

## **MEMORANDUM**

Date: March 28, 2011

To: Gene Harada, Joel Tanabe

From: College Effective Review Committee (CERC)

Subject: 2009-2010 Carpentry (CARP) Comprehensive Program Review

The process of Program Review assures quality in all facets of our operation at Hawaii Community College. It encompasses planning, assessment, and evaluation. Thank you for conducting and submitting the annual program review for the CARP Program. This is not an end into itself but a part of a process that leads to a much greater end. It answers the questions:

- Did our programs and services work to our expectations?
- Did we get the results we expected?
- How can we improve what we are doing?

The community college system initiated a set of formulas to ensure consistency in identifying the strength of programs. As such, the demand, efficiency, effectiveness, and overall health of a program reflect the results of the formulas.

### **Overall: Cautionary**

As a result of your team attitude and effort, the Carpentry program continues to be progressive for the benefit of the students. Your leadership is very much appreciated.

### **Demand: Cautionary**

This element is based on the number of majors to annual new/replacement positions. Number of majors decreased from 61 to 46 with 60 new and replacement positions in the County. This equates to .77 majors per job, a Cautionary call. The program's capacity is currently about 32 students which means the remainder of the number of majors are pre-majors.

### **Efficiency: Healthy**

This element is based on two criteria – class fill rate and student to faculty ratio. The number of majors to FTE BOR appointed faculty is 15.3, a Healthy call. The data reports 3 FTE BOR appointed faculty when in actuality there are only two; nevertheless still considered Healthy. The fill rate decreased by 4% and at 89% is deemed Healthy.

### **Effectiveness: Cautionary**

This element is based on three criteria – unduplicated degrees and certificates earned in relationship to number of majors, unduplicated degrees and certificates earned in relationship

to annual/new replacement positions, and persistence from fall to spring. The ratio of degrees awarded to majors of 23.9% is Healthy and the ratio of degrees awarded to new and replacement positions in the County of .18 is Unhealthy. The 78% Persistence (Fall to Spring) is an increase of 1% and is Healthy. An impressive 100% had successful completion.

Other elements:

- ❖ CARP did not meet the two nontraditional Perkins IV Core Indicators. More effort needs to be directed in recruiting and retaining nontraditional students. It is suggested CARP explore ways to improve nontraditional Perkins indicators and apply for Perkins funding if financial resources are needed.

Attached please find a copy of the summary CERC Evaluation for your program. You are commended for your continued cooperative agreement with the Department of Hawaiian Home Lands and the Model Home project. Embedding the Green Building Technology into the Annual Model Home project satisfies two of your program goals. You are advised to continue negotiating with the Carpenter's Union Local 745 to obtain additional classroom credits for graduating CARP students.

It is CERC's understanding that renovation to Building 386B and upgrading of the dust collector have been green lighted and is progressing during this fiscal year. The renovation request for Building 390 is in the planning stages. All three of your cost item requests seem to have already been approved and funded.

The following comments are meant to help you improve your next Comprehensive Program Review.

- It is recommended that the Program Review be written to address the wide-range of audience that comprises the HawaiiCC ohana. Some of the readers had difficulty tying the ILOs with your program goals and cost item requests. You need to consider the Reviewers may not have an in-depth knowledge of ILOs nor of your program. Relating the ILO to your goals and requests would give a stronger commentary for your program.
- There was a slight disconnect in your description in regards to Construction Academy. The Reviewers could not figure out how it related to students entering or not entering the Carpentry program.
- Perhaps the program's perspective on gender equity could be more clearly defined, allowing the Reviewers to get a better understanding of what the program is trying to change with regard to gender equity. Clearly speaking about and analyzing the Perkins Core Indicators 5P1 and 5P2 may have explained the inequity issue.
- It is suggested you seek new job market areas in the carpentry industry embracing green building technology and either revise your existing courses or create new courses.

Set specific benchmarks and monitor the program's progress throughout the year. Next year's review should include concrete outcomes.

To be effective, student learning outcomes assessment must contribute directly to student learning. Moreover, assessment for improvement is most effective when it is embedded within the curriculum and so has a direct connection to student learning. You have done a commendable job on assessing student learning outcomes as well as closing the loop by reflecting on assessment results and making adjustments to your teaching and/or curriculum. It is through the process of ongoing assessment of student learning outcomes that you can improve the quality of your program and demonstrate the level of quality to others.

By 2012, ACCJC is requiring that all programs reach the sustainable continuous quality improvement level for Program Review and Planning, and the proficiency level for Student Learning Outcomes, so work with your division chair, dean, and/or assessment coordinator to develop a timeline to ensure that your program will be at those levels by 2012.

If you have any questions, please contact me at x47484 or [jonishi@hawaii.edu](mailto:jonishi@hawaii.edu).

c Clyde Kojiro  
Jim Yoshida  
Noreen Yamane