

CCCC FINISH CARPENTRY PROGRAM

I. Program description and relationship to the Cankdeska Cikana Community College mission. (See also Appendix A)

Brief Narrative

The Certificate in Finish Carpentry is a twelve-month program designed to prepare a student for entry level positions in the construction industry. Finish carpentry is suited for those who enjoy working in a variety of environments working with their hands as well as solving problems with their minds. Pride in good work, and safe, dependable habits are important factors for success in any field. Students receive instruction in the methods and principals of finish carpentry related to specialty trades such as cabinet making. The program also focuses on carpentry involving basic hand, portable and statuary tool safety on and off the worksite.

The Finish Carpentry program is certified through the North Dakota Department of Vocational Education and is funded under the Native American Career and Technical Education Program by the United State Department of Education. Students are also required to take a limited amount of essential studies requirements to broaden their learning experience.

The Finish Carpentry Certificate allows student to find entry-level employment in the construction trades in keeping with the CCCC mission of developing student independence and self-sufficiency. Students with the skills learned in the Finish Carpentry program fulfill a growing need in the construction trades, especially locally and in the immediate region.

Reflection

Strengths

This program not only prepares an individual for entry in the construction industry, but also for other types for employment such as sales person in lumber and hardware. Safety and home inspector for the real-estate, and other markets must not be forgotten. Technical writer for any number of industries from forestry to furniture making can also be included. Last but not least is education for company employees. Let us not forget how we the instructors began our high school and college careers.

Concerns

Most jobs are 100 miles away or more. However, there seems to be an upswing in available work here on the Spirit Lake Nation with the news of the new Oberon grade school, Alcohol Treatment Center alteration, Cultural Center here at the college, to name a few. All of these projects will need finish carpenters. This would be the first time the Finish Carpentry program has been reviewed.

Progress on concerns from last previous program review (give date of last review, if applicable)

NA

Recommendations

None at the present time.

II. Program background information, enrollment and breadth (See also Appendix B)

Brief Narrative

The Finish Carpentry Program began in 2008 with a grant called the Native American Career and Technical Education Program (NACTEP). With this grant the Cankdeska Cikana Community College was able to hire an additional construction trade's instructor. Robert Sylling came on board as the Carpentry Instructor. Louis Garcia, who came on board in 1997 as the Carpentry Instructor under Project Drive, now became the Finish Carpentry Instructor, teaching a load of 10 – 12 credits per semester. Courses include basic safety and tools, plan reading and drafting, beginning woodworking, basic estimating, technical communications, and finish trim, as well as basic first aid and CPR.

The State of North Dakota requires all Career and Technical Educational programs to have an Advisory Board. This board is to meet at least twice during the school year, once in the fall and once in the spring. The purpose of the board is to advise the program and instructor as to industry standards and practices so that the students get up to date information.

During the past 5 years, 6 students fulfilled all of the requirements to graduate with the exception of one or two classes in the summer semester. Three other students fulfilled all requirements and graduated, earning their certificate. A total of 142 students have enrolled in the ten years the program has been in existence. Many of the students have been counted twice, once in the Fall, and once in the Spring semesters. We can average the graduation rate at one percent.

Reflection

Strengths

The students that take three semesters of Carpentry and three semesters of Finish Carpentry or two years of coursework naturally receive well-rounded training. Although limited in number, we encourage students to pursue this training. Many have returned to us tell us of their success, including those who had only one semester of training in Finish Carpentry.

Concerns

CCCC typically holds graduation exercises in May of each year. The Finish Carpentry program students do not complete their classes until the end of July; therefore, many do not choose to graduate and skip the summer semester and go right to work at the end of spring semester. This is reflected in the graduation rate.

There is poor attendance at the advisory board meetings. The meetings seem to be more of a group discussion rather than a meeting that contains actual advising.

Low or no enrollment in BCT 124 – Staining and Finishing. The program instructor has made an effort to try to change some of titles and sequence of the classes and combine the titles of some of the classes to better fit the shifting program need. The instructor has met with the Curriculum Committee two or three times without results, and so has repeated the need here again.

As there is only one instructor, and due to the precise set-up and instruction required to show each student how to execute a particular operation, the number of students must be kept low. The machines are dangerous; a close eye must be kept on the students at all times. The students are shown how each machine operates, how to change the blade, as well as make adjustments. This does not mean the student is proficient in operating a particular machine or tool.

Progress on concerns from last previous program review (give date of last review, if applicable)
NA

Recommendations

It would be beneficial to combine the three courses BCT 121 – Cabinet Making, BCT 123 – Finish Trim, and BCT 124 – Staining and Finishing into the courses BCT 125 Wood Shop I and Wood Shop II. The course description would be the same for both courses:

Provide the student hands-on experience working with wood. The objective will be met by the student by making various projects. Each semester may be different depending on the job presented. The student will take the job from start to finish, learning the use of materials, tools, fasteners, and finishing processes.

