

**Hawai'i COMMUNITY COLLEGE  
COMPREHENSIVE PROGRAM REVIEW (CPR)**

**CARPENTRY PROGRAM**

Date **December 1, 2017** \_

**3-Year Review Period:  
July 1, 2014 to June 30, 2017  
AY14-15, AY15-16 and AY16-17**

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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.*

*Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART I: PROGRAM DATA AND ACTIVITIES

### Program Description

**Provide the short program description as listed in the current catalog.**

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 course work. 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.

### Previous Comprehensive Review Information

**Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: <http://hawaii.hawaii.edu/files/program-unit-review/>**

Year	
URL	
<p>Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>20% REVIEW NEEDS TO COMPLETED! Goals need to be more specific More outreach for non-persisters (fall to spring)</p> <p>20% review has been completed as of 03/21/17 Program identified appropriate goals Program faculty have been reaching out!</p>

**ARPD Data: Analysis of Quantitative Indicators**

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the program’s data tables for the three years under review and submit with this Comprehensive Program Review (CPR).**

- a) If you will be submitting this CPR in hard copy, print and staple a copy of the data tables for the three years under review to the report; the icon to print the data tables is on the upper right side, just above the data tables.

**OR**

- b) If you will be submitting this CPR in digital form (WORD or PDF), attach a PDF copy of the data tables for the three years under review along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

**Analyze the program’s ARPD data for the 3-year review period.**

Describe, discuss, and provide context for the program’s AY15 through AY17 data, including the program’s health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

Based on the three year report for the **Demand indicators**, majority of the indicators have shown positive results or maintained stability, with the exception of;

(1) New & Replacement Positions (County Prorated). In this category, the report doesn’t take in consideration the availability of non-union employment in the private sector. Many of our graduates do find employment with private contractors due to the unavailability of union jobs!

(3a) The program has been fortunate to have a steady influx of Native Hawaiian students enrolling into the program. This might be due to the collaboration with Department of Hawaiian Home lands and the building of the Annual Model Home project which is awarded to a family of Hawaiian ethnicity.

(3f) Spring Part-time Majors, shows only 10%. This indicates that majority of our students tend to continue and participate in the construction of the Annual Model Home in the required two years.

**Demand Health Call - Healthy**

The **Efficiency Indicators** are very positive in all categories, mainly in the area of Fill Rate. From 74.1% in year 14-15 to 95% in year 16-17. Also in Majors to FTE BOR Appointed Faculty. 17.5 in year 14-15 to 18.7 in year 16-17.

**Efficiency Health Call – Healthy**

Within the **Effectiveness Indicators,**

(19) Persistence Fall to Spring, majority of the students continued to the next semester, but there are students who, based on personal reasons drop from the program.

(20) Unduplicated Degrees/Certificates Awarded;

Create a Certificate within the Carpentry program for students who plan to pursue going into the Carpenters 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 (CA). This “fast track” to jobs has been suggested by the Advisory Council. Though it still takes two years to graduate with a CA, students are more likely to graduate on time since they are not required to take college math, English and other general education courses.

Though the AAS Degree presents a well-rounded educational experience, some students want/need to enter the job market as soon as possible. They are willing to spend two years gathering trade specific knowledge and skills which give them an advantage over high school graduates. This is validated by contractors and the Carpentry Advisory Council.

**Effectiveness Health Call - Cautionary**

**Overall Health**

Per 2016-2017 Annual Overall Health was stated as: **Healthy**

Per 2014-2017 Three Year Average Health: ( **Healthy, Healthy, Cautionary**) **Healthy**

Describe, discuss, and provide context for the program's data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as applicable.

