

Bakersfield College

Program Review – Annual Update

Program Name: Woodworking/Cabinetmaking

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:

The Woodworking Technology Program is composed of transfer, CTE and basic to advanced skills enhancement. Through appropriate coursework, the Woodworking Program will see that those students looking to transfer to a four-year institution will have the requisite skills in order to successfully matriculate. For those students who are seeking CTE job skills in related fields of endeavor, the Woodworking Program will endeavor to not only provide the student with an opportunity to acquire said skills vis-à-vis program SLO's, but will also direct them to opportunities for both part and full-time employment. The Woodworking Program will provide the student with opportunities to enhance their basic skill levels vis-à-vis an instructional process that concentrates upon a common core while focusing on course content. Students will also be encouraged to participate in campus programs, seminars and workshops that will provide them with the opportunity to enhance any deficit areas within their skill sets.

Program Mission Statement:

The program mission statement for Woodworking Technology is to continue being an exemplary model of student success by developing and implementing excellent learning opportunities in basic and advanced skills for career/technical education for our diverse community so that our students can thrive in a rapidly changing world. The Woodworking Technology Program faculty strives to offer effective, up to date and student-centered instruction, being sensitive to the diversity of our students, their educational needs, and their career goals. The program provides relevant course and lab work geared toward students seeking careers in EIT related fields, also meeting the needs of students seeking training for career advancement or skills updating. The program utilizes a multi-dimensional common core approach in preparing our students not only for their specific career goals, but also provide activities that assist them with meeting their personal, academic, and intellectual goals. The professor of the Woodworking Technology Program actively articulates with local industry and continues to update program/facilities, making improvements as needed, as well as supports the Bakersfield College Vision, Mission and Core Value Statements, and the BC Strategic Focus Documents in order to provide the most appropriate educational environment for students within the program.

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
<p>1. The WOOD course SLO's will be revised to make them assess specific, higher-level critical thinking skills. Currently, each of the five WOOD courses have the same nine SLO's, each SLO being broad in nature. The quantity of SLO's will be also be reduced.</p>	<p><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</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>Spring 2018</u>(Date)</p>	<p>Initially planning has taken place, however, the courses have not yet been updated.</p>
<p>2.</p>	<p><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</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)</p>	

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
<p>Evaluate program resources to decide if program should be continued.</p>	<p><input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability</p>	

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:
 Since the previous full-time instructor, Steve Hageman, retired in 2015 it has proved challenging to offer every course in the woodworking program. Employment projections from EMSI data show little industry demand for graduates from the program as most employers utilize on-the-job training. EMSI projects 16 new jobs over the next 5 years.

2. How does your trend data impact your decision-making process for your program?
 The courses are popular among students; however, the labor market does not show demand for an associate degree in woodworking.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
 The overall student retention rate of 89% and success rate of 77% exceed those Collegewide rates of 87% for retention and 69% for success.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 No.

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</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	

<p><i>on your program's effectiveness.</i></p>		
<p>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></p>	<p><input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development</p>	
<p>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></p>	<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>	
<p>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></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	
<p>Resource Request</p>	<p>Discuss How Effective Request is for Student Success?</p>	

<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.

The courses are still valuable and could become part of the construction program, however, the necessity of a standalone program in woodworking should be re-evaluated.