

Bakersfield College

Program Review – Annual Update

Attachments (place a checkmark beside the forms listed below that are attached):

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|---|--|--|
| <input type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input type="checkbox"/> Budget Change Request Form |
| <input type="checkbox"/> ISIT Form | <input type="checkbox"/> M & O Form | <input checked="" type="checkbox"/> Best Practices Form (Required) |
| <input type="checkbox"/> Other: _____ | | |

I. Program Information:

Program Name: Woodworking Technology

Program Type: Instructional Non-Instructional

Program Mission Statement: Become an exemplary model of student success by developing and implementing excellent learning opportunities in basic and advanced skills for career/technical education for our diverse community so that our students can thrive in a rapidly changing world. The Woodworking Technology Program faculty strives to offer effective, up to date and student centered instruction, being sensitive to the diversity of our students, their educational needs, and their career goals. The WTP provides relevant course and lab work geared toward students seeking careers in EIT related fields, also meeting the needs of students seeking training for career advancement or skills updating. The WTP utilizes a multi-dimensional approach in preparing our students not only for their specific career goals, but also provide activities that assist them with meeting their personal, academic, and intellectual goals. The Woodworking Technology Program actively pursues professional development, program/facilities improvement, and college/community involvement, seeking partnerships and collective efforts.

Program Description: Describe how the program supports the mission of Bakersfield College.

Pursuant to the mission of Bakersfield College, the Woodworking Technology Program is composed of transfer, CTE and basic to advanced skills enhancement. Through appropriate coursework, the Woodworking Program will see that those students looking to transfer to a four-year institution will have the requisite skills in order to successfully matriculate. For those students who are seeking CTE job skills in related fields of endeavor, the Woodworking Program will endeavor to not only provide the student with an opportunity to acquire said skills vis-à-vis program SLO's, but will also direct them to opportunities for both part and full time employment. The Woodworking Program will provide the student with opportunities to enhance their basic skill levels vis-à-vis an instructional process that concentrates upon a common core while focusing on course content. Students will also be encouraged to participate in campus programs, seminars and workshops that will provide them with the opportunity to enhance any deficit areas within their skill sets.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

1. AS Industrial Technology, Woodworking and Cabinetmaking Option
2. JSC Woodworking/Cabinetmaking
3. CA Cabinetmaking

II. Program Assessment:

- a. How did your outcomes assessment results inform your program planning?
A survey was taken of all Woodworking Technology students during both semesters of the 2012-2013 academic years in order to assess their needs relative to their immediate educational planning. From these surveys, courses that met the needs of these students were offered for the fall semester of 2013.
- b. How did your outcomes assessment results inform your resource requests this year?
Once it was established which courses would be offered, based upon student needs, then the end-of-year 2012-2013 Woodworking Technology resources were assessed in order to establish what resources, materials and supplies would be needed in order to support the curricular content of those courses being offered for the fall 2013 semester.
- c. Note any significant changes in your program's strengths since last year.
The Woodworking Program continues to draw students from other major areas of concentration which possess a need for similar skill sets, but in a more "hands-on" environment in which the theoretical and abstract become concrete.
- d. Note any significant changes in your program's weaknesses since last year.
There continues to be a growing trend of students at Bakersfield College who make educational decisions based upon availability of financial aid rather than the pursuit of coursework which will lead them in a direction that culminates in transferring to an institute of higher learning. It continues to be the jobs of the professor to not only excite each student with developing their unique gifts, but simultaneously growing their basic skill sets.
- e. If applicable, describe any unplanned events that impacted your program.
No unplanned events impacted the WTP.

III. Technology and Facilities Analysis

- a. **Has your program received new or repurposed technology in this cycle?** No
 - i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?
 - ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?
At this point in time the Woodworking Technology Program possesses the necessary technology to provide the student with the necessary needs to meet its mission statement.
 - iii. How might other areas use this technology? N/A

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

- b. **Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?**
Only the typical and ongoing repair and maintenance required to keep the lab facilities functioning safely and to meet the needs of the program content.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

Since this is the first year where we are program-specific, we looked at the data for the past five years, as provided by IR.

