**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

**Program Name: Woodworking Technology**

**Program Type: [x]  Instructional** **[ ]  Non-Instructional**

**Program Mission Statement:**

Continuing from the last annual Program Review, 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.

**Program Description: Describe how the program supports the Bakersfield College Mission.**

In continuation with the last annual program review and pursuant to the mission of Bakersfield College, 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.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

1. AS Industrial Technology, Woodworking and Cabinetmaking Option
2. JSC Woodworking/Cabinetmaking
3. CA Cabinetmaking

**II. Program Assessment (focus on most recent year):**

1. **How did your outcomes assessment results inform your program planning?**

Based on the survey of students during the Spring semester of 2014, program offerings in the area of Woodworking Technology were implemented into the college schedule for offering in Fall 2014. Based on these results, two sections of Woodworking B2, Furniture and Cabinetmaking, were offered for Fall 2014. This will allow students from this semester to spiral into Wood B5, Intermediate Cabinetmaking for Spring semester 2015. Upon completion of Wood B2 and B5 in the Spring semester of 2015, students would be able to earn a Certificate of Achievement. Course offerings for the 2015-16 year would then allow students to continue working towards a Jobs Skills Certificate and/or an A.S. Degree in Woodworking Technology.

1. **How did your outcomes assessment results inform your resource requests?**

Once it was established that two Wood B2 courses would be offered in the Fall of 2014, curricular materials and resources were assessed in order to meet this need and it was determined that current materials and supplies were currently available to meet the needs of all students for Fall semester 2014. Materials and resources will be assessed during Fall semester 2014 to determine any requisite materials and resources necessary to implement course offerings for Spring semester 2015.

1. **Instructional Programs only: How do course level student learning outcomes align with program learning outcomes?**

The course level student learning outcomes align perfectly with the program learning outcomes. Based upon the need of each learning group, conscious decisions on the part of the professor are made during lecture and demonstration series to incorporate a common core cross-curricular approach to learning by including knowledge given in the areas of math, science, history, and English. Cross-curricular knowledge from a wide array of academic areas is integrated throughout all lectures and demonstrations relative to the curriculum of the woodworking course being taught. This gives the students common core knowledge of how all areas of curriculum are interrelated and how to apply this knowledge to anything in life.

1. **How do the program learning outcomes align with Institutional Learning Outcomes?**

Upon completion of the Woodworking Technology Program at Bakersfield College, students will:

* Think critically and evaluate sources and information for validity and usefulness. On a daily basis, the students obtain knowledge through lecture, demonstration, and research, which forces them to problem solve and think critically in order to perform skill sets individually and in a group in order to complete the final evaluation rubric set forth which will be evaluated during week 16 of the semester.
* Communicate effectively in both written and oral forms. On a daily basis, the students interact with not only the professor but with other individuals in one-on-one situations, small groups and large groups, both orally and in writing, in order to accomplish the weekly educational goals set forth in the rubric which is evaluated at the end of the semester. This methodology immerses students in working across a wide array of gender, socio-economic, ethnic, and cultural boundaries in order to achieve a common goal. Each student is evaluated by the professor daily on their work performance at the conclusion of each class session, and is available to the student at all times in order for them to monitor their own progress and meet their individual educational goals.
* Demonstrate competency in a field of knowledge or with job-related skills. The course syllabus is broken down into learning goals for each week of the semester, which are then emphasized in writing to the students by an advanced organizer of specific educational goals to be completed each week, always articulating into the next week’s educational goals. Students are evaluated daily on these skill sets as they relate to the student learning outcomes, program learning outcomes, and job-related skill sets for industry standards.

* Engage productively in all levels of society; interpersonal, community, the state, and the nation, and the world. Those common standards and values embraced by society and industry of punctuality, work ethic, dependability, communication, problem solving, and positive attitude, are at the core of every daily lesson and its requisite daily evaluation. Daily, students are put in situations where they must engage productively and effectively with a diverse student classroom population towards a common goal. Classes are set up so that in order to be successful, you cannot work in isolation.
1. **Describe *any significant changes* in your program’s strengths since last year.**

The Woodworking Program continues to draw students from other major areas of concentration which possess a need for similar skill sets, but in a more “hands-on” environment in which the theoretical and abstract become concrete. This continues to remain constant based upon interaction with students and their requisite feedback.