### **Distance Education**

N/A

#### **3P1 Student Retention or Transfer: (last three Perkins reports: Met, Met, Not Met)**

Student retention, has historically been very inconsistent from semester to semester. Most common causes are due to lack of interest in the subject matter, didn't realize the complexity of learning the trade, not used to been exposed to the weather conditions a worker has to be exposed to and lack of self-confidence. Other issues are due to employment or personal issues and varying life priorities. Instructors make themselves available to the students for consultation or to recommend individuals who may assist the students with their various situations

#### **5P1/5P2 Nontraditional Participation/Nontraditional Completion (last three Perkins reports: Not Met, Not Met, Not Met)**

Though these participants are relative to the industry's acceptance and ultimate hiring of nontraditional students, the program tries to recruit this sector by: Participating annually, in the Career Opportunities Expo, gain more exposure in the intermediate and high schools when opportunities arise (HawCC Day) and promote the Construction Academy Program in the high schools. The program has intergraded a more hands-on approach to recruiting by giving the participants an opportunity to be able to operate the machines that a carpenter would be utilizing on the jobsite with the assistance of a 2d year student.

#### **Performance Funding (Graduation, Native Hawaii, STEM, Transfer, Degree)**

Within the last three years, the program has issued 26 degrees and certificates 12 of which were to native Hawaiians. There were 55 Pell grant recipients this past 3 years. These numbers represents the program as well as can be expected and does contribute to the colleges total for Performance Funding.

What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data for the three years under review that are not discussed above.

The carpentry program's AAS degree follows the ACCJC's mandate that requires general education courses for the AAS Degree be at college level. The fact that other institutions follow the prescribed route does not necessarily mean that all AAS degrees 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. The program is also pursuing/creating GE courses that have direct applications to carpentry. The English and Quantitative Methods have been adopted to meet this objective.

The industry's major shift has been towards sustainable practices and materials. Buildings are progressively moving towards high efficiency. Natural resources are closely monitored and regulated with much development of substitute materials. Hawaii, being in a temperate zone is not impacted by such extreme tight envelope type of construction. Yes, we are practicing sustainability, but only as applicable to our location. The Carpentry Program is well aware of this trend and includes and practices as many "green" initiatives as possible.

## **PROGRAM ACTIVITIES**

**Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.**

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
  - New certificates/degrees;
  - Personnel and/or position additions and/or losses;
  - Other changes to the program's operations or services to students
- 
- Last school year, the Hawaii Community College's Carpentry Program reached a milestone by celebrating the 50 Years of Model Homes. The program started in 1965, at that time the model home was built on the HawCC campus and trucked away by a perspective buyer. Currently, the college is in its 5th five year contract with Department of Hawaiian Home, where as DHHL provides the land and funds the cost for building the home.
  - During the past years, the Carpentry Program instructor(s) have been working collaboratively with the University of Hawaii Hilo and Hawaii Community College's Planning, Operations and Maintenance office, in which Carpentry students are hired for the summer months to work side by side with the instructor, working on various maintenance jobs, ie, painting, erecting concrete forms for sidewalks, placement and finishing the concrete, repairing walkway decks, installing recycled materials made out of wood and plastic (Trex). Renovating the UHH 5,000 sq. ft.

Campus Center Dining Room and installing it with Karndean Looselay flooring, erecting a wall, hanging drywall, tape and mudding, installing doors and renovating the Lava Lounge and building a Lactation Room, just to name a few. This gave some of the students an opportunity to learn firsthand what it is to work and required in industry. Many of the jobs were things that aren't taught in the classroom, especially when you're doing renovations.

- The program is currently in the progress of finding a prospective candidate to replace the current instructor who's contemplating retirement in approximately two years.

### Contributions to the College

**Discuss how the program aligns with and supports the College's institutional effectiveness and helps the Kauhale achieve our shared goals by describing how the program contributes to the achievement of our Mission, Vision and Institutional Learning Outcomes.**

***MISSION:** To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.*

[http://uhcc.hawaii.edu/OVPCC/strategic\\_planning/mission.php](http://uhcc.hawaii.edu/OVPCC/strategic_planning/mission.php)

***VISION:** Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.*

#### **ILO #1: Communicate effectively in a variety of situations.**

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 fellow students, the instructor, and possibly subcontractors to avoid costly and time consuming mistakes. They may encounter interaction with neighboring families and community on-lookers as well. Successful construction projects demand good communication and collaboration.

