

Carpentry Technology



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

The Carpentry Technology program provides the basic entry-level skills in the construction of buildings. Skilled carpenters are required in areas of new building construction, repair, and alteration of buildings. The program provides an introduction into the sustainable and green construction methods and materials, while offering instruction in the state's building codes for energy efficiency. This program also enhances the graduate's entry into the carpenters apprenticeship program.

The Carpentry Technology program directly aligns with the colleges mission statement of inspiring, engaging, and empowering learners and educators. Our students enter the program with little to no knowledge of carpentry and leave with a good breadth of knowledge in all areas of the building construction trade. Our students learn in and out of the classroom and we pride ourselves in providing exceptional hand-on training project based learning, backed up with the math, science, and english skills needed to thrive in the building construction trade.

Part I. Program Description

Date of Last Comprehensive Review	10/31/2017
Date Website Last Reviewed/Updated	8/16/2019
Target Student Population	Current Kaua'i DOE High School Seniors and 20 to 40 year olds looking to change occupations to learn a construction trade. Military students looking to utilize their GI Bill.
External Factor(s) that Affected the Program or Unit	Carpentry Union, Construction Academy at DOE, Alu Like program "Kai kai a' o' Program", and internships with various contractors on island.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

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Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	1076	1060	1026	Healthy
*2.	New & Replacement Positions (County Prorated)	81	84	79	
3.	Number of Majors	11	11	12	
3a.	Number of Majors Native Hawaiian	5	2	4	
3b.	Fall Full-Time	46%	100%	46%	
3c.	Fall Part-Time	54%	0%	54%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	25%	82%	55%	
3f.	Spring Part-Time	75%	18%	45%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	135	189	190	
5.	SSH Non-Majors in Program Classes	36	24	12	
6.	SSH in All Program Classes	171	213	202	
7.	FTE Enrollment in Program Classes	6	7	7	
8.	Total Number of Classes Taught	6	5	5	

Efficiency Indicators		2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	6	8	8	Healthy
*10.	Fill Rate	57.8%	68.3%	75%	
11.	FTE BOR Appointed Faculty	1	1	1	
*12.	Majors to FTE BOR Appointed Faculty	11	11	12	
13.	Majors to Analytic FTE Faculty	11	11	12	
13a.	Analytic FTE Faculty	1	1	1	
14.	Overall Program Budget Allocation	\$44,882	\$61,658	\$0	
14a.	General Funded Budget Allocation	\$42,797	\$42,569	\$0	
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c.	Tuition and Fees	\$2,086	\$19,089	\$0	
15.	Cost per SSH	\$262	\$0	\$0	
16.	Number of Low-Enrolled (<10) Classes	6	4	5	

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Effectiveness Indicators		2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	89%	85%	74%	Healthy
18.	Withdrawals (Grade = W)	1	0	4	
*19.	Persistence Fall to Spring	58%	100%	92%	
19a.	Persistence Fall to Fall	27%	70%	44%	
*20.	Unduplicated Degrees/Certificates Awarded	3	2	5	
20a.	Degrees Awarded	2	0	4	
20b.	Certificates of Achievement Awarded	2	2	3	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed	0	0	0	
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	

Distance Indicators		2016 - 17	2017 - 18	2018 - 19
23.	Number of Distance Education Classes Taught	0	0	0
24.	Enrollments Distance Education Classes	0	0	0
25.	Fill Rate	0%	0%	0%
26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%
27.	Withdrawals (Grade = W)	0	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

Perkins Indicators		Goal	Actual	Met
29.	1P1 Technical Skills Attainment	93	50	Not Met
30.	2P1 Completion	55	0	Not Met
31.	3P1 Student Retention or Transfer	81.9	77.78	Not

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32.	4P1 Student Placement	66.25	57.14	Met Not Met	
33.	5P1 Nontraditional Participation	23.5	N/A	Not Met	
34.	5P2 Nontraditional Completion	23	0	Not Met	

Performance Indicators		2016 - 17	2017 - 18	2018 - 19	
35.	Number of Degrees and Certificates	4	2	7	
36.	Number of Degrees and Certificates Native Hawaiian	3	0	1	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients ¹	2	2	4	

For the first time in the history of a Building Construction Program the Carpentry Program has an overall health of HEALTHY!!!!

Demand Indicators

During the last year local Union and non-union contractors have been hiring students for work on residential and small commercial projects through the county. Recruiting at the DOE and through the Construction Academy our efforts are beginning to pay off. More adults are also taking the program to gain better skills to make themselves more marketable to the local employers. Because of economic climate, larger commercial and industrial positions have decreased slowly over the past five years with a few down years with New/Replacement County positions losing overall by five positions. The number of related trades is not taken into account with the number of jobs available. Therefore, the program produces enough majors for New and Replacement positions available for entry level carpentry positions.

During the last year, the number of majors has increased, from 11 up to 12. The data also shows a substantial number of full-time students have decreased from 100% to 46% while the numbers of part-time students have increased substantially from 0% to 54%. This is because of stability in the faculty teaching courses and the classes being offered on a two year cycle consistently. Also more students are participating in the Wai'ale'ale program and are limited to the number of classes allowed to take. The number of SSH Program Majors in Program Classes have been up and increased during the three year cycle with an influx of new students during the initial startup, With a high of 190 and a low of 135 but is estimated to level off during next few years at 200.

