

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: Woodworking Cabinet Making

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 woodworking and cabinetmaking program offers the following degrees and certificates:
 - a. Associate of Science
 - b. Cabinetmaking certificate of achievement
 - c. Woodworking and cabinetmaking job skills certificate
- 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 woodworking / cabinetmaking 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:

The first step in realizing this goal was to update the course sequence. The final courses in the sequence (WOOD 65A and 65B) had not been offered for several semesters and the course progression was confusing to students because there were classes that did not necessarily lead through a sequence. Unnecessary courses were deleted and the course progression was refined to three courses: WOOD 1, WOOD 5, and WOOD 50. The WOOD program will be offering the first section of WOOD 50 this spring.

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

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: Currently only one high school in the area is offering dual enrollment credit to students, but other schools that could possibly offer classes include Arvin High School, Bakersfield 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?
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.
The new (adjunct) faculty hired by the college have implemented new projects that teach students the basic concepts of manufacturing quality cabinetry and will be expanded in the spring semester when the new class (WOOD 50) is offered for the first time.
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.
The department chair is involved in guided pathways. The adjunct faculty have been introduced to EMSI career coach.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
There is one section of dual enrollment offered at Shafter High School and we will be investigating expanding this to other schools in the future (see the note above).

Analysis of Received Resources from Previous Cycle

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

Facilities:

There have been no changes in the facilities this cycle.

Technology:

The program has received several new pieces of equipment that are crucial to the program. These include:

- A new “Saw Stop” table saw – industry standard and a leader in safety

Other Equipment

- A new panel sander to replace an outdated tool that did not provide industry-quality results
- A new 14” band saw to replace an outdated tool that did not provide industry-quality results

The panel sander and band saw allow students to learn basic and advanced millwork and manufacturing techniques to keep pace with industry and technical needs.

Conclusion:

The woodworking / cabinetmaking program is in position to make significant gains in the number of certificates and completions in the coming semesters. Through the acquisition of new tools, the restructuring of the degrees and certificates, and the participation of highly-qualified adjunct instructors, the program is beginning to have life that has not been seen in this program for several semesters. It is important to the program to identify a new, full-time faculty who can take the program and develop it into an even more vibrant and responsive educational experience for our students.