



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

RESIDENTIAL CONSTRUCTION AND CABINETMAKING PROGRAM

**Wisconsin Indianhead Technical College
32-410-2 Technical Diploma**

***2014*
Program Review**

And

Improvement Plan

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Residential Construction and Cabinetmaking

32-410-2 Technical Diploma

Financial Aid Eligible

Program Overview

The Residential Construction and Cabinetmaking program will provide students with the knowledge and skills necessary for job success in the construction industry. Students will learn the fundamentals of building design, energy efficiency concepts, construction, layout operation, related mathematics, print reading, estimating, cabinet design, and materials of industry. Students will use the hand and power tools that are commonly used in construction and fabrication to assemble wood products and to build a house.

Campus:

Rice Lake



Special Feature

This is a unique two-year program in the state that combines cabinetry and residential construction.

Second-year students build a custom home as a capstone project.

Admission Requirements

Students in this program must:

- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Complete admissions interview with a WITC counselor (above requirements should be completed prior to interview)

Student Profile

Residential Construction and Cabinetmaking students should be able to:

- Move arms, hands, and fingers rapidly and accurately
- Visualize forms and shapes from sketches
- Organize work
- Stand for long periods of time
- Lift 50 pounds
- See variations in wood color
- Work with wood dust
- Perform basic arithmetic and measuring
- Work well with others
- Work carefully and safely
- Enjoy working with machinery
- Assume responsibility for their work

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Machine Shop Practices
- Woodworking
- Cabinetmaking
- Wood Turning and Pattern Making
- Basic Math
- Print Reading
- Architectural Drawing

Program Outcomes

Employers will expect Residential Construction and Cabinetmaking graduates to be able to:

- Read and interpret construction prints
- Follow standard safety procedures while operating and maintaining woodworking machines
- Interpret building codes
- Design residential plans and manufacture related projects using CNC/CAD and traditional formats
- Estimate building material costs from plans
- Survey building sites
- Construct light frame structures while demonstrating safe work practices
- Use critical-thinking skills to solve construction and manufacture-related problems
- Demonstrate applications of woodworking and joinery

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 of the college catalog for a list of collegewide outcomes and indicators.

Career Outlook

Typical positions available after graduation include:

- Carpenter (Construction)
- Woodworking Machine Operator
- Furniture Finisher
- Millperson
- Machine Setup Person
- Cabinetmaker
- Wood Machinist
- Salesperson
- Estimator
- Draftsperson
- Material Handling Specialist

Curriculum

Number	Course Title	Credits
Occupational Specific Courses		
32410300	Cabinet and Furniture Making 1	5
32410302	Cabinet and Furniture Making 2 [▲]	5
32410303	Construction Framing 1 [▲]	4
32410304	Advanced Construction Framing (WBL) [▲]	5
32410320	CNC Machine Operation [▲]	2
32410326	Site Surveying [▲]	1
32410329	Building Materials Estimating [▲]	3
32410332	Drafting for Carpentry 1 [▲]	5
32410333	Drafting for Carpentry 2 [▲]	5
32410334	Production Cabinetmaking 1 [▲]	5
32410335	Production Cabinetmaking 2 [▲]	5
32410339	Print Reading for Building Construction	2
32410353	Construction Framing 2 [▲]	4
		51
Occupational Supportive/ General Studies Courses [▲]		
32801361	Applied Communications 1	2
32801363	Applied Communications 2 [▲]	2
32804355	Math 355	3
32804365	Math 365 [▲]	3
32809371	Applied Human Relations	2
32890300	Contemporary Workplace	2
		14
	PROGRAM REQUIREMENTS	65

- [▲] Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.
- [■] See pages 41-43 for course descriptions.

Course Descriptions

(See pages 41–43 for General Studies course descriptions)

32410300

Cabinet and Furniture Making 1 - Credits: 5
This is a lab/shop/theory application. This course covers the basics of cabinet and furniture construction. Fundamental machine operations and safety rules are taught. The students are required to construct, by approved machine methods, the common joints used in good construction. The study of wood and other materials, hand tools and bench work, shop drawing design, and layout are a part of the basic course.

