**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name:

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***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.

**II. 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** |
| 1. Become an exemplary model of student success by developing and implementing a best practices approach to learning.
 | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [x]  Completed: Spring 2015 (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | The full-time Woodworking faculty member who developed this goal retired in May 2015 without fully completing this goal and left no documentation providing direction as to its progress. Therefore, it is being abandoned. |
| 1. Enhance collaboration,

consultation, and communication within the college and with external constituents. | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [x]  Completed: Spring 2015 (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | The full-time Woodworking faculty member who developed this goal retired in May 2015 without fully completing this goal and left no documentation providing direction as to its progress. Therefore, it is being abandoned. |

1. 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)** | **Anticipated Results** |
| **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.** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | **The revised SLO’s will provide better data to inform course and program planning.** |
| **The goals of the WOOD program and program learning outcomes will be reevaluated. Current employment data indicate reduced industry demand for professional woodworkers. However, the need for cabinetmakers may increase with an increase in residential construction.** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | * **A revised WOOD program and revised PLO’s relevant to the current and projected state of industry needs.**
* **Investigate possible realignment of Wood Lab resources to support activities with the construction and architecture programs.**
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**III. 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).

Gender: The percentage of female students has held relatively steady the past three years: 13% (8 students) in 2013-14, 16% (9 students) in 2014-15, and 20% (12 students) in 2015-16. The possible reasons for this are unclear, however, efforts will be made to increase the percentage of female students.

Age and Ethnicity: The percentages for these two areas very closely follow the college-wide statistics.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

Headcount: The unduplicated headcount has remained relatively steady dipping slightly from 65 in 2015 to 60 in 2015-16.

Sections: Six class sections were offered in 2015-16. The dual enrollment class at Shafter High School aided in raising this statistic.

Course Enrollment: First day enrollment has decreased from 87 in 2014-15 to 61 in 2015-16. This was due to the retirement of the full-time woodworking instructor in May 2015. Additional adjunct instructors will be hired to expand this number.

Productivity: The productivity in 2015-16 was 15.7 – a five year high. This was due to the on-campus classes being taught as overload by an instructor from the Industrial Drawing program.

1. Success and retention for face-to-face, as well as online/distance courses.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2013-14** | **2014-15** | **2015-16** | **Overall** |
|  | WOOD | BC | ∆ (WOOD-BC) | WOOD | BC | ∆ (WOOD-BC) | WOOD | BC | ∆ (WOOD-BC) | WOOD | BC | ∆ (WOOD-BC) |
| Retention | 92% | 87% | +5% | 84% | 88% | +4% | 95% | 88% | +7% | 88% | 85% | +3% |
| Success | 78% | 70% | +8% | 75% | 69% | +6% | 82% | 71% | +9% | 76% | 68% | +8% |

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

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

Use attached **Assessment Report Form AU Tab**

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

The sole full-time instructor for the WOOD program retired in May 2015. An instructor from the Industrial Drawing program voluntarily taught two section of Wood classes last year as overload in order to maintain program offerings.

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

A pool of qualified adjunct instructors will need to be developed to meet demand for woodworking classes.

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

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

The work of the EIT maintenance technician, Tom Moehnke, has been essential in the continuity of the Wood program and to the success of our students. His expertise in solving problems with equipment and fabrication of classroom equipment saves the department countless hours that could not be utilized in the preparation and execution of teaching. He announced his intention to retire at the end of fall 2016 and his replacement is necessary to minimize the downtime of any equipment in the labs utilized by the EIT faculty and students.

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.
3. What professional development opportunities and contributions can your program make to the college in the future?
4. Facilities:
5. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
6. How will your Facilities Request for next year contribute to student success?

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.