1. **Describe *any significant changes* in your program’s weaknesses since last year.**

As the State of California and Bakersfield College continue to ensure that students are not just taking courses in order to receive financial aid subsidies, a growing number of students at Bakersfield College are taking the Woodworking Technology courses for their educational and/or career advancement which will lead them in a direction that culminates in the acquisition of a certificate of achievement (CA), and job skills certificate (JSC), and/or transferring to an institute of higher learning with an Associate of Arts or Associate of Science Degree.

1. **If applicable, describe any unplanned events that affected your program.**

No unplanned events were noted that had any positive and/or negative impact on the Woodworking Technology Program at Bakersfield College.

**III. Resource Analysis:**

1. **Human Resources**
2. **If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)**

**N/A**

1. **Professional Development (Professional Development form)**
2. **Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.**
* During the summer months, I traveled to three different states and sought out and researched a wide variety of industry and business owners who were looking for employees and asked them specifically what they were looking for in an employee, specifically relating to education and skill sets. This information is being infused in daily instruction for the Fall semester 2014.
* No District and/or college professional development monies were utilized in the Woodworking Technology Program during the 2013-14 school year.
1. **Provide rationale for future professional development opportunities and contributions that your program can make.**
* During the 2014-15 academic year, I am not requesting any funding and/or release to attend any professional development in the area of Woodworking Technology.
1. **Facilities (M&O requests can be submitted by completing the** [**M&O request form**](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx)**.)**

**Has your area received any facilities maintenance, repair or updating in this cycle?**

1. **If yes, how has the outcome contributed to student success?**
2. **If no, how will your facilities request contribute to student success?**

In a classroom facility of this nature, there is always ongoing repair and maintenance of the facility and the equipment to maintain a safe instructional work environment. This continual maintenance helps contribute to ongoing student success in the Woodworking Technology program. We are not requesting at this time any significant funding and/or equipment allocations and/or repairs for the 2014-15 academic year.

1. **Technology (Technology requests can be made by filling out the** [**ISIT Request form**](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx)**.)**
2. **Has your program received new or repurposed technology in this cycle?**
	1. **If yes, how has this technology contributed to student success?**
	2. **If no, how will your new or repurposed technology request contribute to student success?**

I received a recycled office computer which will allow me to utilize Microsoft Office 7.0. This is an upgrade from the recycled computer that I was allocated in 2005.

1. **Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.**

None is needed at this time.

1. **Budget (Changes to the budget allocation can be requested using the** [**Budget Change Request Form**](http://committees.kccd.edu/bc/committee/programreview)**).**

**If you are requesting any additional funding, explain briefly how it will contribute to increased student success.**

Current lab fees paid upon student registration for the class thus far has allowed us to offer a successful program without additional funding. We anticipate this to hold true for the 2014-15 academic year.

**IV. Trend Data Analysis:**

**Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.**

1. **Changes in student demographics (gender, age and ethnicity).**

**Over the last five (5) academic years:**

* Our female population has continued to remain fairly constant at approximately 16%, whereas the college average is 55%.
* Our male population has also continued to remain fairly constant at approximately 84%, which is well above the college-wide average of 44%.
* Relative to student age, about 19% of our students were 19 years of age or younger as compared to the 25% college-wide average.
* Relative to student age, about 47% of our students were 20-29 years of age as compared to a 52% college-wide average.
* Relative to student age, about 14% of our students were 30-39 years of age which is very close to the 13% college-wide average.
* Relative to student age, about 16% of our students were 40 years of age and older as compared to a 10% college-wide average.
* Relative to ethnicity, our Hispanic/Latino student population averages 51% as compared to the college-wide average of 62%.
* Relative to ethnicity, our White student population averages 34%, which is significantly higher than the college-wide average of 24%.
* Relative to ethnicity, all other ethnicities are proportionate with the college-wide average.
1. **Changes in enrollment (headcount, sections, course enrollment and productivity).**
* Sections offered have remained constant over the last five years due to the fact that there is only one professor teaching these courses.
* Relative to first day traditional enrollment, the last five years shows a downward trend; however, this is due to the fact that during the 2009-2011 years there were overload sections taught that were not offered from 2011 to present.
* Relative to weight lists, trends have increased over the last five years, but have leveled off over the last three since all sections are not only full but weight listed each semester.
* Relative to productivity, trends from 2010-2014 show FTES and FTEF remaining constant over the last four years at 16.0.
1. **Success and retention for face-to-face, as well as online/distance courses.**

