2024 Annual Report of Program Data
Carpentry Technology

1. Program or Unit Mission

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 carpenter's apprenticeship program.

College Mission Alignment
The Carpentry Technology program directly aligns with the college's mission statement of inspiring, engaging, and empowering learners and educators. 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. Students learn in and out of the classroom and the program takes pride in providing exceptional hand-on training, project-based learning, enhanced with essential math, science, and English skills to thrive in the building construction trade.

2. Program Student Learning Outcomes or Unit/Service Outcomes

During the AY23-24 semester the following PSLO were assessed:

- PSLO 1: Read and understand blueprints sufficiently to use them to plan a project.
  - CARP 141C, Students are tasked to utilize a set of prints in the classroom of a three-bedroom home.
  - Students must calculate the amount of studs needed for the entire home.
  - Students take the information given on the plans and layout 2"x4" plates as if building the actual home and see how calculations in the classroom translate to a real job application.
  - All students met the learning outcome objectives with 90% or higher
- PSLO 2: Select materials properly for a given project that comply with published codes and deliver energy efficient outcomes.
  - CARP 141C students are introduced to various materials required for energy efficiency and where and how to install these materials properly according to the manufacturer's requirements.
  - All students met the learning outcome objectives with 90% or higher.

- PSLO 3: Maintain and care for the tools required in the electrical industry.
  - All Carpentry courses require the use of electrical power tools. Students learn how to properly size and inspect electrical cords, what Ground Fault Circuit Interrupters (GFCI) are, and when and why GFCIs are to be used. Students learn the importance of inspecting the power tool supply cord, how the grounding pin on the cord works, and what a double insulated tool is.
  - All learning objectives were met with 100% from all students.
    - This PSLO brings awareness of the possible shock hazards and other injuries due to electrocution when working with power tools in both indoor and outdoor settings.
    - When students are aware of the hazards and the proper safeguards set in place for their safety, they comply to ensure the safety of themselves and their fellow classmates.
- PSLO 4: Utilize Occupational Safety and Health Administration (OSHA) and State safety regulations to minimize risk and protect self and others.
  - All carpentry courses require the use of Personal Protection Equipment (PPE) that the students are required to learn and know, as well as the proper use of step ladders and scaffolding.
  - All learning objectives were met with 100% from all students.
    - Throughout the program, students participate in various hands-on activities to complete multiple projects to achieve industry standard competencies. Students are observed during these activities to ensure proper safety practices are being followed.
- PSLO 5: Communicate successfully orally and in writing using computer technology.
  - All Carpentry courses require the students to utilize "Laulima" the LMS to view and submit homework assignments. Students are also required to write a semester summary of what they learned.
  - All students met the learning outcome objectives with 90% or higher.
- PSLO 6: Demonstrate the craftsmanship standards of dependability, punctuality, and quality.
  - Instructor completes a "Quality" check of all students' work and provides constructive feedback where student craftsmanship meets or does not meet industry standards. Students are required to redo unacceptable work until industry standards are achieved. Throughout the course of the program the quantity and frequency of unacceptable work is reduced greatly. This effort ensures quality program graduates, with skills demanded by the industry, are generated for Kauai's workforce.
  - Poor punctuality reflects poorly on the student's overall grade and can result in a failure within the industry (real-world job standards). The program coordinator consults individually and privately with students who need to demonstrate improvements to punctuality. This aids student understanding for how punctuality can have a positive or negative impact on ones career
  - All students met the learning outcome objectives with 90% or higher.

3. Analysis of the Program/Unit

This year report is located and shared via the following url:
https://uhcc.hawaii.edu/varpd/index.php?y=2024&c=KAU&t=CTE&p=3061

Demand Indicators:
The demand indicators list the state *New & Replacements Positions* at (982) The previous data was at (991) and county demand of *New & Replacement Positions* remains at (66), but do not provide private sector demands.

During the last year, the number of majors has decreased from 14 to eight. The data also show the number of full-time students dropped in the spring semester 2023-24 from the fall semester 2023-24, this decrease is attributable to poor fall Enrollment. The number of SSH program majors in program classes decreased from 291 to 106. The SSH non-majors in program classes has also dropped from 325 to 275, and the SSH in All Program Classes dropped from 616 to 381. AY 2023-2024, the FTE dropped from 21 to 13, a decrease from AY 2022-2023. Fewer Early College classes were offered and that drop is also reflected in the total number of classes taught, which dropped from 22 to 14.

