

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I

HAWAI'I
COMMUNITY COLLEGE



July 1, 2021 through June 30, 2022

Carpentry Program - CARP

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1. Program or Unit Description

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. The program disseminates relevant information to prospective students in the Intermediate to High School levels that would give them an awareness of the opportunities that are available for them in attending the program. The program also gives emphasis to recruiting and education nontraditional students who are contemplating learning the carpentry trade.

2. Analysis of the Program/Unit

[UHCC Annual Report of Program Data \(VARPD\)](#)


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 ARPD 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). Provide an explanation of any significant changes to the program’s Quantitative Indicators or unit’s key performance measures in the year of this Review.

Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program. CTE programs must include an

analysis of Perkins Core indicators for which the program did not meet the performance level in the year of this Review.

Discuss significant program or unit actions and activities over the year of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22
1.	New & Replacement Positions (State)	925	920	918
2.*	New & Replacement Positions (County Prorated)	81	80	79
3.	Number of Majors 	20	21	25
3a.	Number of Majors Native Hawaiian	9	9	10
3b.	Fall Full-Time	90%	82%	88%
3c.	Fall Part-Time	10%	18%	13%
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%
3e.	Spring Full-Time	80%	75%	84%
3f.	Spring Part-Time	20%	25%	16%
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%
4.	SSH Program Majors in Program Classes	414	443	567
5.	SSH Non-Majors in Program Classes	0	0	0
6.	SSH in All Program Classes	414	443	567
7.	FTE Enrollment in Program Classes	14	15	19
8.	Total Number of Classes Taught	7	8	8

Demand Health	Healthy
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Demand indicators are “Healthy” based on the availability of job positions in the construction industry.


- The Demand indicators are healthy due to the New & Replacement Positions in the Construction Industry 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.
- Persistence from Fall to Spring shows a decline due to one student deciding to drop out of the program. We hope this student will return to complete the Carpentry program in the future. There are high job opportunities across Hawai'i Island .
- Number of Native Hawaiian CARP majors has been consistent over the past three academic years, showing an increase this past year.
- Annually, the program conducts a survey of graduated students to follow up on their employment status. In tracking our previous graduates from Spring 2021, we found that six are currently employed in the construction industry. One female and two male students sought further education by enrolling in the HAWCC Electrical Installation and Maintenance program.

Efficiency Indicators	2019 - 20	2020 - 21	2021 - 22	
9.	Average Class Size	7	8	11
10.*	Fill Rate	43.3%	48.5%	60%
11.	FTE BOR Appointed Faculty	2	2	2
12.*	Majors to FTE BOR Appointed Faculty	10	11	12
13.	Majors to Analytic FTE Faculty	10	11	12
13a.	Analytic FTE Faculty	2	2	2
14.	Overall Program Expenditures	\$192,947	\$247,583	\$150,136
14a.	General Funded Budget Allocation	\$173,640	\$247,417	\$145,300
14b.	Special/Federal Budget Allocation	0	0	0

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14c.	Tuition and Fees	\$19,307	\$166	\$4,836
15.	Cost per SSH	\$466	\$559	\$265
16.	Number of Low-Enrolled (<10) Classes	6	6	3
	Efficiency Health	Progressing		

- Efficiency indicators have gradually progressed over the past three years. Although the average class size has increased since 2019, the fill rate metric of 60% shows significant improvement.
- Fill rate had declined in previous years due to an insufficient number of students registering for the program. While the fill rate and class enrollment have increased in this reporting year, to recruit prospective students the CARP program will continue our collaboration with Construction Academy Program high schools as well as other local Hawai'i Island high schools. CARP faculty have been diligently working toward creating 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	2019 - 20	2020 - 21	2021 - 22	
17.	Successful Completion (Equivalent C or Higher)	88%	92%	100%
18.	Withdrawals (Grade = W)	1	0	0
19.*	Persistence Fall to Spring	80%	77%	88%
19a.	Persistence Fall to Fall	37%	50%	65%
20.*	Unduplicated Degrees/Certificates Awarded 	6	5	10
20a.	Degrees Awarded	1	0	8
20b.	Certificates of Achievement Awarded	6	5	9
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	0	0	0
21.	External Licensing Exams Passed ¹			

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22.	Transfers to UH 4-yr	1	0	0
22a.	Transfers with credential from program	0	0	0
22b.	Transfers without credential from program	1	0	0
Effectiveness Health		Healthy		

- Unduplicated Degrees/Certificates Awarded have doubled in one academic year. The program faculty have made this a priority for our students. The data shows that there has been a significant increase in Carpentry students being awarded unduplicated degrees/certificates.
- The current program faculty and staff are making every effort to encourage students to pursue their AAS degrees, which will undoubtedly help them in the future. These efforts are proving to be fruitful according to the effectiveness indicators.

