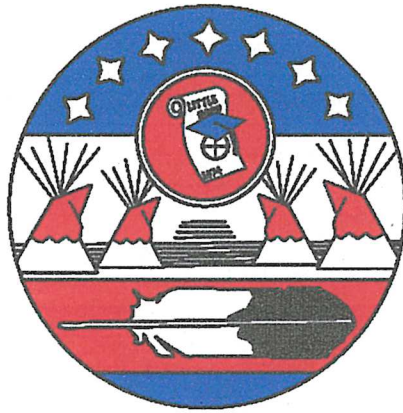

CERTIFICATE CARPENTRY
PROGRAM REVIEW



CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Tribe

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

Brief Narrative (1 – 3 paragraphs)

The Certificate in Carpentry is a twelve-month program designed to prepare a student for entry level positions in the construction industry. 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. Students receive instruction in the methods and principals of carpentry related to specialty trades. The program also focuses on carpentry involving basic hand, portable and statuary tool safety on and off the worksite. We are also beginning to incorporate CNC technology into our program.

The 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.

The 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 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 of employment such as sales person in lumber and hardware or safety and home inspector for the real-estate. We also see ourselves as a gateway for students to pursue other programs in the college after receiving their carpentry certificate.

Concerns

Many jobs are 100 miles away or more. However, there seems to be an upswing in available work projects here on the Spirit Lake Nation and the Lake Region area. We are looking towards, development an apprenticeship program to provide additional training. All of these projects will need carpenters.

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

We have improved our completion rate as well we have helped a number of our students find employment.

Recommendations (Curriculum Committee Use Only)

Help our students, and possibly past students, work towards addressing housing issues on Spirit Lake Nation. Continue to establish connections and partnerships with area entities for completing community service projects while providing students with hands-on work opportunities.

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

Brief Narrative (1 – 3 paragraphs)

The Carpentry Program is funded through the Native American Career and Technical Education Program (NACTEP) grant. With this grant the Cankdeska Cikana Community College was able to hire a construction trades instructor, Robert Sylling. Louis Garcia, came on board in 1997 as the Carpentry Instructor under Project Drive, then became the Finish Carpentry Instructor, teaching a load of 10 – 12 credits per semester. Kim Paulson has now replaced Robert Sylling as Carpentry Instructor. In the Spring of 2018, the Finish Carpentry Certificate program was furloughed in order to combine the Carpentry and Finish Carpentry certificate programs into a single encompassing Carpentry Certificate program, designed to better meet the needs of students, the college, and the community. In 2020, Mr. Garcia retired and Mr. Frank Gourd was hired to replace him in spring of 2021; Mr. Paulson continued to provide the integrated instruction. Courses include topics in basic safety and tools, plan reading and drafting, basic carpentry, basic estimating, technical communications, and on-site construction, as well as beginning 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 6 years, an average of 12-13 students participated in the Carpentry certificate program during the fall and spring semesters each year, together with an average of 4-5 students participating in the Finish Carpentry program during the fall and spring semesters, accounting for approximately 7.5% of the students enrolled at CCCC. For the current academic year, the enrollment for the revised certificate program is at 14 students. COVID made us reduce class sizes for social distancing. We have found that smaller class sizes have led to better graduation numbers. We have been gradually increasing class sizes to find best level to be at.

Reflection

Strengths

The students that take the three semesters of Carpentry receive well-rounded, hands-on training while working on many needed community projects. Combining the efforts of the two instructors has improved shop safety and the quality of classroom and on-site learning experiences for the students. We are also increasing our students hiring value by introducing advancing technologies via the CNC and Edge Bander.

Concerns

CCCC typically holds graduation exercises in May of each year. The 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 a low graduation rate, but does not reflect the actuality that the students are finding gainful employment, thereby fulfilling goals of the program in keeping with the mission of the college. This is still somewhat of an issue, but we are making progress in seeing value. The program also needs to have a written policy in the area of liability and safety regarding substance use for medical or recreational purposes.

Progress on concerns from last previous program review (give date of last review, if applicable)
Graduations are showing improvement in this area of concern.

Recommendations (Curriculum Committee Use Only)

Continue to increase enrollment within the confines of the existing facilities. Work with administration to develop policy concerning safe use of facilities and substance safety policy.

