

**Hawai'i COMMUNITY COLLEGE  
ANNUAL PROGRAM REVIEW (APR)**

**CARPENTRY**

**Date January 18<sup>th</sup>, 2019**

**Review Period  
July 1, 2017 to June 30, 2018**

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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)

<p>Provide the short description as listed in the current catalog.</p>	<p>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.</p>
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### Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a></p>	
<p>Year</p>	<p>2017</p>
<p>URL</p>	<p><a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2017%20CARP%20CPR%20Final.%20approved%20to%20post%202018-07-24.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2017%20CARP%20CPR%20Final.%20approved%20to%20post%202018-07-24.pdf</a></p>
<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><u>SUMMARY OF CERC’S EVALUATION:</u></p> <ol style="list-style-type: none"> <li>1. <i>CERC has recommended that the program address CERC’s comments in the annual review.</i></li> </ol> <p>The Carpentry program will make a point of reviewing CERC’s comments and commenting on those comments as well as asking a peer to proofread the reviews so that there are no missing parts such as the URL.</p> <ol style="list-style-type: none"> <li>2. <i>The writers needed to elaborate and provide more details in this section. For example, what courses were reviewed to fulfill the 20% course review requirement.</i></li> </ol>

The Carpentry program will make an effort to be more elaborate and provide more details when writing future reviews so that the reader has a clear understanding of the courses that were reviewed.

- 3. The program could have mentioned the significant change in personnel during this review period.*

Significant changes in personnel impact the program, as did Joel Tanabe's retirement. In the future the program will record retirements or loss of personnel as well as any new hires as well as the immediate repercussions for the gain or loss of employees to the program the students and staff as well.

- 4. In regards to the Demand Indicator, the CERC recommends the program provide more hard data by keeping track of graduates and where they are employed.*

The instructors have an employment log consisting of the most recent graduates. The instructors both agree that tracking the students after graduation in the future will provide accurate data regarding employment after graduation. The list or "log" will be included in this report and future reports so that the reader can see the numbers more clearly, and more details will be added to the list such as names and locations of employers.

- 5. This section lacks discussion on challenges or obstacles the program faced and what the program did to address the challenges.*

The upcoming annual and comprehensive reviews will list the challenges and obstacle that arose with the model home project and how they were addressed as was done in this program review.

- 6. The writers need to provide better explanations and information on needed resources. For example, besides program review and assessment reports, which are both a part of faculty responsibilities and tools to improve and/or*

*innovate your program, what other administrative requirements are placed upon faculty? How would an administrative assistant support the program and students?*

APTs are able to assist in most areas, such as meetings, trainings, Perkins Grants to be written, new software being used and upgraded for Lualaba, Kualoa, and Star, professional development, budget, research for tools and equipment, as well as trends in building and building materials for the model home, assistance with student evaluations, time set aside and assistance for maintenance on tools, safety and title IX assistance in the shop now that there are more non-traditional students, alignments of new ILOs and other similar changes, outreach to industry, and tracking students success. These are all areas that the instructors cannot execute with 100% efficiency or accuracy. With the help of an APT, the efficiency and accuracy of these endeavors would increase, and the instructors would have more time for students.

*7. The writers need to provide a stronger description of how the program aligns with the strategic plan. For example, how does the program align with the Hawai'i Graduate Initiatives*

The Program Instructors will make time to discuss how the program aligns with the strategic plans during the school year and upon writing the annual and comprehensive reviews and include these in the reviews in the future.

*8. In this section, the writers needed to include the request for the APT position and the Backhoe & Truck mentioned in a previous section, along with implications or consequences for the program if these requests are not funded.*

In the budget requests, last year's reviews did not include the APT position and the Backhoe in the budget section. This was overlooked after requesting these previously in the Resources and Allocations section of the review. In order to avoid these kinds of errors in upcoming reviews, the instructors will take more time for proofreading in

the future as mentioned above, as well as finding a colleague to proofread the reviews, such as English Instructor, faculty member, or an APT from another program.