32410302

Cabinet and Furniture Making 2 - Credits: 5
This is a lab/shop applications course. The student will be involved in projects according to his/her abilities to provide practical application of the operations learned. COREQUISITE: 32410300 Cabinet and Furniture Making 1.

32410303

Construction Framing 1 - Credits: 4
This is a lab/shop applications course that runs concurrently with and companion to Construction Framing 2. This course covers the operations required in building layout, installation of concrete and masonry, and the framing of floors and walls to meet Wisconsin State Code. Competencies are learned through actual hands-on applications. PREREQUISITES: 32410302 Cabinet and Furniture Making 2, 32410339 Print Reading for Building Construction, and 32804355 Math 355.

32410304

Advanced Construction Framing (WBL) - Credits: 5
This is a lab/shop/theory application. This course provides instruction in current application techniques of various building materials as applied to construction work on residential/light commercial buildings. The course of study encompasses the procedures of appropriate safe skills and knowledge required to construct/install rafters, roofing, materials, siding, insulations, stairs, platforms, decks, floor coverings, wall coverings, and related materials. PREREQUISITE: 32410315 Construction Framing 2.

32410320

CNC Machine Operation - Credits: 2
This course introduces the student to the development and editing of CNC programs. The basic elements of CNC machine setup and operation are covered for the production of acceptable parts. Safety concerns are also addressed. PREREQUISITE: 32804365 Math 365.

32410326

Site Surveying - Credits: 1
This course is designed to provide the student with the understanding of site plans, the recontouring of sites, the use of builder's surveying equipment, and other related information. PREREQUISITES: 32410339 Print Reading for Building Construction and 32804355 Math 355.

32410329

Building Materials Estimating - Credits: 3
This course introduces the student to the basic methods of estimating and develops a system for doing quantity surveys. The course also prepares the student to make some of the kinds of estimates that are commonly used in architecture and building construction. PREREQUISITES: 32410333 Drafting for Carpentry 2 and 32804355 Math 355 or equivalent.

32410332

Drafting for Carpentry 1 - Credits: 5
This course introduces students to the subject of residential design and construction. The problems faced by builders and designers before actual construction begins are emphasized. Students complete a series of detail drawings to acquaint them with the materials used and the methods of fabrication in sketching, lettering, line weights, and use of the scale are stressed. Standard house plans are utilized to acquaint the student with the drawings used in home construction. Students are also introduced to state, federal, and local codes. PREREQUISITE: 32410339 Print Reading for Building Construction.

32410333

Drafting for Carpentry 2 - Credits: 5
This course introduces SoftPlan software and the use of the Uniform Dwelling Code Book. In this course the students design residential structures based on the needs of individuals. The needs and desires of the client and their family are stressed in assignments. Various types of residential structures are designed. The student is introduced to the use of models and perspective drawings in selling a design to a client. UDC regulations are stressed throughout the drawings. PREREQUISITE: 32410332 Drafting for Carpentry 1.

32410334

Production Cabinetmaking 1 - Credits: 5
This is a lab/shop/theory application that deals with finishing and fine tolerances of the construction trade. Hands-on techniques of hanging and trimming doors and windows, installing trim and molding, hanging drywall, and other wall finishes are covered. PREREQUISITE: 32410302 Cabinet and Furniture Making 2.

32410335

Production Cabinetmaking 2 - Credits: 5
This is a lab/shop/theory application that deals with finishing and fine tolerances of the construction trade. Hands-on techniques of installing trim and molding, and designing and building cabinets are covered. PREREQUISITE: 32410302 Cabinet and Furniture Making 2 and COREQUISITE: 32410334 Production Cabinetmaking 1.

32410339

Print Reading for Building Construction - Credits: 2
This course provides instruction in reading and interpreting shop drawings, residential drawings, and commercial building plans. Emphasis is placed on building terminology and learning conventional techniques of communicating building methods from the designer to the builder. Students learn to visualize the structure and to interpret elevations, plan views, details, and sections from drawings. They also learn to read and interpret building specifications.

