

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

CARPENTRY PROGRAM

March 2, 2015

July 1, 2013 to June 30, 2014

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Program/Unit Review at Hawaii 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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its accomplishments)

The Carpentry program allows students to participate in the "foundation-to-finish" experiences necessary to build a basic residential house while completing the required carpentry coursework. 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 apprenticeship program. Credit may be given in the apprenticeship program for work completed at Hawai'i Community College.

The Carpentry Program's five courses are comprehensive in the residential building sector and touches upon the commercial sector in the second semester (Concrete Form Construction). The curriculum is based on preparing students to exit as entry level carpenters. A Model Home is constructed annually and is the program's capstone project (all courses lead up to the construction of the Model Home). The task of constructing an off-campus dwelling that conforms to all building codes, and meet industry quality standards is rigorous yet well received by students.

The college is currently on the second year of a 5 year contract with the Department of Hawaiian Home Lands which expires on June 30, 2017. Upon completion, the residence is turned over to DHHL and they in turn sell the residence to a qualifying native Hawaiian family for the amount it cost the college to construct it, plus \$100.00 for the lease of the land.

Students are taught safety, principles, procedures, trade specific knowledge and work ethics through a variety of instructional methods and hands-on projects; the most important being the annual Model Home, Carpentry's capstone project. Our mission's true worth cannot be replicated by classroom lectures or shop mock-ups. The Model Home provides a realistic, tangible working environment that a carpenter would experience on the job. In accomplishing our mission, we must also consider the current industry trends and try to incorporate pertinent instruction and procedures that expose students to the latest methods/materials. The 2013's Model Home kept on track in offering instruction with an emphasis on sustainability. The Model Home included Energy star rated roofing, thermal radiant barrier, low/no VOC paint, solar water heating, photo-voltaic energy system, Energy Star rated appliances/light bulbs, and carpet made from recycled products. The green initiative gives students an important perspective and direction that the construction field is headed toward.

The program's five courses include:

1. Carp20A, Basic Carpentry I: Safety, math and hand tools.
2. Carp21A, Basic Carpentry II: Principles/procedures, power tool/machinery certification, various carpentry/woodworking projects.
3. Carp 22, Concrete Form Construction: Residential and commercial applications.
4. Carp 41, Rough Framing and Exterior Finish: Foundation, concrete slab, framing, trusses, roofing, sheathing. (Model Home)
5. Carp 42, Finishing: Exterior trim, drywall, windows, doors, cabinets/countertops and shelving, interior trim. (Model Home)

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

8.1 Utilize green building technology and sustainable landscaping when constructing the annual model home
The 2013-2014 Model Home has incorporated pertinent instruction and procedures relating to sustainability in the designing and construction of the model home. Included are energy star rated roofing, thermal radiant barrier, low/no VOC paint, solar water heating, photo-voltaic energy system, energy star rated appliances/light bulbs and carpet made from recycled products. The agriculture program has incorporated native plants in its landscaping and a Hydroponic green house.

8.2 Create a Certificate within the Carpentry program for students who plan to pursue going into the Carpenter's Union, targeting underserved populations whose education may be interrupted by outside responsibilities

The program has a certificate track where General Education electives are not required; this pathway earns a Certificate of Achievement. All disciplinary courses must be completed, along with an English, two math, and two blue print reading courses.

8.3 Complete curriculum modifications to formally incorporate "green and sustainability" concepts into curriculum

Green and sustainability concepts are concurrently interjected within the lessons of constructing the model home.

8.4 Include students in the annual model home project from other applicable programs: Electrical Maintenance and Installation Technology, Machine Welding and Industrial Mechanics Technologies, Agriculture.

