

# Bakersfield College

## Program Review – Annual Update

Program Name: Apprenticeship

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: *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.

**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
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1. Update apprenticeship curriculum.	<input checked="" 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 type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Curriculum updates have been organized and will be submitted to Curriculum Committee in Fall, 2017.
2.	<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	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	

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
Collect and organize assessment data.	<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	An adjunct faculty will be hired in Fall, 2017 and Spring, 2018 to serve as the lead in this project.

**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.

*The apprenticeship program support is provided by a Department Assistant II who early on adopted a case management model mindset. She emails and calls students to monitor their progress, connects them with program faculty, and persistently works with the apprenticeship labor unions to ensure adequate support for students in the program.*

**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:

*Apprenticeship programs are driven by the labor unions and as such, curricular offerings vary depending on their participation. The Operating Engineers and Carpenters unions withdrew their agreements; however, the Carpenters union submitted a new agreement for 2017-18.*

2. How does your trend data impact your decision making process for your program?

*At this point, trend data is not really used in the decision making process for this program. Apprenticeship faculty are hired by the 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. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?  
*Success and retention remained high at 96% and 99%, respectively. This is consistent with the last five years trend data. Interestingly, the first AA degree in over five years, was awarded in Carpentry Apprenticeship to a female student.*

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 98% male, majority in the 20-29 age range, and majority Hispanic.*

**Resource Request and Analysis:**

Resource Request		If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
<p><b>Positions:</b>  <i>Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</i></p>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	<p>N/A</p>
<p><b>Professional Development:</b>  <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	<p>N/A</p>

<p><b>Facilities:</b>  <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></p>	<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	<p>N/A</p>
<p><b>Technology:</b>  <i>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?</i></p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>N/A</p>
<p><b>Resource Request</b></p>	<p><b>Discuss How Effective Request is for Student Success?</b></p>	
<p><b>Other Equipment:</b>  <i>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.</i></p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	<p>N/A</p>
<p><b>Budget:</b>  <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the</i></p>		<p>N/A</p>

faculty chair and/or area administrator.)

**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.

*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 2016-17, there were 243 students enrolled in the apprenticeship program, a 20% increase from the previous year. However, there are only 105 students who declared apprenticeship as a major, with 48.6% in the electrician program and 26.7% in plumbing/pipefitting. Although there is zero FTEF (faculty are not paid by the college), the program did earn 147.4 FTES last year. Awards included 23 certificates of achievement and one AA degree.*

*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.*