

Bakersfield College

Program Review – Annual Update

Program Name:

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:

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.

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.

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.

**Associate in Arts in Elementary Teacher Education for Transfer Degree AA-T
Degree Program**

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.To get assessment of program organized	<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 type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>9/2017</u> (Date)	For program goals 1 & 2 meet with Professor of EDUCB24 to work on assessing these outcomes. For program goal 3, get list of graduates in the major and look at their core classes grades to measure demonstrate proficiency in 14 content areas required for subject matter competency for elementary teachers.
2. To design brochure for students coming into program	<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	<input checked="" type="checkbox"/> Completed: <u>5/2017</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Although this was completed a pathway brochure will be created to include all the Majors of the pathway not just Elementary Education.

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
	<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	

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.

Collaborated with CSUB and other higher education institutions to assure a smooth transition for our students in the Education Pathway.

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:
There have been no unexpected changes in the program.
2. How does your trend data impact your decision making process for your program?
There have been no significant changes.
3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
4. There have been no significant changes.
5. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
6. There have been no significant changes.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: <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 type="checkbox"/> 2: Faculty	None requested
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>	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	This area is being left to the department were the general education courses are housed.
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>	<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	This area is being left to the department were the general education courses are housed.

<p>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?</p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	None requested
Resource Request		Discuss How Effective Request is for Student Success?
<p>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.</p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	None requested
<p>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.)</p>		No budget allocated for this program

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.

- 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 second year so many students have catalog rights for the Liberal Studies degree, therefore we do not anticipate seeing many graduates in this degree for about two more years. In the meantime the faculty lead has held annual informational sessions to inform students of the changes to the program. There will also be an informational session hosted in Delano this year.
- 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.