The Machine Welding and Industrial Mechanics Technology program no longer participates in the program. The Diesel and the Architectural Engineering and CAD programs are other programs involved in the model home project.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive 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.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
<p>Per 2012-2013 Review Cautionary</p> <p>The Demand Health Call is based on declared majors divided by the county of Hawaii's projected New and Replacement Positions. The Number of Majors has increased since last year but the New and Replacement Positions have remained the same, putting the Demand Health Call as cautionary. The program has continued to draw interested applicants applying to be a Carpentry Major, but the availability of possible positions have remained the same. The increase of Construction Academy graduates looking at broadening their skills and knowledge by furthering their education has also had an impact on the amount of possible majors in the program. The program cannot raise the Cautionary rating to Healthy until the economy improves and jobs increase.</p>	<p>Per 2012-2013 Review Healthy</p> <p>The program has consistently filled all of the 16 slots that are available during the 2012-2013 academic year, averaging 14.4 with some students dropping due to the curriculum and the rigors of the program not been what they anticipated it to be. In the succeeding semesters, a few students don't return due to personal or financial issues. The program's health follows the benchmarks set forth for Majors/FTE BOR Appointed Faculty, which for 2012-2013 is at 22.7, which is within the 15-35 range.</p>	<p>Per 2012-2013 Review Healthy</p> <p>Carpentry majors that have enrolled and still in the major from Fall semester has increased from 68.8% to 82.9% from 2011-2012 to 2012-2013. Students are encouraged to continue the course and earn their certificates or degrees with the opportunity to broaden their knowledge and sharpen their skills by participating in the construction of the annual Model Home. For those that are faced with financial problems, they are encouraged to apply for scholarships, financial aid and grants to help subsidize the cost to come to school. Those with personal problems, they are notified that the college has counselors available. The unduplicated degrees/certificates awarded has increased from last year due to former students returning to complete their degree requirements to obtain their AAS degrees.</p>

Overall Health
<p>Per 2012-2013 Annual Overall Health was stated as: Healthy</p>

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

N/A

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

Per 2012-2013 Review

The program has achieved the goals set by the indicators in 4 out of 6 areas.
Nontraditional participation and nontraditional completion are the two indicators that were not met.

Attracting female students has always been a challenge, especially because of the industry's reluctance to accept females on an equal basis with males. Until this trend ends, we will not see any great improvement in this area. However, the class of 2014 had three females in the first semester but only one continued on to the second semester and didn't return for her third semester. All three females withdrew for personal reasons not related to the program. One of the three wishes to complete the program when the situation permits. The class of 2015 has none, which is not indicative that the interest doesn't exist within the minority gender sector. After the semester started, there was one female who wanted to register for the program, but we had already reached our cap.

5P1

Attend Career Opportunities Expo, visiting schools to recruit non-traditional students. Have more exposure in the intermediate and high schools. Promote the Construction Academy within the schools.

Spring 2014

5P2

Recruit non-traditional students by educating them on the multiple benefits of the trade including various employment opportunities related to carpentry.

Fall 2014

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

N/A

C. Trends & Other Factors -- Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

The carpentry program's AAS degree follows (as per ACCJC's mandate) the trend in which general education courses required in the degree, be at college level. The fact that other institutions follow the prescribed route does not necessarily mean that all AAS degree benefit from this rigorous pathway. It would be an unnecessary burden on students to have to complete courses if the applicable industry does not recognize these GE courses as requirements. Therefore, the carpentry program has raised the rigor of the Certificate of Achievement to meet the industry's entry level worker status, which should result in higher numbers in retention and completers.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of “E`Imi Pono.” Aligned with the UH Community Colleges system’s mission, we are committed to serving all segments of our Hawai`i Island community.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program’s faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai`i Island Community.

The Carpentry’s Program prepares for, and constructs an actual residential dwelling, off-campus, for the Hawaiian community, with a strict quality level within a demanding time frame, without compromising student learning...this directly ties into the college’s mission of embracing the Hawaiian culture and inspiring growth in the spirit of E`Imi Pono as we contribute to our community.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”

Example: The SUBS program’s curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

Students will participate, as a group, to construct a Model Home off site. In doing so they will practice leadership skills and use initiative to keep the project on task. They must effectively communicate with the instructor and possibly subcontractors to avoid costly and time consuming mistakes. They may encounter interaction with neighboring families and community on-lookers

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO2”

Students are taught to understand and utilize math computations, formulas, and measurements required in the carpentry field. They must think critically and problem solve, as well as recognize potential concerns and how to effectively manage them.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

Students must demonstrate an awareness of environmental and cultural impacts at the community and global level during planning and construction phases of the Model Home. The project is for a qualifying Hawaiian family and located in a Hawaiian community.