32410353

Construction Framing 2 - Credits: 4
This is a lab/theory course that runs concurrently with and companion to Construction Framing 1. This course covers the operations required in building layout and the framing of floors, walls, roofs, and stairs. The learner will learn the importance of building an energy-efficient home, and will be performing energy tests with diagnostic tools. Competencies are learned through lecture and actual hands-on applications. PREREQUISITES: 32410339 Print Reading for Building Construction, 32804355 Math 355, and COREQUISITE: 32410303 Construction Framing 1.

Gainful employment information is available at this link: <http://www.witc.edu/residential-construction/>. This information is provided as a federal requirement in an effort to help students make informed decisions related to the costs and potential employment in a chosen field.

Graduate Employment Information

(WITC Graduate Survey Responses 2011-2012; for most recent data, go to [witc.edu](http://www.witc.edu))

Number of graduates	13	Number employed	12	% employed in WITC district	73%
Number of responses	13	Percent employed	100%	Range of yearly salary	\$20,798-\$59,275
Number available for employment	12	Employed in related field	11	Average yearly salary	\$34,650

career vision

800.243.9482

witc.edu

2014-2015

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TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name	
32-410-2 Residential Construction and Cabinetmaking	
Program Academic Dean	Title/Location
Mike Boyle	Academic Dean Rice Lake
Team Lead(s)	Title/Location
Chris Harder	Instructor Rice Lake
Scott Theilig	Instructor Rice Lake
Team Members	Title/Location
Thad Hovde	Owner, Sunset Construction Rice Lake
Joe Masrud	Student Rep 140 East Thomas St., Apart. 7 Rice Lake, WI 54868
Susan Janetski	Counselor Rice Lake
Dave Shipley	General Studies Instructor Rice Lake

Program Information:		
Capacity (new students admitted/year):		18
Number of Faculty:	FT: 2	PT: 1
Statewide Curriculum:	Yes?	No? X
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	<i>Classroom:</i>	13
	<i>Online:</i>	0
	<i>ITV/IP:</i>	0
	<i>In Person/Web Blended:</i>	0

Program Accredited by:	NA
Date of Last Accreditation	
Date of Next Accreditation	
Is a visit required? If so, when is the next visit?	
Program Licensed by:	NA
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	NA

Note: The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Residential Construction and Cabinetmaking	Team Chair: Chris Harder / Scott Theilig
Academic Dean: Mike Boyle	Divisional Dean: Randy Deli
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	In-Person
Number of meetings	1
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	As a group.
Additional comments:	
Summary of Findings	
As you completed this self study section of the program review, what areas "stand out" in your program? Please explain.	Offsite House Project stands out as a capstone of program. Students take ownership and pride in building real-world project.
What has surprised you? Please explain.	Advisory committee member observed graduates often visiting past off-site house projects.
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	TSA implementation to be started. Collaborative marketing needs to be addressed. Expand recruitment techniques.
When/where in your program will you implement these improvements?	These improvements will occur by May 2016.
What methods (direct or indirect) will you use to assess the success of this implementation?	Completion of implementation of TSA for the program. Others will be measured by increases in enrollment/FTEs.
What new outcomes or benchmarks do you hope to achieve through these recommended changes?	Outcome would be to have minimum fall enrollments of 15.
Additional comments:	

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Residential Construction and Cabinetmaking Category: WITC Program Statistics	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>Graduate satisfaction with program has been 100% over past three years.</p> <p>Retention has remained consistent.</p> <p>Last three years of related graduate employment show tremendous improvement over prior three years.</p>	<p>Enrollment/FTE over past 3 years have decreased.</p> <p>Related graduate employment has been inconsistent but showing growth.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>Graduate satisfaction with program has been 100% over past three years. Students appreciate instructor time, hand-on projects and small class size. Offsite House Project enables student ownership from start to finish. Student clubs and activities allow students to be active in the community and the college. A variety of employment opportunities are the result of cabinetmaking, construction, drafting and CNC components of the two year program.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Enrollment/FTE over past 3 years have decreased. Residential construction industry crashed in 2008. Recovery began in 2013. Enrollment is directly impacted by the residential industry recovery. Increased enrollments are anticipated due to growth in construction and cabinetry industry.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Enrollment/FTE over past 3 years have decreased. Residential construction industry crashed in 2008. Recovery began in 2013. Enrollment is directly impacted by the residential industry recovery. Increased enrollments are anticipated due to growth in construction and cabinetry industry.</p>
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>Graduate satisfaction with program has been 100% over past three years. Students appreciate instructor time, hand-on projects and small class size. Offsite house project enables student ownership from start to finish. Student clubs and activities allow students to be active in the community and the college. A variety of employment opportunities are the result of cabinetmaking, construction, drafting and CNC components of the two year program.</p>

