

HAWAII COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW REPORT

CARPENTRY PROGRAM

November 15, 2010

Assessment Period: July 1, 2007 to June 30, 2010

**Initiator: Clyde Kojiro
Writer(s): Gene Harada
Joel Tanabe**

Program Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

**HAWAII COMMUNITY COLLEGE
CARPENTRY PROGRAM**

A. Program Effectiveness

- 1. Introduction: Write a brief narrative describing the program and how it supports the College’s mission and Institutional Learning Outcomes (ILOs).**

The Carpentry Program’s mission is to allow students to participate in the “foundation-to-finish”, gaining experiences necessary to build a basic residential house while emphasizing the awareness and appreciation of the environment and respect the diversity of the Hawaiian culture, values in which we live in, while completing the required carpentry course work. The Carpentry program provides access to current technologies used in industry to promote a safe environment conducive to student learning so the graduates can be contributing members to the workforce of their communities. The program emphasizes the maximum use of materials, recycling, protecting the environment and sustainability over the duration of the program. Students will graduate from the Carpentry program with the knowledge and experience necessary to begin employment at the entry level in the construction industry, or enter a four-year Carpenter’s Union apprenticeship program. Credit may be given in the apprenticeship program for work completed at Hawai`i Community College.

The program’s five courses include:

- 1. Carp20A, Basic Carpentry I: Safety and hand tools.**
 - 2. Carp21A, Basic Carpentry II: Principles/procedures, power tool/machinery certification, various carpentry/woodworking projects.**
 - 3. Carp 22, Concrete Form Construction:**
 - 4. Carp 41, Rough Framing and Exterior Finish:**
 - 5. Carp 42, Finishing: Cover all aspects of finishing a residential house. Trim work to cabinets.**
- 2. As a result of a review of the program (e.g. courses, curricula, learning outcomes assessment results, economic impacts, community needs etc.) summarize what changes have been made and why. Attach as Appendix A – All completed Learning Outcomes Assessment results.**

The most significant changes has been to implement the Green Building Technology into the 2010 – 2011 Model Home Project with the collaborative effort of the University of Hawaii, Hawai`i Community College, Department of Hawaiian Home Lands, County of Hawai`i and the private sector. This was to embrace the State of Hawaii efforts to be energy efficient and utilize the natural resources that the State of Hawai`i can provide and not be dependent on importing foreign oil are the motives in going in this direction. No major changes will need to be initiated to the curricula because of the Green Concept other than what types of materials are going to be utilized on constructing the house.

The program will continue to promote the basics of carpentry skills regardless of the weak economic market on the availability of jobs within the construction field. We will continue to be mindful of the ever changing technologies and fabrication procedures associated with the construction of a residential home and take steps to improvise as it arises on case to case bases. See attached. Appendix A

3. Program Strengths and Weaknesses

Briefly describe the program's *strengths* and *weaknesses*:

Strengths:

- S1 Implementation of the Green Building Technology into the Carpentry program's building of the Model Home.
- S2 The Annual Model Home Project, which was started in 1965, has been a vital part of the program's mission as a valuable tool in nurturing students in learning the skills needed to excel in industry. Due to the current contract ending on June 30, 2012, a new contract for 5 additional years has been forwarded to Department Of Hawaiian Home Lands for their approval as of this date.
- S3 Graduates entering into the Carpenter's Union are awarded 1000 work hours (start at 45% of Journeyman's wage instead of 40%) and 260 class room hours out of 620 class hour required upon entering the apprenticeship program. Employment has been consistent with the industry needs. Graduates have options to join the Carpenter's Union, private industry either as a carpenters or trade related occupations.