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FTE Enrollment in Program Classes peaked in AY17-18 and is trending to level off at approximately 200 over the next five years. The total number of classes taught has decreased to 5 each year, mainly due to creating a standard two year pathway asked for by the administration. Demand for the CARP Program in 2019 is “Cautionary” during the last few years due to the less recruitment and the less emphasis to building trades.

Efficiency Indicators

The Average Class size for the CARP Program has increased slightly from 6 to 8 over last three years, and hopefully shows a future upward trend with the help of the construction academy. The Fill Rate slightly increased over last year up to 75% from 57.8%. A new cycle from beginning carpentry through finish and cement work will help keep the numbers up. FTE BOR Appointed faculty remains at one, and Majors to Analytic FTE Faculty has increased over last five years. Several sections of data were not provided in this past three years under budget allocation. The number of Low-Enrolled classes has decreased from 6 to 5 by trying to increase recruitment rates by offering tours and speaking at the Construction Academy classes at the High Schools. The number of entry level courses has been limited to fall semester and students must now start then to begin the cycle.

Effectiveness Indicators

In 2017 shows that the Successful Completion has decreased from 89% to 74%, which is down from the highest of 89% in the past three years. The majority of these students have either transferred or have taken jobs locally. Withdrawals have also been low overall with five during the five year cycle. Persistence fall to spring indicates an upward trend from 58% to 92% with a peak of 100%, although the Persistence fall to fall has increased from 27% to 70% then falling to 44%, part of that may be attributed to high number of students starting that year trying to use their enrollment to qualify for entrance programs and increased recruitment. While the number of Unduplicated Degree/Certificates Awarded and Degree Awarded rose, this is due to faculty intervention. The faculty contacted students that were one to three credits short to see what the program could do to help those students finish.

The data on the Certificates of Achievement Awarded is also related to those students who were contacted. Students have been found to have completed the CARP Certificates, but failed to change their declared major from FENG after starting. A PAR change to Building Construction Technology in fall 2020 will address this issue of low enrollment, and will allow students to select from other course offerings. The number of Transfers with and without credential from the program is nonexistent; and is not a measured positive outcome for this CTE program that has historically been a terminal degree.

Distance Education (Completely On-line Classes)

The CARP program does not offer Distance Learning at the current time.

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Performance Funding

The CARP Program shows positive steady growth in the Number of Degrees and Certificates and Number of Degrees and Certificates Native Hawaiians. The number of Pell Recipients has fluctuated over the past five years, perhaps due to the stronger economy and in direct relation to part-time students funding their own education. With the addition of the addition recruitment in FY2019-2020 the number of Pell Recipients may increase. The number of Transfers to UH 4-year was at zero as expected with most student entering the work force.

Perkins Core Indicators

The CARP Program did not meet the Perkins Core Indicators for Technical Skills Attainment Completion, Student Retention/Transfer and Student Placement goals were not met. It is difficult to ascertain why the other six core indicators were not met as the data provided is incomplete. Nontraditional Participation and Completion has been a priority in the CARP Program. The one female in the class has a hard time completing her generals and has accepted tutoring to help graduate as expected. We have had our new Trades Tracking Coordinator working with her to make sure she stays on track to graduate. The instructor contacted all students who completed the CARP courses and two students are expected to complete this semester. Four are expected to complete after spring 2020 with those students currently enrolled to complete electives or non-carpentry required classes.

The last CPR (Comprehensive Program Review) was in 2017 and was reviewed by the college cabinet.

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Read and understand blueprints sufficiently to use them to plan a project.	Yes	All students passed with 70%	Work on “Just in Time” Math	Annually
Select materials properly for a given project.	Yes	All students passed with 80%	Work on identifying proper building materials	Annually
Maintain and care for the tools required in the carpentry industry.	Yes	All students passed with 90%	Students can improve on maintaining basic hand tools more efficiently	Annually
Know and utilize Occupational Safety and Health Administration (OSHA) and State safety regulations to minimize risk and protect self and others.	Yes	All students passed with 100%	Constant monitoring	Evaluated on a daily basis
Communicate successfully orally and in writing using computer technology.	Yes	All students passed with 70%	Students are required to write a weekly log.	Annually
Understand and demonstrate the craftsmanship standards of dependability, punctuality, and quality.	Yes	All students passed with 80%	Students are required to make up tardiness after class, cleaning up.	Daily

4. Action Plan

Include how the actions within the plan support the college’s mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

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Action Plan	Anticipated Outcome	Actual Outcome
Update and maintain equipment to industry standards and train students using up and coming technologies	Increase Annual Operating Budget to \$6500 - Implement a 5-10 year Carpentry Replacement Equipment Budget of \$19,330 - Complete Container Storage Improvements \$8000	No funds available

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Programs are still under individual programs and still in the process of being combined.

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Strategic Goal 1: Increase the Number of Graduates	Yes	10	4	5	ARPD
Strategic Goal 8: Increase Job Placement for KauaiCC Students	No	62%	62%	57%	Perkins Indicators 1 year delay
Strategic Goal 17: Increase Recent High School Graduates Enrollment	Yes	10	10	11	Class enrollment

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****All Strategic Goals and Priorities are Aligned to the College Mission.**

Describe any impacts these goals had on your health indicator(s).

Class enrollment increased fall 2019 from previous years from recruiting and construction academy at the DOE,

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Combine all Building Construction Programs into one program	Strategic Goal 1: Increase the Number of Graduates	10	10	ARPD	2020-2021

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

I am NOT requiring resources for my program/unit.