B. Program Mission – Write Official Program Mission

Using a capstone project, students will graduate from the Carpentry program with the knowledge, work ethics, and experience necessary to begin employment at the entry level in the construction industry, or enter a four-year apprenticeship program. The two year experience will not only include teaching the principles and skills of the trade, but also life skills including critical thinking, leadership, accountability, personal interaction, and cultural/community considerations.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example: Program Curriculum</i>	<i>Example: 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</i>
S1. Safety on the job site/shop	Based on the Assessment report, assessors observed that students were comfortable in their appearance with safety equipment and working in a safe manner.
S2. ARPD - Efficiency Indicator - Fill Rate	The report shows that the program is a viable program, reflected by the registered applicants in the program and continuing to the next semester.
S3. Student annual employment survey one year after graduating.	The success rate of students going into the trades after graduating from the program has been averaging approximately 80% this past five years. This in itself shows that the program is looked highly upon by the industry and the contractors that hired the students.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example:</i>	<i>Example:</i>	<i>Example:</i>

<i>Lacks 2-year Degree Program</i>	<i>Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</i>	<i>Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</i>
W1. How to communicate and motivate the youth of today?	The youth of today has drastically changed in receiving information where they are more accustomed to the electronic age than the practical means of receiving information! Their work ethics is non-existing, which is a task by itself for the instructors.	Besides having an open door policy to enter into a program, a tool should be developed to evaluate students before being accepted.
W2. ARPD - Demand Indicators - New & Replacement Positions (County Prorated) verses Number of Majors	The program is penalized for having too many students in the major verses the amount of vacancy available within the county.	
W3. Student annual employment survey one year after graduating.	Irregardless of obtaining current information from the students upon graduating, phone numbers change or individuals are relocated with no forwarding information, which makes it difficult to contact them. Some of the information are gathered through word of mouth.	

Part III: Course/Program Assessment

A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

CARP 20A Basic Carpentry I – Fall 2013

Assessment was on the Pier Box Drawing lesson and covers CLO 1 only

CLO 1: "Utilize math to accomplish applicable carpentry activities" (Aligns with PLO 1; ILO 2)

CARP 21A Basic Carpentry II – Fall 2013

Assessment was on Tool Box Drawing and Tool Box and covers CLOs 4, 7, and 8.

CLO 4: "Use critical thinking skills in practice tasks" (Aligns with PLO 7; ILO 2)

CLO 7: "Apply hand skills in practice tasks" (Aligns with PLO 4; ILO 2)

CLO 8: "Create drawings to complete an assigned project" (Aligns with PLO 6; ILO 2)

CARP 22 Concrete Form Construction – Spring 2014

Assessment was on commercial single waler system

CLO 2: "Use appropriate tools, materials/fasteners and current building code requirements where applicable" (Aligns with PLO 4, 7; ILO 3)

CLO 3: "Practice good work ethics and quality workmanship with regards to industry standards" (Aligns with PLO 5; ILO 2, 3)

CARP 41 Rough Framing/Ext Finish – Fall 2013, Spring 2014

Assessment was on Model Home Wall Framing

CLO 1: "Utilizing math that is required in Carpentry" (Aligns with PLO 1, 6; ILO 2)

CLO 2: "Identify and distinguish different building materials and fasteners, including sustainable initiative" (Aligns with PLO 2, 4, 7, 8; ILO 2, 3)

CLO 5: "Construct the Model Home by interpreting construction plans, applying building code requirements where applicable" (Aligns with PLO 1, 2, 6, 7; ILO 1, 2)

CARP 42 Finishing – Spring 2014 (Aligns with ILO 1, 2, & 3; Aligns with PLO 1-7)

Assessment was on door/door frame

CLO 1: "Using math, figure out material lengths, cut lists, and layouts involved in the finishing process, utilizing sustainable methods when possible." (Aligns with PLO 1, 2; ILO 2)

CLO 2: "Practice good work ethics and quality workmanship with regard to industry standards." (Aligns with PLO 5; ILO 1)

CLO 3: "Construct the Model Home by interpreting drawings, utilizing critical thinking and applying building code requirements where applicable." (Aligns with PLO 6, 7; ILO 2)

CLO 4: "Use, in a safe manner, appropriate materials, procedures and tools/equipment to complete the finishing stage of the Model Home." (Aligns with PLO 1-7; ILO -)

B. Expected Level of Achievement -- *Describe the different levels of achievement for each*

characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

CARP 20A:

75% of the artifacts should reach the Developing Proficiency or Proficient level.

The 75% level is due to the task being a secondary skill and not a primary skill that is expected. Students are taking Blueprint concurrently when this task is assigned, however, shop drawings may have not been covered in the blueprint class. The ability to draw is important, due to the relationship between fundamental construction techniques and shop drawings.

CARP 21A:

80% of the artifacts should reach the Developing Proficiency or Proficient level.