1. The average percentages of the various student groups enrolled in the WOODWORKING TECHNOLOGY PROGRAM during the school years of 2008-2013 are listed below.
 - a. The average percentage of Female students was 17%. This percentage of female students enrolled in the Woodworking Technology Program falls below the college-wide average; however, steps are being made to hold seats specific for female enrollment in the various WOODWORKING TECHNOLOGY PROGRAM course sections in an effort to increase availability of seats for this population.
 - b. The average percentage of Male students was 83%. This percentage of male students enrolled in the Woodworking Technology Program is well above the college-wide average of 46%; thus the efforts described above regarding the female population is in effort to help balance out these percentages.
 - c. The average percentage of students who were 19 years of age or younger were 21%.
 - d. The average percentage of students between the ages of 20 and 29 was 46%.
 - e. The average percentage of students between the ages of 30 to 39 was 17%.
 - f. The average percentage of students who were 40 years of age and above was 16%.

NOTE: Relative to ALL age groups during the 2008-2013 school years, percentages remain similar to the college-wide percentages respectively.

Relative to ethnicity, the average percentages of the various student groups enrolled in the Woodworking Technology Program during the school years of 2008-2013 are listed below.

- a. The population of African American students was 8%, which is above the college-wide average by 2%.
 - b. The population of American Indian students was 1%.
 - c. The population of Asian/Filipino/Pac Islander was 5%.
 - d. The population of Hispanic/Latino was 47%. This percentage of Hispanic population is slightly below the college average; however, the Caucasian population is slightly above the college-wide average.
 - e. The population of Caucasian/White was 35%, which as mentioned above is slightly above the college-wide average.
 - f. The population of students with two or more races was 3%.
 - g. The population of students who were of “unknown” ethnicity was 3.5%.
2. Relative to FTES, classes have been and continue to be full and wait listed every semester. Between the years of 2008-2013, the maximum class capacity has been 20 and in some instances additional seats have been added to accommodate students. During each of the 2008-2013 school years, the average number of students per section after the census date was 19.
- a. Therefore, the retention rate for the Woodworking Technology Program is 87%; 2% above the college-wide average.
 - b. Therefore, the success rate for the Woodworking Technology Program is 78%; over 10% above the college-wide average.
3. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded):
- a. One AS Degree in Woodworking and 27 Certificates have been awarded from 2008 through spring 2013.
- NOTE:** At this time, it MUST be noted that there is only ONE professor in the Woodworking Technology Program at this time. Course offerings include beginning through intermediate, to advanced coursework. Introductory courses are offered every semester; however, intermediate and advanced courses are not offered as often so that when the more advanced courses are offered, there are an appropriate number of students with the required prerequisite to fill the section. Because there is only ONE professor, it will generally take a student approximately three (3) years to complete the coursework in its entirety from beginning to advanced courses.
- b. The number of sections during the school years 2008-2011 was 5.5 per year due to an overload status, taught by the one professor of the Woodworking Technology Program. However, beginning with the school year 2011-12, due to college-wide budgets and the department chairman during that time period, overload in the Woodworking Technology Program area was eliminated. This further decreased the number of sections offered and subsequently increased the amount of time necessary for a student to cycle through beginning to advanced coursework. This has a direct impact on the number of certificates and degrees awarded.
 - c. Other program-specific data (*please specify or attach*)
N/A

V. Progress on Program Goals:

List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: Student Success

Become an exemplary model of student success by developing and implementing best practices.

Progress on Goal:

Completed: Spring 2013 (Date)

Revised: _____ (Date)

Comments on Goal 1

The integrated curricular pedagogy that is implemented in the Woodworking Technology Program provides students with skill sets necessary for relevant employment, as well as prepares students for transfer to higher educational institutions. Curriculum taught in the Woodworking Technology Program includes not only the technical skills necessary for employment in the field of Industrial Technology, but also incorporates and integrates instruction in the areas of Algebra, Geometry, Biology, Chemistry, Physics, English, and Technical writing skills, all of which create a more well-rounded, lifelong learner. Students who take the coursework in the Woodworking Technology Program either transfer to a four-year institution or secure part or full-time employment in cabinetry, as well as related majors such as architecture, engineering, construction technologies, and industrial technology. There tends to be a growing trend of students entering the Woodworking Technology Program who have completed a four-year degree and have returned to the Woodworking Technology Program to receive practical hands-on skill sets in order to make them a more valuable commodity within their career pathway.

