College Mission
- Serve the community as an affordable, flexible, learning-centered, open-door comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community.
- Serve the Pacific Region as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission
The Carpentry Technology program's mission is to serve the community as a learning-centered, open door program that provides technical training to meet the demands of the carpentry industry and the needs of the individual. An open-exit option allows the students to identify their career objectives and participate in program exploration.

Part I: Quantitative Indicators for Program Review

External Demand
Labor Market & Student Applications
Available data show that the current annual jobs and projected 2005-2012 job outlook for the general occupational cluster carpenters are 5409 and 210 respectively in Honolulu County…and 819 and 556 within the State of Hawai’i.

There were 52 applicants to the carpentry program in Fall 2004, and 14 applicants to the program for the Spring 2005 Semester. Overall, among those Fall and Spring applicants, 64 appear to have been accepted by the college and admitted to the program, while 2 appear to have cancelled applications, or been redirected etc. Among those accepted and admitted, available data show that 26 actually enrolled in the semester initially applied for.

- Overall, our sense of the labor market and its relationship with the number and enrollment yield of applicants to our program is that this is a field where the number of jobs will always be in demand since carpentry is an industry that spans many different trades. Our applicant trends tend to be cyclical.

Internal Demand
Registration headcount of actively enrolled students in Fall 2004 and Spring 2005 show that the Carpentry Program Major carried Fall 04’-41/Spring 05’-37 respectively in the N/A Certificate program….and N/A respectively in the Carpentry Degree program.
Available data show that of Fall 04'/Spring 05’-37 students in the major for Fall 2004 and Spring 2005, 34 were enrolled in Department classes in Fall— and 31 enrolled in Department classes in Spring.

Program major’s enrollment in department classes generated 454 student semester hours in Fall 2004 for an average of 13.35 semester hours, and 3.41 student semester hours in Spring 2005 for an average of 11. The resulting credit hours generated equate with Fall 04’-30.3/Spring 05’-22.7 respective Fall 2004 and Spring 2005 Full Time Equivalent (FTE) enrollments.

There were also program non-majors enrolled in Department classes—Fall 04’-2/Spring 05’-1 respectively in Fall 2004 and Spring 2005—generating Fall 04’-14/Spring 05’-12 student semester hours overall respectively.

We see from available data N/A these students are primarily from industrial education major from UH Manoa.

Enrollment by program majors and non-majors accounted for the Fall 04’-468/Spring 05-353 generated by the department subject code(s) Carpantry in Fall 2004 and Spring 2005 respectively.

Overall, students under our program major enrolled for totals of 556 semester hours in Fall 2004, and 481 in Spring 2005. As mentioned above, they generated 454 in Fall 2004 and 341 in Spring 2005 respectively within the department.

Then, augmenting coursework within the department, 16 Program Majors were enrolled in a total of 102 student semester hours of coursework in other departments in the Fall 2004, while 27 enrolled for 140 student semester hours outside the department in the Spring 2005 semester.

We see from additional data N/A that program major’s coursework outside the department was primarily in the subject areas Fall-Eng, ICS, Math, with Eng-10, ICS-3, Math-10 of our program majors enrolling for Eng-33, ICS-9, Math-30 student semester hours respectively in Fall 2004.

In Spring 2005, major’s coursework outside the department was again primarily in the Spring- Eng, ICS, Math, OESM subject areas, with Eng-5, ICS-8, Math-9, OESM-9 students enrolled for Eng-16, ICS-24, Math-28, OESM-27 student semester hours respectively.

- Our sense from comparing major’s average credit hours within department classes Fall-13.35/Spring-11 and outside the department Fall-6.4/Spring-5.2 is that our students should show a high amount of credit hours within the department since it is a single course worth 11 credits. The OESM
course is popular with many of our students and English and Math are standard requirements.

**Internal Efficiencies**

**Scheduling and Instructional Faculty**

With 2.0 Full Time Equivalent (FTE) faculty in Fall 2004, and 2.0 in Spring 2005—the department offered 4 active class sections in Fall and 4 in Spring.

Average Class Size in Fall 2004 was 14.3, and the Class Fill Rate was 93.3. For Spring 2005, Average Class Size was 11.0—with a Class Fill Rate of 42.7.