The tool box drawing and tool box construction is a very useful tool to evaluate student progress. It provides the instructor with valuable feedback as to the lesson content, reaching timeline and quality objectives, understanding fundamental carpentry principles, using critical thinking, and the level of quality that may be expected of each student. Due to the fact that Carp 21A is a first semester course, and the tool box task happens during the first half of the course, expectations for the majority of students to reach the Proficiency level is not high, and Developing Proficiency may describe the toolboxes more realistically.

CARP 22: The goal of students reaching a Proficient level was 95%

CARP 41: 100% of the artifacts assessed by the Assessment Team utilizing the assessment rubric will be "proficient" in 85% of the competencies. Also, the Model Home's wall framing will pass all county inspections.

CARP 42: The goal of students reaching a Proficient level was 85%

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example:

SAMPLING: College records for seven (all) 2009 program graduates

There were three levels of proficiency for each of the learning outcomes that were used to assessed the students.

1. Not proficient, the student doesn't understand, must be constantly monitored or lacks motivation.
2. Developing proficiency, exhibits some understanding or aspects of what was taught. Must be reminded or requires some assistance to complete tasks.
3. Proficient, Understands and exhibits what's required to complete the task at hand, demonstrates critical thinking and synthesis to successfully achieve objectives.

85% was set as goals for student success in the assessed activities

CARP 20A – The lesson assessed was on the Model Home pier box drawing.

Notations: 1. Drawings should include all pertinent information, scaled accurately, views should be well organized, and overall appearance should be neat and clean.

CARP 21A - The tool box drawing and tool box were assessed for this course.

Two assessors evaluated ten, randomly selected students' tool box drawings and completed tool boxes using a rubric. The tool box assignment happens each year and allows for overall class assessment as well as assessing individual artifacts.

Projects assigned later during the semester may range from simple to very complex and make evaluations difficult using the same rubric.

Notations: 1. Drawings should include all pertinent information, scaled accurately, views should be well organized, and overall appearance should be neat and clean.

2. Project should follow the plan according to dimension and grain orientation, have tolerances within a sixteenth of an inch, have grain oriented properly, be structurally sound, and have a satisfactory finish.

CARP 22 - The Class of 2015 consisted of 14 total students, 11 of the students are pursuing an AAS degree, and three are working for their CA certificate. The assessment tool was used on all twelve students who were in attendance on the assessment day.

Though the rubric can be scored as Not Proficient, Developing Proficiency, and Proficient. There was also a section soliciting comments from the assessors, which the instructor should also take into consideration. These comments were encouraged and appreciated.

Artifact: Actual Single Waler Form, built as a practical, utilizing hardware and materials used in construction.

Process:

Assessors were requested to observe and to interact with the students to ascertain if the classroom instructions are being utilized in an actual on site and hands on exercise. The practical exercise for this assessment was the construction of a single waler concrete wall form and the use of safe practices. Assessors also asked questions about the task to gain a better understanding of the students' subject knowledge and level of "soft skills".

CARP 41 –

CLO 1, 2, 5: Rubric and artifact (Model Home Wall Framing)

Assessors from selected backgrounds within the construction industry will be asked to evaluate the artifacts of all 12 of the students during the construction of the Model Home #47, located at 126 Pakele Lane in Keaukaha, Hawaii. Utilizing an assessment rubric (see attached below) assessors will be able to observe and ask students specific questions pertaining to the artifact, then score them as Not Proficient, Developing Proficiency, or Proficient. Because of the magnitude of the Model Home Project, ultimately the artifacts need to pass the County Building Inspectors inspection which will also vindicate the students' comprehension of what was taught.

Notations: 1. Calculation of windows and doors openings, length of walls as per construction plans.

2. Were materials utilized for wall construction must hand selected with no defects? And secured with the correct fasteners?

3. Is the building been built according to the construction plans?

Process: During the construction of Model Home #47, assessors were invited to observe and interact with the individual students while they were constructing the house to see if the students were competent in three CLO's. CLO #1, understand and utilize math computations, formulas, and measurements required in the field of carpentry, CLO#2, identify and utilize the different materials and fasteners needed to construct the project, and CLO#5, construct the Model Home by interpreting construction plans, applying building code requirements where applicable. During their interaction with the individual students, assessors also asked questions concerning their knowledge of the subject matter.

CARP 42 –

CLO 1-4: Rubric and artifact (door/door frame)

The Class of 2014 consisted of 12 total students, ten of which were pursuing an AAS degree. The assessment tool was used on eight AAS students (CA does not require the completion of CARP42).

Though the rubric can be scored as Not Proficient, Developing Proficiency, and Proficient. There was also a section soliciting comments from the assessors, which the instructor should also take into consideration.