Weaknesses:

- W1 Due to the current economical situation that the state of Hawaii is in, has impacted the job availability for our students wanting to enter into the construction industry, thus affecting the student's motive in continuing with learning the trade and getting their certificate or degrees.
- W2 Achieving gender inequity will always be an issue that the carpentry industry will be faced with. Regardless of the lack of interest from the female gender, we still do have between one to three female students that do register for the program.
- W3 Upgrading of existing facilities.

a) An analysis of data elements (see Table 5)--demand, efficiency, and effectiveness;

Demand Indicators: Rated as *Cautionary*

The Demand Health Call is based on declared majors divided by the county of Hawaii's projected New and Replacement positions. The number of Carpentry majors is high compared to the maximum number of accepted students in the program which is 16. There are a number of student that do declare Carpentry as their major but for some reason or other won't get accepted into the program, mainly due to academics, or just to qualify for financial aid.

Efficiency Indicators: Rated as *Healthy*

The program has been consistent in filling all of the 16 slots that are available during the 0910 year, averaging 14.2 with some students dropping due to the curriculum and rigors of the program not meeting their expectations. Majority of those that do drop from the program are due to unexpected personal or financial issues rather than the program's curriculum or instruction.

Effectiveness Indicators: Rated as *Cautionary*

- **Unduplicated degrees/Certificates awarded and Number of Degrees awarded:** 12 students entered the fourth semester and all but 1 didn't receive a CA nor an AAS degree due to non completion of the related courses.
- **Distance Learning:** The Carpentry Program's curriculum is built around the Annual Model Home Project, providing the students with hands-on application and instructions on utilizing the correct safety usage of hand tools, power tools/stationary machines and use of building materials. Lectures and practicals are taught in tandem and can not be separated due to the building of the house.
- **Perkins IV Core Indicators:** The program has achieved more than the goals set by the indicators in 4 out of 5 areas. The 2 areas that were not met; *Nontraditional Participation* and *Nontraditional Completion*, are due to the low enrollment of female students. The industry's perception of carpenter's being mostly a male occupation may deter females from entering into the course of study/career.

b) Perception of the use of the program's assessment results of Program Learning Outcomes (PLO's)

Having the artifacts evaluated by outside sources gives the instructor another view than his own and helps with making adjustments on how a task can be presented and modified to clarify any misunderstanding. Look at different options in presenting a subject matter consistent with industry standards and ever changing technologies and fabrication procedures used in industry today. Awareness that methods are not always the same.

4. **Discuss the progress the program has made in meeting the goals set in the last Comprehensive Program Review.**

Since the implementation of the Construction Academy Program within the high schools, there has been more school that has joined the program. The amount of students that have used the credits that were awarded to attend the Hawaii Community College is slowly increasing, but not as initially thought. Those that have registered and accepted at the program have done well and do display the knowledge and skills obtained in their Construction Academy classes. We will continue to monitor the

students that enter the Hawaii Community College Carpentry Program to insure the 3 credits are justified by what is taught at the high schools.

The program is continuously negotiating with the Carpenter's Union Local 745 on granting the graduating students additional credits which will be applied to their apprenticeship class requirements in order to obtain a journeyman status. With the retirement of the previous Field Representative of the Carpenter's Union and the new incoming representative being more cognizant with the program's curriculum, we will vigorously seek to obtain additional credits for the students. Currently they are awarded 240 classroom hours for attending the Carpentry Program at Hawaii Community College out of a required 640 hours.

A new 5 year contract with the Department of Hawaiian Home Lands has been initiated due to the expiration of the current contract which expires on June 30, 2012. This will enable the Carpentry Program to continue to provide for the students a valuable learning experience while constructing an affordable residential home on Hawaiian Home Lands for a qualified Hawaiian applicant. We are currently building our 44th Model Home in Panaewa Residential Lots Unit III Phase 1

5. List the program's top 3 goals/plans for the next Comprehensive Review period. Briefly describe evidence that supports these goals/plans.

Embracing Green Building Technology into the Annual Model Home Project as per the direction the State of Hawaii is venturing into. The Department of Hawaiian Home Lands is currently going into that direction with their housing units been build in Oahu. Though Hawaii is thought of to be low on the requirements of energy efficient construction, we can still try to dovetail existing green technology into some segments of the Model Home. The task at hand is to convince the Dept. of Hawaiian Homes to incorporate these technologies and provide the funding.

