

ASCCC Exemplary Award 2021-22

Kimberly Bligh

Categories for submission:

- programs by faculty and for faculty to aid in transitioning to and from virtual environments,
- engaging in transformative curriculum design,
- supporting colleagues through professional development,
- mental health support, and other services, and
- promoting efforts to advance social justice and establish equity-driven practices.

Program Name: Bakersfield College Education Department Online Teaching Program

Contact Information

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Exemplary Award Application: Each response is limited to 200 words and includes the optional supplemental support or evidence.

Describe the indicators of overall program success. (189 WC)

Summer 2020-Fall 2021, 648 people enrolled in one or more of the OL Teaching Program courses: Introduction to Online Learning Environments, Cultivating an Online Learning Community, and Equity, Accessibility and Humanizing Online Learning. The courses include both credit and non-credit options. As of Summer 2021, 162 people have met the requirements for the non-credit certificate of Achievement, and 37 have met the requirements for the Credit Certificate of Completion, with several more in progress to complete Fall 2021.

Dean Academic Technology, "The Online Teaching Program is a groundbreaking program that formalizes the development of high-impact, equitable teaching practices. When schools were struggling to help students succeed, this program helped teachers at all levels become better online instructors."

A survey of enrolled students showed strong support for the program: "My ability has improved in....

- understanding/applying State and Federal laws and policies as they relate to online learning has improved-88%

- creating/modify an online course that has evidence of effective student-student, student-instructor, and student-content contact-92%
- creating/using online learning materials and modules that are accessible-92%
- creating/using online learning materials and modules that are equitable-92%
- effectively utilizing an (LMS)to enhance an online learning environment-88%

Describe the identified need for the program and the innovative solution that was implemented. (200 WC)

When the Pandemic hit, teachers across the nation were forced nearly overnight to transition to an online learning environment. The vast majority had little experience or training to develop or maintain a Learning Management System nor understood the differences in curriculum, pedagogy, and assessments for these very different learning platforms. This left most teachers frustrated, fearful, and stressed.

The BC Education Department received urgent requests from our TK-16 partners to develop a professional development program during Covid-19 shutdowns. Requests came from Kern County Superintendent of Schools, Kern High School District, and rural districts. Requests also came from the BC Administration, Academic Technology, Professional Development, and the KCCD Districtwide Accessibility Task. One of charges of the Accessibility task force is oversee Distance Ed compliance to ensure accessibility of all online courses and to support faculty in learning to make courses accessible.

The BC Education department, eager to support the college and community in a time of crisis, developed a 3-course Online Teaching Certificate that included the following transformative courses: Introduction to Online Learning Environments, Cultivating an Online Learning Community, and Equity, Accessibility and Humanizing Online Learning. The courses include both credit and non-credit options so students and faculty have options available.

Explain how the program collaborates with other programs on campus or within the community. (189 WC)

Bakersfield College is the only community college within a 35-mile radius in Kern County and serves rural communities near Bakersfield. BC has a long-standing reputation for responding to the needs of our community.

The Online Teaching program included support and collaboration from multiple BC campus entities: Curriculum Committee, Professional Development, Marketing, Academic Technology, Adult Education, CTE, and Strategic Directions. Those discussions led to the development of an additional Level II certificate in Online Teaching and complementary courses.

The creation of the initial Online Teaching Program, Level I Certificate of Completion, led to the development of a secondary, Online Teaching Level II Certificate of Completion. The EDUC Department further collaborated with community partners and multiple campus entities to develop and pilot a complementary program, Inclusive and Accessible Digital Content, a series that provides practical information and experience in creating and modifying inclusive and accessible digital content. These courses were offered Fall 2021 with over 200 enrollments.

The program helps teachers develop effective skills to provide rigorous and accessible learning in online and hybrid environments to students with diverse backgrounds and needs while attending to their social, mental and physical health.

Describe how the program supports the principles of your college's mission statement. (189 WC)

The BC mission includes supporting faculty in creating and fostering opportunities for students from diverse economic, cultural, and educational backgrounds. The Online Teaching program guided community teachers in providing a rigorous and supportive learning environment that promotes equity and accessibility for students during the transition from traditional learning to online learning throughout the Pandemic. The support is ongoing. The skills and strategies teachers learn through the Online Teaching program are transferable to traditional and hybrid learning environments.

The BC mission also includes sharing and enforcing our Core Values. One of BC's Core Values is Diversity. The Online Teaching program supports and trains faculty in valuing and promoting diversity while recognizing multiple perspectives and serves to address or remove identified barriers for students with respect to gender, race, class, religion, disability, and sexuality. Another Core Value is Community. BC maintains strong ties with the surrounding community, and BC responded to community's needs by developing the Online Teaching program and met the urgent, current needs of educators who needed support building effective online curriculum, pedagogy, and strategies for TK-16 learners during a time of ongoing crisis brought on by the Pandemic.

Explain how this program can be a model for other community colleges addressing such issues as costs and replication. (136 WC)

While addressing the needs of the community, the BC Education department prioritized embedding the curriculum and structure of the online teaching program from the start. With foresight, the faculty creating the programs did so with both current faculty and future faculty in mind. Both credit and noncredit courses were created and offered in a mirrored structure so that a wide variety of students and working professionals could enroll in the online teaching program. The credit versions of the courses are degree applicable as well as CSU and UC transferable. The Academic Technology department and Professional Development Committee worked with the BC Education department to ensure the curriculum of the online teaching program would

support colleagues and future colleagues on a variety of levels. The upfront costs were to pay faculty in the initial curriculum development phase.

Supporting Material

- One letter of support from the college Academic Senate President OR College President
- Required Signatures: College Academic Senate President and College President