

# Bakersfield College

## Program Review – Annual Update

Program Name: Academic Technology

Program Type:     Instructional     Student Affairs     Administrative Service     Other

**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: A.T. supports the college mission by facilitating the selection and use of technology in both instructional and non-instructional contexts, by training faculty and staff in the use of technology, and by planning and executing professional development activities. Additionally, A.T. supports the college by promoting, planning and supporting online education and technology-enhanced learning throughout the college.

Program Mission Statement: Academic Technology supports the mission of Bakersfield College through:

1. Facilitating and leading the selection and implementation of technologies for instruction and administrative use.
2. Leading, guiding, and developing professional development activities for faculty and staff.
3. Promoting, planning and supporting online education and technology-enhanced learning throughout the college.

**Instructional Programs only:**

- A. List the degrees and Certificates of Achievement the program offers
- 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:**

- 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.

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)	Status Update – Action Plan
1.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date)	

	<input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Ongoing: _____ (Date)	
2.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	

B. 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)	Status Update – Action Plan
<b>10% increase in online offerings (sections and course variety) by Fall 2018.</b>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<ol style="list-style-type: none"> <li>Curriculum approval for online during fall 2017.</li> <li>Identify additional courses to offer online.</li> <li>Work with deans to schedule more online sections.</li> <li>Aid online offerings through the identification and training of online faculty.</li> </ol>
<b>Offer 5 or more Distance Education / Online degrees by Fall of 2018.</b>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<ol style="list-style-type: none"> <li>Identify programs.</li> <li>Work with Chairs/Deans on scheduling and SEPs for programs.</li> <li>Complete curriculum approvals as needed.</li> <li>Identify and Train faculty for new courses as a cohort starting spring 2018.</li> </ol>
<b>Complete the renovation of the Faculty Development Lab and Maker Space.</b>	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<ol style="list-style-type: none"> <li>Purchase additional tools and materials for the Maker Space.</li> <li>Purchase a dedicated laptop cart for the lab.</li> </ol>

<b>Develop reliable and accurate data related to distance education offerings.</b>	<input checked="" type="checkbox"/> 1: Student Learning	<b>1. Refine data that we have.</b> <b>2. Obtain departmental training needed.</b> <b>3. Develop reports as needed.</b>
	<input checked="" type="checkbox"/> 2: Student Progression and Completion	
	<input type="checkbox"/> 3: Facilities	
	<input checked="" type="checkbox"/> 4: Oversight and Accountability	
	<input checked="" type="checkbox"/> 5: Leadership and Engagement	

**Best Practices:**

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.

We are learning to be responsive in the training and tools we offer to faculty and staff. This requires a balance between our ideas and initiatives, and the ideas and needs that we identify through our interactions with the rest of the college. Academic Technology both serves and leads the college in technology areas, and this balance is critical to our success. This balance requires an ongoing conversation about college needs and processes with all of our constituents. While this may be resource-intensive, it is a fundamental best practice for us.

**Program Analysis:**

**There is no trend data for us at this time. We are working on obtaining good Distance Ed. Data, but it is not yet available. (See Goal #4)**

**Resource Request and Analysis:**

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<b>Positions:</b> <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	We still need instructional design support to provide leadership and the development of training for faculty and staff related to the many technology platforms and tools that we are in the process of bringing online as a college. These include (but are not limited to): eLumen, Canvas, Starfish, Echo360, video capture systems.
<b>Professional Development:</b> <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either</i>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	We have provided the majority of the campus professional development activities related to technology. (attached list)

<i>providing or attending) during the last cycle</i>		
<b>Facilities:</b> <i>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.</i>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	
<b>Technology:</b> <i>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?</i>	<input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	We are requesting the following tech for the completion of the Faculty Development Lab and Maker Space in L160: <ol style="list-style-type: none"> <li>1. A laptop cart with 25 computers.</li> <li>2. Additional tools and materials to complete the maker space.</li> </ol>
<b>Resource Request</b>		<b>Discuss How Effective Request is for Student Success?</b>
<b>Other Equipment:</b> <i>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.</i>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	

**Budget:**

*Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)*

Our budget requests will permit AT, as a department, to purchase technology and tools as needed throughout the year that will allow us to stay abreast of the rapidly changing world of technology in instruction. This requires us to constantly evaluate, test, and develop tools and ideas for instructional use. This also allows us to be flexible in meeting the needs of faculty, which are unpredictable and arise on an ongoing basis.

**Conclusions & Snapshot:**

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 annual program review.

We are a new program / entity in the college's ecosystem. Thus, we are still refining our own role and relationship to the rest of the college. That said, our birth has come with several ready-made goals and directions for us to pursue. These pre-existing needs of the college, related to the use of technology and the healthy growth and development of our distance education, will continue to guide our initial efforts and growth for some time. As these needs are addressed, the AT department will engage with the other needs of the college that need to be addressed. While we are a service department, and our job is to meet the needs of the college, that does not force us into a reactive role. Rather, through our connection and involvement with the whole college, we seek to be proactive and ready to address needs before they are even expressed by our colleagues, to lay down the tracks in front of the train in a manner of speaking.

The tools we use to do this include the following:

1. Distance Education: We are the college's advocates for distance education. We will become intimately familiar with the college's courses and programs in this context, and will drive the development and offering of an ever-growing set of distance ed programs.
2. Instructional Technology and Innovation: We are the experts on the use of technology and innovative teaching techniques. We will know what the college is teaching, and how instruction happens in our classrooms. We will be connected to developments in the world of Educational Technology, and we will drive innovative teaching at Bakersfield College through our own creative application of technology and tools to the improvement of instruction.
3. Technology Systems, Support and Development: Outside the classroom, technology systems at Bakersfield College make what we do possible and scalable. Academic Technology, through its connection and engagement with the campus, leverages its technology knowledge base to proactively move the campus to systems with greater efficiency and enhanced capabilities. These systems allow us to see things about our students that were not previously visible, to scale to higher numbers, and to complete our work with higher levels of efficiency. Our role in these systems of technology represents each stage of the life cycle, including planning, implementation, training, ongoing use, and eventually, retirement.