Team Rating

Please indicate by an (**X**) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Residential Construction and Cabinetmaking Category: Curriculum	
PLUSES (Strengths)	DELTAS (Opportunities)
Program Outcomes have been validated. Catalog pages current and accurate. Curriculum checklist is up-to-date. Program assigned outcome matrices completed. All syllabi meet the current checklist requirements.	Technical Skills Attainment (TSA) is currently in planning stage at the state level. Some courses are in the process of being updated. Others have been updated.
Select one PLUS item and explain the root cause:	Program Outcomes have been validated. The Program Outcomes meet the parameters of the construction and cabinetry industry as supported by the advisory committee.
Select one DELTA item and explain the root cause:	Technical Skills Attainment (TSA) is currently in planning stage at the state level. Program instructors to attend State Called Meeting in April of 2014 to explore the options for TSA. Residential Construction and Cabinetmaking is a unique program in the state. It will have to be determined if a state-wide TSA for Construction or Cabinetry meet program requirements.
What items in this category MUST be addressed on our improvement plan?	Technical Skills Attainment (TSA) is currently in planning stage at the state level. Program instructors to attend State Called Meeting in April of 2014 to explore the options for TSA. Residential Construction and Cabinetmaking is a unique program in the state. It will have to be determined if a state-wide TSA for Construction or Cabinetry meet program requirements. Some courses are in the process of being updated. Others have been updated.
What items in this category MIGHT be addressed on the improvement plan?	
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	

Team Rating

Please indicate by an (X) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Residential Construction and Cabinetmaking Category: Assessment of Student Learning	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>Program Outcomes have been validated by the advisory committee.</p> <p>Program Outcome Assessments have been completed for two areas.</p> <p>Math Collegewide Outcome is being assessed on yearly basis.</p> <p>Currently meeting the requirements for assessing course outcomes.</p>	<p>TSA has not been implemented due to unique program status.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>Program Outcome Assessments have been completed for two areas. Through the program assessments instruction has been updated to meet the requirements of the program. This has raised the level of student performance.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>TSA has not been implemented due to unique program status. The college has piloted the process for implementing TSAs for unique programs. Program instructors to attend state called meeting to address the TSA.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>TSA has not been implemented due to unique program status. The college has piloted the process for implementing TSAs for unique programs. Program instructors to attend State Called Meeting to address the TSA.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	

Team Rating

Please indicate by an (**X**) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Residential Construction and Cabinetmaking Category: Advisory Committees	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>Advisory committee has equal representation between employers and employees.</p> <p>Advisory committee meets twice a year and provides valuable feedback.</p> <p>Advisory Committee members are actually involved and engaged with the program. Advisory Committee members keep the program up to date with the construction industry.</p> <p>Advisory committee members are represented on the Program Review Committee.</p> <p>Student and recent graduates are part of the advisory committee meetings.</p> <p>One advisory committee meeting per year is held at capstone House Project.</p>	<p>Currently do not have Student Services representation on advisory committee.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>Student and recent graduates are part of advisory committee meetings. Students and graduates give immediate, valuable and current input. They also feel program ownership.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Currently do not have Student Services representation on advisory committee. Representation has not been actively sought.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>Currently do not have Student Services representation on advisory committee. Representation has not been actively sought.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>Advisory Committee members are actually involved and engaged with the program. Advisory Committee members keep the program up to date with the construction industry. One advisory committee meeting per year is held at capstone House Project.</p>

