# HAWAI'I COMMUNITY COLLEGE
# PROGRAM ANNUAL REVIEW (APR)

# CARPENTRY

**Date  NOV 17TH**

**Review Period**
**July 1, 2016 to June 30, 2017**

Initiator: Harold Fujii
Writer(s): Darryl Vierra, Gene Harada

*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 and Institutional 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 1: PROGRAM DATA AND ACTIVITIES

**Program Description** (required by UH System)

| | |
|---|---|
| Provide the short 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. |

**Comprehensive Review information** (required by UH System)

| | |
|---|---|
| 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 | 2014 |
| URL | http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_carp_comprehensive_program_review.pdf |
| Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.<br><br>Discuss any significant changes to the program that were aligned with those recommendations but are | 20% REVIEW NEEDS TO COMPLETED!<br>Goals need to be more specific<br>More outreach for non-persisters (fall to spring)<br><br><br>20% review has been completed as of 03/21/17<br>Program identified appropriate goals<br>Program faculty have been reaching out! |

| not discussed elsewhere in this report. | |
| --- | --- |

**ARPD Data: Analysis of Quantitative Indicators**  (required by UH System)

**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**==
==**and submit with this Annual Program Review (APR).**==

a) **If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; 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 the APR in digital form (WORD or PDF), attach a PDF copy of the data tables 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 review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories: | |
| --- | --- |
| Demand | Program faculty knows that available jobs for our students are greater than 15 shown on line 2. Number of majors seems correct Annually the program conducts a survey of graduated students to follow up on their status on their job status. |
| Efficiency | Happy to see our fill rate has increased and we agree with the health call! |
| Effectiveness | We disapprove of the health call of cautionary. It's not unusual for the program's enrollment to decrease from semester to semester. Some are due to financial obligations, not been qualified for financial aid, personal reasons, etc.  We as a program will continue to make it aware to the students the availability of programs that are available and also direct them to counselors for personal guidance. We graduated 12 of 14 students and have persistence of 94.5% |

| | |
|---|---|
| Overall Health | Overall health is healthy and we agree. |
| Distance Education | N/A |
| Perkins Core Indicators (if applicable) | **3P1** 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 to exposed to and lack of self-confidence.  Other issues are due to employment or personal issues and varying life priorities.  Instrucors make themselves available to the students for consultation or to recommend individuals who may assist the students with their various situations.<br><br>**5P1 and 5P2** 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. |
| Performance Funding Indicators (if applicable) | N/A |
| | |
| 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 but are not discussed above. | Our program has constantly been fully enrolled due to "word of mouth" and the Annual Model Home project through which the students have an opportunity to engage in the actual construction of a home for the Department of Hawaiian Home Lands, the only college in the state of Hawaii! |
|---|---|

## PROGRAM ACTIVITIES

**Report and discuss all major actions and activities that occurred in the program during the 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 did 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.

- During the 2016 academic year, the Hawaii Community College celebrated the 50 years of Model Homes.
- It was agreed at the PCC meeting, held at Kauai Community College on September 23, 2016, that due to the Carpentry courses between HawCC and other schools are distinctly different, HawCC would change all Carpentry course numbers and titles to reflect this distinction.
- Due to the increased administrative paper work put upon the faculty, it has hampered the ability of the instructors to effectively teach the students.

## PROGRAM WEBSITE

Has the program recently reviewed its website?  Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

☐ Program faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

☒ Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner. **Submitted on 10/18/17**

> <mark>Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at</mark>
> http://hawaii.hawaii.edu/web-developer

# PART 2: PROGRAM ACTION PLAN

**AY17-18 ACTION PLAN**

| |
|---|
| **Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.** <br> **This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.** |
| **No assessment was conducted during AY 2016-2017 due to the oversight of the instructor. The assessment is scheduled to be conducted this Fall 17.** <br><br> **The program's action plan is to bring in a lecturer to shadow Mr. Harada in the event he decides to retire within 2 years! One method would be to have a qualified individual who has the work and teaching experience. Understands the program's and the colleges mission.** |

**ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

| |
|---|
| **For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.** <br> **For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).** |
| **Action Item 1:** |

**Assessment was rescheduled to be conducted during the Fall 18 semester. Presenting updated methods of residential construction based on industry standard will be interjected into the lesson. This information will give the students information on what is currently utilized in the industry!**

**Action Item 2:**

**The desirable qualifications that is currently utilized to find qualified candidates may have to be <span style="color:red">reviewed</span> to be suited to the attitude of the new generation! Basics of Carpentry and techniques haven't changed, but the thinking of the new generation has! We will vigorously continue to seek interested individuals who will meet the criteria for the Carpentry Instructor's position! Luckily, there is always a handful of individuals that are focused and determined to learn as much as possible while they are here for the two years!**