Closely monitor the progress of the Construction Academy's students that enter into the Hawaii Community College's Carpentry Program to ensure that the 3 credits are justified by what is taught by the high schools. Since the inception of the program, a hand full of students that completed and received credits entering into the Carpentry Program, has done well and displayed the knowledge and skills obtained in their Construction Academy classes.

Continue to negotiate with the Carpenter's Union Local 745 in obtaining additional classroom credits for students graduating from the Carpentry Program with a Completion of Attendance (CA) or an Associate in Applied Science Degree (AAS). This will motivate the students in completing the program and provide qualified workers choosing to join the Carpenter's Union.

Action Plan for Program Improvement: Complete Tables 1-4 to provide justification for program budget requests

Table 1—Prioritized Top 3 Non-Cost Items

(examples are given in *italics*; delete & replace with Program's items)

***Strengths/Weaknesses are numbered (S1, S2, S3; W1, W2, W3) and taken from A.3**

Task:	Academic yr.	Who is responsible	Justifications	
			How does it improve program effectiveness?	Addresses which strength or weakness*
Continue on pursuing the Green Building Technology into building the Annual Model Home	Fall 2010	Joel Tanabe	This technology is been used currently in industry and should be taught to the students who will be contributing members of our community and construction industry.	S1
Renew 5 year contract with Department of Hawaiian Home Lands	Fall 2010	Gene Harada	Provides the students valuable hands-on experience on constructing a home for a qualified Hawaiian family	S2
Explore the possibilities of obtaining additional credits for graduates going into the Carpenter's Union.	Spring 2011	Gene Harada	It's an added incentive for any student leaning towards joining the Carpenter's Union.	S3
Emphasis to the students that learning a trade will benefit them in the future regardless of the economy	Spring 2011	Joel Tanabe	The thinking of the students will be more focused on learning the skills instead of the money they can make.	W1
Attract non-traditional students into the program	Fall 2011	Joel Tanabe	Industry has historically been male dominated with a few females entering into the industry. Need to emphasize the skills learned can be used for other situation.	W2
Upgrading of existing facilities	Fall 2011	Joel Tanabe	Will provide a environment conducive to learning.	W3

Table 2 —Prioritized Top 3 Cost Items (“G” funded requests only)
 (examples given in *italics*; *delete & replace with Program’s items*)

***Budget Categories: P=Personnel; S1x=Program Review Special Fund; SE=Supplies Enhanced; Eq=Equipment (>= \$5K)**

Priority	\$ amount & budget category* Except R/M	Justifications		
		Best fits which Strategic Outcomes Goal and Performance Measure(s)** and how?	Addresses which strength or weakness?	If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any
1. Building 386B New classroom w/bathrooms & covered work area	\$500k S1x	Goal E, E.1 Identify repairs and maintenance requirements to properly maintain facilities	W3	In the review stages as of 11/11/10
2. Up grade Dust collector Building 3386B	\$100k Eq	Goal E, E.1 Identify repairs and maintenance requirements to properly maintain facilities	W3	Not funded
3. Building 390 Upgrade facility, renovate bathroom by gender, comply w/ADA requirements	\$2 million	Goal E, E.1 Identify repairs and maintenance requirements to properly maintain facilities	W3	Not funded