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

Brief Narrative (1 – 3 paragraphs)

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.

Students may also receive hands-on instruction and experience in building construction, and have recently completed building 5 houses in the local area. Two of the houses were built in collaboration with the local housing program. The sale of the third has generated income for the program and college, and provided housing for doctors and nurses at our local health facility.

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, including advanced CNC programming and operation.

Each semester, the program uses the CCCC current Program Assessment Plan to assess course, program, and essential studies outcomes. The Fall 2021 and Spring 2022 assessment plans, including outcomes, goals, and findings, are 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.

Concerns

Finding employment on Spirit Lake Nation is still an issue. We are currently looking to start an apprenticeship program that will give additional training while earning income. We are pursuing building small houses to help Spirit Lake Nation Housing and college housing issues.

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

N/A

Recommendations (Curriculum Committee Use Only)

Seek out work opportunities to accommodate workloads that will support local apprenticeships.

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

Brief Narrative (1 – 3 paragraphs)

The program is funded solely through the NACTEP (Native Americans in Career and Technical Education Program) grant. 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 carpenters is increasing. The average wage is \$18 to \$20 per hour presently for North Dakota. Employment prospects on the Spirit Lake Nation for the 2022-23 years are very promising with the construction of our tiny house projects as well as our apprenticeship program and other projects throughout the Spirit Lake Nation and surrounding communities.

Reflection

Strengths

The students are learning through real-world application 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, various construction projects and carpentry needs at the college.

Concerns

Current and former students need paid apprenticeship and work opportunities in addition to the largely unpaid local service projects that are served by the program.

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

The concern still is, and has often been, local job opportunities.

Recommendations (Curriculum Committee Use Only)

Continue to establish connections and partnerships with area entities for completing community service projects while providing students with hands-on work opportunities.

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

Brief Narrative (1 – 3 paragraphs)

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 newly revised certificate requirements and scheduling enable the program to work more effectively with outside entities who can provide students with additional on-site work experience.

The more recent housing projects that the program has used to provide on-site carpentry experience are becoming a possible source of additional revenues for the college. They also give students valuable exposure to the entire construction process from start to finish.

The Carpentry Certificate Program supports other CCCC and community projects by providing much-needed services while providing hands-on instruction for program participants.

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.

Concerns

There is inadequate room for additional classroom facilities. Classes are occasionally conducted in the shop which has limited space, equipment that may be needed, and little storage space for student projects or supplies. Space concerns can also cause safety issues in the shop area at times. The program needs additional storage space for lumber and additional classroom space in order to accommodate student and instructional needs. Plans have been made for shop enlargement but, as of this date, have not come to fruition.

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

We have made progress in introducing our students to local and regional contractors to obtain gainful employment.

Recommendations (Curriculum Committee Use Only)

Continue planning for facilities expansion as enrollment increases. Seek out funding sources to expand facilities. Plan for additional faculty needs as enrollment increases.

VI. Program Analysis and Reflection Narrative

Narrative:

The CCCC Carpentry Certificate Program has one of the best equipped and supplied shops in the area. However, classroom space is limited; classes may be 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, including the library, tutoring, computer labs, counseling, student government, and student clubs.

CCCC gives faculty time off to take classes tuition free for undergraduates. The instructors have taken advantage of this opportunity over the years.


The instructors keep 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.

Students are also gaining knowledge and experience in Advanced Manufacturing via the CNC machine. This experience also gives a preview into pursuing AA and Terminal Degrees in other areas of study within CCCC.

Appendix A

(Current CCCC Program of Study showing courses offered and suggested course rotation)

<u>Essential Study Requirements</u>			<u>Semester</u>	<u>Credits</u>
				
Report of Credits Earned/Needed for Graduation Name: <u>CARPENTRY CERTIFICATE</u>				
Date:				
First Year Fall				
CARP	105	Carpentry Core Curriculum		4
CARP	101	On-Site Construction I		8
HPER	210	First Aid/CPR		1
Semester Total				13
First Year Spring				
CARP	133A	Carpentry Level One (A)		4
CARP	201	On-Site Construction II		8
Semester Total				12
First Year Summer				
CARP	133B	Carpentry Level One (B)		4
CARP	202	On-Site Construction III		4
Semester Total				8
			Total	33
Current POS Effective Date: 8/2021 BOR Approved: Curriculum Approved Revisions: 12/22/15, 06/05/18, 10/01/18 Institutional Updates: 01/31/19, 12/12/19, 8/13/21, 7/14/22				

