

Bakersfield College 2018-2019 Comprehensive Program Review

Program Name: Elementary Teacher 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 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.

Describe how the program supports the Bakersfield College Mission:

The Elementary Education program supports the Bakersfield College by serving students from diverse economic, cultural, and educational backgrounds. Our program of study integrates theoretical and practical course work to prepare the student for the teaching field, general education courses and to transfer. This rigorous degree comprised of more than 14 disciplines on campus prepares students to critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers: Elementary Teacher Education AA-T
- 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:** To get assessment of program organized.

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: ongoing review

Status Update – Action Plan and any link to Resource Requests: Professor of EDUCB24 to work on assessing these outcomes and reviewing graduates in the major to look at their core classes grades to measure demonstrate proficiency in 14 content areas required for subject matter competency for elementary teachers.

2. **Program Goal:** Design a brochure for students coming into the program.

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: Education pathway has been completed; however a more detailed brochure is still ongoing.

Status Update – Action Plan and link to Resource Requests: A pathway brochure will be created to include all the Majors of the pathway not just Elementary Education.

- 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:** Creating a secondary education certificate and course for students considering teaching High School or in Higher Education.

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: A certificate of achievement will be created for students wanting to teach High School or in Higher Education which will include a new EDUC course that will assist students when considering a career teaching in High School or in Higher Education. The course is being written and submitted fall 2018 with a proposed start date for summer 2019.

Lead person for this goal: Bernadette Towns / Kimberly Bligh

2. **Future Program Goal:**

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:

3. **Lead person for this goal:**

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 gender demographics for Education over the past 3 years showing the majority of students are female; however, the male population has slightly risen by 4% since 2015-16. Student ethnicity ranks highest in Hispanic/Latino increasing from 75% in 2015-16 to 81% for 2017-18.
2. Changes in enrollment (headcount, sections, course enrollment, and productivity). *Instructional only*
Active sections doubled between 2015-16 (from 2 sections) and 2017-18 (to 4 sections). For the current fall 2018 semester, we are offering five (5) face-to-face EDUC sections and one on-line section which indicates a high interest and demand for the discipline. Productivity increased from 7.3 FTES in 2015-16 to 15.0 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](#).

There are no significant gaps to report.

4. Success and retention for face-to-face as well as online/distance courses. *Instructional only*
Retention rates overall are at 90%, while success rates come in a 74%. Retention to success rates are fairly consistent across gender, age, and ethnicity.
5. Any unplanned events that affected your program.
No. There have been no unplanned events that affected the program.
6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded). *Instructional only*
Degrees awarded increased significantly from 2015-16 to 2017-18 going from 122 to 460 – almost quadrupling the number of graduates!
7. Reflect on any changes you would like to see in your program in the next 3 years.
[Over the next three years, we hope to offer more Education courses and add at least one certificate of achievement.](#)
8. 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 Education Pathway team is involved in many aspects of student success and completion. Currently, Academic Development faculty are engaged in connecting students in or interested in the Education Pathway to campus resources such as developing the Education Pathway website, developing a newsletter, and hosting LETS Teach Huddles for those interested in a career in Education which includes both Elementary Teacher Education and Child Development. Child Development and Elementary Teacher Education faculty are a part of the Education Pathways team and support the efforts being made in celebrating students seeking careers in the education pathway.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
At this time, the Elementary Teacher Education program is not involved in any of these initiatives.
10. 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
Elementary Teacher Education AA-T	1	no data	12	24	36	48

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
- 5: Beyond Routine Maintenance

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.

- A transfer pathway for this program has been articulated with CSUB. All 60 units are completely accepted into the degree and students transferring have priority registration.
- A transfer pathway for this program to the University of Laverne and Point Loma University is also being established.
- The faculty lead is in communication with a liaison from China and working with Taft in an attempt to develop a study abroad program for Elementary Education students of Bakersfield College.
- This program is in its third year, therefore we anticipate a growth in the graduate rate to increase dramatically in the next year or so. In the meantime the Education Pathways team is providing opportunities for current and future teachers to learn about opportunities within the Education Pathway.
- We have met with the counseling department to update the counselors and advisors of the new degree and its requirements.

- The faculty lead is in communication with a liaison from Spain and working with Taft in an attempt to develop a study abroad program for Elementary Education students of Bakersfield College.
- The faculty lead and department chairs involved with this degree have met so that department chairs are aware of the courses in their discipline that affect this degree, and to collaborate on assessment for the program outcomes.