future teachers.

Lead person for this goal: Bernadette Towns and Jo'L Braden

- 2. Future Program Goal:** Offer a new certificate program to meet the requirements for current and future child care program supervisors and administrators in the workforce. This certificate targets existing professionals in the ECE workforce desiring to move into supervisory or administrative positions in the ECE industry and for early childhood educators seeking professional development.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Action plan: Develop a Child Care Program Supervisor/Administrator certificate of achievement program to meet Quality Rating (QRIS) in Kern County and California Community Care Licensing requirements for child care program supervisors and administrators. This program will consist of child development courses leading to an ECE AS-T degree with the added courses of six units in administration of programs and 2 units in adult supervision.

Lead person for this goal: Bernadette Towns and Jo'L Braden

3 Year Program Analysis: (All programs will answer the following questions unless otherwise indicated)

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

1. Changes in student demographics (gender, age and ethnicity).

There has not been much change in student demographics over the past few years. Males (non-traditional) make up 13% of the child development population which has fluctuated back and forth since 2013-14 from 12% to 13% respectively. The most significant trend for our program in ethnicity has been the continual decrease in African American students. In 2011 this demographic made up 11% of our program and dropped down to 6% in 2015-16. Enrollment for the African American population has dropped another percent to 5% as reported for 2017-18.

2. Changes in enrollment (headcount, sections, course enrollment, and productivity). *Instructional only*

The Child Development Program continues to grow. Traditional sections increased from 78 in 2013-14 to 87 in 2015-16. Since then, active sections have continued to increase to 95 in 2017-18. Distance Ed courses have increased by 4 sections since 2015-16, going from 29 to 33 sections for 2017-18. Census day enrollment for Distance Ed courses have increased from 1,619 in 2015-16 to 1,970 in 2017-18. Traditional census day enrollment had a slight upward trend from 2,772 in 2014-16 to 2,967 in 2016-17, and then went down slightly in 2017-18 to 2,857. Overall FTES have steadily increased over the past five years increasing from 463.9 in 2015-16 to 4937 in 2017-18.

3. Changes in achievement gap and disproportionate impact.
 - o Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

The African American ethnic population falls behind other ethnicities in retention and success rates. The highest retention and success rates are within the Asian/Filipino/Pacific Islander ethnicity at 91% retention and 78% success. The African American ethnicity compares at 79% retention and only 55% success which is a 12% gap for retention and a 23% gap in success. Other ethnicities fall no more than 6% below the top performing group in retention and a 10% difference in success rate. Considerations for reducing the achievement gap would be to alert faculty to utilize campus alert systems and other resources early in the semester to identify and guide student success.

4. Success and retention for face-to-face as well as online/distance courses. *Instructional only*

Success and Retention rates have slightly improved over the past three years for traditional students, increasing by no more than 2%; however, retention and success rates have improved significantly for Distance Ed students going from 74% retention and 59% success in 2015-16 to 85% retention and 69% success in 2017-18. Our overall combined retention and success rates are still in need of improvement, with a 16% discrepancy between retention and success (82% retention rate and 65% success rate). A higher number of females stay in the program and succeed than that of the male population, which aligns with collegewide gender retention and success. The lowest population for the child development program is within the African American ethnicity. This population shows a 65% retention and 40% success rate for our program; however, other ethnicities retain and succeed at higher rates. This population also comes in lower than the overall collegewide African American population which shows a 79% retention rate and 55% success rate.

5. Any unplanned events that affected your program/.

There were no unplanned events that affected our program this past year.

6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded). *Instructional only*

Trend data for child development certificates and awards increased overall, going from 246 in 2015-16 to 315 in 2017-18. The most significant changes in certificates included the CHDV Assistant teacher JSC increasing from 115 in 2015-16 to 152 in 2017-18 and CHDV Associate Teacher JSC increasing from 100 to 126. The AD-T awards also increased with Elementary Teacher Education going from one (1) in 2015-16 to twelve (12) in 2017-18, and the Early Childhood Education AS-T increasing from 11 in 2015-16 to 48 in 2017-18.

7. Reflect on any changes you would like to see in your program in the next 3 years.

Over the next 3 years we hope to have the a new program certificate of achievement for Transitional Kindergarten approved and courses being offered beginning in fall 2019.

We would like to have our classroom flooring, furniture, and technology upgraded to better meet faculty and student needs toward student success and completion. Aesthetics is proven to influence behavior and increase a sense of wellbeing. Improving classroom environments would greatly improve our student's morale! Existing technology in most classrooms is outdated and slow. Tables and chairs are outdated, mismatched, show wear and tear, and they are in need of replacement. Further, we would like to have new computers and technology in classrooms and offices that are reliable, load quickly and function well. The wait-time for computers to load, or not having adequate working equipment takes away from student learning time. New computers for classrooms and faculty offices will facilitate faculty effectiveness and classroom instruction, ensure effective use of time in the classroom, and enhance classroom presentations by both students and faculty. The faculty in our department use technology in varying ways. The

technology used is internet research, PowerPoint presentations, videos, and computer-based student presentations. Having up-to-date videos and learning materials are essential to preparing students for the current workforce. Another change for our program is to begin using electronic tablets with observation and lab students that will prepare the students for the current workforce by using the same types of programs for classroom observations that are currently used in the workforce across the county, including our own lab school.