Distance Indicators	2019 - 20	2020 - 21	2021 - 22	
23.	Number of Distance Education Classes Taught	0	3	0
24.	Enrollments Distance Education Classes	0	23	0
25.	Fill Rate	0%	41%	0%
26.	Successful Completion (Equivalent C or Higher)	0%	91%	0%
27.	Withdrawals (Grade = W)	0	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	78%	0%

Perkins Indicators	Goal	Actual	Met	
29.	1P1 Postsecondary Placement	33	50	Met
30.	2P1 Earned Recognized Credential	33	69.23	Met
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A
32.	Placeholder - intentionally blank	N/A	N/A	N/A
33.	Placeholder - intentionally blank	N/A	N/A	N/A
34.	Placeholder - intentionally blank	N/A	0	N/A

According to the Perkins Indicators data for 1P1 and 2P1, the program has met post-secondary placement and earned recognized credential by wide margins over the Federal goal.

This is evidence of the effectiveness of the hands-on learning techniques practiced in the carpentry program.

#	Performance Indicators	2019 - 20	2020 - 21	2021 - 22
35.	Number of Degrees and Certificates	7	5	17
36.	Number of Degrees and Certificates Native Hawaiian	3	4	7
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients ¹	4	2	14
39.	Number of Transfers to UH 4-yr	1	0	0

* Used in Rubric to determine Health Indicator

The Hawaii Community College Carpentry Program has encountered many challenges during the 2020-21 Academic Year. Regardless of the challenges that the world encountered due to the Covid-19 pandemic, the HAWCC Carpentry program was able to construct the 54th annual model and hand over the keys to the Department of Hawaiian Home Lands. This is a unique program which partners several programs at HAWCC including Electrical Installation and Maintenance Technology, Agriculture, Diesel Mechanics, and Hawaiian Lifestyles. The project has been providing custom houses for our Hawaiian community for over five decades.

Effective June 1, 2021, the lead CARP professor retired after 30 years of teaching. Due to the UH system hiring freeze, HAWCC was not able to recruit and hire a full time faculty instructor for CARP at that time. A current faculty member from the Construction Academy Program was reassigned to fill the CARP instructor position at the start of the Fall 2021 semester.

Our long-time Finish Carpentry Instructor has been battling major health issues and has been out on long term medical leave since January 2021. A HAWCC Construction Academy instructor stepped in to teach as a CARP lecturer in lieu of this full time instructor's absence. We are fortunate to have a strong Construction Academy program on Hawai'i Island. The CA instructors have been able to strengthen and assist the CARP program for many years. Faculty stepping in to lead the CARP program during unprecedented circumstances is a prime example of this important partnership.

During June 2021, the finish carpentry shop was burglarized. Many tools and two vehicles were stolen. Fortunately, one vehicle was recovered, but damaged. Due to the current budget constraints, we have not replaced the stolen van or tools. This loss has added to the tremendous challenges that the Carpentry program is currently facing.

The construction industry is booming, the Carpenters Union and private industry are hiring anyone available, regardless of skill level or prior experience. Many high school graduates opt to go to work right away, which affects the enrollment of potential students for the program.

Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.

[2022 CARP Annual Report of Program Data](#)

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).

CARP PLO1: Understand and utilize math computations, formulas, and measurements required in the carpentry field.	ILO2: Utilize critical thinking to solve problems and make informed decisions.
CARP PLO2: Understand the properties of wood, its sustainability and how it dictates the fundamental principles and procedures involved in carpentry.	ILO2: Utilize critical thinking to solve problems and make informed decisions. ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. ILO6: Contribute to sustainable environmental practices for personal and community well-being.
CARP PLO3: Demonstrate safe practices concerning, personal safety, hand and power tool usage, and all aspects of fabrication/construction.	ILO2: Utilize critical thinking to solve problems and make informed decisions. ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
CARP PLO4: Use appropriate tools, materials/fasteners and current building technology to complete projects.	ILO2: Utilize critical thinking to solve problems and make informed decisions.

	ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
CARP PLO5: Practice good work ethics and quality workmanship with regard to industry standards.	ILO1: Communicate effectively in a variety of situations. ILO2: Utilize critical thinking to solve problems and make informed decisions. ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
CARP PLO6: Construct projects by interpreting drawings, applying building code requirements where applicable.	ILO1: Communicate effectively in a variety of situations. ILO2: Utilize critical thinking to solve problems and make informed decisions. ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
CARP PLO7: Synthesize principles, procedures and objectives using critical thinking, appropriate materials, tools/equipment and procedures to construct a residential dwelling.	ILO2: Utilize critical thinking to solve problems and make informed decisions. ILO3: 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. ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. ILO6: Contribute to sustainable environmental practices for personal and community well-being
CARP PLO8: Demonstrate awareness of environmental and cultural impacts at the community and global level during planning and construction phases.	ILO1: Communicate effectively in a variety of situations. ILO2: Utilize critical thinking to solve problems and make informed decisions. ILO3: 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. ILO4: Utilize quality comprehensive services and resources in the on-going

	<p>pursuit of educational and career excellence.</p> <p>ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.</p> <p>ILO6: Contribute to sustainable environmental practices for personal and community well-being.</p>
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b) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.

No assessments were conducted for the AY 2021-22. This was an exceptional year of great challenges and transitions. The former Carpentry Program Coordinator Professor retired after thirty years of service and the only full-time faculty member was out on long-term sick leave. During this time, there were no full-time permanent Carpentry faculty, and two Construction Academy instructors were temporarily reassigned to the program. Assessments were not performed in this Academic Year by the temporary faculty members.

In Fall 2022, the Carpentry program hired a new full time faculty member/ program coordinator. The Carpentry program is running on all cylinders with a renewed sense of purpose. We are working as a team to revise and improve the program now and moving forward. In preparing this APRD, it was discovered that the CARP assessment reports and schedule were outdated and insufficient. A renewed effort is being placed on creating current and relevant assessment artifacts that will help to provide meaningful data. We are excited with the direction that we are heading. The assessment schedule has been modified to allow us to plan CARP assessment through the rest of this decade.

<u>CARP Course Learning Outcomes</u>																	
	20% Review Due	2022	2023	2023	2024	2024	2025	2025	2026	2026	2027	2027	2028	2028	2029	2029	

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Course		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
CARP 150 - BASIC CARPENTRY I		Initial					C-t-L						Initial (new cycle)			
CARP 151 - BASIC CARPENTRY II						Initial					C-t-L					
CARP 155 - CONCRETE FORM CONSTRUCTION			Initial					C-t-L					Initial (new cycle)			
CARP 257 - FRAMING & EXTERIOR FINISH				Initial					C-t-L					Initial (new cycle)		Initial (new cycle)
CARP 260 - FINISHING					Initial					C-t-L					Initial (new cycle)	

c) *Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.*

N/A

d) *Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.*

N/A

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

** 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. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.

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

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 between now and the next Comprehensive Review.*

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 aid in increased enrollment and degrees awarded. Some options are dual credit for high school students. The Carpentry program has been actively seeking multiple options for Dual Credit opportunities for our Hawaii Island high school students. With collaboration from the AEC program at HAWCC we have been meeting regularly to work toward creating new student opportunities, and will continue to do so in the coming year.

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. The CARP program will seek to increase industry involvement by holding more frequent meetings with industry council members, as a group or individually. CARP program has added new industry-active members to add to our advisory council. This has assisted the program faculty to gain knowledge of current industry practices, trends, standards, technology and procedures. We also see the value of making connections with the industry members that will be seeking to employ our students.
6. The Carpentry program will continue to work closely with our industry advisory board. According to our advisory council, the Carpentry program is due for some changes in order to ensure the curriculum meets industry demands. For example, this year we have shifted to more battery-operated tools on site. Students were provided funding for the purchase of their own tools in support of this curriculum updating. The CARP program will continue to implement further curriculum and equipment advances pertinent to current industry standards.
7. CARP faculty will seek professional development opportunities that are pertinent to keeping our knowledge, skills and curriculum current.
8. Seek out and embed industry relevant certifications for CARP students. OSHA 10 is an example of one certification that we plan to offer within our curriculum in the future.
9. CARP faculty will complete hard hat training in order to certify CARP students to operate construction related machinery such as a skid steer and mini-excavator. These certifications will set our students apart from other CARP programs and industry partners. We will also offer these certifications to other HAWCC ATE program faculty and students.
10. We will seek increased academic support and guidance for our CARP students. CARP faculty feel this will lead to a higher rate of completed degrees. We believe the AAS should be the encouraged goal for our students and that they should have consistent access to counseling by the program and support faculty.

5. Resource Implications

*** Special Resource Requests not included in operating “B” budget ***

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are not included in your regular program or unit operating “B” budget.

*Note: CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

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

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: _____ **(4 items max.)**

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

✓ **Item Description**

✓ **Justification**

✓ **Priority Criteria** (must meet at least one of the following):

1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

CATEGORY	Category-Specific Information Needed			
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required

Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation of Funds	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O*Net CIP-SOC Code Look-up](#)

in the **Crosswalks box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.