**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.**

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

**ILO # 3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.**

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.

**ILO #4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.**

**ILO #5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.**

**ILO #6: Contribute to sustainable environmental practices for personal and community well-being.**

## Learning-Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the program during the 3-year review period, please see the [Assessment Reports Archive](#).

- The program faculty/staff have reviewed the program record on Kualu KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.
- The program faculty/staff have reviewed the program record on Kualu KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.
- Kualu KSCM: <https://hawaii.kualu.co/cm/#/courses>

*If the program's information on Kualu KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Kualu.*

## Program Learning Outcomes (PLOs)

List the Program Learning Outcomes (PLOs) as recorded on Kualu KSCM.

- PLO1: Understand and utilize math computations, formulas, and measurements required in the carpentry field. (Carpentry)**
- PLO2: Understand the properties of wood, its sustainability and how it dictates the fundamental principles and procedures involved in carpentry. (Carpentry)**
- PLO3: Demonstrate safe practices concerning, personal safety, hand and power tool usage, and all aspects of fabrication/construction. (Carpentry)**
- PLO4: Use appropriate tools, materials/fasteners and current building technology to complete projects. (Carpentry)**
- PLO5: Practice good work ethics and quality workmanship with regard to industry standards. (Carpentry)**
- PLO6: Construct projects by interpreting drawings, applying building code requirements where applicable. (Carpentry)**
- PLO7: Synthesize principles, procedures and objectives using critical thinking, appropriate materials, tools/equipment and procedures to construct a residential dwelling. (Carpentry)**
- PLO8: Demonstrate awareness of environmental and cultural impacts at the community and global level during planning and construction phases. (Carpentry)**

**Discuss the program's successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).**

**Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.**

The Carpentry Program these past three years have been fortunate in having a full enrollment every Fall semester. Granted there are still a few students whose math skills aren't up to par with what the program requires but still manages to enroll into the program. Regardless of their low math skills, the instructors have used other methods to which the student can still solve the math computations, mainly utilizing the applied method using the tape rule as an instrument to do additions, subtractions, and division. This in turn helps build up the students' confidence and self-esteem.

During the four semester the students are with the program, they are taught the fundamental principles involved in Carpentry, by identifying the various wood materials utilized in construction. How to identify safety hazards when utilizing power or hand tools, making use their PPE (Personal Protective Equipment) are used during the construction phase. Trying to teach work ethics is one of the most difficult things to teach if the student hasn't been brought up with it! We try to constantly remind them of the reason why they're in the program. That after all is done they will realize why we keep on challenging them to complete a project. They have to like what they're learning!

Working with DHHL, we are in constant contact with the community, so we notify the students that that they represent the college, so they have to respect the aina and keep the construction site clear of rubbish and construction debris at all times.

During the two years that the students are in the program, all of the PLO's are touched on one time or another. There are a few challenges, but the instructor have managed to improvise when the situation arises. By the end of the two years, the students would have accomplished what many individuals

## Course Learning Outcomes (CLOs)

**List all program courses (alpha/#/title) that were assessed during the 3-year review period.**

Carp 050 – Basic Carpentry I

Carp 051 - Basic Carpentry II

Carp 057 – Framing & Exterior Finish

Carp 060 - Finishing

**Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students' achievement of Course Learning Outcomes (CLOs).**

**Describe how the program's faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students' learning of implementing those improvements.**

All the assessments that were conducted during the three year period which covered Carp 050, Basic Carpentry I, Carp 051, Basic Carpentry II, Carp 057, Framing & Exterior Finish and Carp 060, Finishing were all within the proficiency level of 85% as per industry standards.