COMMENDATIONS:

1. *CERC commends the program for completing the 50th Model Home.*
2. *CERC acknowledges the strength of the program in which the instructors work collaboratively with Hawai'i CC and UH-Hilo, to provide students with paid, carpentry-related work on both campuses during the summer.*
3. *CERC commends the program for actively recruiting nontraditional students to enter and complete the program.*
4. *CERC commends the program for attaining a 46% Native Hawaiian graduate rate (12 of 26 graduates were Native Hawaiian).*
5. *CERC commends the program for raising the rigor of the Certificate of Achievement to meet industry standards for entry-level workers.*

The program will continue to set the rigor at a level that meets the entry-level industry standards and will continue to communicate with industry in order to keep track of changes and trends in industry so that the curriculum reflects those needs and to make sure that the rigor is sufficient in order for our graduates to do well in the work place upon graduation.

6. *The program clearly demonstrated how they align with ILOs #1, #2 and #3.*
7. *CERC commends the program for imbedding hands-on mathematical skills within the Carpentry courses.*
8. *CERC recommends the Carpentry instructors work closely with the QM 120T instructor to ensure the mathematical skills students learn are directly applicable for the Carpentry program.*
9. *CERC commends the program for receiving a Healthy call for Efficiency. The Efficiency Indicators increased in all areas over the review period.*

	<p><i>10. The program acknowledges that the Efficiency Indicator is Healthy and although the numbers do fluctuate, and in the AY 17-18, the numbers slightly decreased, the program is still “Healthy.”</i></p> <p><i>11. CERC commends and concurs with the Overall Healthy call.</i></p> <p>The program instructors both agree that the Overall call for the program, which is “Healthy,” is accurate and disclosure will be made if the instructors disagree with the overall health call in the future.</p>
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**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).**

<b>Analyze the program’s ARPD data for the review period.</b>	
Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:	
Demand	<p><b>HEALTHY</b></p> <p>Available jobs are 117 as shown on line 2.  The number of majors is correct, 35, line 3.  The CIP codes are 46.0201, 47-2031 – Carpenters,  47-1011 – First Line Supervisors of Construction Trades and Extraction Workers,  47-3012 – Helpers.</p> <p>Annually the program conducts a survey of graduated students to follow up on their employment status.</p> <p>In tracking our previous graduates of Fall 2017 and SP 2018, we found that there are 10 out of 14 students in carpentry. Three students are in unrelated fields, merchandising, a Boiler Operator, and one student serving in the United States Army, and one student is in a related field as a draftsman. Our investigation shows there are ample job opportunities for our students. Our Demand indicator is Healthy.</p>

Efficiency	<p><b>HEALTHY</b></p> <p>The program is healthy and there was a fill rate of 81.7% for the AY 17-18. We forecast that the enrollment will continue to be high and our fill rate will stay above 75%.</p> <p>*Majors to FTE BOR Appointed Faculty is 17, so per the rubric the program is healthy (15-35).</p>
Effectiveness	<p><b>HEALTHY</b></p> <p>The program is pleased to report a healthy demand indicator for AY 17-18 with a completion rate of 96% with 15 degrees/certificates awarded. The program awarded its highest numbers of Certificate of Achievements this past program year out of the last three years, see line 20.</p>
Overall Health	<p><b>HEALTHY</b></p> <p>Overall healthy is healthy and we are confident in maintaining this status.</p>
Distance Education	N/A
Perkins Core Indicators (if applicable)	<p><b>1P1</b> Technical Skills Attainment is ‘Not Met’ with a 92.86 score out of a goal of 92.92. The scores are very close, and the instructors feel that this is a victory and that the .06 is not enough to thwart the optimism of success for this indicator.</p> <p><b>2P1</b> Completion was met with a goal of 51.51 and an actual score of 71.43.</p> <p><b>3P1</b> Student Retention has been improving. Currently the program’s score is 80, the goal was 81.81.</p> <p>Student retention has historically been inconsistent from semester to semester. Some of the most common causes are due to a lack of interest in the subject matter, students not realizing the complexity of learning the trade, students not having been exposed to weather conditions as a worker has to, and lack of self-confidence. Other issues may be due to employment or personal issues and varying life priorities. Instructors make themselves available to the students for consultation in any effort to recommend individuals who may assist the students with their various situations.</p> <p><b>4P1</b> Student Placement is advancing with 11 out of 14 (85%) of the AY 17-18 graduating students currently in Carpentry or Carpentry Related Fields. In this regard, we do not agree with the ‘Not Met’ technical status of this indicator. The three students not in the carpentry field are employed, one is in the military and one is Boiler Operator, and one is in merchandising.</p>