These comments were encouraged and appreciated.

Assessors were able to review the scope of the task, and assess the artifacts as they were being constructed. They also assessed the completed installation of the frames at the Model Home. Assessors were able to ascertain proficiency by using the rubric to rate quality, accuracy, and the use of safe practices. Assessors also asked questions about the task to gain a better understanding of the students' subject knowledge and level of "soft skills"

D. Results of Course Assessment - *Provide a summary of assessment results.*

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

CARP 22:

CLO#2

This CLO was met with a 69% rank, which indicates the need to constantly emphasize to the students the importance of correctly utilizing and usage of the correct hand tool in different situations. Also stressing to them that safety should always be kept in mind when working in a construction site.

CLO#3 was assessed with a 75% proficiency rating due to safety concerns that weren't addressed by the students in the work areas. Students will be reminded during lectures and during the practical application phases the importance of safety has to always be addressed. Precautions have to be taken seriously during any construction phase.

CARP 41:

Summaries not provided

CARP 42: The door frame/door installation artifact was reassessed by one of the same assessors that participated last year (2013). The significance of using the same assessor was to keep consistency in the evaluations. Mr. Vierra changed his instructional methods slightly to answer last year's recommendations, resulting in a 100%

Proficient rating. The assessor comments included that all students assessed met industry standards concerning door frame construction and installation.

Other Comments:

The assessment process included comments and notes that help clarify certain concerns and expectations. These notations were included in the assessment report.

CARP 22:

National Validation: The national agency of the United Brotherhood of Carpenters, through their local Hawaii unit, has endorsed all aspects of the HawCC's Carpentry Programs instruction. They will credit graduates
National Validation: The national agency of the United Brotherhood of Carpenters, through their local Hawaii unit, has endorsed all aspects of the HawCC's Carpentry Programs instruction. They will credit graduates with classroom hours as well as a higher starting pay level.

The HawCC Carpentry Program is also guided by the Carpentry Advisory Council, which meets at least once a year to discuss industry direction, curriculum changes and employment trends. The members consist of a County Building Inspector, Hawaii Regional Council of Carpenters Union business agent, and three general contractors representing various trades.

CARP 41:

National Validation: The national agency of the United Brotherhood of Carpenters, through their local Hawaii unit, Hawaii Regional Council of Carpenters, has endorsed all aspect of the Hawaii Community College's Carpentry Program instructions. Currently, students who graduate with either a two year Certificate of

Achievement (CA) or Associate of Applied Science Degree (AAS), upon been indentured into the union, they will be awarded 1,000 work hours, 8,000 hours is required to be classified as a Journeyman and 400 classroom hours, 620 is required to complete the requirement, that's approximately 2-1/2 years less than the 4 years it takes to complete the apprenticeship program.

CARP 42:

National Validation: The national agency of the United Brotherhood of Carpenters, through their local Hawaii unit, has endorsed all aspects of the HawCC's Carpentry Programs instruction. They will credit graduates with classroom hours as well as a higher starting pay level. The HawCC Carpentry Program is also guided by a Carpentry Advisory Council, which meets at least once a year to discuss industry direction, curriculum changes and employment trends. The members consist of a County Building Inspector, United Brotherhood of Carpenters Union business agent, and three general contractors.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

The program will continue to seeks ways to emphasize to the students the importance of what is being taught to them and how it will impact their journey into the work force. With knowledge comes responsibility, with responsibility comes security.

CARP 22:

Because the assessment report is 72% positive for this assessment period, the importance of safety and the use of the hand tools will be emphasized during the lecture periods and during the construction of the practical. Integrating realistic situations to promote awareness of the consequences of the student's actions

will be highly encouraged so the students can see what the possibilities are if they're neglected.

Goal (Spring 2015, Spring 2017)

Enhance the importance of safety on the job site

CLOs addressed by Goal

3. Practice good work ethics and quality workmanship with regards to industry standards

PLO Addressed by Goal:

3. Learn and utilize safe practices concerning, personal safety, hand and power tool usage, and all aspects of fabrication/construction.

ILO Alignment:

2. Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Innovations to be implemented to improve student learning:

Acquiring up to date videos and certifications to enhance student learning.

Budget Request: Collaborating with the HawCC Nursing program in providing a First Aid class in the First Semester.

(Closing the Loop)

Recommendations: More emphasis will be directed towards the importance of safety on the job site which will also be enhanced with actual videos/photos of industrial accidents. Promote the fear factor to show what the consequences of what can happen if you don't listen and concentrate.