CLO's that were assessed were;

CLO1 Demonstrate math skills used in construction projects

CLO2 Identify different building materials and fasteners

CLO3 Distinguish between building materials and fasteners

CLO4 Use sustainable methods when possible

CLO5 Demonstrate general and personal safety practices when using power tool in the construction Of the Model Home.

CLO6 Practice good work ethics

CLO7 Practice quality workmanship within industry standard guidelines

CLO8 Interpret construction plans when constructing the Model Home

CLO9 Applying building codes when constructing the Model Home

- Utilizing the assessment results from the Assessors, instructor changed his instructional methods slightly to answer the assessor's recommendation, resulting in a 100% Proficient rating.
- Based on the assessors comment on the presentation of the subject matter, instructor modified his presentation by presenting to the students a variety of presentation methods to get the students involved and wanting more.
- Update lab tasks and practice assignments so students get to understand what the task consist of.

- More emphasis will be directed towards the importance of safety within the shop and on the job site which will also enhance with the actual videos/photos of industrial accidents. The value of having and taking care of their individual PPE (Personal Protective Equipment).

**PART II: RESOURCES INVENTORY**

**Describe and discuss the program’s current resources and resource needs.**

<b>Describe the status of the following faculty/staff program resources:</b>	
<p><b>Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).</b></p>	<ul style="list-style-type: none"> <li>• UHH Library is an excellent resource for the students to research for information.</li> <li>• Tutoring is readily available for student who have difficulty with math, English.</li> <li>• Learning center is constantly utilized by my students, especially when they aren’t present for the day of the quiz. Hours of operation is acceptable.</li> </ul>
<p><b>Adequate Student Support Services (academic advising, counseling, career guidance).</b></p>	<ul style="list-style-type: none"> <li>• The college has excellent counselors who are accommodating and meets the needs of the students, whether for advising, counseling or career guidance.</li> </ul>
<p><b>Safe workplace.</b></p>	<ul style="list-style-type: none"> <li>• Overall, the campus has a good security personnel, but it would be helpful to install more security cameras in the back parking lots! Too many illegal activities and thefts.</li> </ul>

<p><b>Adequate and up-to-date computers and software (for program needs).</b></p>	<ul style="list-style-type: none"> <li>• The program has adequate up-to date computers and software, but it would be nice to have them up graded! But based on the financial situation of the University and State, we'll manage!</li> </ul>
<p><b>Adequate computer access to allow faculty to do their jobs.</b></p>	<p>I don't think access is the problem about doing our jobs! It's not having the luxury of having time to do all the other administrative requirement put on faculty. Highly recommend an administrative assistant be available for faculty who are constantly physically working at the jobsite.</p>
<p><b>Adequate training in computer technology (applications, operating systems, hardware, etc.).</b></p>	<p>All the training won't help in computer technology, if the individual doesn't have time to do it! The trades are over worked already!</p>
<p><b>Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).</b></p>	<p>As as above!</p>

<b>Adequate training in distance learning course development and management (Laulima, etc.).</b>	I agree, Laulima has been a blessing, it simplifies especially record keeping and it's accessible to the students.
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Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
A. Personnel	3	3	1
1) Positions (Functions)	2	2	0
2) Professional Development	N/A	N/A	N/A
B. Operating Resources	APT	None	APT
1) Supplies	Same	Same	0
2) Contracts	N/A	N/A	N/A
3) Equipment	Replacement backhoe Replacement flatbed truck with dump	A 1940 Case backhoe 1981 GMC flatbed truck	1 1
4) Space and Facilities	Adequate	Sufficient	0
C. Technology	Current	Sufficient	0
1) Hardware	Adequate	Sufficient	0

<b>2) Apps or Software</b>	<b>Updated software</b>	<b>Outdated</b>	<b>Managing with what we got</b>
<b>3) Tech Support</b>	<b>Excellent</b>	<b>Excellent</b>	<b>Maintain</b>
<b>4) Tech-related Professional Development</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>5) Tech labs / facilities</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