## RESOURCE IMPLICATIONS

*NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.*

**Provide a brief statement about any implications of or challenges due to the program's current operating resources.**

N/A

## BUDGET ASKS

| For budget ask in the allowed categories (see above): | |
|---|---|
| Describe the needed item(s) in detail. | |

| | N/A |
|---|---|
| Include estimated cost(s) and timeline(s) for procurement. | |
| Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions:<br><br>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf | |

## PART 3: LEARNING OUTCOMES ASSESSMENTS

**For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.**

**Evidence of Industry Validation and Participation in Assessment (<mark>for CTE programs only</mark>)**
Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).
<mark>Please attach copy of industry validation for the year under review.</mark>

**Courses Assessed**

| List all program courses assessed during AY16-17, including Initial and "Closing the Loop" assessments. | | | |
|---|---|---|---|
| **Assessed Course Alpha, No., & Title** | **Semester assessed** | **CLOs assessed (CLO#s)** | **PLO alignment (PLO#s)** |
| | | No assessment scheduled for 16-17 | |

| | | due to lapse in judgement by the instructor, and no assessment was conducted. It has been rescheduled for Fall 2017. | |
|---|---|---|---|
| **"Closing the Loop" Assessed Course Alpha, No., & Title** | **Semester assessed** | **CLOs assessed (CLO#s)** | **PLO alignment (PLO#s)** |
| | | N/A | |

**Assessment Strategies**

> **For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:**
> - a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);
> - a description of <u>how student artefacts were selected for assessment</u> (e.g., the assessment included summative assignments from all students in the course, <u>OR</u> a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
> - a brief discussion of the <u>assessment rubric/scoring guide</u> and the criteria/categories and standards used in the assessment.

**Course Alpha/#:**

**N/A**

**Expected Levels of Achievement**

> **For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.**
>
> *Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."*
>
> *Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."*

| **Assessed Course Alpha, No., & Title** | **Assessed CLO#** | **Standard for Success** | **% of Students Expected to Meet Standard** |
|---|---|---|---|
| | | | |

**Results of Course Assessments**

| For each course assessed in AY16-17 listed above, provide: |
| --- |
| • **a statement of the quantitative results;** |
| • **a brief narrative analysis of those results.** |

**Course Alpha/#:**

 

**Other Comments**

**Include any additional information that will help clarify the program's course assessment results, successes and challenges.**

 

**Discuss, if relevant, a summary of student survey results, CCSSE, <mark>e-CAFE,</mark> graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.**

**E-café**;

Mr. Harada taught the class very efficient and fun at the same time. Activities are very challenging yet it stick to you.

Everything that we have learned and done so far has been very intriguing to me. From learning about concrete footings and foundations to actually pouring the drive way for the 50th model home project. I also like going over power points to learn new things then going outside to do what we learned.

How do you improve a master builder and instructor who has worked here for 25 + years? At this point I believe, the man does all his own "Self Improvement" having someone like me offer up something to him is like, my dog bringing me a bowl of water. He is perfect the way he is. Don't fix it, if it's not broken.

More instructors could learn much about the art of teaching. Teaching is an endeavor, a goal that concentrates on the journey. With him in the lead I feel confident about any task I am given. 5 Star Rating!

**Facebook**

Anthony Wise Mr Gene Harada I would like to give back to program I have learned many skills that have branched from the program I would like to teach the students about rain gutters! Just want to give back everything covered by 808gutters my company! Lmk thanks

**Carpentry Program Advisory Council Minutes 02/19/16**

Lehre Vidal (second year Carpentry student) shared his personal experiences in the Carpentry program including the most challenging and most rewarding.  He works for a subcontractor and realizes that everything the instructors' told him is true.

Craig Takamine of Takamine  Construction, hired several of our former students and he stated they are good workers.  He thanked the instructors for putting out qualified workers and individuals.  Some are building their own homes.

Sharon Sakamoto, Project Engineer for Isemoto Contracting stated that one of the former student from our program got his contractor's license.

**Next Steps – ASSESSMENT ACTION PLAN for AY17-18**

**Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.**
Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

**Fall 17:  Carp 50 CTL and Carp 57 CTL**
**Spring 18:  Carp 60 CTL**

# PART 4: ADDITIONAL DATA

**Cost Per SSH** <mark>(to be provided by Admin)</mark>
 **Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

General Funds          = $_____
Federal Funds          = $_____
Other Funds            = $_____
Tuition and Fees       = $_____

**External Data***

If your program utilizes external licensures, enter:

Number sitting for an exam     _____
Number passed                _____

<mark>*This section applies to NURS only.</mark>

# 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 | |
| 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% | Healthy |
| 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 | |
| 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 | Healthy |
| 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% | |
| 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 | Cautionary |
| 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[1] | 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**

[1]PY 16-17; Pell recipients graduates not majors