Carpentry

2020
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY *of* HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

1.   Program or Unit Description

Program or Unit Mission or Purpose Statement

      The Carpentry program allows students to participate in the "foundation-to-finish" experiences necessary to build a basic residential house while completing the required carpentry coursework. Students will graduate from the Carpentry program with the knowledge and experience necessary to begin employment at the entry level in the construction industry, or enter a four-year apprenticeship program. Credit may be given in the apprenticeship program for work completed at Hawai'i Community College.

What is the target student or service population?

      Without discrimination, the Carpentry Program targets any student interested in seeking the knowledge and skills needed to be employable in the Construction Industry.

2.   Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

<u>Demand Indicators:</u>   <u>HEALTHY</u>

#	Demand Indicators	2017 - 18	2018 - 19	2019 - 20	Demand Health
1.	New & Replacement Positions (State)	1254	1237	1231	
2.*	New & Replacement Positions (County Prorated)	149	145	137	
3.	Number of Majors	35	28	20	
3a.	Number of Majors Native Hawaiian	18	13	9	
3b.	Fall Full-Time	83%	96%	90%	
3c.	Fall Part-Time	17%	4%	10%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	91%	89%	80%	**Healthy**
3f.	Spring Part-Time	9%	11%	20%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	753	666	414	
5.	SSH Non-Majors in Program Classes	0	0	0	
6.	SSH in All Program Classes	753	666	414	
7.	FTE Enrollment in Program Classes	25	22	14	
8.	Total Number of Classes Taught	7	7	7	

- The Demand indicators are healthy due to the New & Replacement Positions per # of majors in the program.
- Within the construction industry, whether Carpenters Union or Private Contractors, there is high demand for skilled workers from the program.
- Annually, the program conducts a survey of graduated students to follow up on their employment status. In tracking our previous graduates from Spring 2020, we found that six are currently employed in the construction industry. One student sought further education by enrolling in the HawCC Diesel Mechanics program.

Efficiency Indicators: CAUTIONARY

#	Efficiency Indicators	2017 - 18	2018 - 19	2019 - 20
9.	Average Class Size	14	13	7
10.*	Fill Rate	81.7%	74.2%	43.3%
11.	FTE BOR Appointed Faculty	2	2	2
12.*	Majors to FTE BOR Appointed Faculty	17	14	10
13.	Majors to Analytic FTE Faculty	17	14	10
13a.	Analytic FTE Faculty	2	2	2
14.	Overall Program Expenditures	$178,981	$202,264	$192,947
14a.	General Funded Budget Allocation	$172,145	$174,784	$173,640
14b.	Special/Federal Budget Allocation	0	0	0
14c.	Tuition and Fees	$6,836	$27,480	$19,307
15.	Cost per SSH			
16.	Number of Low-Enrolled (<10) Classes	0	0	6

- Efficiency indicators are cautionary due to Average Class Size declining due to the lack of qualified applicants applying to the program.
- In an effort to increase enrollment and promote the Carpentry program, we will increase our effort to collaborate with the Construction Academy in various Hawai'i Island high schools. CARP would like to seek opportunities to create increased options for high school students to receive dual credits that apply toward the Carpentry CA and AAS degree.
- The Carpentry Program will collaborate with the intermediate and high school counselors and vigorously promote the importance of learning the basic skills, i.e., reading, writing and math, in order to obtain the skills of the trade.
- The Carpentry Program has a strong history of serving the Hawai'i Island community for nearly 80 years. Enrollment has traditionally been consistent and the demand for this program in regard to industry has remained high.