## PART III: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

**Provide a detailed narrative discussion of the program's overall 3-Year Action Plan to improve student success for AY18, AY19 and AY20. This 3-Year Action Plan should be based on analysis of the Program's 3-year data trends for student achievement and the overall results of course and program assessments of student learning conducted during the 3-year review period.**

**This 3-year Action Plan must identify the program's specific goals and objectives for the next three years, and must include annual benchmarks and timelines to achieve each goal.**

*Note: "Budget asks" to accomplish the program's Action Plan may be included in the Action Items below.*

Based on the assessments from the previous three years, the program's specific goal and objective has to deal with students been able to do mathematical computations dealing with carpentry related calculations. Current students are so technological advanced that they lack the basic mathematical skills required when working in the field!

The objectives of the program is to teach the students alternative methods of doing calculations without an iPhone or calculator, which based on industry feedback, isn't permitted when working in the field. Been able to utilize their basic tape rule, which is one of the required tools that the student has to have in their tool pouch is their calculator when doing measurements. They'll be able to utilize the applied method of doing calculations which will be taught to them in every semester.

Because every class that enters into the Carpentry Program varies from year to year, this will be a continuous specific goal and objective to obtain every year.

**Provide a detailed discussion of how the program's 3-year Action Plan will help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan:**

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

By fulfilling this goal and objective, it would help the students gain self-confidence and improve their mathematical skills which will greatly enhance the college's graduation initiative and innovation initiative.

By allowing the students to learn alternative methods, i.e. (applied method) instead of always relying on their calculators, students would have a greater appreciation of the tools that would also help them when constructing the Hawai'i community College's Model Home for the Department of Hawaiian Home Lands.

**ACTION ITEMS to ACCOMPLISH the ACTION PLAN**

**Provide a detailed description and discussion of each Action Item that the program will undertake to accomplish its 3-Year Action Plan.**

**Action Item 1:**

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

The program will implement hands-on exercises during the course of the all the semesters until they are proficient in utilizing this alternative method.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?**

The PLO’s that will be tied to are;

PLO1 Understanding and utilize math computations, formulas, and measurements required in the carpentry field.

PLO4 Use appropriate tools, materials/fasteners and current building technology to complete projects.

PLO5 Practice good work ethics and quality workmanship with regards to industry standards.

PLO7 Synthesize principles, procedures and objectives using critical thinking, appropriate materials, tools/equipment and procedures to construct a residential dwelling.

- **Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.***
- **Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.**
- **Include the total cost and timeline for purchase or re-allocation.**

N/A

**Action Item 2:**

- What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

N/A

- How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?

N/A

- **Budget & Resource Asks:** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*
- Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.
- Include the total cost and timeline for purchase or re-allocation.

N/A

**Action Item 3:**

- What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

N/A

- How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?

N/A

- ***Budget & Resource Asks:*** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*
- Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.
- Include the total cost and timeline for purchase or re-allocation.

N/A

**BUDGET & RESOURCE ASKS**

For each budget-or-resource-ask detailed in the Action Items above, answer the following questions:

What are the implications or consequences for the program if this request is not funded?

N/A

<b>How can the program build, create, or develop the needed resources within its existing capacity?</b>	N/A
<b>Can other resources be repurposed to accommodate this need?</b>	N/A
<b>Are there other sources to fund this need, such as grants, community partnerships, etc.?</b>	N/A
<b>Can this need be deferred? If so, for how long? What are the consequences if deferred?</b>	N/A