The department utilized Fall 1.7/Spring 1.7 Full Time Equivalent (FTE) BOR approved faculty in Fall 2004 and Spring 2005 respectively. There were an additional 0.3 Full Time Equivalent (FTE) Part Time Lecturers teaching in Fall 2004, and 0.3 for Spring 2005.

Overall In Fall 2004, Full Time BOR approved faculty delivered 3 (75%), taught 26 (86.7%) course credit hours, and were associated with generating 388 (82.9%) student credit hours within the department. In Fall 2004, Part Time Instructors delivered 1 (25%), taught 4 (13.3%) course credit hours, and were responsible for 80 (17.1%) generated student credit hours within the department.

In Spring 2005, Full Time BOR approved faculty delivered 3 (75%), taught 26 (86.7%) course credit hours, and were associated with generating 353 (100%) student credit hours within the department. Part Time Instructors in Spring 2005 delivered 1 (25%), taught 4 (13.3%) course credit hours, and were responsible for 0 (0%) generated student credit hours within the department.

Based respectively on student credit hours generated and course credit hours taught, the ratio of full time student equivalents (FTSE) to full time faculty equivalents (FTFE) was 15.6 in Fall 2004, and 11.77 in Spring 2005. The ratio of program majors to FTE faculty was Fall 20.5/Spring 18.5 respectively in Fall 2004 and Spring 2005.

- Our sense of departmental operating efficiencies from considering these data is that we are operating at normal conditions. Our two full time faculty members are handling most if not all of the course load and we average out about 20 student majors per FTE.

**Instructional Outcomes**

As reflected in available data for the 04/05 academic year, the department awarded one certificate, and 7 degrees.

Available data on student grade distribution within the department subject code indicate that of all grades awarded in Fall 2004, A-39.3, B-26.8, C-12.5, D-8.4, F-5.4. In Spring 2005, A-36.4, B-36.4, C-15.2, D-6.1, F-0.
Student Persistence within the subject code CARP from Fall 2004 to Spring 2005 was 80.6%; persistence of majors in the same period (whether enrolled in department courses or not) was 78%.

Review of department major's performance on the Perkins Core Indicators indicates…….

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1P1</th>
<th>1P2</th>
<th>2P1</th>
<th>3P1</th>
<th>3P2</th>
<th>4P1</th>
<th>4P2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 Core Standard</td>
<td>81.56%</td>
<td>91.53%</td>
<td>35.7%</td>
<td>70.52%</td>
<td>90.13%</td>
<td>15.94%</td>
<td>14.34%</td>
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<tr>
<td>CARP Actual Performance 03/04</td>
<td>100%</td>
<td>69.23%</td>
<td>23.08%</td>
<td>0%</td>
<td>n/a</td>
<td>26.67%</td>
<td>0%</td>
</tr>
<tr>
<td>2004-2005 Core Standard</td>
<td>81.81%</td>
<td>90.00%</td>
<td>36.00%</td>
<td>71.00%</td>
<td>90.00%</td>
<td>14.18%</td>
<td>12.86%</td>
</tr>
<tr>
<td>CARP Actual Performance 04/05</td>
<td>100%</td>
<td>81.82%</td>
<td>36.36%</td>
<td>100%</td>
<td>100%</td>
<td>17.95%</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

- Given consideration of these data, our sense of instructional outcomes is that we appear to be doing well in keeping our student from one semester to the next. Our persistence rates of 80.6% (within subject CARP) and 78% (within the institution) are evidence of this.

**OVERALL**

Department demand for the 04/05 academic year was calculated at 2.3, which translates to a Healthy (above satisfactory) demand status.

Department efficiency for the 04/05 academic year was calculated at 81.6, which translates to a Healthy (above satisfactory) efficiency status.

Department Outcome for the 04/05 academic year was calculated at 33%, which translates to a Cautionary (above minimum) outcome status.

- Given consideration of these demand, efficiency, and outcomes indicator data together, our sense of overall program health is that we are a healthy program.

**Part II: Assessment Results for Program SLOs**

To be completed by the end of the Spring 2006 semester.

**Part III: Curriculum Revision**

To be completed by the end of the Spring 2006 semester.
Part IV: Analysis of Data
To be completed by the end of the Spring 2006 semester.

Part V: Action Plan
To be completed by the end of the Spring 2006 semester.

Part VI: Budget Implications
To be completed by the end of the Spring 2006 semester.