- The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is planning/doing to contribute to these efforts.

The Child Development program is involved in the Education Pathways committee and in providing support in the success and completion rates of our students. We celebrate our AD-T graduates with a pinning ceremony in May of each year. A goal of our program is to offer a student open house for new and existing students prior to the beginning of the fall semester each year. The goal is to provide students with program and support information early in their college career that will assist them with achieving their educational goals, have an opportunity to connect with faculty, and guide students toward success and completion. This year we participated in the Summer Bridge Open House Showcase as a venue to provide information on our program and department to incoming students.

- Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

The Child Development Program has offerings of child development courses in Arvin, Wasco, and Delano. This semester, fall 2018, we are involved with dual enrollment courses with The Kern High School District ROC.

- List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years. *Instructional only*

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Early Childhood Education AS-T	11	29	48	58	65	70
Child Development and Family Relations AS	49	30	22	11	5	0
Child Dev Master Teacher CA – Infant Toddler	5	8	4	6	8	10
Child Dev Master Teacher CA – Special Education	2	8	3	6	8	10
Child Dev Teacher CA	24	25	30	32	34	36
Child Dev Associate Teacher JSC	100	93	126	116	126	130
Child Dev Assistant Teacher JSC	115	109	152	155	160	165

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

1: Space Allocation

2: Renovation

3: Furniture

4: Other - Summer 2018: new vertical blinds were installed in classrooms; interior paint

5: Beyond Routine Maintenance - courtyard outside of FACE 20 cleaned out, wall opened up, and set up with 2 tables for student use. Flowerbeds in front of building entrances redone with new mulch/bark and plants which makes our area more inviting.

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

1: Replacement Technology

2: New Technology

3: Software

4: Other _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusions:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your Comprehensive Review.

The Child Development Program has grown significantly over the past several years. In 2018 we had the highest rate of graduates increasing from 60 in 2015-16 to 70 in 2017-18, and all levels of certificates have steadily increased, as well. With that said, 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 classrooms 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. This past summer the outside of the building was updated with new plants and ground cover, the building's classrooms, offices, and hallways were painted, and new blinds placed in classrooms. The painting project, although, one color, brightens up the building interior; however, a contrasting color would have been nice to have been applied to doorframes and railings (gray) to match floors and baseboards. This would not only add to the aesthetics within the building but would offer clearer distinction for visually-impaired students to define where walls end and doors and railings are located.

The Child Development program faculty stay connected with the local industry and works closely with community partners through our Advisory Committee and by participating on several committees within the community that address the needs of the workforce, children, and families within Kern County. This assists us in identifying and incorporating workforce needs within our child development coursework. With the addition of Transitional Kindergarten and Quality Rating (QRIS) in Kern County, it is imperative for BC's Child Development Program to offer course content, technology tools, and certificates to meet workforce needs. Adding a Transitional Kindergarten certificate and a Child Care Program Supervisor/Administrator certificate may also increase our non-traditional student participation and completion rates as men are more prominent in administrative and elementary teaching jobs. We have also contracted with agencies within our community to offer Child Development classes in both English and Spanish to meet the needs of the industry. Using Strong Workforce funds, we are well

underway in developing the Transitional Kindergarten program certificate and are in the process of submitting five new courses toward the certificate with a goal of course offerings beginning summer 2019.

Currently BC Child Development program faculty are assigned as coordinators for the Kern County regions of the California Early Childhood Mentor Program (CECMP) and Child Development Consortium. Furthermore, faculty have participated and presented in China at a Child Development Conference promoting Western culture early childhood education. 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. Some faculty continue to regularly 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. Dr. Towns, along with a faculty from Taft College, participated in presenting at a Child Development Conference in China during the summer 2018 in an effort to bring best practices in early childhood education from Western culture to China. This was a continuation from last year's visit in May 2017. A highlight to this trip for Dr. Towns was seeing a BC Child Development Program graduate as a participating teacher working with young children at the China conference.

Child Development faculty strive to consistently offer students an opportunity to meet faculty and gain program specific information prior to each fall semester by holding an open house event, and to continue to celebrate student achievement and success at the end of each spring semester with a Child Development Pinning Ceremony for graduating students moving into the workforce or transferring to a 4-year institution.

The children's lending library is continuing to be expanded with more book selections and topics for student success. We put in a request for student workers last year, but we have not received approval. We are still in need of getting student worker approval to run the children's lending library so that BC community parents, students, and staff may use the library during consistent hours. Currently, faculty will open the library for their students by either utilizing class time for library projects or providing student opportunities to use the library after class. Otherwise, the children's lending library is inaccessible.