# Hawaii Community College

## 2015 Instructional Annual Report of Program Data

### Carpentry Technology

#### Part I: Program Quantitative Indicators

### Overall Program Health: **Healthy**

Majors Included: CARP Program CIP: 46.0201

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	375	250	248	<b>Healthy</b>
2	*New & Replacement Positions (County Prorated)	36	24	27	
3	*Number of Majors	46	37	35	
3a	Number of Majors Native Hawaiian	15	17	19	
3b	Fall Full-Time	75%	85%	78%	
3c	Fall Part-Time	25%	15%	22%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	79%	85%	79%	
3f	Spring Part-Time	21%	15%	21%	
3g	Spring Part-Time who are Full-Time in System	2%	0%	0%	
4	SSH Program Majors in Program Classes	672	747	666	
5	SSH Non-Majors in Program Classes	0	0	0	
6	SSH in All Program Classes	672	747	666	
7	FTE Enrollment in Program Classes	22	25	22	
8	Total Number of Classes Taught	5	7	7	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	14.4	14.7	12.7	<b>Healthy</b>
10	*Fill Rate	90%	85.8%	74.1%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	22.7	18.5	17.5	
13	Majors to Analytic FTE Faculty	25.6	18.5	17.5	
13a	Analytic FTE Faculty	1.8	2	2	
14	Overall Program Budget Allocation	\$204,864	\$234,003	Not Reported	
14a	General Funded Budget Allocation	\$190,983	\$218,397	Not Reported	
14b	Special/Federal Budget Allocation	\$0	\$0	Not Reported	
14c	Tuition and Fees	\$5,672	\$15,539	Not Reported	
15	Cost per SSH	\$305	\$313	Not Reported	
16	Number of Low-Enrolled (<10) Classes	0	0	0	

\*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	94%	85%	92%	<b>Healthy</b>
18	Withdrawals (Grade = W)	1	0	0	
19	*Persistence Fall to Spring	82.9%	77.5%	83.7%	

19a	Persistence Fall to Fall	48.6%	37.5%	52.9%
20	*Unduplicated Degrees/Certificates Awarded	14	14	10
20a	Degrees Awarded	11	11	3
20b	Certificates of Achievement Awarded	8	8	7
20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	0	0	0
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported
22	Transfers to UH 4-yr	0	2	1
22a	Transfers with credential from program	0	1	0
22b	Transfers without credential from program	0	1	1

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	93.33	Met
30	2P1 Completion	47.00	86.67	Met
31	3P1 Student Retention or Transfer	75.21	87.50	Met
32	4P1 Student Placement	68.92	68.75	Not Met
33	5P1 Nontraditional Participation	17.50	2.78	Not Met
34	5P2 Nontraditional Completion	16.00	0.00	Not Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	19	19	10
36	Number of Degrees and Certificates Native Hawaiian	8	7	5
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	28	23	23
39	Number of Transfers to UH 4-yr	0	2	1

\*Data element used in health call calculation

Last Updated: October 7, 2015

# Hawaii Community College

## 2016 Instructional Annual Report of Program Data

### Carpentry Technology

#### Part I: Program Quantitative Indicators

### Overall Program Health: **Cautionary**

Majors Included: CARP Program CIP: 46.0201

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	250	248	183	<b>Unhealthy</b>
2	*New & Replacement Positions (County Prorated)	24	27	14	
3	*Number of Majors	37	35	34	
3a	Number of Majors Native Hawaiian	17	19	20	
3b	Fall Full-Time	85%	78%	88%	
3c	Fall Part-Time	15%	22%	12%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	85%	79%	82%	
3f	Spring Part-Time	15%	21%	18%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	747	666	741	
5	SSH Non-Majors in Program Classes	0	0	0	
6	SSH in All Program Classes	747	666	741	
7	FTE Enrollment in Program Classes	25	22	25	
8	Total Number of Classes Taught	7	7	7	

Efficiency Indicators		Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	14.7	12.7	13.9	<b>Healthy</b>
10	*Fill Rate	85.8%	74.1%	80.8%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	18.5	17.5	17	
13	Majors to Analytic FTE Faculty	18.5	17.5	17	
13a	Analytic FTE Faculty	2	2	2	
14	Overall Program Budget Allocation	\$234,003	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	\$218,397	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	\$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	\$15,539	Not Reported	Not Yet Reported	
15	Cost per SSH	\$313	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	0	0	0	

