

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:

Instructional Programs only:

- A. The Construction program offers the following degrees and certificates:
 - a. Associate of Science in construction management
 - b. Construction certificate of achievement
- B. The program does not offer an AA degree
- C. The program does not offer an ADT

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:** The most important goal for the construction program is to increase completions and certificates.

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

This goal supports the strategic directions of student learning and student progression and completion.

Progress on goal achievement:

Progress on this goal has been stalled due to the lack of full-time faculty to foster and develop this program. It is currently being run by two adjunct faculty who have full-time employment in industry and cannot devote the time necessary to foster the construction program.

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

We are requesting a full-time faculty member who can operate the construction program as well as the woodworking / cabinetmaking program. In order for the program to thrive, there needs to be a full-time faculty member who can take ownership of it and devote the time necessary to develop the student learning experiences, facility management, and industry connections that are present in successful programs. We are requesting a faculty position for this area.

2. **Program Goal:** Work with local high school districts and organizations to increase enrollment and completion.

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

This goal supports the strategic directions of student learning, student progression and completion, and leadership and engagement.

Progress on goal achievement:

The following programs have been identified as potential partners: Arvin High School, Bakersfield High School, Delano High School, East High School, and Foothill High School, as well as the Bakersfield Adult School / Alternative Education programs.

Status Update – Action Plan and link to Resource Requests

As stated above, there needs to be a full-time faculty member who can take ownership of it and devote the time necessary to develop the student learning experiences, facility management, and industry connections that are present in successful programs. We are requesting a faculty position for this area.

B. List new or revised goals (if applicable)

Program Goal: Develop a strong advisory committee

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

This goal supports the strategic directions of Student Learning, Student Progression and Completion, Facilities, and Leadership and Engagement.

Progress on goal achievement:

Several key employers and members have been identified. A spring date will be determined for the initial meeting.

Status Update – Action Plan and link to Resource Requests:**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:
The program has not experienced any unexpected changes or challenges during this cycle.
2. How does your trend data (or other data your area collects) impact your decision making process for your program?
Enrollment data and student feedback indicate a strong interest by students in the degrees and certificates available in this program.
3. Evidence of Department Dialog of data
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
Student demographics have remained fairly constant this cycle.
5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)
Retention rates have remained constant for this cycle. Students enrolled in the courses are highly motivated by the type of learning. Retention rates in classes are high.
6. Equity gaps
There are no evident equity gaps in this program.

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.
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.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
The program is not currently involved in dual enrollment, but it is being investigated as a source of service to our community.

Analysis of Received Resources from Previous Cycle

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

Facilities:

The program received an area previously used by automotive (but was most recently just a storage facility) when the school removed two paint booths. The facilities continue to be a source of struggle for the program. There is no suitable place on campus where our construction students can effectively build as they would on a construction site. Several key aspects of construction cannot be effectively experienced, such as grading, surveying, trenching, foundation work (forming, concrete pouring and finishing) or building. A temporary solution was created by clearing out the unused paint booths (left behind from the auto program), but this area is not conducive to the program because it has two slabs that are uneven, there is no electrical power available, and there is a gas line in the middle of the area that cannot be removed at this time.

Technology:

The program received no technology this cycle.

Other Equipment

The program received no other equipment during the previous cycle.

Conclusion:

The *most important* challenge continues to be the fact that there is no adequate facility that simulates construction. Over 10 years ago, the students had the opportunity to build a real home at a location in south Bakersfield. The students worked alongside contractors from the community and were involved in meaningful work (building a home through urban renewal funds). Over the last two years students have built sheds on runners. While this simulates part of the construction experience, it falls far short of the excellence that our students deserve. Students do not get to do any foundation work (trenching, forming, pouring and finishing concrete, etc.).

The construction program does not need a complete lot in another part of town to do this work – we only need a place to create a construction site. Suitable areas *on campus* include:

- The concrete slab where the mailroom was located before relocation
- The grassy area south of the Fine Arts building (between fine arts and the Automotive area)
- The triangular grass area to the east of the Automotive building (some trees may need to be removed)
- The grass area north of the humanities building (between humanities and the GET bus loading zones)
- A small portion of the agriculture area on the corner of Panorama and Haley

Our students and our community deserve a high quality construction program that will provide training and experience to the students who choose to enter construction and construction management careers. Bakersfield College can serve our community in this fashion by providing a full-time faculty position and a suitable learning site.

Despite the drawbacks to the program listed above, the construction program is in position to make significant gains in the number of certificates and completions in the coming semesters. EMSI data indicates that there were 414 openings in this area in 2017. If this program is granted a full-time instructor to help meet community needs, we predict that it could be developed into a strong program.