Over the last five years, the retention rate relative to the Woodworking Technology Program is at 88%, which is 4% above the college-wide average. Likewise, the success rate is 79% which is well above the college-wide average of 67%. When these percentages are broken down into gender, age, ethnicity and matriculation, the percentage rates for success and retention of all groups in the Woodworking Program remains above the college-wide average.

1. **Other program-specific data that reflects significant changes *(please specify or attach).***

**N/A**

**V. Progress on Program Goals:**

1. **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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **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)** | **Comments** **(if applicable)** |
| 1. STUDENT SUCCESS: Become an exemplary model of student success by developing and implementing a best practices approach to learning.
2. COMMUNICATION: Enhance collaboration, consultation, and communication within the college and with external constituents.
 | [x]  1: Student Success [x]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)[x]  Ongoing: 2014-15\_\_\_\_\_ (Date) | SEE BELOW |
| **Comments on Goal 1:**The integrated curricular pedagogy that is implemented in the Woodworking Technology Program provides students with skill sets necessary for relevant employment, as well as prepares students for transfer to higher educational institutions. Curriculum taught in the Woodworking Technology Program includes not only the technical skills necessary for employment in the field of Industrial Technology, but also incorporates and integrates instruction in the areas of Algebra, Geometry, Biology, Chemistry, Physics, English, and Technical writing skills, all of which create a more well-rounded, lifelong learner. Students who take the coursework in the Woodworking Technology Program either transfer to a four-year institution or secure part or full-time employment in cabinetry, as well as related majors such as architecture, engineering, construction technologies, and industrial technology. There tends to be a growing trend of students entering the Woodworking Technology Program who have completed a four-year degree and have returned to the Woodworking Technology Program to receive practical hands-on skill sets in order to make them a more valuable commodity within their career pathway. All courses are delivered face-to-face in an environment which includes a combination of lecture, hands-on activities, and project-based learning. This environment offers students a dynamic and engaging learning environment in which all types of learners can obtain knowledge. Students are evaluated daily vis-à-vis the Daily Work Performance Evaluation Rubric, which is based upon those traits and skills valued in CTE industry. This rubric was developed by the Woodworking Technology Program professor, through collaboration with and research of numerous CTE workplaces, several four-year institutions, as well as personal summer employment in the field of woodworking technology, to obtain and establish the skill sets needed and necessary in order to prepare for and/or obtain what is needed for employment and/or transfer to a four-year institution. This process of research-based instruction, along with the common core integration, will continue to be implemented throughout the program’s tenure at Bakersfield College.**Comments on Goal 2:**In order to ensure that the common core is articulated into the Woodworking Technology Program, collaboration with other areas within EIT, STEM, as well as collaboration with various other academic disciplines throughout Bakersfield College has been routine protocol for the Woodworking Technology Program since 2008, helping to establish a curriculum that will create a well-rounded life-long learner. |

1. **New or revised goals (if applicable)**

**Our two program goals for student success and communication will be ongoing during the 2014-15 academic year from our previous annual program review.**

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **N/A** | [ ]  1: Student Success [ ]  2: Communication [ ]  3: Facilities & Infrastructure [ ]  4: Oversight & Accountability [ ]  5: Integration [ ]  6: Professional Development | **N/A** |

**VI. Curricular Review (Instructional Programs only):**

1. **Review of Course Information:**
	* Column A list all of the courses associated with the degree.
	* Column B list the Fall term the review process will be started for ongoing compliance.
	* Column C list the compliance due date.
	* Column D list any changes to courses with regard to distance education.
	* Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| Wood B1 | 2015 | 12.1.2015/16 | N/A | N/A |
| Wood B2 | 2015 | 12.1.2015/16 | N/A | N/A |
| Wood B5 | 2015 | 12.1.2015/16 | N/A | N/A |
| Wood B65A | 2015 | 12.1.2015/16 | N/A | N/A |
| Wood B65B | 2015 | 12.1.2015/16 | N/A | N/A |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Review of Program Information:**

**Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.**

 Information in CurricUNET is accurate up to and including this annual program review.