	<p><b>5P1 and 5P2</b> Nontraditional Participation and Completion is a challenging indicator to meet. Though nontraditional student enrollment numbers may be relative to the industry's and society's acceptance, the program supports and will continue to support nontraditional recruitment, participation, and completion. The program tries to recruit this sector by participating annually, in the Career Opportunities Expo, gaining more exposure in the intermediate and high schools when opportunities arise such as HawCC Day, and to promote the Construction Academy Program in the high schools.</p>
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.	<p>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 to do this.</p>

**PROGRAM ACTIVITIES**

<p><b>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.</b></p> <p>For example, discuss:</p> <ul style="list-style-type: none"> <li>• Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;</li> <li>• New certificates/degrees;</li> <li>• Personnel and/or position additions and/or losses;</li> <li>• Other changes to the program's operations or services to students.</li> </ul>
<ul style="list-style-type: none"> <li>• During the 2016 academic year, the Hawaii Community College celebrated the 50 years of Model Homes.</li> <li>• Due to the increased administrative paper work put upon the faculty, it has hampered the ability of the instructors to effectively teach the students.</li> </ul>



- The program is currently thinking about the possible retirement of one of the faculty members, and considering the possibility of changing the desirable qualifications because of a new era of students.
- The program is optimistic that the approval of an APT will be in the near future which will alleviate some of the stresses and allow the instructors more time to focus on teaching.

**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.

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

**PART 2: PROGRAM ACTION PLAN**

**AY18-19 ACTION PLAN**

**Provide a detailed narrative discussion of the program’s overall action plan for AY18-19, based on analysis of the Program’s AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period. This Action Plan should identify the program’s specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.**

One assessment was conducted during AY 2017-2018, CARP 50, closing the loop. There are assessments that are scheduled to be conducted next Fall 18. The program hopes to be caught up with assessments by the end of AY 19-20.

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 and understands the program's mission and the college's mission. The program would like to have someone for the AY 18-19, and if not, will continue to look for someone.

### **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.**

**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 standards will be integrated into the lessons and the assessments. This information will provide the students with current industry standard materials. Assessments will be revised to include this information.

#### **Action Item 2:**

The desirable qualifications that are currently utilized to find experienced candidates for the Carpentry program's instructor position, may have to be reviewed so that they are 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. The program instructors want to bring in a lecturer to shadow Mr. Harada in the event he decides to retire within two years. One method would be to have a qualified individual who has the work and teaching experience and understands the program's mission and the college's mission.

### **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.*

## BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	The program does not have any budget requests.
Include estimated cost(s) and timeline(s) for procurement.	N/A
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> :  <a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a>	N/A

## 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 AY17-18.**

### **Evidence of Industry Validation and Participation in Assessment (for CTE programs only)**

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).

**Please attach copy of industry validation for the year under review.**

### **Courses Assessed**

<b>List all program courses assessed during AY17-18, including Initial and "Closing the Loop" assessments.</b>			
<b>Assessed Course Alpha, No., &amp; Title</b>	<b>Semester assessed</b>	<b>CLOs assessed (CLO#s)</b>	<b>PLO alignment (PLO#s)</b>

N/A	N/A	N/A	N/A
<b>“Closing the Loop” Assessed Course Alpha, No., &amp; Title</b>	<b>Semester assessed</b>	<b>CLOs assessed (CLO#s)</b>	<b>PLO alignment (PLO#s)</b>
<b><u>CARP 50</u></b>  Basic Carpentry I	Fall 2017	CLO #1 CLO #2 CLO #3 CLO #4	PLO# 1 PLO# 2 PLO# 3 PLO# 2, 3

**Assessment Strategies**

**For each course assessed in AY17-18 listed above, provide a brief description of the assessment strategy, including:**

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artifacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR 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 assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

**Course Alpha/#:**

**CARP 50**

Basic Carpentry I

The instructor administered the same quiz to each of the 15 students. The Quiz had 11 multiple choice questions. The questions were based on the most important material covered over the 4 week course. The instructor’s goal was that every student would score 75% or better on the quiz. CLOs: 1,2,3,4

**Expected Levels of Achievement**

**For each course assessed in AY17-18 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."*

<b>Assessed Course Alpha, No., &amp; Title</b>	<b>Assessed CLO#</b>	<b>Standard for Success</b>	<b>% of Students Expected to Meet Standard</b>
<b>CARP 50 Basic Carpentry</b>	1,2,3,4	75% or better	100%

### **Results of Course Assessments**

**For each course assessed in AY17-18 listed above, provide:**

- a statement of the quantitative results;
- a brief narrative analysis of those results.