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Kim Paulson	Carpentry Instructor	FT	12 – 18
Frank Gourd	Carpentry Instructor	FT	12 – 18

Enrollment and Graduation Data

Carpentry	# Enrolled Carpentry	# Enrolled Finish Carpentry	Total Program Enrollment	Total Enrollment	Program % of Total Enrollment
Fall 2017	31	2	33	242	13.6%
Spring 2018	14	5	19	189	10.1%
Summer 2018	2	0	2	44	4.5%
Fall 2018	11		11	178	6.2%
Spring 2019	25		25	164	15.2%
Summer 2019	12		12	45	26.7%
Fall 2019	22		22	160	13.8%
Spring 2020	35		35	168	20.8%
Summer 2020	1		1	39	2.6%
Fall 2020	13		13	182	7.1%
Spring 2021	9		9	161	5.6%
Summer 2021	8		8	128	6.3%
Fall 2021	14		14	248	5.6%
Spring 2022	18		18	243	7.4%
Summer 2022	14		14	148	9.5%
Totals	229	7	236	2339	10.1%

5-Year Program Enrollments

Program Graduates Carpentry Certificate				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
4	6	9	10	0

Program Graduates Finish Carpentry Certificate				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
				1

Total CCCC Graduates				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
46	32	25	28	20

Percentage of Program Graduates to CCCC Graduates				
2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
8.7%	18.8%	36.0%	35.7%	5.0%

5-Year Graduation Rates

Appendix C – Program Quality and Assessment

FALL 2021

CARP105 D – Cumulative Course gauge I – Student Survey	>85	N=11 NP=4 SR = 7/7 Avg. = 93 Range = 85-96	Goal was reached	Continue to teach and encourage those who attend. Follow up diligently on students not participating with appropriate action.	1,2	1,2,3,4	1,2,3,4
CARP133A D-Cumulative Course gauge I – Daily work evaluation and performance	>85	N=4 NP=1 SR = 3/3 Avg. = 89 Range = 85 - 92	Goal was reached	Continue teaching and encouraging those who attend and follow up more diligently with students participating with appropriate action.	1,2,3,4	1,2,3,4	1,2,3,4
On Site I, II and III D- Proficiency I-Student Survey	>85	N= 11 NP= 2 SR= 9/9 Avg.= 92 Range = 85 - 96	Goal was reached	Allow students to bring new and creative construction ideas into the classroom.	1,2	1,2,3,4	1,2,3,4

SPRING 2022

CARP105 D – Cumulative Course Gauge I – Student Survey	>85	N =6 NP =1 SR = 5/5 Avg. = 100 Range = 85-96	Goal was reached	Continue to teach and encourage those that attend. Follow up diligently on students not participating with appropriate action.	1,2	1,2,3,4	1,2,3,4
CARP133A D-Cumulative Course gauge I – Daily work evaluation and performance	>85	N =9 NP =1 SR = 8/8 Avg. = 100 Range = 85 - 92	Goal was reached	Continue teaching and encouraging those who attend and follow up more diligently with students participating with appropriate action.	1,2,3,4	1,2,3,4	1,2,3,4
On Site I, II and III D- Attendance and Proficiency I-Student Survey	>85	N= 16 NP= 1 SR= 15/15 Avg.= 88 Range = 80 - 96	Goal was reached	Allow students to bring new and creative construction ideas into the classroom.	1,2	1,2,3,4	1,2,3,4
CARP133B D- Cumulative Course gauge I-Daily work evaluation and performance.	>85	N= 4 NP=1 SR=3/3 Avg= 90 Range = 88 - 92	Goal was reached	Continue with the curriculum we are using. Urge students in this class to take a greater leadership role to newer students. Bring new and innovative ideas into the classroom	1,2,3,4	1,2,3,4	1,2,3,4

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

National Employment Projections, 2021-2031 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Construction Trade Workers	3.6%
Carpenters	2.2%
Construction Laborers	5.3%