**Is the program and course listing information in the current catalog accurate? If not, list the requested**

**changes below. Catalog information should reflect what is in CurricUNET.**

 Program and course listing information in the current catalog is accurate

1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET: **N/A**

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

 **\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula: **N/A**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VII. Conclusions and Findings: Present any conclusions and findings about the program.**

Conclusions and findings for this program review remain consistent with those from the 2013-14 annual program review. The Woodworking Technology Program continues to draw increased interest from the community, enough to keep course offerings both full and wait listed every semester. Student success rates within all sections remain high, as do retention rates. Individual student reporting continues to support that there is employment available in the community, which utilizes the skill sets set forth by the program’s SLO’s. There is a growing demand by students from all curricular areas who see the value of the “hands-on” applied learning which takes the theoretical and abstract and applies it concretely. A challenge that engages students in some areas of discipline is that there is no room within their major area of concentration to take these courses in the time frame allowed while attending Bakersfield College. However, a growing number of students in these major areas of concentration are finding creative ways to include these Woodworking Technology courses into their class load for the semester. All such students have reported back that the courses taken in the Woodworking Technology area was both helpful and beneficial to their educational endeavors as well as their career path. Former students continue to acknowledge the benefit of the acquired skill sets learned in the Woodworking Technology Program as it relates to their current employment situations.

Students continue to come to our classes less prepared academically than in previous years and are therefore challenged by our rigorous coursework in the Woodworking Technology Program. Teaching strategies are continually being adapted in order to accommodate students where they are at and get them where they need to be. All sections continue to remain full and wait listed. The Woodworking Technology Program will continue to implement strategies that will continue to increase the already high retention and success rates of participating students. The Woodworking Technology Program will also continue to meet the needs of the diversified students from various career pathways that enroll in the Woodworking Technology Program courses and see that they receive the requisite skill sets to be successful in their chosen career pathway and/or the necessary prerequisites and knowledge to transfer to a four-year institution.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[ ]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

[ ]  Professional Development [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[x]  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)** [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** Woodworking/Cabinetmaking

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a** **stand alone program?** |
| Cabinetmaking Certificate of Achievement |  | X | Yes | Yes |
|  |  |  |  |  |
|  |  |  |  |  |

Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*. N/A
2. List certificates that are proposed for *deletion*. N/A
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response: TOP CODE utilized is 095250 (Mill and Cabinet Work) and respective SOC Codes are as follows:
* 517011 Cabinetmakers and Bench Carpenters
* 517041 Sawing Machine Setters, Operators and Tenders
* 517099 Woodworkers, All Others
* 517042 Woodworking Machine Setters, Operators and Tenders

***NOTE: Annual median salary for this TOP Code is $33,268.00 and the projected median salary into the next seven years (2020) is estimated to be 240 annually. It should be noted that the skill sets acquired by students whom take courses in the Woodworking Technology will prepare them for workforce employment in a much wider array of possibilities than those set forth in the aforementioned TOP Code due to the cross curricular common core approach to instruction.***

1. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
* Input from Past advisory committees, interaction with and informal surveys of student needs, along with industry feedback, are continually utilized to ensure that the course content of the courses offered as a part of this CA remain valid. This is continually evaluated.
1. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
* 16 to 20 annually.
* 2 CAs were awarded in 2011-12; 10 CAs were awarded in 2012-13; and 16 CAs were awarded in 2013-14.
* The only way to increase Certificates of Achievement awarded would be to increase the number of course sections offered annually, which would require an increase in staffing.
1. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?
* The Certificate of Achievement is limited due to the fact that there is only one instructor offering classes in this area of endeavor.