

# 2024 Annual Report of Program Data Carpentry



## **1. Program or Unit Mission**

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

## **2. Program Student Learning Outcomes or Unit/Service Outcomes**

All Carpentry program student learning outcomes were assessed during AY 2023-24. CARP 257 (exterior frame and finish) students were assessed while laying out and constructing wood walls during the construction of our practical house.

CLO 1: Demonstrate math skills used in construction projects

CLO 2: Identify different building materials and fasteners

CLO 3: Use sustainable methods when possible

CLO 4: Demonstrate general and personal safety practices when using power tools in the construction of the Model Home

CLO 5: Practice good work ethics

CLO 6: Practice quality workmanship within industry standards guidelines

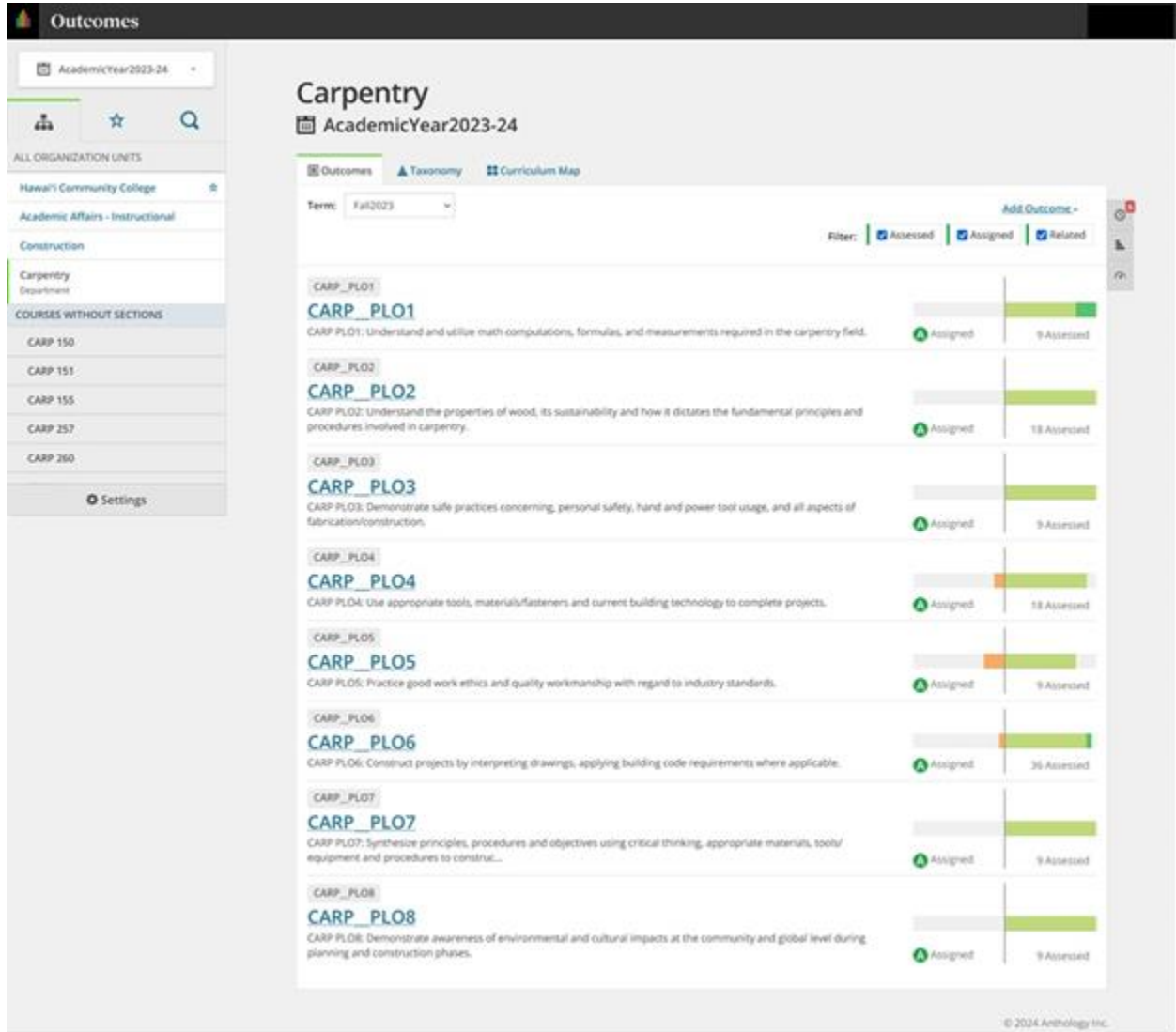
CLO 7: Interpret construction plans when constructing the Model Home

CLO 8: Apply building codes when constructing the Model Home

All Course learning outcomes were assessed, with the exception of CLO 8. The assessment results were positive. CLO 4 scored 100% and is verification that safety is a top priority in the carpentry program. The lowest score was 77% on CLO 6. Students have various skill levels when they enter the program, and craftsmanship is a skill that needs to be developed. Carpentry instructors will remain focused creating a hands-on learning environment, where skills can be learned and developed.

