

Bakersfield College 2018-2019

Program Review – Annual Update

Program Name:

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: *Bakersfield College serves as the Local Educational Agency (LEA) registered with the California Division of Apprenticeship Standards (DAS) to provide apprenticeship programs for skilled craftsmen. These apprenticeship programs are typically three to five years in length and can result in an apprentice student earning a certificate or degree to prepare s/he as a Journey, Fore or General Fore level trades person. Apprenticeship is a non-traditional craftsman training that meets the college mission by providing opportunity for students to attain Associate degrees, certificates and workplace skills that lead to employment.*

Program Mission Statement: *The mission of the Bakersfield College Apprenticeship Program is to provide opportunities for skilled craftsmen in the building industry to earn certificates and degrees along with on-the-job training credit.*

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
Associate of Arts in Apprenticeship
Certificate of Achievement, Apprenticeship
- 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.

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.

1. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Update apprenticeship curriculum to maintain relevance and currency with trade industry standards and needs. *(Student Learning, Student Progression and Completion, Leadership and Engagement)*

Progress on goal achievement: Some updates were done but still need to complete 2 programs. Projected completion in the 2018-19 academic year.

Status Update – Action Plan and any link to Resource Requests:

ACTION PLAN: Spring 2019

1. Submit proposed curriculum via eLumen S19
2. Track progress of modification in Curriculum Committee through S19
3. Implement new curriculum once approval from BOT and state are received

2. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

Collect and organize assessment data to add to recent program synopsis prepared for KCCD Board of Trustees. The report, presented at the behest of BC President Sonya Christian, provided an effective overview of the strong attendance and program completion by Apprenticeship students. The goal of collecting more data will allow us to identify other aspects of the program to better focus future planning. (*Student Progression and Completion, Leadership and Engagement*)

Progress on goal achievement: *Work in progress.*

Status Update – Action Plan and link to Resource Requests

ACTION PLAN: Spring-Summer 2019

1. Work with Jason Dixon and Martin Perez on collecting data from BC's data sources. S19
2. Using the above data to guide next questions, submit a research request with Institutional Research (S19)
3. Compile synopsis of data and conclusions (Summer 19)

B. List new or revised goals (if applicable)

Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Finish updating curriculum

Continue and complete Apprenticeship Assessment

Progress on goal achievement:

Status Update – Action Plan and link to Resource Requests:

See above

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). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
Higher number of apprentices. Apprenticeship programs are driven by the labor unions and as such, curricular offerings vary depending on their participation. The Operating Engineers still have not signed the agreement; however, the Carpenters did sign and we are in the process of a new agreement for the 2018-2019.

2. How does your trend data (or other data your area collects) impact your decision making process for your program?
All apprenticeship programs and courses are off campus. The enrollment is determined by job industry needs. At this point, trend data is not really used in the decision making process for this program. Apprenticeship faculty are hired by the apprenticeship program schools, labor unions and are not paid by the college. Thus, Apprenticeship does not fall under an academic department at the college, but rather is monitored by the area Dean. The program does not require any Bakersfield College resources – facilities, equipment, technology, professional development, and budgetary resources are provided by local industry and the BC support staff is funded by a DAS grant.

3. Evidence of Department Dialog of data
 - If you have had time to review and discuss your program’s data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

See attached data report submitted to the KCCD Board of Trustees. This document resulted from discussion with Department Chair Jason Dixson who completed a data search, interview with Ryan Nance of the Carpenter’s Union who shared information about program goals, and Dean Michele Bresso who compiled results and completed the report for submission.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
Ethnicity, age and gender remained pretty consistent with last year’s demographics with 97% male, majority 20-29 age range, majority Hispanic/Latino.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)
Success and retention remained high at 96% - 100%. This is consistent with the last five years’ trend data.

6. Equity gaps
 - Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

The large numbers of male students in this program is historically consistent. Program representatives are carrying out outreach at special events (“Women in Trades” summit, etc.) to engage more females in Apprenticeship and Trades.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

Apprenticeship workshops and outreach event funded and supported by BC's Strong Workforce/CTE and KCCD's grant programs through Contract Education are indicators of effective partnerships carried out in the past year.

8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

Apprenticeship is a closed system that is not engaged with Guided Pathways.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

None at this time, but trades unions are investigating the possibilities of high school-level programming that may eventually impact BC's Apprenticeship Program.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their impact on program effectiveness?

Facilities:

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.

N/A

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

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?

N/A

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other_____

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.

N/A

Conclusion:

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.

Apprenticeship is a program designed for apprentices actively employed in the apprenticeship fields and indentured under the Shelley-Maloney Apprenticeship Act. The Apprenticeship Agreement states the student will supplement on-the-job training with related and supplemental related classroom instruction each year of his or her apprenticeship. Each program operates under apprenticeship training standards agreed to by labor and/or management in accordance with State and Federal laws, under which a person works with a skilled worker and gains on-the-job skills via their employer, while attending day, evening or weekend courses; "Related and Supplemental Instruction"(RSI) through the Bakersfield College Apprenticeship Program. This program provides credit for skilled craftsmen of 5 different programs: Carpentry, Electricians, Operating Engineers, Plumbers & Steamfitters and Sheet Metal, of which Operating Engineers is currently inactive. During the three to five years of "Related and Supplemental Instruction" an apprentice can earn a "Certificate of Achievement" or an "Associate of Arts" degree and become a Journey, Fore or General Fore level trades person, receiving wages for services.

In 2017-18, there were 307 students enrolled in the apprenticeship program, a 20% increase from the previous year. However, there are only 110 students who declared apprenticeship as a major, with 48% in the electrician program and 29% in plumbing/pipefitting. Although there is zero FTEF (faculty are not paid by the college), hours are positive attendance, the program did earn 180.8 FTES last year. Awards included 44 certificates of achievement.

Efforts are made by the participating labor unions to connect BC apprentices to projects that impact the college. Interestingly, electrical support for the Industrial Technology Building remodel and the northeast Solar Parking structure was provided by journey level and apprentices trained through Bakersfield College.

Apprenticeship offers a valuable educational opportunity for students in our service area, however it is a program that could use additional support for expansion to better serve our community. The Department of Labor recently announced additional funding for apprenticeship programs and with the current emphasis on Career Technical Education, the college should certainly consider devoting time and resources to examine possible opportunities in this program.