CARP 41:

The program continues to have positive assessments from the assessors based on the Course Learning Outcomes that the students are evaluated. The ultimate goal of the program is to be able to teach our students how to believe in themselves and have the confidence to be able to build a house from ground up every year, which in itself is a major accomplishment for many of our students. We will continue to promote the building of the one bedroom, 880 square feet house as a practical so the students can get the hands on experience prior to building the actual house on site. I will continue to emphasize to the students during the lectures the importance of understanding and remembering critical aspects of calculating and/or using formulas to construct various parts of a house by continuously challenging them with practice problems. During the course of the class, safety will always be priority.

Goal: (Spring 2014, Spring 2016)

Continue to emphasize safety and what the possible outcome that it could lead to.

CLOs Addressed by Goal

3.

PLOs Addressed by Goal:

1. Understand and utilize math computations, formulas, and measurements required in the carpentry field.

3. Learn and utilize safe practices concerning, personal safety, hand and power tool usage, and all aspects of fabrication/construction.

ILO Alignment:

2. Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Innovations to be implemented to improve student learning:

Coordination has been conducted with representatives of various manufacturers of power actuated nailer to give a certification class to the students so they can be certified in operating the equipment which is a HIOSHA requirement.

Budget Request: \$1000 to purchase current safety DVD 's

(Closing the Loop)

Recommendations: Emphasis towards the importance of safety in the shop and job site by obtaining actual videos/photos of industrial accidents. Anything can happen when you least expect it.

CARP 42:

The course received a 100% Proficient rating for eight artifacts. The course/artifact was assessed in 2013. Instruction reviewed/changed to answer recommendations submitted. Course reassessed using the same assessor and artifact in 2014. The positive results validate changes made in the methodology and sequence of instruction. Due to the 100% Proficient rating, the next CARP 42 assessment will utilize a different artifact.

Goal: (Jan 2015-May 2015)

1. Practice good work ethics.
2. Maintain quality workmanship
3. Utilize safe practices.

CLOs Addressed by Goal

2. Practice good work ethics and quality workmanship with regard to industry standards.
4. Use, in a safe manner, appropriate materials, procedures and tools/equipment to complete the finishing stage of the Model Home.

PLOs Addressed by Goal

1. Understand and utilize math computations, formulas, and measurements required in the carpentry field.
2. Understand the properties of wood, its sustainability and how it dictates the fundamental principles and procedures involved in carpentry.
3. Learn and utilize safe practices concerning, personal safety, hand and power tool usage, and all aspects of fabrication/construction.
4. Use appropriate tools, materials/fasteners and current building technology to complete projects.
5. Practice good work ethics and quality workmanship with regard to industry standards.
6. Construct projects by interpreting drawings, applying building code requirements where applicable.
7. Synthesize principles, procedures and objectives using critical thinking, appropriate materials, tools/equipment and procedures to construct a residential dwelling.

ILOs Addressed by Goal

1. Our graduates will be able to communicate effectively in a variety of situations.
2. Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Innovations to be implemented to improve student learning:

Variety of presentation methods.

Update lab tasks and practice assignments.

(Closing the Loop)

Recommendations: Due to the course being assessed twice with recommendations answered from the first assessment satisfactorily, there are no recommendations to be made. CARP 42 will move to the next planned task to be assessed.

F. Evidence of Industry Validation for CTE Programs -- *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.*

The national agency of the United Brotherhood of Carpenter's, through their local Hawaii unit, has endorsed all aspects of the HawCC's Carpentry Programs instruction. They will credit graduates with classroom hours as well as a higher starting pay level.

HAWAII COMMUNITY COLLEGE
Carpentry Program Advisory Council Meeting
April 10, 2013
Meeting started at 4:10pm

Members present:

Gene Harada Carpentry Instructor
Darryl Vierra, Lecturer
Joy Matsumoto County Building Dept Inspector, Supervisor (No Show)
Conrad Hokama, Alumside Products
Dean Au, HI Carpenter's Union
Craig Takamine, Takamine Contracting (late)
Glenn Ogawa, Stan's Construction (out sick)
Robert Shirai, Island Survey