## CARPENTRY Program AY 2023-2024 Assessment Results

Red = Does not Meet // Orange = Partly Meets // Light Green = Meets // Dark Green = Exceeds



### 3. Analysis of the Program/Unit

[CARP ARPD 2024 Data Table](#)

#### Demand Indicators

Industry demand indicators show a slight decline in the number of positions for state and county carpentry jobs. This is not concerning due to the carpentry industry having a very high demand for skilled workers. The Carpenters Union and private industry contractors have been

understaffed and seeking to employ HAWCC CARP program graduates. The number of Carpentry majors is up from the previous year and the total number of Carpentry classes taught remains the same since 2020.

### **Efficiency Indicators**

The average class size of 12 students remained the same as the previous academic year. The Carpentry program only had 1 FTE BOR appointed faculty in the academic year 2023-24. Due to this, the number of majors to FTE BOR appointed faculty doubled from 13 to 26 compared to the previous academic year. There were no low enrolled CARP classes during the 2023-24 academic year.

### **Effectiveness Indicators**

Successful completion of the program rose from 95% to 98%. Carpentry instructors take great measures to guide our students to complete all the Carpentry and general education courses required to receive a two-year degree or certificate. The first semester of CARP allows students to explore a career in the carpentry industry and some students realize they do not wish to pursue a future in carpentry. Persistence from Fall '23 to Fall '24 declined slightly, down 4%. Two students did not return to complete their second year in the program. One student decided he had learned enough carpentry to pursue opening a flooring business. The other student decided that she needed to put more energy into her agriculture business. Although we wish students would complete the CARP program once they commit to it, everyone has to make their own life decisions, and for some students it is not feasible for education to be their top priority. We strive to see all our students succeed.

The Carpentry program had no significant changes to our program. We were able to fill the full-time instructor position after the academic year concluded. Now that we have two full time instructors in place, we will work together to grow and strengthen the Carpentry program further.

## **4. Action Plan**

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The Carpentry program has met our goals set forth in last year's annual program review. The 56<sup>th</sup> annual model home project was finally able to begin, although the contracts and building permits were not in place during the fall semester. The model home project is a key component of the hands-on learning experience that we have offered at Hawai'i Community College for many decades. The students build a custom home from foundation to finish, and other programs, EIMT, AGR, HWST, DISL also greatly contribute to the completion of the project within one academic year. However, the bidding process is taking too long.

### **ACTION ITEMS**

All of the following action items align with the five Ka'ao Ka'ika'i Strategic Plan core commitments.

## Carpentry

1. The Carpentry Program has a strong history of serving the Hawai'i Island community for nearly 80 years. Enrollment has been consistent and the demand for this program in regard to industry has remained high. The Department of Hawaiian Home Lands Model Home construction project continues to be one of Hawai'i Community College's most highlighted community partner 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 Hawaii Community College's mission statement and principles of promoting lifelong learning and emphasizing the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness.
2. We will continue to explore options that will aid in increased enrollment and degrees awarded, including 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.
3. We will continue to collaborate with the DOE counterparts for Career Days and Expos.
4. 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. The CARP program will continue to implement further curriculum and equipment advances pertinent to current industry standards.
5. Our senior CARP faculty became a member of the Waiakea High School CTE Advisory Board last year. We will keep on board as it creates a pipe line for the high school students directly to our program.
6. CARP faculty will seek professional development opportunities that are pertinent to keeping our knowledge, skills and curriculum current.
7. Seek out and embed industry relevant certifications for CARP students. OSHA 10 is an example of one certification that we would like to offer within our curriculum in the future.
8. CARP will continue to expand our machine operating curriculum in order to teach our students to safely and properly operate and maintain equipment commonly used on job sites. We are also collaborating with other HAWCC programs to offer these expanded educational opportunities to students outside of the CARP program. We will seek community and campus services projects that will benefit our students and our surrounding community.
9. We will continue to seek academic and financial aid 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 supporting faculty.

## 5. Resource Implications

### **Special Resource Requests not included in your operating "B" budget**

*Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans. \*Note that 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.*

**X 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: \_\_\_\_\_0\_\_\_\_\_ (4 items max.)**