Source: <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>

Annual Revenue and Expenditures

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2017	33	\$49,500.00	\$7,285.28	\$120,207.12	\$169,707.12
Spring 2018	19	\$28,500.00	\$7,285.28	\$69,210.16	\$97,710.16
Summer 2018	2	\$1,500.00	\$7,285.28	\$7,285.28	\$8,785.28
AY 2017-18		\$79,500.00		\$196,702.56	\$276,202.56
Fall 2018	11	\$16,500.00	\$7,356.26	\$40,459.43	\$56,959.43
Spring 2019	25	\$37,500.00	\$7,356.26	\$91,953.25	\$129,453.25
Summer 2019	12	\$9,000.00	\$7,356.26	\$44,137.56	\$53,137.56
AY 2018-19		\$63,000.00		\$176,550.24	\$239,550.24
Fall 2019	22	\$33,000.00	\$8,279.20	\$91,071.20	\$124,071.20
Spring 2020	35	\$52,500.00	\$8,279.20	\$144,886.00	\$197,386.00
Summer 2020	1	\$750.00	\$8,279.20	\$4,139.60	\$4,889.60
AY 2019-20		\$86,250.00		\$240,096.80	\$326,346.80
Fall 2020	13	\$19,500.00	\$7,356.26	\$47,815.69	\$67,315.69
Spring 2021	9	\$13,500.00	\$7,356.26	\$33,103.17	\$46,603.17
Summer 2021	8	\$12,000.00	\$7,356.26	\$29,425.04	\$41,425.04
AY 2020-21		\$45,000.00		\$110,343.90	\$155,343.90
Fall 2021	14	\$25,200.00	\$8,656.00	\$60,592.00	\$85,792.00
Spring 2022	18	\$32,400.00	\$8,656.00	\$77,904.00	\$110,304.00
Summer 2022	14	\$25,200.00	\$8,656.00	\$60,592.00	\$85,792.00
AY 2021-22		\$82,800.00		\$199,088.00	\$281,888.00

Term	2021-2022	2020-2021	2019 - 2020	2018 - 2019	2017 - 2018
Salary	\$ 57,430	\$ 51,064	\$ 57,693	\$ 52,643	\$ 52,515
Fringe	36%	35%	35%	35%	35%
# of Program Faculty	2	1	2	2	2
Total Salaries	\$114,860.00	\$51,064.00	\$115,385.34	\$105,286.00	\$105,030.80
Total Fringe	\$41,349.60	\$17,872.40	\$40,384.87	\$36,850.10	\$36,760.78
Total Expenses	\$156,209.60	\$68,936.40	\$155,770.21	\$142,136.10	\$141,791.58
Total Revenue	\$281,888.00	\$155,343.90	\$326,346.80	\$239,550.24	\$276,202.56
Net Gain/Loss	\$125,678.40	\$86,407.50	\$170,576.59	\$97,414.14	\$134,410.98

Program Evaluation and Review (for Curriculum Committee Use Only)

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(s):

The committee recognizes that this program provides a net financial gain and would be sustainable even without the grant funding due to the substantial enrollment.

The committee recommends program continuance.

Follow up actions and timeline:

Establish written safety policy and guidelines prior to the Fall 2023 semester. Seek funding and ways to expand classroom space. Participate in the program review exit meeting December 2022 to detail needs for strategic planning.



**CANKDESKA CIKANA
COMMUNITY COLLEGE**
Spirit Lake Tribe

PO Box 269, Fort Totten, ND 58335
Phone 701.766.4415
Toll Free 888.783.1463
Fax 701.766.4077
www.littlehoop.edu

Completed Program Reviews Verification

Name of Program Reviewed: Certificate Carpentry

Director or Faculty of Record

Kim Anderson

Date of Review

11-10-22

Curriculum Committee Chair

Karen Saari

Date of Review

11/10/22

Dean of Administration

Stewart Young

Date of Review

11/16/22

Academic Dean

Dr. Jumper

Date of Review

11/22/22

President (as appropriate)

Gretchen Sunquist

Date of Review

11-21-22

Chair CCCC Board of Regents (as appropriate)

N/A

Date of Review

Think Dakota • Live Dakota