To address the drop in these numbers, a focus on increasing the program's presence in the high schools will be emphasized. Kaua'i Community College will have a presence at each high school during *Career Day* hosted by *Kaua'i Economic Development Board*. These events are held during instructional days and times, however, Alumni from each school will be attending to promote the program to share first hand experience.

Efficiency Indicators:
The average class size for the Carpentry Program has increased from nine to 11 students. This increase is due to two *Early Admit*, two sophomores from a local high school, and three non-traditional students. The three non-traditional students were employees of a private contractor that saw the value of providing the current workforce with proper training. The contractor paid the students' tuition and paid the hourly wages for these individuals while in class. When the program restructured the courses and contact hours to create *Early College Courses* to increase presence in the high schools, it was also with the intent to increase enrollment on campus. The increase in average class size is a direct result of these changes. Hence, the Fill Rate increased from 62.5% to 65.2%. The FTE BOR Appointed faculty remained at one, however, the majors to FTE BOR appointed faculty decreased from 14 to eight due to poor fall enrollment and due to the fact that these five students were *Part Time*. The majors to analytic FTE faculty also decreased from 7 to 4 for the same reason. The number of Low Enrolled classes decreased from 13 in 2022-23 to four in 2023-24 due to the addition of Early College Classes.

Effectiveness Indicators:
The successful completion rate has increased from 91% in 20222-23 to 97% in 2023-24. Withdrawals are down from three to two. Persistence fall to spring dropped from 73% to 63% due to a couple of Early College participants not continuing and persistence fall to fall remained at a low 38%. Ongoing meetings with the DOE Pathways and Early College Coordinator

are being conducted to improve overall enrollment. The drop off in persistence is due to the lower enrollment numbers with part-time enrollment of students that was sponsored by a contractor in participating in several classes that did not continue. The unduplicated degree/certificates awarded dropped from four to two, Degrees awarded dropped from three to zero, and Certificates of Achievement awarded also decreased from four to two. This lower number of degrees and certificates occur every two years as the program currently employs only 1.0 FTE faculty with the program admitting new students on a two year cycle leading to zero degrees acquired every two years. In order to increase the graduate rate every year, new incoming students would have to be admitted each year instead of every other year. Scheduling strategies are being considered along with additional lecturers to improve these outcomes.

Perkins Core Indicators:

The Carpentry Program met the Perkins Core Indicators for both Post-Secondary Placement (goal 35 and achievement 50) and the Earned Recognized Credentials (goal was 35 and achievement 67). The Nontraditional Program Concentration had a goal of 12 and was unmet with only eight. Those low numbers are an ongoing challenge for the rest of the Trades programs but remain a priority to be increased with various outreach and promotional strategies.

Performance Indicators:

The Carpentry program is a two-year cycle program that enrolls new students every other fall semester so the number of degrees fluctuates each AY. The Number of Degrees and Certificates decreased from 7 to two this past year and the number of Native Hawaiian Degrees and Certificates dropped from 4 to zero. The Number of Pell Recipients also dropped 4 to one.

4. Action Plan

Over the past two fall semesters, program enrollment of traditional students has decreased. To address this enrollment concern, a strategy implemented by the program has been to increase its presence at the high schools. The aim of this strategy is to increase program enrollment in the near future. The DOE's Construction Pathway has an Advisory Board and the Carpentry Program Coordinator will work to become a member. The aim of this strategy is to collaboratively bridge high schools students to the college and to serve as an advocate for other DOE Pathway Advisory Boards (Kaua'i CC representation). The program is also developing carpentry "Micro Credentials" to be offered at the *Kaua'i Community Correctional Facilities* (KCCC). This is a program effort to help inmates transition back into society. Working with these non-traditional students may also lead to enrollment in the program once they are released. Another collaboration is with the associate director of development for Kaua'i CC (UH Foundation)*,* for securing private donors for three different "Simulation" equipment needs: one for the transportation industry, one for the agriculture industry, and one for the construction industry with the hope to boost enrollment in both traditional and non-traditional students.

5. Resource Implications

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