I. Industry direction, growth and concerns, industry needs and employment.

- A. Industry reports: short term, long term trends for soft skills, other skills, etc.
 - i. Dean-prefab things, like trusses, prehung doors, wall, cabinets. Good for students to learn skills at the ground level. Suggests to add prefab into the curriculum; focus on prefab techniques, theory. Or maybe include a lesson with prefab in drafting course.
 - ii. Darryl-solution: remodeling provides basics of carpentry by ex. Removing a door and putting a new one in.
 - iii. Ex. Zen cabinets: has prefab machines for cabinets
 - iv. Important to know how to cut a jig, butt hinges
- b. Craig-Composite materials: students should know how to use it and read MSDS reports.
- c. Gene-students need to learn basics, plum, level square and following the plan.
 - i. Dean-Do you talk about tilt ups on concrete
 - ii. Gene-Yes. Need to come back to the overall picture/goal to make sure the students know what construction is about.
- d. Dean-what kind of certificates do students get?
 - i. Gene-program does not provide it
 - ii. Dean-suggests that program/students have certificates (OSHA 10/30, first aid, fall protection, etc.) so that they are prepared to work on site. Potentially save contractors/hirers money by getting certificates
 - iii. Hilti certification only provides a card.
 - iv. Perhaps HawCC instructors get OSHA teaching certification
 - v. Problem may be with getting students to have 8 hours of safety certification; approx. \$35-40/student; possible teachers: Tommy Hughes, Darryl
 - vi. Students should be encouraged to get certificates.
 - vii. Students should know how to use/get cert for backhoe operation
 - 1. (cannot because of liability issues) however, safety issues are addressed in lectures

B. Job Markets

- a. Dean-job markets: public works projects (government doing their jobs appropriating funds), feds/states/county do their best to push projects. Waiting for private industry to pick up.
- b. Lots of hotels on the west side are renovating and projects are available.
- c. Craig-private side is coming back, housing, small and large commercial development; difficulty for contractors: downsizing when times were slow but now trying to figure out how to deal with many projects coming in.
- d. Surveying side: were busy a few years ago which is why contractors are busy now...but surveyors are slow now. Work goes in cycles.
- e. Connections school project will not be going through due to controversy surrounding the location of the project (Kaumana Drive; Pacific Plantation)
- f. Conrad Hokama-preparing for an upturn depending what sector you are in, in the next few years. So certain contractors will probably need additional help.
- g. Fundamentals are important; students get experience on the job (diverse exposure to get the most necessary experience) and possibly work on their own
- h. When times are tough it is important for students to be aware of the changing market places, and be able to use different materials

C. Possible retraining of older people in the construction field who were in initially different industries before

D. Program health and direction

- a. need to implement individual assessment of students; conducting a practicum to assess their knowledge/skills
 - i. ex. Putting together a door from provided materials
 - ii. ?will individual assessment be accessible to potential employers (contractors); Darryl-possibly but individual assessment is still in the works. We need to focus on the SLOs and PLOs. ? Individual assessments can be served as an instructor's reference.
 - iii. Gene: individual assessments are subjective based on the one doing the assessment; sometimes students have difficulties with productivity, work ethics; work ethics are different for different people
 - iv. Suggested that an individual assessment to be conducted after the first semester and at the end of their program
 - v. Gene: when contractors called to inquire about former students and their work and work ethics he suggested for them to try them out.
 - vi. Gene/Darryl: various aspects (measuring, cutting, etc.) have to be included in individual assessment however, they suggest providing a group of students that could possibly work well in a given project, etc.
 - vii. Students that hustle for the job, are aggressive show initiative are the ones that employers will see in the industry; 25% have the potential.
 - viii. Max load is 16 students, first come first serve.

E. Course offerings and SLO's

- a. PLOs for carpentry
 - i. cover from Concrete forms to rough framing
- b. Explanation of SLOs and PLOs matrix and its association
- c. Ex. CARP 42:
- d. CARP 21
- e. Linking carp PLOs to GLOs to ILOs
- f. 5 year program plan (determine which classes to evaluate)
 - i. Learning process that is effective and worthwhile for the students. To ensure that students have skills and knowledge that employers want
- g. Capstone project: Model home
 - i. gives students hands on experience
 - ii. Darryl Vierra : Carp 20, 21A, 42
- h. Outline of courses to advisory council
 - i. courses go over how to use tools safely, do small projects, and finishing.
 - ii. Carp 20 is 4 weeks
 - iii. Construction Academy funded by HawCC allows students to forego taking Carp 20 because they have completed Construction Academy (for 3 credits) with a B or higher.
 - iv. Construction academy was funded to help high school students are interested in the carp trade.
 - v. concern some students go to that class to kill time
 - vi. 4 academy instructors are HawCC graduates

