

Bakersfield College

Program Review – Annual Update

Program Name:

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:

Career and Technical Education: Students have the opportunity to obtain a Certificate of Achievement or an Associate of Science degree. These involved students select these courses from the Construction Technology area and/or from the various related departmental programs (Industrial Drawing, Architecture, Wood Technology and Industrial Technology). Many students from other disciplines (i.e. architecture, wood working and etc.) also take various construction courses to enhance their related professional growth.

Transfer: Introduction to Construction and Estimating, Print Reading & Scheduling courses are transferable. Furthermore many transferring students in the architecture, industrial drawing, construction management and wood working programs find that the various construction courses and related construction experience complements their personal professional growth.

Basic skill: The construction program recognizes that many of the involved students are deficient in basic math, reading, writing and workforce preparation skills. Recognizing this, much of the instruction is self-paced and modularized. Students needing further basic skill support are encouraged to seek support from services within the college.

Program Mission Statement:

The construction program supports the many diverse construction occupations within the County of Kern's five main construction sectors (Residential, commercial, industrial, heavy civil and environmental construction sectors). Because of Kern County's rising need for skilled construction personnel, the Construction Technology program is dedicated to provide involved students with the opportunity to develop skills and knowledge for enter into these construction sectors. Emphasis is placed on blending technical skill development with practical lab exercises.

The construction program and related staff strive to offer relevant, current and student centered instruction. Instructors are also sensitive to the diversity of our students, their educational needs, and their career goals. To accommodate our diverse student population, much of the instruction is modularized, interactive and self paced. The construction staff is also sensitive in assisting each student to define their specific career goal.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- 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
1. Redesigning the construction courses to be modular and worth 3 units, instead of the current 7 unit courses.	<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 checked="" type="checkbox"/> Completed: <u>Oct 2016</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Several new courses were written and last fall and received final approval spring 2017.
2. Revise program curriculum to focus on construction management.	<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)	Several discussions took place involving CNST, ARCH, and INDR faculty. New courses were developed in as an effort toward this goal.

- 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
Submit a revised program for state approval.	<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	
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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.

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:
 A new instructor, Max Pena, was hired to teach the construction technology courses. He also worked to develop new courses and had been tasked with modifying the construction program to have a new focus on construction management. He made great strides toward that goal. In April he informed us that he would be leaving Bakersfield College to assume a teaching position at a community college in Southern California.
2. How does your trend data impact your decision-making process for your program?
 Trend data is used to determine what, if any, improvements can be made to the program. In the case of the construction technology program the trend data showed fairly consistent enrollments for the past five years (70 students), although the numbers of program awards was relatively low – 6 certificates and 2 associate degrees.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

	2014-15			2015-16			2016-17			Overall		
	CNST	BC	Δ (CNST-BC)									
Retention	62%	86%	-24%	79%	86%	-7%	68%	88%	-20%	74%	85%	-11%
Success	53%	70%	-17%	70%	69%	+1%	60%	71%	-11%	60%	68%	-8%

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 Overall enrollments in the program are low enough that variations each year result in inconsistent demographics each year.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	A full-time faculty is necessary to provide leadership for the construction program.
Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i>	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	
Facilities: <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>	<input checked="" 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	There is currently no space for to provide construction students with real-world experience. Over ten years ago students built a project house on a lot in central Bakersfield. Last year the construction classes built two sheds on runners. While this simulates a construction experience, this is not the same as managing the construction of structures from the ground up.
Technology: <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>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	
Resource Request		Discuss How Effective Request is for Student Success?

<p>Other Equipment: <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>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		

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.