****Strategic Outcomes Goals and Performance Measures are: A1.1, B4., C1., D3., E2., etc.**

Table 3.--Repair and Maintenance

List Bdnng/Rm/Lab/Shop	Describe Renovation/Repair Needed	Estimated Cost
Building 3386B	<ul style="list-style-type: none">- bathroom facilities for both males and females, and faculty- classroom is non-existing- covered exterior work area	\$1,000,000
Building 3386B	<ul style="list-style-type: none">- Construct new lean-to roof covering for Hamakua entrance and break area	\$40,000
Building 3386B	<ul style="list-style-type: none">- up grade dust collection system	\$100,000
Building 390 - exterior	<ul style="list-style-type: none">- needs fresh coat of paint- exterior door to shop needs to be replaced- dust collection system need to be overhauled, upgraded	\$350,000
Building 390 - classroom	<ul style="list-style-type: none">- needs fresh coat of paint- air conditioning system not adequate and noisy (Central Air Unit)- needs to be treated for termites, both ground and dry wood termites	\$85,000
Building 390 - shop	<ul style="list-style-type: none">- needs fresh coat of paint- electrical needs to be upgraded- ventilation system needs to be improved- treated for termites	\$500,000
Building 390 - bathroom	<ul style="list-style-type: none">- needs to be renovated and upgraded to accommodate both males and females- treated for termites	\$750,000
Building 390 – office	<ul style="list-style-type: none">- door needs to be replaced – security- needs painting- treated for termites	\$35,000

Table 4—Equipment Depreciation, if applicable

(examples given in *italics*; *delete & replace with Program's items & add rows as needed*)

Key to abbreviations:

CP=Controlled Property w/item value \$1K-\$5K

E=equipment w/item value >\$5K

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
1981, 17,400 GVW Flatbed Truck	E	2009	\$75K
1950 Case Backhoe	E	2000	\$83K
1982 Ford Step Van	E	2000	\$40K

C. Table 5—Data Elements

**College: Hawaii Community College
Program: Carpentry Technology**

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: CARP

Demand Indicators		Academic Year		Demand Health Call
		08-09	09-10	
1	New & Replacement Positions (State)	312	417	Cautionary
2	New & Replacement Positions (County Prorated)	55	60	
3	Number of Majors	61	46	
4	SSH Program Majors in Program Classes	708	660	
5	SSH Non-Majors in Program Classes	0	0	
6	SSH in All Program Classes	708	660	

7	FTE Enrollment in Program Classes	24	22
8	Total Number of Classes Taught	5	5

Efficiency Indicators		Academic Year		Efficiency Health Call
		08-09	09-10	
9	Average Class Size	14.8	14.2	Healthy
10	Fill Rate	93%	89%	
11	FTE BOR Appointed Faculty	2	3	
12	Majors to FTE BOR Appointed Faculty	30.5	15.3	
13	Majors to Analytic FTE Faculty	34.3	25.9	
13a	Analytic FTE Faculty	1.8	1.8	
14	Overall Program Budget Allocation	\$118,065 Not Yet Reported		
14a	General Funded Budget Allocation	\$118,065 Not Yet Reported		
14b	Special/Federal Budget Allocation	\$0	Not Yet Reported	
15	Cost per SSH	\$167	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	0	0	

Effectiveness Indicators		Academic Year		Effectiveness Health Call
		08-09	09-10	
17	Successful Completion (Equivalent C or Higher)	97%	100%	Cautionary
18	Withdrawals (Grade = W)	1	0	
19	Persistence (Fall to Spring)	77%	78%	
20	Unduplicated Degrees/Certificates Awarded	13	11	
20a	Degrees Awarded	13	11	
20b	Certificates of Achievement Awarded	1	3	
20c	Academic Subject Certificates Awarded	0	0	
20d	Other Certificates Awarded	0	0	
21	Transfers to UH 4-yr	0	0	
21a	Transfers with credential from program	0	0	
21b	Transfers without credential from program	0	0	

Distance Education: Completely On-line Classes		Academic Year	
		08-09	09-10
22	Number of Distance Education Classes Taught	0	0
23	Enrollment Distance Education Classes	0	0

24	Fill Rate	0%	0%
25	Successful Completion (Equivalent C or Higher)	0%	0%
26	Withdrawals (Grade = W)	0	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%