Team Rating

Please indicate by an (**X**) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
			x
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Residential Construction and Cabinetmaking Category: Equipment and Facilities	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>Equipment meets industry standards and safety standards.</p> <p>Soft Plan and MasterCam software are updated to latest version.</p> <p>Energy efficiency technology equipment has been incorporated into program.</p> <p>Offsite capstone House Project is huge success in meeting student curricular needs.</p> <p>Agreements are renewed every three years.</p> <p>Safety record is exemplary.</p> <p>Material distributors donate time and materials to benefit instruction and the offsite project.</p>	<p>Construction labs are undersized.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>Offsite capstone project is huge success in meeting student curricular needs.</p> <p>Gives the students a real world, hands-on learning experience. Currently completing twelfth offsite House Project.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Construction labs are undersized.</p> <p>Newer, larger, safer equipment cuts down on available student workspace. Storage space for seasonal equipment is very limited.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Construction labs are undersized.</p> <p>Newer, larger, safer equipment cuts down on available student workspace. Storage space for seasonal equipment is very limited.</p>

What items in this category may be considered a BEST PRACTICE OR INNOVATION?	<p>Offsite capstone project is huge success in meeting student curricular needs.</p> <p>Equipment meets industry standards and safety standards.</p> <p>Material distributors donate time and materials to benefit instruction and the offsite project.</p>		
<p>Team Rating</p> <p>Please indicate by an (X) the team rating of your program on this category.</p>			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Residential Construction and Cabinetmaking Category: Staff Development and Program Innovation	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>Faculty stay current by attending conferences and working in the industry.</p> <p>Onsite demonstrations by material representatives.</p> <p>Dean regularly meets with faculty to conduct performance review and ILPs.</p> <p>Within last three years faculty have completed the following staff developments: International Builders Show, Kitchen and Bath Industry Show, Better Buildings Better Business, Skills USA, Heart of the North Builders Association, Building Code Updates.</p> <p>Student evaluations of instruction are conducted on an annual basis.</p>	<p>There currently does not exist an outside accreditation agency that would benefit the program.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>Onsite demonstrations by material representatives. Suppliers are willing to donate their time and efforts to further the instructor's knowledge of new, upcoming products on the market.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>There currently does not exist an outside accreditation agency that would benefit the program.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>Within last three years faculty have completed the following staff developments: International Builders Show, Kitchen and Bath Industry Show, Better Buildings Better Business, Skills USA, Heart of the North Builders Association, Building Code Updates.</p> <p>Onsite demonstrations by material representatives.</p>

Team Rating

Please indicate by an (X) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
			X
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Residential Construction and Cabinetmaking Category: Collaboration Across the College	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>Offsite project allows training opportunities for other programs.</p> <p>Ongoing process planning.</p> <p>Collaboration exist between program instructors and General Studies instructors.</p> <p>Student portfolio created to showcase talents.</p> <p>Portfolio was a collaboration between General Studies and the core courses.</p> <p>Career Specialist provides information on upcoming events and recruitment opportunities.</p> <p>Faculty are actively involved in Career Days at high schools and WITC events.</p> <p>Facebook page updated weekly by program faculty.</p> <p>Student Services and program instructors collaborate on a regular basis.</p> <p>Faculty provide up to date advising at registration and refer to Student Services when appropriate.</p> <p>Faculty bring in Accommodations Specialist when needed.</p> <p>Employment assistance events are promoted through General Studies, program and Student Success staff.</p>	<p>Despite collaboration between General Studies and program instructors, students fail to grasp the need for General Studies coursework.</p> <p>Collaborative marketing could be strengthened.</p>
Select one PLUS item and explain the root cause:	<p>Student portfolio created to showcase talents. Portfolio was a collaboration between general studies and the core courses.</p> <p>Assist students in promoting their skills to potential employers.</p>

Select one DELTA item and explain the root cause:	Collaborative marketing could be strengthened. Program is not being sold to its full potential with current marketing strategies. Feedback is lacking between marketing and program instructors.		
What items in this category MUST be addressed on our improvement plan?	Collaborative marketing could be strengthened. Program is not being sold to its full potential with current marketing strategies. Feedback is lacking between marketing and program instructors.		
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Student portfolio created to showcase talents. Portfolio was a collaboration between General Studies and the core courses. Facebook page updated weekly by program faculty.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