III. Program Quality and Assessment (See also attached assessment template(s) Appendix C)

Brief Narrative

Students receive hands-on instruction in constructing bookcases, desks, picture frames, foot stools, upper kitchen cabinets, tote boxes, jewelry boxes, and chest of drawers, depending on the jobs presented to the classes based on needs. They also repair institutional furniture items when appropriate. Additionally, students are instructed in relevant theory and skills in solving basic mathematical problems, blueprint reading, and the safe use of hand tools, power tools, and other equipment and materials of the trade.

Students have the opportunity to participate in service and experiential learning activities both on and off campus related to construction trades. In the past, such projects included work on the local Fort Totten Historic Site buildings, tribal community buildings, and on local daycare buildings. Upon completion of the program, students receive a certificate of completion qualifying them for entry-level positions in the construction industry. These types of positions are currently in high demand.

Each semester, the program uses the CCCC current Program Assessment Plan to assess course, program, and essential studies outcomes. The Spring 2017 assessment plan, including outcomes, goals, and findings, is attached in Appendix C.

Reflection

Strengths

The program is strong in identifying campus and community needs in order to provide authentic, rich learning experiences for its students. The program is able to provide services for the college itself and other local institutions through collaboration and on-the-job training. The program recognizes the whole student and provides cultural studies and experiences in the student's own community. In addition, this is the only Finish Carpentry program in existence in this region so that students have a wide region of employment opportunities when they graduate.

Concerns

There are sometimes no jobs to enhance the student experience on campus. Additionally, the current schedule of classes can be prohibitive to obtaining off-campus jobs. For example, when jobs are sought from Spirit Lake Housing they say they would like us to come daily each afternoon, not two odd afternoons a week.

Progress on concerns from last previous program review (give date of last review, if applicable)

NA

Recommendations

The instructor would recommend that two of the courses, BCT 105 – Basic Safety and Tools (3 cr), and BCT 116 – Plan Reading and Drafting (4 cr), be adjusted so that BCT 105 meets 4 days a week, and BCT 116 meets only 2 days a week (interchange time frames), as more time needs to be spent on learning basic safety and learning the operation of tools rather than the drafting process. This would also allow for more consistency when obtaining on-the-job experience through local entities.

IV. Program cost effectiveness and ability to meet occupational needs (See also Appendix D)

Brief Narrative

The program is funded solely through the NACTEP (Native Americans in Career and Technical Education Program) grant here at the college. The grant provides funding for the program staff, stipends for the students, and all necessary supplies and equipment. The grant also allows the program to provide needed services to the community and public free of charge, especially the elderly and the handicapped.

According to the U.S. Department of Labor, the demand for woodworkers, in general, will increase by thirty percent a year. The average wage is \$18 to \$18.60 per hour presently for North Dakota. Employment prospects on the Spirit Lake Nation for the 2018-19 years is very promising with construction of the Head Start Building, Cultural Building, Oberon School Building, as well as other projects here and there throughout the Spirit Lake Nation and surrounding communities.

Reflection

Strengths

The students are learning using real-life situations by providing needed services to various organizations and people in the community. We help with the elderly, housing, Fort Totten ND Historical Site, private homes, and construction projects and furniture needs at the college.

Concerns

Student numbers are falling behind employment demand. Also, at times when jobs are not readily available here locally, very few students will leave the Spirit Lake Nation for work opportunities.

Progress on concerns from last previous program review (give date of last review, if applicable)

NA

Recommendations

There are a number of solutions that we could use to address the problem of high demand with low student numbers to fill the need. Offer some one-credit classes, where students would complete a single project, such as a shelf, footstool, or other small project; the classes could also be offered day or night. Provide on-the-job classes – where the instructor teaches a company's workers a single skill at the construction company's request. Any or all of these could be promoted to fill the needs of the employer and/or student. These options could peak student interest and encourage more enrollment in the program.

V. Ability to positively impact CCCC's relationships, partnerships, and alliances

Brief Narrative

The Finish Carpentry Program has one of the best equipped and supplied shops in the area. However, the program does not have a classroom; classes are conducted in the shop area. There is no storage area except a loft above a small carpentry store room/finishing room.

Students have access to all of the college services. The library, tutoring, computer labs, counseling, student government, student clubs, are on a par or above what is found at other institutions of higher learning.

Cankdeska Cikana gives faculty time off to take classes tuition free for under graduates. I have taken advantage of this opportunity over the years. The only disadvantage is that the requirement to work in the trade each year to upgrade skills is difficult, as I am on a 12 month contract.