**Perkins IV Core Indicators
2008-2009**

		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.00	94.44	Met
29	2P1 Completion	44.00	72.22	Met
30	3P1 Student Retention or Transfer	55.00	77.27	Met
31	4P1 Student Placement	50.00	87.50	Met
32	5P1 Nontraditional Participation	16.00	3.85	Not Met
33	5P2 Nontraditional Completion	15.25	0.00	Not Met

Last Updated: October 19th, 2010

Appendix A
Learning Outcomes Assessment Results

Hawai'i Community College

Instructional Program Assessment Plan For Learning Outcomes

A.A.S – Carpentry

Submitted by: Gene Harada and Joel Tanabe, July 31, 2008

Semester:

Student Learning Outcome (program level) for Assessment* (taken from Appendix):

PLO #1 Use appropriate tools, materials and current technology to complete project.

Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:

Name/Description of artifact:
Drawing of Tool Box and Tool Box

Step 2. Develop the assessment tool (e.g., rubric) to be used with 2 levels of proficiency. (Not Proficient or Proficient)
Attach the assessment tool.

Step 3. Set the Performance Rate

80% of the artifacts assessed by the Assessment Team will be “Proficient” in 95% of the competencies.

Step 4. Describe the method used to collect the artifacts:

Where or from whom artifacts will be collected: Drawing of Tool Box and fabricated Tool Box – Students enrolled in CARP 21A
When will artifacts be collected: Fall 2008

Step 5. Describe the sampling method used to collect the data:

In Fall 2008 all students enrolled in CARP 21A will prepare a drawing of a tool box and will subsequently fabricate it. 40% of completed projects will be randomly selected to be assessed in Spring 2009.

Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):

Evaluator(s): for Tool Box Project
1 Construction Academy Instructor
2 CARP instructor.
3 Former graduate and construction related business owner.

Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data.

Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement.
Note: a summary will be included in the comprehensive program review.

*note: one form will be submitted for each student learning outcome that is assessed
Assessment Plan to be sent electronically to the Vice Chancellor for Academic Affairs for posting on the internet

**Appendix
(A.A.S CARPENTRY)**

Program Learning Outcomes (program level) (add more rows as needed):

- 1. Use appropriate tools, materials and current technology to complete project.**
- 2. Practice quality workmanship while maintaining industry safety standards in a safe manner.**
- 3. Interpret, understand and apply current building codes.**
- 4. Use appropriate materials, tools equipment and procedures to construct a residential home.**

Matrix of Program Learning Outcomes (program level) by Course (add more columns and rows as needed)

Course	PLO 1	PLO 2	PLO 3	PLO 4
CARP 20A	X	X		
CARP 21A	X	X	X	
CARP 22	X	X	X	
CARP 41	X	X	X	X
CARP 42	X	X	X	X

Program Learning Outcomes to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above

Fall semester		Spring semester	
Year 1 (2008/09)	1		2
Year 2 (2009/2010)			
Year 3 (2010/2011)			
Year 4 (2011/2012)			

CARPENTRY ARTIFACT ASSESSMENT RESULTS

Evaluation Team Members:

1. S & S Cabinets: co-owner, Trudy Siemann
2. Coordinator of the Hawaii Community Construction Academy: Gordon Nekoba
3. Former graduate and owner of Big island Countertops, Big Island Laminates: Nelson Zukeran

Program Learning Outcome to Be Assessed:

PLO#1 Use Appropriate tools, materials and current technology to complete project.

Artifact Sampling:

40% (5 Of 12) tool box drawings and tool boxes were chosen by randomly pulled numbers matched to student assigned numbers. Members were shown drawings which corresponded to the student's tool box.

Evaluation Team Members Results:

Out of the 15 evaluations (3 evaluators per 5 samples) 3 non proficient marks were recorded for following the task rubric. All 3 were for **quality of cuts and joints**. Taking into consideration the range of previous exposure towards carpentry tools and procedures, this is a very good result.

All 3 members agreed that SLO #1 is being covered in the tool box task and is a good assessment tool for the program.