WITC QRP AND PERKINS DATA REVIEW

QRP SCORECARD

32-410-2 – Residential Construction and Cabinetmaking

WTCS State Indicator	2013				
	Total In Cohort	Total Achieved	Actual	WITC Threshold	WITC Target
C200 Course Completion	24	20	83.33%	61.52%	96.92%
C400 Special Populations Course Completion	20	16	80.00%	60.13%	97.66%
C600 Minority Course Completion	1	1	100.00%	NA	100.00%
F200 Second Year Retention	7	7	100.00%	58.22%	100.00%
F400 Third Year Retention	18	14	77.78%	36.33%	76.26%
F600 Third Year Graduation	18	14	77.78%	16.20%	72.87%
F800 Fifth Year Graduation	14	11	78.57%	10.52%	78.98%
I300 Job Placement - All Employment	12	12	100.00%	71.82%	100.00%
I600 Job Placement - Related Employment	12	11	91.67%	13.13%	100.00%
J500 Non-Traditional Gender	24	2	8.33%	NA	53.83%
J650 NTO Graduation	9	0	0.00%	NA	25.00%

WTCS State Indicator	2012			2011		
	Total in Cohort	Total Achieved	Actual	Total in Cohort	Total Achieved	Actual
C200 Course Completion	22	21	95.45%	35	34	97.14%
C400 Special Populations Course Completion	19	18	94.74%	29	28	96.55%
C600 Minority Course Completion	NA	NA	NA	2	2	100.00%
F200 Second Year Retention	18	13	72.22%	26	17	65.38%
F400 Third Year Retention	26	15	57.69%	14	11	78.57%
F600 Third Year Graduation	26	15	57.69%	14	11	78.57%
F800 Fifth Year Graduation	19	13	68.42%	21	12	57.14%
I300 Job Placement - All Employment	12	9	75.00%	9	9	100.00%
I600 Job Placement - Related Employment	12	6	50.00%	9	8	88.89%
J500 Non-Traditional Gender	22	1	4.55%	35	1	2.86%
J650 NTO Graduation	13	1	7.69%	13	0	0.00%

PERKINS SCORECARD

32-410-2 Residential Construction & Cabinetmaking											
	Total N	1P1	Total N	1P2	Total N	2P1	Total N	3P1	2P1+3P1	Total N	4P1
FAUPL (Benchmark)		82.22		83.71		55.00		11.28	66.78		90.41
2010	17	100.00	17	88.24	17	76.47	17	0.00	76.47	21	95.24
2011	12	100.00	12	100.00	12	91.67	12	8.33	100.00	19	94.74
2012	17	100.00	17	88.24	17	82.35	17	0.00	82.35	10	90.00
2013	20	85.00	20	70.00	20	80.00	20	0.00	80.00	14	92.86
4 Year Average		96.25		86.62		82.62		2.08	84.71		93.21

Terminology	Definition
FAUPL or NPL or PL	Percentage benchmark the program must meet or exceed.
Total N	The number of students in the cohort of the specified year listed.
1P1	Program technical course completion percentage.
1P2	Program general studies course completion percentage.
2P1	Program degree attainment percentage.
3P1	Program retention/transfer percentage.
2P1 + 3P1	Degree attainment + retention percentage.
4P1	Job placement percentage reported at six-month graduate survey.

WTCS QRP SCORECARD ANALYSIS WORKSHEET

Program:	Residential Construction and Cabinetmaking 32-410-2			
Target Analysis				
Indicator	Actual	Threshold	Target	Best Practice or Innovation – Describe and include how this has contributed to your high actual results for this indicator.
F600 Third Year Graduation	77.78%	16.20%	72.87%	Exceeds target. Students value the learning they receive at WITC. The house that the students build in semester three and four is an accomplishment that is important to the students.
I600 Job Placement Related Employment	91.67%	13.13%	100 %	Program has a great reputation. Housing industry is recovering from 2008 housing crisis. Residential permits in the surrounding counties increased by 20% for 2013.
Threshold Analysis				
Indicator	Actual	Threshold	Target	Potential Action – Describe what action(s) could possibly be taken to improve this indicator and why it might work.
C400 Special Population Course Completion	80%	60.13%	97.66%	This indicator should be monitored in the future. In years 2011 and 2012 the numbers are acceptable. In year 2013 it dropped significantly. Years 2014 and 2015 should give an indication of what future action should be taken.