**Course Alpha/#: Carp 50, BASIC CARPENTRY I**

For the assessment, the instructor gave a pass/fail quiz to each of the 15 students. Passing was 75% or better. The results were that 73.33% of the students met, and 26.67% did not meet. There were 11 questions on the quiz. The instructor tallied the amount of students that answered each question correctly and made a table with the questions so that questions that the students had the most incorrect answers could be reviewed and the instructor could see where the students needed help.

### **Other Comments**

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

The instructors have been meeting with the assessment coordinator for help with assessments and scheduling of assessments. It is the goal of the instructors to follow the schedule and be on time with assessments.

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

#### **Fall 2017**

For the Carp 50 course, 2 out of 16 students took the survey. All the answers were positive. The students' comments were also all positive, with reference to the instructor being safe, communicative, organized, and the materials being appropriate.

For the Carp 51, Basic Carpentry II course, 2 out of 16 students took the survey, all answers were positive except three questions that had neutral responses. Those questions pertained to course activities, assignments and being well-prepared.

For the Carp 57, Framing and Exterior Finish course, 13 out of 14 students took the survey. All responses were also positive and answered “agree” or “strongly agree.”

### **Spring 2018**

For the Carp 55, Concrete Form Construction course, 12 out of 12 students took the survey and questions were answered with “agree” or “strongly agree” except for three questions that had a neutral answer. Those three questions pertained to course activities, assignments, and the instructor being well prepared. All the comments were positive and referred to the appreciation of knowledge that the instructor has as well as the course being fast-paced and that the students enjoyed hands-on projects.

For the Carp 60, Finishing course, 9 out of 13 students took the survey, all of the comments were positive except for two responses to “Assignments helped me learn about this subject,” and “the instructor used a variety of instructional techniques and method to present course material.” For these two responses, that reply was “neutral.”

The comments to this course positive with suggestions for more pneumatic tools and to have materials and tools ready before class, and to put a little more urgency in the class.

All comments are helpful, and instructors will consider different ways to approach these suggestions. One comment suggests building tables unique to the students’ designs. This would not work when teaching a class of 15 with the objective to teach entry-level standards while making sure that the students are safe and using tool appropriately. This suggestion is better for a more advanced type of carpentry, possibly leaning more towards art then industry standard carpentry skills, but the motivation is appreciated and the instructor will consider other smaller projects where the students can use their own designs.

The instructors realize that in some of the courses, there were only a few students that took the surveys. More time will be set aside so that students can finish the surveys and the instructors will make sure the students know how important the surveys are in helping to make the program successful.

### **Next Steps – ASSESSMENT ACTION PLAN for AY18-19**

**Describe the program’s intended next steps to improve student learning, based on the program’s overall AY17-18 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

The instructor will look into changing the assessment tool for the next sequenced course, CARP 51, to better take advantage of the learning in CARP 50. The assessment tool will reflect the previous skills and build on them with the new skills and objectives on the next assessment for CARP 51.

In the next initial assessment, the instructor will assess CLO 5 (CLO5: Construct pier boxes and picnic tables using hand tools and appropriate fasteners) by assessing the students work when building a picnic table. Although CLO 1 and 4 have already been assessed, they are part of this project as well.

*CLO1: Utilize math and geometry (reading the tape rule, fractions, conversions, ratios, formulas, right triangles) to calculate measurements and solve problems as it applies to the carpentry field*

*CLO4: Utilize safe practices whenever in the shop, as stated in the Carpentry program's Shop Safety Guidelines.*

## **PART 4: ADDITIONAL DATA**

### **Cost per SSH (to be provided by Admin)**

**Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

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

### **External Data\***

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If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_  
Number passed \_\_\_\_\_

**\*This section applies to NURS only.**