Instructional Program Review Update 2012/13
(fields will expand as you type)

Section 1 - Program Information

1.0 Name of Program: Fine Woodworking Date: April 25, 2013

1.1 Program Review Authors: Laura Mays

1.2 Dean's Signature: Geisce Ly Date: April 25, 2013

1.3 Individual Program Information

<table>
<thead>
<tr>
<th># of Degrees</th>
<th># of Certificates</th>
<th># of Courses</th>
<th># of GE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>2</td>
<td>3</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The shaded cells below are to be populated by the Program Review Committee as needed.

<table>
<thead>
<tr>
<th># of Full Time Faculty</th>
<th># of Part Time Faculty</th>
<th># of Staff FTE</th>
<th>Personnel Budget</th>
<th>Discretionary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
</tr>
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<td>2010-2011</td>
<td>2011-12</td>
</tr>
</tbody>
</table>

1.3.1 State briefly how the program functions support the college mission: The Fine Woodworking Program provides outstanding career technical education for it is one of the most unique programs at a community college. In doing so it contributes to the economic vitality and lifelong learning needs of its service area. Student learning is continually assessed, and student feedback is used to improve the program and services offered.

1.3.2 Program highlights/accomplishments:

Students apply for the FWW program from all over the United States and internationally. This year we have one student from The Netherlands.

The Program continues to have more applicants than available places, for both first and second year courses.

Applicants are from California, the United States, and international. In 2012/13 we have one student from The Netherlands, and applicants for 2013/14 include one from Israel and two from Canada. This stands as testament to the recognized quality of the education we provide.

Students, faculty and staff collaborated in a show of their furniture pieces in the Town Hall in Fort Bragg in January 2013 as in previous years. It is very well supported by the local community. Another show will be hosted by the Highlight Gallery in Mendocino in May. A third show will be held in San Francisco at the end of May.

In the machine shop improvements were made to the dust extraction system, and a second Sawstop replaced an old Powermatic table saw.
## Section 2 - Data Analysis

### 2.1 Enrollment & Fill Rate

**Enrollment**
- Comment if checked: Enrollment remained at 100% in 2011/12
  - 23 students, of which up to six are second-year students
  - Classes run Monday-Saturday from 8:30 am -noon and from 1-5.30 pm.
  - Semesters are 18 weeks long (2 weeks longer than standard).

**Fill Rate**
- Comment if checked:
  - The fill rate has been 100% for several years now. All 23 work stations/benches have been occupied.

### 2.2 Success & Retention

**Success**
- Comment if checked:
  - Every one of the 23 FWW students graduated with a Certificate of Achievement I or II within a nine-month period.

**Retention**
- Comment if checked:
  - Retention is 100%--Every one of the 23 FWW students start and complete their Certificate of Achievement within a nine-month period.

### 2.3 Persistence

- Comment: Not application in the sense that each Certificate of Achievement program is nine months.

### 2.4 Completions

- Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
  - Select your program and click on: Completions & Transfers
Comment: 100% completion the last several years

### Student Equity Group Data

#### 2.5 Enrollments by group

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to Enrollments & fill rates

- Comment: Gender (2011-12): female 17%, male 83%.
- Age (2011-12): 24 or less 18%; 25 to 34 64%; 50 and over 18%.
- Ethnicity (2011-12): African Am 4%; Caucasian 70%; Hispanic 4%; unknown 22%.

Fine Woodworking appears to be a gender specific, or least gender-weighted, trade and therefore program. We hope that the presence of a female director of the Program will encourage more women to apply in the coming years.

Ethnicity data is very similar to those of CRMC as a whole, and close to those of the district.

The majority of students are aged 25-34, reflecting the fact that most are either changing career, or enhancing an existing career in woodworking.

#### 2.6 Success & Retention by group

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to success & retention

- Comment: Again, every one of the FWWW student graduates with a Certificate of Achievement within a nine-month period.

#### 2.7 Persistence by group

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to persistence

- Comment: Again, every one of the FWWW student graduates with a Certificate of Achievement within a nine-month period.

### Additional Indicators

#### 2.8 Faculty Information

Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Faculty (FT/PT) & FTES/FTEF

- Comment: The Program has one full-time faculty, three part-time associate faculty, and one full-time staff. The Program has operated successfully with this arrangement for the last two decades. It is not possible to adjust the FTES per FTEF ratio with higher student numbers - the workshop is already at maximum occupancy with 23 benches.

#### 2.9 Labor Market Data (CTE/Occupational programs only)

Refer to the California Employment Development Division:

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*Fine WoodworkingPR-combined GL,LM 4-30-13.doc 4/30/2013 Page 3*
Provide a narrative that addresses the following:

a. Documentation of labor market demand
b. Non-duplication of other training programs in the region
c. Effectiveness as measured by student employment and program completions.

Narrative:

a. The majority of graduates go on to run their own cabinet-making or furniture-making businesses, and do not enter the labor market as employees. Demand for their products is created by the graduate. Some position themselves as artists or craftspeople, and some as cabinet-makers.

b. The Fine Woodworking Program is unique in northern California; in its particular emphases and strengths it is unique nationally and even internationally, which is why it attracts applicants from across the US and the world.

c. There is no one single path for a graduate of the Program. A survey of graduates conducted in September 2012 indicated that the majority (73%/182 of 251 respondents) are involved in fine woodworking either whole or part-time. Of these, the majority are self-employed/own their own business. Of the 193 who responded to a question regarding income from woodworking it is evident that their incomes vary widely, from less than 10K per year to 250K. The average is 53.4K, the mode 45K.