Course of Action Using the Assessment Results;

Continue the tool box task, but maybe allow extra time for those that feel rushed to complete the cuts and joints area. Also stress to those that as simple as a tool box may seem, good quality cuts and joints, at this early stage, are important skills that are required to become accomplished carpenters.

Instructional Program Assessment Plan For Learning Outcomes

A.A.S – Carpentry

Submitted by: Gene Harada and Joel Tanabe, June 24, 2009

Semester: Spring 2009

Program Learning Outcome # 2 (program level) for Assessment* (taken from Appendix):

Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:

Name/Description of artifact:
Kitchen Cabinets

Step 2. Develop the assessment tool (e.g., rubric) to be used with 2 levels of assessment, if applicable—Level 1=Proficient; Level 2=Not Proficient. Attach the assessment tool.

Step 3. Set the Performance Rate

Step 4. Describe the method used to collect the artifacts:

Where or from whom artifacts will be collected: Artifacts will be reviewed at the annual Model Home. The cabinets will be assessed installed and in their finished state.
When will artifacts be collected: Spring 2009 (reason: the Model Home would not available for review once it is sold and occupied.

Step 5. Describe the sampling method used to collect the data:

In Fall 2009 all students enrolled in CARP42 will fabricate and install the cabinets into the Model Home. Each individual section of cabinet can be reviewed and assessed.

Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):

Evaluator(s): Kitchen Cabinets
1 CARP other instructor or Construction Academy Instructor
2 CARP Advisory Committee Member or someone in the construction field that deals with cabinets.
3 Cabinet Shop Owner

Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data.

**Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement.
Note: a summary will be included in the comprehensive program review.**

*note: one form will be submitted for each student learning outcome that is assessed

Assessment Plan to be sent electronically to the Vice Chancellor for Academic Affairs for posting on the internet

**Appendix
(A.A.S CARPENTRY)**

Program Learning Outcomes (program level) (add more rows as needed):

- 5. Use appropriate tools, materials and current technology to complete project.**
- 6. Practice quality workmanship while maintaining industry safety standards in a safe manner.**
- 7. Interpret, understand and apply current building codes.**
- 8. Use appropriate materials, tools equipment and procedures to construct a residential home.**

Matrix of Program Learning Outcomes (program level) by Course (add more columns and rows as needed)

Course	PLO 1	PLO 2	PLO 3	PLO 4
CARP 20A	X	X		
CARP 21A	X	X	X	
CARP 22	X	X	X	
CARP 41	X	X	X	X
CARP 42	X	X	X	X

Program Learning Outcomes to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above

Fall semester		Spring semester	
Year 1 (2008/09)	1	2	
Year 2 (2009/2010)	4	3	
Year 3 (2010/2011)			
Year 4 (2011/2012)			

CARPENTRY ARTIFACT ASSESSMENT RESULTS FALL 2009

Evaluation Team Members:

1. Architectural, Engineering and Cad Technologies Professor: Clyde Kojiro
2. Zen Woodworking president: Miles Sakane
3. Apprenticeship Coordinator: Wilton Watanabe

Program Learning Outcome to Be Assessed

PLO#2: Practice quality workmanship while maintaining industry standards in a safe manner.

Evaluation Team Member Results:

All 15 evaluations (3 evaluators per 5 samples), proficient marks were recorded for all 3 task rubrics. Comments were very positive, and show that our objectives are being met.

All 3 evaluators agree that PLO#2 is being met in the kitchen task and is an appropriate assessment tool for the program.

Course of Action Using the Assessment Results:

The kitchen fabrication/installation is a required portion of our curriculum because of its incorporation in the Model Home. Though we received a positive assessment for the task, we must be mindful of the ever changing styles technologies and fabrication procedures associated with the cabinet making industry and make adjustments to our curriculum as required. An advisory group, consisting of Miles Sakane (Zen Woodworking), Fred Siemans (S&S Cabinets) and Nelson Zukeran (Big Island Countertops and Big Island Laminates), not only keeps us informed of the cabinet industry's direction, but also freely share demonstrations of new machinery or technologies/procedures currently implemented.