WTCS PERKINS SCORECARD ANALYSIS WORKSHEET

Program:	Residential Construction and Cabinetmaking 32-410-2			
Indicator	Actual	Benchmark	Not met (X)	What practices might be causing this performance and what potential actions could be taken to improve this score?
1P1 Technical Course Completion	2013-85.00 4 yr 96-25	82.22		The offsite house project started just over ten years ago has continued to keep students in the program over the two years.
1P2 Academic (General Studies) Course Completion	2013-70.00 4 yr 86.82	83.71		Large percentage of first year students left the program without withdrawing from their courses.
2P1 Degree Attainment (Completion)	2013-80.00 4 yr. 82.62	55.00		Students are exposed to offsite house project throughout their two years in the program.
3P1 Retention/ Transfer	2013-0.00 4 yr 2.08	11.28	X	3P1 Retention/Transfer is not meeting the benchmark. This is due to the high percentage that attain their degree 2.P1. This becomes clearer when looking at 2P1 & 3P1 which greatly exceeds the benchmark.
2P1+3P1	2013 80.00 4 yr 84.71	66.78		
4P1 Placement (6-month survey)	2013 92.86 4 yr 93.21	90.41		The residential construction industry is slowly making its way back after the large drop off in 2008.

FUTURE TRENDS AND EXTERNAL FACTORS

Program	Residential Construction and Cabinetmaking 32-410-2
Future Trends	
•	Cost for building lots and home construction continues to increase, therefore we are seeing a movement from single family homes to multi-family homes.
•	Assisted living construction continues to increase. People are living longer and expecting more out of their retirement. Investment in quality of life housing will increase.
•	Baby boomers moving into retirement years. Concern on how that will impact residential home construction.
•	
Employment Trends	
Local	Wisconsin Builders Association data for the surrounding counties shows positive growth. This indicates more opportunity for employing of graduates. Current graduating students are finding several options for employment.
•	
State	Housing starts are increasing across the state by 10% over last year. Forecasts are for this trend to continue.
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External Factors	
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IMPROVEMENT PLAN

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Residential Construction and Cabinetmaking 32-410-2					
Defined Outcome:	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Expansion of program marketing and recruitment to increase enrollment from 11 students by 10% over the next two years. (Fall 2014 enrollment report)					
Action Plan/Action Items: - Collaborate with PR/Marketing staff to update flyers and the website as well as to identify other marketing opportunities. - Actively participate in on campus recruitment activities. - High School recruitment activities to be expanded.			Marketing/PR Program Instructors Dean	2014-2016	N/A
			Program Instructors	2014-2016	N/A
			Program Instructors	2014 - 2016	N/A

Update: (A mid-year and year-end update will be required each year during implementation.)

January 2015 – Initial discussion to produce something to take to high schools for program promotion. Staff always participates in campus activities and expos.

June 2015 – Discussion about getting the T&T group together at Rice Lake to produce a flyer for high school students and counselors. Completed May 2015. Results look favorable for fall 2015 due to marketing efforts.

January 2016 – poster created for all T&T programs that was given out to all local high school - high school visits, banners for their classrooms and labs, the college has put forth new marketing rationale and currently RCC is slated to be marketed with manufacturing in the spring 2017.

June 2016 - New embedded technical diploma – Construction Fundamentals has been created and will be implemented at 4 outreach locations – Clayton, St. Croix, Polk County and New Richmond campus as a mobile construction program lasting 1 semester to get students trained and hopefully use it as a cross sell into the 2 year program.

January 2017 - Embedded technical diploma was changed to Construction Essentials – which includes Construction framing, print reading and Math. It is being offered at Clayton High School, Another section is setup to run at New Richmond and LCO Community College. Clayton is going very well and we have one application submitted from a student in the Clayton group.

Enrollments were 9 new students for fall so even though the program didn't increase by 10% by starting the Construction Essentials programs this will be a push to get more enrollments for fall 2017.

One of the instructors will be attending the career day this year in Superior in an effort to recruit new students for fall 2017.