F. Assessment results

- a. Adv council members will periodically be asked to conduct assessments for program/projects/students
- b. Review of assessment worksheet and student asst rubric
 - i. Per Darryl, assessors packet consisted of what was taught in class (ppt, handouts)
 - ii. list of artifacts to be reviewed (ex 8 swinging doors in the house)
- c. This assessment was conducted for each individual artifact
 - i. Assessment conducted by Art Senbei
 1. student were asked about the doors they hung
 - ii. doors conducted in different phases by students (early/late in project)
 - iii. different types of doors were put up
 - iv. assembly and installation of doors could be assessed by assessors as the project was going on.
 - v. questions were posed to students directly to determine how/why things were done

G. Curriculum review

- a. CIP codes
- b. Carpenters, rough carpenters
- c. National guide insert: HawCC uses to make sure curriculum is on track; Gene asks for any suggestions/input...none
- d. Gene: Feedback on curriculum from advisory boards welcomed
 - i. ? Suggestion about safety cert: contact HICA; problem with how to select students to participate
 - ii. Conrad-Whatever is offered to the student to increase their knowledge base is beneficial. Providing them the basic info on OSHA, fall protection, etc. is acceptable because they at least are aware of safety, etc. More exposure is better and if it can be done in the classroom the better. Making for a more well rounded student/worker.
 - iii. Suggests visiting a working job site, perhaps have students shadow industry workers to help the student determine what they want to go into. By having student more diverse in their knowledge base

H. Possible donations/partnership opportunities.

Will keep that in mind when completing projects.

Meeting adjourned at 5:30 pm

Part IV Action Plan

A. 20% Course Review

a) **Courses Reviewed** -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
CARP 20A	BASIC CARPENTRY I
CARP 21A	BASIC CARPENTRY II
CARP 22	CONCRETE FORM CONSTRUCTION
CARP 41	ROUGH FRAMING & EXTERIOR FINISH
CARP 42	FINISHING

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CARP 20A - BASIC CARPENTRY I	FALL		X		X
CARP 21A - BASIC CARPENTRY II		X		X	
CARP 22 - CONCRETE FORM CONSTRUCTION		X		X	
CARP 41 - ROUGH FRAMING & EXTERIOR FINISH	FALL		X		X
CARP 42 - FINISHING	SPRING		X		X

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<p><i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty</p>	<p><i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.</p>

Have students certified in utilizing and care of the Power actuated nailer	Power Actuated Nailer Certification – Spring 2014
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C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
<p>Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...</p>

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
<p>Examples: Goal 1 <u>aligns</u> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ... Goal 1 <u>does not align</u> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</p>

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>	X	X				X

UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>

Define Goal (Action Strategy) 2

Alignment of Goal 2 to ILO(s)

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place

Define Goal (Action Strategy) 3

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Alignment of Goal 3 to ILO(s)

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

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Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

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Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Desk and chairs for 2 instructors and 32 students	Facility	\$15K

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...
E.1b: Incorporate R/M schedule and equipment needs into planning for West Hawai`I campus. Utilize funding to plan, design & begin construction of East Hawai`i/Manono campus; master plan should be based on needs assessment to include but not be limited to: instruction, student, staff, facilities, technology and parking for capacity of 5,000 headcount by 2015 (Funding I & IV)
E.3: Promote sustainability by making more efficient use of existing resources
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.
None

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment
S1: Safety on the job site/shop The basic necessity of comfortable chairs and tables is imperative to improve student learning, motivation and moral.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide
--

supporting rationale. If there's no alignment, write "No Alignment."

W1: How to communicate and motivate the youth of today?
The basic necessity of comfortable chairs and tables is imperative to improve student learning, motivation and moral.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
2Ton Forklift	Equipment	\$40K

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

E.3c: Utilize R/M schedules for Manono campus as upper campus usage is phased out and relocated to Manono (Funding I & IV)

A1.1: Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

S1: Safety on the job site/shop
Lifting and transport equipment is required in this program due to the large and heavy material handling that occurs frequently, especially for the Model Home. There are many occasions where a forklift is the only safe method to off-load, load, and move materials.

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

W1: How to communicate and motivate the youth of today?

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Current Safety DVD's for CARP 41		\$1000

Alignment of Cost Item 3 to Strategic Plan (SP)

<p>Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p> </p>

Alignment of Cost Item 3 to Academic Master Plan (AMP)

<p>Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p> </p>

Alignment of Cost Item 3 to Strength(s)

<p>Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p>S1: Safety on the job site/shop</p>

Alignment of Cost Item 3 to Weaknesses(s)

<p>Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p> </p>

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)