\*Data element used in health call calculation

Last Updated: January 18, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	85%	92%	100%	<b>Healthy</b>
18	Withdrawals (Grade = W)	0	0	0	
19	*Persistence Fall to Spring	77.5%	83.7%	94.1%	
19a	Persistence Fall to Fall	37.5%	52.9%	60.7%	
20	*Unduplicated Degrees/Certificates Awarded	14	10	14	
20a	Degrees Awarded	11	3	7	
20b	Certificates of Achievement Awarded	8	7	13	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	2	1	0	
22a	Transfers with credential from program	1	0	0	
22b	Transfers without credential from program	1	1	0	

Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	90.91	Not Met
30	2P1 Completion	50.30	72.73	Met
31	3P1 Student Retention or Transfer	76.72	84.21	Met
32	4P1 Student Placement	69.00	53.33	Not Met
33	5P1 Nontraditional Participation	19.69	0.00	Not Met
34	5P2 Nontraditional Completion	19.36	0.00	Not Met

Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	19	10	20
36	Number of Degrees and Certificates Native Hawaiian	7	5	10
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	23	23	21
39	Number of Transfers to UH 4-yr	2	1	0

\*Data element used in health call calculation

Last Updated: January 18, 2017

# Hawaii Community College

## 2017 Instructional Annual Report of Program Data

### Carpentry Technology

#### Part I: Program Quantitative Indicators

### Overall Program Health: **Healthy**

Majors Included: CARP Program CIP: 46.0201

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	248	183	232	<b>Healthy</b>
2	*New & Replacement Positions (County Prorated)	27	14	15	
3	Number of Majors	35	34	38	
3a	Number of Majors Native Hawaiian	19	20	19	
3b	Fall Full-Time	78%	88%	86%	
3c	Fall Part-Time	22%	12%	14%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	79%	82%	90%	
3f	Spring Part-Time	21%	18%	10%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	666	741	840	
5	SSH Non-Majors in Program Classes	0	0	0	
6	SSH in All Program Classes	666	741	840	
7	FTE Enrollment in Program Classes	22	25	28	
8	Total Number of Classes Taught	7	7	7	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	12.7	13.9	16.3	<b>Healthy</b>
10	*Fill Rate	74.1%	80.8%	95%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	17.5	17	18.7	
13	Majors to Analytic FTE Faculty	17.5	17	18.8	
13a	Analytic FTE Faculty	2	2	2	
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	\$195,692	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	\$170,658	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	\$0	
14c	Tuition and Fees	Not Reported	Not Yet Reported	\$15,120	
15	Cost per SSH	Not Reported	Not Yet Reported	\$233	
16	Number of Low-Enrolled (<10) Classes	0	0	0	

\*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	92%	100%	99%	<b>Cautionary</b>
18	Withdrawals (Grade = W)	0	0	1	
19	*Persistence Fall to Spring	83.7%	94.1%	94.5%	
19a	Persistence Fall to Fall	52.9%	60.7%	54.5%	
20	*Unduplicated Degrees/Certificates Awarded	10	14	12	
20a	Degrees Awarded	3	7	4	
20b	Certificates of Achievement Awarded	7	13	11	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	1	0	1	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	1	0	1	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	100.00	Met
30	2P1 Completion	51.00	84.62	Met
31	3P1 Student Retention or Transfer	81.00	56.67	Not Met
32	4P1 Student Placement	63.87	72.73	Met
33	5P1 Nontraditional Participation	22.00	3.13	Not Met
34	5P2 Nontraditional Completion	22.00	0.00	Not Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	10	20	15
36	Number of Degrees and Certificates Native Hawaiian	5	10	11
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients <sup>1</sup>	23	21	11
39	Number of Transfers to UH 4-yr	1	0	1

\*Data element used in health call calculation

Last Updated: October 29, 2017

<sup>1</sup>PY 16-17; Pell recipients graduates not majors