Finish Carpentry supports other CCCC programs as we require additional classes to round out our student's education. They must take classes in Student Success, Communication, Computers, First Aide, Dakota Culture and Language.

Reflection

Strengths

The program is strong in providing adequate materials and supplies for student, institution, and community use. The students receive a well-rounded education with cultural, academic, and technical aspects built into the program requirements as well as the trade coursework. Some of the coursework required also fulfills general education requirements for other degree programs.

Concerns

No classroom facilities; class is conducted in the shop using a TV, DVD player, and blackboard in the hallway. There is limited shop space because the carpentry truck must be parked in the shop. There is no room for additional equipment that may be needed, and little storage space for student projects or supplies. The nine passenger van (old blue) 1990 is in poor shape and needs to be replaced. We sometimes can use the carpenter's truck. Space concerns can also cause safety issues in the shop area at times.

Progress on concerns from last previous program review (give date of last review, if applicable)

NA

Recommendations

The program needs additional storage space for lumber and additional classroom space in order to accommodate student and instructional needs.

VI. Program Analysis and Reflection Narrative

Narrative:

The program is strong in providing students with the skills needed for entry-level positions in the construction trades. Adequate materials and supplies are provided. In addition, it provides the college and community with needed services, at no cost or minimal cost, and provides students with valuable hands-on experience.

The instructor keeps informed of changes in the field so that the coursework keeps pace with industry. Syllabi for all courses are reviewed and submitted to the Academic Dean each semester. Changes in course descriptions and program course changes are submitted to the Curriculum Committee and Academic Dean for approval on an on-going, as-needed basis.

A long-term concern would be for space with possible building or remodeling occurring. Since the weather is so frigid during the winter months, it would also benefit students to have the capability of building indoors.

Appendix A

Finish Carpentry Fall

ENGL 100	Student Success	1 Credit
BCT 105	Basic Safety and Tools	3 Credits
BCT 116	Plan Reading and Drafting	4 Credits
BCT 120	Beginning Woodworking	4 Credits
CSCI 101	Introduction to Computers	3 Credits
HPER 210	First Aid/CPR	<u>1 Credit</u>

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Finish Carpentry Spring

ENGL 105	Technical Communications	3 Credits
BCT 112	Basic Estimating	3 Credits
BCT 123	Finish Trim	4 Credits
DS 110	Dakota Thought, Philosophy and Culture	3 Credits
ENGL 161	Dakota Language	<u>3 Credits</u>

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Finish Carpentry Summer

BCT 122	Furniture Making and Design	4 Credits
BCT 124	Staining and Finishing	4 Credits
BCT 121	Cabinet Making	<u>4 Credits</u>

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Total 44 Credits

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads (double-click to enter data)

Name	Title/Position	FT/PT/T EMP	Credit Load/ Semester
Louis Garcia	Finish Carpentry Instructor	FT	10 to 12

Enrollment and Graduation Data (double-click to modify with data applicable for a specific program)

Finish Carpentry Program Enrollment				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
10	6	6	8	9
Percent of Finish Carpentry Program Students to Total CCCC Student Enrollment				
1.76%	1.13%	0.92%	1.81%	2.33%

Finish Carpentry Program Graduates				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
0	2	0	2	0
Ratio of CCCC Finish Carpentry Program Graduates to CCCC Graduates in Other Majors				
0%	8%	0%	6%	0%

Appendix C – Program Quality and Assessment

Program Assessment Plan
 Spring 2017
 Program: Finish Carpentry

Program Statement: this program is for the purpose of preparing a student to enter into a trade career involving finish carpentry. It exposes the student to practical skills in this area of interest with a sound cultural background as well as to assist and guide the student once they enter into the real world workforce.

Program Outcomes	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Analysis of Data (What students learned and what they didn't learn)	Action or Recommendation
Student will demonstrate workplace safety	Instructor will observe students in the shop area as they work on various assigned projects	Students will maintain a 100% safe work environment	No injuries occurred in the work area during the semester	Student learned to work safely at all times	The instructor will continue to reinforce the importance of workplace safety throughout subsequent semesters. The instructor recognizes that there is no form of indirect assessment. The instructor will implement an indirect measure next semester. The instructor has not yet implemented an indirect measure
Students will use basic construction practices to build various projects.	Project observation/ check list	Maintain a score of 70% from checklist	Students scored 100%	Student continually followed instructor's guidance	The instructor will continue to employ the current project observation checklist to determine student learning. The instructor recognizes that there is no form of indirect assessment. The instructor will implement an indirect measure next semester. The instructor has not yet implemented an indirect measure