30% of graduates attended some form of further education since attending the Fine Woodworking Program, of those 35% went straight from Fine Woodworking into further education.
**Overall, what has been the impact of the change in indicators on student achievement and learning:**
The student achievement data for the Fine Woodworking Program has remained steady.

**Provide narrative on the factors that may have contributed to the improvement or decline in the identified population:**
The FWW program is perhaps one of CR's most successful program with regard to enrollment, success rate, graduation rate and retention rate because every one of our 23 students (every year) earn their Certificate of Achievement within a nine-month program period.

### Section 3 – Critical Reflection of Assessment Activities

**Curriculum & Assessment Data**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all courses on track for complete assessment of all outcomes in two years? Y/N</td>
<td>Yes</td>
</tr>
<tr>
<td>What courses, if any, are not on track with regard to assessment? Explain.</td>
<td></td>
</tr>
<tr>
<td># of PLOs Assessed and Reported during the 2011-2012 academic year.</td>
<td>0. The reason being that in 2011-12 we were working with outdated Course Outlines, with sets of CLOs and PLOs that did not correspond with the standards and requirements. The Course Outlines were revised in May 2012.</td>
</tr>
<tr>
<td>% of Course Outlines of Record updated</td>
<td>100%</td>
</tr>
<tr>
<td>If there is no plan for updating outdated curriculum, when will you inactivate?</td>
<td>View curriculum status: click here or go to: <a href="http://www.redwoods.edu/District/IR/Program_Select.asp">http://www.redwoods.edu/District/IR/Program_Select.asp</a> Select your program and click on: Curriculum Status</td>
</tr>
<tr>
<td>Assessment Reporting completed? Y/N</td>
<td></td>
</tr>
<tr>
<td>Program Advisory Committee Met? Y/N</td>
<td></td>
</tr>
</tbody>
</table>

**3.0 How has assessment of course level SLO’s led to improvement in student learning (top three):**

**3.1 How has assessment of program level outcomes led to degree/certificate improvement (top three):**
The revision to the three Fine Woodworking Course Outlines included revising the SLOs/PLOs, leading to greater clarity about the aims and scope of the Fine Woodworking Program.

It is also prompted us to undertake an online survey of FW graduates to assess their satisfaction with the Program. The results were very
gratifying, with many statements similar to the following: “It’s my high level of confidence when designing and building a piece and the high level of craftsmanship I am able to achieve. I feel like I can figure out how to build any piece I come up with. All of this was what I was looking to get out of the program, but I got much more than I would have ever thought. I was only interested in learning the highest levels of furniture design and building and really CRFW is one very few schools to learn that in the world. Not to mention it is relatively affordable for such a priceless program,” and “I became educated in a skill that is very sought after and I am in a field that is NOT flooded with people that can do the type of work I can do. Since i left Ca. I have had a back log of work at least 2 and up to 6 months long. I turn down work regularly because i do not have the time to get to it.... this is only because CR has catapulted me into this position.”

3.2 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support:

Section – 4 Evaluation of Previous Plans

4.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Current Status</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 (If applicable) Describe how funds provided in support of the plan(s) contributed to program improvement:

Section – 5 Planning

5.0 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the program’s Action Plan for the 2012/13 academic year. If more than one plan, add rows. Include necessary resources. (Only a list of resources is needed here. Provide detailed line item budgets, supporting data or other justifications in the Resource Request).

5.1 Program Plans

<table>
<thead>
<tr>
<th>Action to be taken:</th>
<th>Relationship to Institutional Plans</th>
<th>Relationship to Assessment</th>
<th>Expected Impact on Program/Student Learning</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2 Provide any additional information, brief definitions, descriptions, comments, or explanations, if necessary.

A few highlights to note:

* Students, faculty and staff collaborated in mounting an annual exhibition of their work at the Town Hall in Fort Bragg in February.

* Three student pieces have been juried into exhibition at Dwell on Design in Los Angeles in June 2013.

* An ‘pop-up’ show of student work will be held in San Francisco, May 17-25, 2013.

Section 6 - Resource Requests

6.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be submitted with rationale, plan linkage and estimated costs. If requesting full-time staff, or tenure-track faculty, submit the appropriate form available at inside.redwoods.edu/ProgramReview

Requests will follow the appropriate processes.

<table>
<thead>
<tr>
<th>Request</th>
<th>Check One</th>
<th>Amount $</th>
<th>Recurring Cost Y/N</th>
<th>Rationale Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operational</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Personnel</td>
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<td></td>
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</tr>
</tbody>
</table>

Section 7- Program Review Committee Response

Do not type in this section. To be completed by the Program Review Committee following evaluation.

7.0 The response will be forwarded to the author and the supervising Director and Vice President:

S.1. Program Information: Satisfactory.


S.3. Critical Reflection of Assessment Activities: Assessment and curriculum updates are on track. Evaluation of assessment included a student survey of completers.

S.4. Evaluation of Previous Plans: None

S.5. Planning: None indicated.

S.6. Resource Requests: None