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Residential Construction and Cabinetmaking 32-410-2					
<i>Defined Outcome:</i> Student Services representation at program advisory committee meetings.	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items: Invite Student Services representative to each advisory committee meeting to ensure their attendance.			Program Instructors Campus, Dean of Students Academic Dean	2014-2016	N/A
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>January 2015 – Invitation sent out to staff inviting to advisory committee.</p> <p>June 2015 – No participation from student services. Efforts will continue to recruit.</p> <p>January 2016 – Fall 2015 advisory meeting invitations were sent out to student services but no participation from that department.</p> <p>June 2016 - Representation from counselors in the student services area were represented at the last advisory committee meeting.</p> <p>January 2017 – Completed – Counselors are continuing to attend the advisory committee meetings</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Residential Construction and Cabinetmaking 32-410-2					
Defined Outcome: Program curriculum updated.	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items: Complete updating of program curriculum. Explore addition of BlackBoard presence within program courses.			Instructors/Dean Curriculum Specialist	Spring 2015 – Fall 2015	N/A
			Instructors	Spring 2015 – 2016	N/A
Update: (A mid-year and year-end update will be required each year during implementation.) January 2015 – Discussion about putting career pathways into the program. June 2015 – Will bring the possibility of implementing career pathways into their program. January 2016 – Discussions about both areas of RCC took place in fall 2015 and it was decided that Cabinetmaking would not participate due to being detrimental to the program but currently there is a proposed grant to build the framing portion of the program into a pathway. June 2016 - New embedded technical diploma – Construction Fundamentals has been created and will be implemented at 4 outreach locations – Clayton, St. Croix, Polk County and New Richmond campus as a mobile construction program lasting 1 semester to get students trained and hopefully use it as a cross sell into the 2 year program. January 2017 – Construction Essentials is slated to be offered in 3 geographical locations with efforts to get one more section up and running before June 2017. Instructors will have a presence in Blackboard in the 2016-17 school year.					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Residential Construction and Cabinetmaking 32-410-2					
Defined Outcome: TSA Implementation	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
<p>Action Plan/Action Items: Attend State Called Meeting</p> <p>Determine if one-year State Cabinetmaking and/or one-year Construction TSA meets WITC's two-year requirement.</p> <p>Phase 1 TSA completed.</p> <p>Phase 2 TSA completed.</p> <p>TSA Assessment are developed for Phase 3.</p>			<p>Program Instructors</p>	<p>Fall 2014</p> <p>Fall 2014 – Spring 2015</p> <p>Fall 2015</p> <p>Fall 2016</p> <p>Fall 2016</p>	
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>January 2015 – Construction instructors across the state met and developed TSA standards but cabinetmaking is unique in the state so it was deferred.</p> <p>June 2015 – Will begin working on this with WTCS and Andrea to complete phase 1.</p> <p>January 2016 – Phase 1 and phase 2 has been started with Andrea, will continue to progress.</p> <p>June 2016 - Phase I TSA is complete and Phase 2 is continuing to be completed. Should be completed by spring 2017.</p> <p>January 2017 – Phase 2 is completed. Data will begin to be collected fall 2017.</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Residential Construction and Cabinetmaking 32-410-2					
Defined Outcome: Special Population Course Completion. (Declined to 80% which is above threshold of 60.13%, but below target of 97.66 %.)	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
	C400				
Action Plan/Action Items: Review results of 2014			Program Instructor Dean	Spring 2015	N/A
Review results of 2015			Program Instructor Dean	Spring 2016	N/A
Determine based on results if future action should be taken.			Program Instructor Dean	Spring 2015-Spring 2016	N/A
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>January 2015 – Reviewed 2014 data</p> <p>June 2015 – Reviewed 2015 data, will now compare the two years to determine if future action should be taken.</p> <p>January 2016 – There is no new information available to compare at this time. Will compare fall 2016 in October to see if anything additional needs to be done.</p> <p>June 2016 - Fall 2016 data will be compared to see if anything needs to be changed.</p> <p>January 2017 – No new information to report. Fall 2016 data will be analyzed in February to see if anything needs to be changed after instructors complete the data and evidence analysis class. Data from their program will be used to complete the class.</p>					