All courses are delivered face-to-face in an environment which includes a combination of lecture, hands-on activities, and project-based learning. This environment offers students a dynamic and engaging learning environment in which all types of learners can obtain knowledge. Students are evaluated daily vis-à-vis the Daily Work Performance Evaluation Rubric, which is based upon those traits and skills valued in CTE industry. This rubric was developed by the Woodworking Technology Program professor, through collaboration with and research of numerous CTE workplaces, several four-year institutions, as well as personal summer employment in the field of woodworking technology, to obtain and establish the skill sets needed and necessary in order to prepare for and/or obtain what is needed for employment and/or transfer to a four-year institution. This process of research-based instruction, along with the common core integration, will continue to be implemented throughout the program’s tenure at Bakersfield College.

Previously Established Goal 2: Communication

Enhance collaboration, consultation, and communication within the college and with external constituents.

Progress on Goal:

Completed: _____ (Date)

Revised: _____ (Date)

Comments on Goal 2:

In order to ensure that the common core is articulated into the Woodworking Technology Program, collaboration with other areas within EIT, as well as collaboration with various other academic disciplines throughout Bakersfield College has been routine protocol for the Woodworking Technology Program since 2008, helping to establish a curriculum that will create a well-rounded life-long learner.

The Woodworking Technology Program created and established an Advisory Board in 2008, which has recently been updated to meet the membership criteria specified by the administration of Bakersfield College. This revision was completed in late spring/early summer of 2013.

Through participation in college activities such as the Bakersfield College Bowling Team, Levan Institute Book Studies, etc., the Woodworking Technology Program is discussed with a wide variety of professors in other disciplines in order to establish strategies and ideas on how our program can be integrated into their discipline, as well as explain how their discipline is currently being integrated into the Woodworking Technology Program. Faculty members from other disciplines within Bakersfield College have taken courses in the Woodworking Technology Program offerings and feedback has always been how amazed they were to find that the common core was an integral part of the teaching pedagogy of the woodworking curriculum. This concept of common core or collaborative educational methodologies has been the teaching style and approach of the current Woodworking Technologies professor for the past 30 years in many fields of endeavor.

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
Wood B1	X		X		X	
Wood B2	X		X		X	
Wood B5	X		X		X	
Wood B65a	X		X		X	
Wood B65b	X		X		X	

- b. List courses that are proposed for addition.
N/A
- c. List courses that are proposed for deletion.

N/A

- d. List any changes the program has made to online/hybrid/distance education courses.

N/A

- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

N/A

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

The Woodworking Technology Program continues to draw increased interest from the community, enough to keep course offerings both full and wait listed every semester. Student success rates within all sections remain high, as do retention rates. Individual student reporting continues to support that there is employment available and demanded in the community, which utilizes the skill sets set forth by the program's SLO's. There is a growing demand by students from the Engineering and Architecture areas, as well as from four-year institutions, who see the value of the "hands-on" applied learning which takes the theoretical and abstract and applies it concretely. The one road block for these students is that there is no room within their major area of concentration to take these courses while attending Bakersfield College. A growing number of students in these major areas of concentration are coming back to take courses in Woodworking Technology after completing a four year degree or they remain for an additional semester at Bakersfield College to take these courses prior to transferring. All such students have reported back that the courses taken in the Woodworking Technology area was both helpful and beneficial to their educational endeavors as well as their career path.

Students continue to come to our classes unprepared academically and are challenged by our rigorous coursework in the Woodworking Technology Program. Teaching strategies are continually being adapted in order to accommodate students where they are at and get them where they need to be. Although growth sections of the Woodworking Program have been limited due to budget constraints, all sections continue to remain full and wait listed. The Woodworking Technology Program will continue to implement strategies that will continue to increase the already high retention and success rates of participating students. The Woodworking Technology Program will also continue to meet the needs of the diversified students from various career pathways that enroll in the Woodworking Technology Program courses and see that they receive the requisite skill sets to be successful in their chosen career pathway and/or the necessary prerequisites and knowledge to transfer to a four-year institution.