Instructional Program Assessment Plan for Learning Outcomes

A.A.S – Carpentry

Submitted by: Gene Harada and Joel Tanabe, 2010

Semester:

Program Learning Outcome #4 (program level) for Assessment* (taken from Appendix):

Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:

Name/Description of artifact:
Framing of Model Home

Step 2. Develop the assessment tool (e.g., rubric) to be used with 2 levels of assessment, if applicable—Level 1=Proficient; Level 2=Not Proficient. Attach the assessment tool.

Step 3. Set the Performance Rate

80% of the artifacts assessed by the Assessment Team will be “proficient” in 95% of the competencies.

Model Home’s Rough Framing will pass all county inspections.

Step 4. Describe the method used to collect the artifacts:

Where or from whom artifacts will be collected: Artifacts will be reviewed during the Spring semester. Rough Framing will be assessed during the Framing phase.
When will artifacts be collected: Spring 2010 (reason: the Model Home would not available for review until the sub contractors have done their phase of roughing in the electrical and plumbing.

Step 5. Describe the sampling method used to collect the data:

In Fall 2009 all students enrolled in CARP41 will construct and frame the Model Home. The rough framing will be inspected by the county inspector reviewed and assessed.

Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):

Evaluator(s): Rough Framing
1. County Inspector – passing inspection will be the validation
2. Former graduate / Construction Academy Instructor
3. Retired Former Carpentry Instructor

Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data.

Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement.

Note: a summary will be included in the comprehensive program review.

*note: one form will be submitted for each student learning outcome that is assessed

Assessment Plan to be sent electronically to the Vice Chancellor for Academic Affairs for posting on the internet

**Appendix
(A.A.S CARPENTRY)**

Program Learning Outcomes (program level) (add more rows as needed):

- 9. Use appropriate tools, materials and current technology to complete project.**
- 10. Practice quality workmanship while maintaining industry safety standards in a safe manner.**
- 11. Interpret, understand and apply current building codes.**
- 12. Use appropriate materials, tools equipment and procedures to construct a residential home.**

Matrix of Program Learning Outcomes (program level) by Course (add more columns and rows as needed)

Course	PLO 1	PLO 2	PLO 3	PLO 4
CARP 20A	X	X		
CARP 21A	X	X	X	
CARP 22	X	X	X	
CARP 41	X	X	X	X
CARP 42	X	X	X	X

Program Learning Outcomes to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above

Fall semester		Spring semester	
Year 1 (2008/09)	1	2	
Year 2 (2009/2010)	4	3	
Year 3 (2010/2011)			
Year 4 (2011/2012)			

CARPENTRY ARTIFACT ASSESSMENT RESULTS SPRING 2010

Evaluation Team Members:

1. County of Hawaii, Building Inspector: Mark Jacobson
2. Former student/Construction Academy Instructor: Rex Ribao
3. Retired Former Carpentry Instructor: Harold Nishimura

Program Learning Outcome to be assessed:

PLO#4: Use appropriate materials, tools equipment and procedures to construct a residential home.

Evaluation Team Member Results:

All 10 evaluations (2 evaluators per 5 samples), proficient marks were recorded for 2 task rubrics. Comments were very positive, and show that our objectives are being met.

The evaluation conducted by the County Inspector, Mark Jacobson is attached and reflects that the framing inspection was APPROVED. Comments on the inspection notice were clarified and or corrected on the job site.

All 3 evaluators agree that PLO#4 is being met in the framing task and is an appropriate assessment tool for the program.

Course of Action Using the Assessment Results:

The appropriate methods used to frame the model home are a vital part of the curriculum in constructing a house. As newer innovations in framing methods are available, they will be considered to be incorporated into the curriculum to meet industry standards.