

Bakersfield College

Program Review – Annual Update

Program Name: Child Development / Early Childhood Education

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:

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.

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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
 - Early Childhood Education (AS-T) Degree
 - Child Development Assistant Teacher, Job Skills Certificate
 - Child Development Associate Teacher, Job Skills Certificate
 - Child Development Teacher, Certificate of Achievement
 - Child Development Master Teacher-Special Education, Certificate of Achievement
 - Child Development Master Teacher-Infant/Toddler, Certificate of Achievement

- 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.

N/A

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

N/A

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. Enrollment management for on-line courses	<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 type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>Fall 2017</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Add to Participation Policy on syllabus; i.e., “Log-in Drop Policy – Students will be dropped by the “W” date if they miss 10 consecutive calendar days of non-participation.”
2. Develop Gateway Course	<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 type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>Fall 2017</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Revising Gateway Course to an annual Child Development Open-House to introduce Child Dev program and coursework.

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
1. ECE Open-House	<input 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	Students enrolling in the introductory course, CHDV B20, will be invited to an Open-House prior to fall semester to receive an overview of the Child Development program, AS-T degree, certificate paths, coursework, and portfolio projects.

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.

Two faculty from BC, along with faculty from Taft College and CSUB, participated in presenting at a Child Development Conference in China, May 2017, in an effort to bring best practices in early childhood education from Western culture to China.

Faculty offer extra credit to encourage students to use the writing and math centers and take part in library and CAS workshops to improve student success.

2nd annual graduation pinning ceremony for CHDV graduates to recognize and celebrate graduating and transferring students leaving BC to pursue their careers in early childhood education.

To connect learning and student success to the local workforce, faculty often invite community guest speakers into their classrooms to share trends in the field with students.

Faculty incorporate hands-on, real world activities into their coursework and often require observations in the field of study to help students connect theory to practice.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle
 - a. Although there was a slight increase (68 students) in degree majors from Fall 2015 to Fall 2016, there was a significant increase in students declaring a transfer degree (from 184 in Fall 2015 to 340 in Fall 2016)
 - b. Students seeking certificates increased from 191 in Fall 2015 to 257 in Fall 2016, another significant increase. However, the number of teacher certificates decreased dramatically in the past two years, falling from 40 in 2014-15 to 24 and 25 in 2015-16 and 2016-17, respectively. This could be the result of the ADT not including a course that is required for the certificate.
2. How does your trend data impact your decision making process for your program?
 - a. Faculty will need to evaluate the importance of including a course within certificate requirements that is not included in the pathway for the ADT.
3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
 - a. Face-to-face retention rates have been pretty steady at within the 80 percentile over the past five years, increasing 6% since 2012-2013.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 - a. The student demographics overall have remained steady for the past three years.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	<p>A new faculty was hired 2016-2017 for Child Development replacing retired faculty. The new faculty has allowed for the continued offerings of child development courses and continued growth for 200 FTES.</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>Child Development faculty attended the National Association for the Education of Young Children (NAEYC) annual conference in Los Angeles. Conferences of this caliber allow faculty to connect with colleagues from around the state/nation, gather new information from the field, and develop course content to reflect the changing needs within early care and education so that students receive the most current information.</p>
<p>Facilities: <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></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input checked="" type="checkbox"/> 5: Beyond Routine Maintenance	<p>Roof repairs were made to the FACE building this past year. Having a safe, dry environment lends to student success in classes and allows instruction to continue uninterrupted by ceiling failure.</p>
<p>Technology: <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></p>	<input checked="" type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>FACE 23 received updated technology (computer and projector) which allows for faculty and students to utilize technology for presentations and student learning.</p>

Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <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></p>	<input type="checkbox"/> 1: Replacement <input checked="" type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	<p>We ordered new updated DVD's to support student learning for both the Bakersfield and Delano campuses. Some DVD's were received during summer and others are still on back order. More copies and additional topics are needed in order that full-time and adjunct faculty at both locations will have access to needed content and closed-captioning for classes. The updated DVD's provide students up-to-date information and content that make learning more meaningful and meet current laws for closed-captioning.</p>
<p>Budget: <i>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.)</i></p>		

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.

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 classes 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.

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.

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 program in China has shown further interest in having BC faculty return next year and is looking into having students go to China to teach in their early childhood programs. We are very excited to be a part of this collaboration which also includes CSUB and Taft College faculty.

A faculty member developed a children's lending library and student resource center within our department for students, parents, and community members to have access to quality children's books and resources. Our department is looking into adding student workers to run the library on a consistent basis.