<p>Students will demonstrate the stages of preliminary project planning</p>	<p>The instructor will use a checklist to determine whether or not students prepared proper building plans for various building projects.</p>	<p>Students will score an average of 70% or better on the instructor's checklist</p>	<p>Students earned an 90% on the checklist.</p>	<p>Student learned how to plan ahead and to minimize errors.</p>	<p>The instructor will continue to use the current checklist. The instructor recognizes that there is no form of indirect assessment. The instructor will implement an indirect measure next semester. The instructor has not yet implemented an indirect measure</p>
<p>Students will identify the common materials (woods, hardware) utilized in woodworking</p>	<p>The instructor used a checklist to determine whether or not students selected the correct materials for their building projects.</p>	<p>Students will score an average of 70% or better on the instructor's checklist.</p>	<p>Students scored 100%.</p>	<p>The student utilized shop material in a correct an economic manner.</p>	<p>The instructor will continue to use the current checklist for the fore seeable future. The instructor recognizes that there is no form of indirect assessment. The instructor will implement an indirect measure next semester. The instructor has not yet implemented an indirect measure</p>

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

(double-click to insert data in table format from national trend data; also insert data in table format from Indian Employment and Training – U.S. Dept. of Labor; cite all source(s) using APA Format)

National Employment Projections, 2010 - 2020 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Carpenters	19.6%
Construction and Extraction Occupations	22.2%

Source: https://www.bls.gov/news.release/archives/ecopro_02012012.pdf Occupational Employment Statistics, Bureau of Labor Statistics

Indian Employment Projections, 2014 - 2024 U.S. Dept. of Labor	
Occupational Category	Projected Increase
Data not available for Indian Employment Projections	

Source:

Annual Revenue and Expenditures (double-click table to modify)

Current Five-Year Budget with Two-Year Projection					
Funding Sources Include: CCCC NACTEP Grant Program					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Revenue:	\$70,456.30	\$83,441.15	\$74,359.62	\$74,122.85	\$77,891.76
Salaries	\$42,057.60	\$44,179.20	\$44,179.20	\$46,387.00	\$46,387.00
Fringe Benefits	\$14,720.16	\$15,462.72	\$15,462.72	\$15,462.70	\$16,235.00
Supplies	\$8,000.00	\$8,000.00	\$8,000.00	\$6,282.43	\$9,000.00
Equipment	\$0.00	\$9,751.00	\$749.00	\$0.00	\$0.00
Internships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Travel	\$460.00	\$460.00	\$460.00	\$500.00	\$500.00
Other (Specify)	\$5,218.54	\$0.00	\$0.00	\$0.00	\$0.00
Indirect	\$0.00	\$5,588.23	\$5,508.70	\$5,490.72	\$5,769.76
Total Expenditures:	\$70,456.30	\$83,441.15	\$74,359.62	\$74,122.85	\$77,891.76
Net Gain/Loss:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Program Evaluation and Review

Criteria	Program Exceeds Expectations	Program Meets Expectations	Program Needs Improvement	Program Does Not Meet Expectations
Sec II Enrollment	Increasing	Steady	Decreasing	Unsustainably Low
Sec III Quality of the Program as Determined from Assessment Information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or program enhancements, e.g. providing additional resources, adding or deleting courses	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance
Sec IV Cost Effectiveness	Net Gain	Break Even	Net Loss	Unsustainable Losses
Sec IV Projected Occupational Need (Regional and State Level)	Large Need and Growth in This Area	Moderate Need	Minor or Low Need	No Clear Need for This Degree
Sec V Ability to positively impact CCCC's relationships, partnerships & alliances	Relationships are strong – benefits the overall mission of the college	Relationships, partnerships, and/or alliances could be developed to strengthen the program	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase out would not adversely impact other programs.

The Curriculum Committee makes the following recommendation:

Enrollment is steady, but unsustainably low. Although the program is grant supported, the tuition and ISC monies alone would be unable to support the program. The committee recommends that the Finish Carpentry program be furloughed, especially taking into consideration that the Finish Carpentry and Carpentry programs are working on combining into one program.

Follow up actions and timeline:

Reconfigure Carpentry Certificate to be in effect beginning Fall of 2018.



CANKDESKA CIKANA COMMUNITY COLLEGE

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Completed Program Reviews Verification

Name of Program Reviewed: FINISH CARPENTRY

L Garcia
Director or Faculty of Record 5/8/18
Date of Review

[Signature]
Curriculum Committee Chair 5-8-18
Date of Review

Karen Saari
Academic Dean 11/7/18
Date of Review

[Signature]
President (as appropriate) 11-20-18
Date of Review

[Signature]
Chair CCCC Board of Regents (as appropriate) 11/20/18
Date of Review