

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Carpentry Program

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Joel Tanabe
Writer(s): Gene Harada

Program/Unit 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 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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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

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

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's 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 Hawai`ian 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

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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)

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) 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.

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.

Describe how this program supports the College's mission.

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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.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

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.

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

Describe how this Program supports ILO 2:

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.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

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.

Annual Report of Program Data (ARPD)

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

Overall Health-- Healthy

Demand -- 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 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

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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.

Efficiency -- Healthy

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.

Effectiveness -- Healthy

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.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

N/A

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

Perkins IV Core Indicators: 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

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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 persona 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 exists 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.

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

N/A

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate “Delete” if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
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 it's 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	The Machine Welding and Industrial Mechanics Technology program no longer participates in the program. The Diesel and

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applicable programs: Electrical Maintenance and Installation Technology, Machine Welding and Industrial Mechanics Technologies, Agriculture.	the Architectural Engineering and CAD programs are other programs involved in the model home project.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. AAS degree modifications to conform to the ACCJC's recommendation to have all General Ed Electives courses brought up to college level.
2. Certificate of Achievement modifications have added two semesters of carpentry and a math course.
3.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
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.

Weaknesses	Using supporting evidence, describe why this is a Weakness
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

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	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.

Trends and 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.
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Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Have students certified in utilizing and care of the	Workforce	ILO 2	B.1	New Strategy	
	Program Development	ILO 2	B.1	New Strategy	

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Power actuated nailer	Graduation	ILO 1	A1.1	New Strategy	
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[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Coordinate with representative of Power Actuated Nailer System to certify students in the operation and care of the equipment, which is the standard method of fastening wooden members in framing and finishing carpentry. The industry expectation, even at the entry level, requires the safe use of power actuated nailers.
2.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

The certification aligns with the Colleges AMP priorities in addressing the workforce development needs, is in line with ILO2, to be able to gather, evaluate and analyze ideas and information to use to overcome challenges, solving problems and making decisions.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Power Actuated Nailer Certification	Spring 2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
none	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.

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2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
none	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place

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List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
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
1P1		
1P1		
1P1		
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Desk and chairs for 2 instructors and 32 students	Facility	\$15K	E.1	b.		None	W1
			E.3	None		S1	W1
			A1.1	New Strategy		S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

The basic necessity of comfortable chairs and tables is imperative to improve student learning,

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motivation and moral.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy			
					Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
2Ton Forklift	Equipmen	\$40K	E.3	c.		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

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.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy			
					Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
15,000 lbs. GVW flatbed truck with dump	Equipmen	\$60K	A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

The program is using vehicles that are marginally capable of transporting large and heavy loads. The dump feature would also eliminate out-sourcing requiring such services.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

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	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input checked="" type="checkbox"/>	Understand and utilize math computations, formulas and measurements required in the carpentry field.
2	<input checked="" type="checkbox"/>	Understand the properties of wood, it's sustainability and how it dictates the fundamental principles and procedures involved in carpentry.
3	<input checked="" type="checkbox"/>	Learn and utilize safe practices concerning, personal safety, hand and power tool usage, and all aspects of fabrication/construction
4	<input checked="" type="checkbox"/>	Use appropriate tools, materials/fasteners and current building technology to complete projects.
5	<input checked="" type="checkbox"/>	Practice good work ethics and quality workmanship with regard to industry standards.
6	<input type="checkbox"/>	Construct projects by interpreting drawings, applying building codes requirements where applicable.
7	<input type="checkbox"/>	Synthesize principles, procedures and objectives using critical thinking, appropriate materials, tools/equipment and procedures to construct a residential dwelling.
8	<input type="checkbox"/>	Cultivate an awareness of environmental and cultural impacts at the community and global level during planning and construction phases.
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) 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.

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Carpentry Program Advisory Council Meeting

April 10, 2013

Meeting started at 4:10pm

Members present:

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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

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- 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
 - i. ...

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- 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

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- 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

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- 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

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What 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.”

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.

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C) List Course(s) Assessed – List the courses assessed during the reporting period.

Carpentry 022, Concrete Form Construction, Single Waler System
Carpentry 42, Finishing, Door/Door Frame Fabrication and Installation

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

(1) The assessment tool was used on all thirteen first year students, seeking an AAS degree, during the construction of the Single Waler Concrete Wall System. The assessment tool was utilized to evaluate the individual students, on the learning outcomes. The assessors interviewed each student within the programs construction area, behind Building 3386B, where the artifacts were located on April 11, 2013.

(2) The assessment tool was used on eight second year AAS students, four CA students did not participate. The shop assessment was completed on April 10, 2013. The artifact was the shop constructed door frame (Bldg 390), and the hanging of the door at the Model Home.

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

Assessment (1) Carp 022

The average for SLO #1 was 92% proficient, all students met the outcomes.

The average for SLO #2 was 95% proficient, all students met the outcomes.

The average for SLO #3 was 100% proficient, all students met the outcomes.

The average for SLO #4 was 95% proficient, all students met the outcomes.

The average for SLO #5 was 92% proficient, all students met the outcomes.

Assessment (2) Carp 42

The average for SLO#1 was 87.5% proficient, all students met the outcomes.

The average for SLO#2 was 87.5% proficient, all students met the outcomes.

The average for SLO #3 was 87.5% proficient, all students met the outcomes.

The average for SLO #4 was 87.5% proficient, all students met the outcomes.

F) Other Comments – Include any information that will clarify the assessment process report.

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

G) Next Steps – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options. The program will continue to seek 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.