Effectiveness Indicators   CAUTIONARY

#	Effectiveness Indicators	2017 - 18	2018 - 19	2019 - 20	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	96%	96%	88%	
18.	Withdrawals (Grade = W)	4	3	1	
19.*	Persistence Fall to Spring	88%	86%	80%	
19a.	Persistence Fall to Fall	50%	50%	37%	
20.*	Unduplicated Degrees/Certificates Awarded	15	12	6	
20a.	Degrees Awarded	5	7	1	
20b.	Certificates of Achievement Awarded	14	12	6	Cautionary
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed [1]				
22.	Transfers to UH 4-yr	0	0	1	
22a.	Transfers with credential from program	0	0	0	
22b.	Transfers without credential from program	0	0	1	

   1   Campus to include in program analysis if applicable.

- Fill rate has declined from previous years due to an insufficient number of students registering for the program. The CARP program will continue to recruit perspective students from Construction Academy Program high schools as well as other local high schools.
- Persistence Fall to Spring shows a decline due to students accepting employment with contractors. There is high job opportunity across Hawai'i Island .
- Unduplicated Degrees/Certificates Awarded declined due to students applying for the CA due to cost of tuition without considering the value of a certificate or degree as to whether they would be employable. In reality, employability should be based on the skills that the students obtained after being in the program for the full two years.
- The Program will encourage students to pursue their degrees, which will help them in the future.

Perkins Indicators

#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Technical Skills Attainment	94.75	100	Met
30.	2P1 Completion	61	71.43	Met
31.	3P1 Student Retention or Transfer	86	75	Not Met
32.	4P1 Student Placement	66.75	58.82	Not Met
33.	5P1 Nontraditional Participation	23.75	3.23	Not Met
34.	5P2 Nontraditional Completion	23.25	0	Not Met

According to Perkins Indicators, the program has received 100% in regard to Technical skills attained. This is evidence of the effectiveness of the hands-on learning techniques practiced in the carpentry program.

•3P1 (not met) student retention or transfer some student were met with unavoidable situations that they had to discontinue the program. Some because of the rigors of the program decided to look at other opportunities with the college.
•4P1 (not met) Student Placement due to individuals being influenced by the military as an option.
•5P1 (not met) Nontraditional Participation. Historical we have been receiving non/traditional students register for the program, but not an abundance of students. We will try to recruit more nontraditional students!
•5P2 (not met) Nontraditional Completion. No nontraditional graduates this year. The program will continue to promote the trades to the non-traditional students when attending Career Fairs and when attending speaking engagements at the schools on Career Days. Explaining the benefits of obtaining the skills which may be utilized on a daily basis.

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

- There were no significant program or unit actions.
- When the construction industry was booming, the Carpenters Union and private industry were hiring any individual. Many high school graduates wanted to go to work right away, which affected the enrollment of potential students for the program.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

Upon successful completion, students are prepared to:

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

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7. Synthesize principles, procedures and objectives using critical thinking, appropriate materials, tools/equipment and procedures to construct a residential dwelling.
8. Demonstrate awareness of environmental and cultural impacts at the community and global level during planning and construction phases.

b) *Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.*
c) *Assessment Results.*
d) *Changes that have been made as a result of the assessment results.*

Due to unforeseen circumstances, assessment was not completed during the academic year for this report. CARP will make the assessment process a priority moving forward. This effort will also include the reorganization of our five-year assessment plan.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date.

Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit.
This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.
* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.
Specify how the action plan aligns with the College's Mission and Strategic Plan.
Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

1. Collaborate with the DOE counterparts when Career Days or Expos are conducted virtually or by Zoom to participate in providing valuable information to prospective students about how the program will take all the safety precautions based on the CDC guidelines to create a safe learning environment and still be able to have the students gain valuable life experiences to prepare them for their future.

2. We will continue to create an environment conducive to learning for non-traditional

students so the experience can be rewarding and enjoyable.

3. We will explore options that will aide in increased enrollment and degrees awarded. Some options are dual credit for high school students as well as OSHA and industry specific certifications while enrolled in the CARP program.

4. The Carpentry Program has a strong history of serving the Hawai'i Island community for nearly 80 years. Enrollment has traditionally been consistent and the demand for this program in regard to industry has remained high. The Hawaiian Homes Model Home construction project remains as one of Hawai'i Community College's most highlighted community initiatives. This project offers students valuable on-the-job training, while providing a valuable service to the community. Collaboration with other trade programs has been a priority for CARP. We will continue to pursue these partnerships to allow for multiple learning opportunities that benefit our Hawai'i island community. This directly aligns with the Mission statement and principles put forth by Hawai'i Community College of promoting lifelong learning and emphasizing the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

X I am NOT requesting additional resources for my program/unit.