

Program Review: One-Year Follow-Up Report Carpentry Trades

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A. Overview

The 2025/26 academic year has been busy for the carpentry division. The division ran a full complement of Foundations and Apprenticeship programming at the Comox Valley campus while navigating the temporary loss of one of their faculty members. This included one Carpentry Foundation program, 2x Level 1, 4x Level 2, 3x Level 3 and 3x Level 4 Carpentry Apprenticeship courses. During this time, several action items have seen meaningful progress.

B. Impacts on Program Structures

The program structure has remained largely consistent over the past academic year. While several initiatives and discussions have taken place following the program review, these have primarily supported existing delivery models rather than resulting in structural changes. The current framework continues to align with provincial requirements and established scheduling practices, allowing the program to operate as intended.

C. Impacts on Teaching and Learning Practices

The program review process prompted valuable reflection on teaching and learning practices across the department. Faculty have engaged with a variety of perspectives through professional development, collaboration, and institutional supports. Implementation of new approaches has varied by instructor and course context, with changes occurring incrementally as faculty assess what is most effective within their existing delivery models. These conversations remain ongoing.

D. Impacts on the Student Experience

Each action item completed results in a better student experience for our carpentry students. The action items completed are part of a large spectrum that all benefit the learner directly through improved pedagogical approaches or indirectly by implementing efficiencies that permit instructors to focus their finite time in a manner that supports the students experience while here at NIC.

E. Impacts on Approaches to Indigenization

Through the program review process, indigenization was discussed and unpacked in regard to the college mission and local community. Several of the faculty members in the carpentry department planned specific indigenous related professional development activities in their yearly plan. These included third-party courses, books, and exploring the Teaching and Learning website. In addition, some faculty members participated in the campus-wide, NIC-sponsored professional development day at the beginning of May 2026.

All carpentry faculty members completed the 4–8 hour *201 Indigenous Awareness Certification* course delivered by Indigenous Awareness Canada. This information-rich online training provided essential foundational knowledge, historical context, and perspectives to faculty, and was assigned as a mandatory requirement within the School of Trades and Technology over the 2025/26 school year.

Each faculty member has come away from these learning experiences with new perspectives and ideas for classroom application. Steps to indigenize the class, course and program are done so thoughtfully by each faculty member based on their level of comfort. The different initiatives practiced by faculty have included sharing circles at the beginning of class, being sensitive to indigenous cultural norms, and demonstrating respectful discourse.

In addition, Healthy Trades initiatives have provided opportunities for students and faculty to voluntarily participate in indigenous centered activities.

F. Completed Action Items

#	Desired Outcome	Completed Actions	Challenges, Successes, and Impacts
	What did you want to achieve?	What actions have been taken to achieve the desired outcome?	What challenges have you encountered, what successes have the change brought, and/or what impacts have the changes had on the student’s learning experience?
1	Indigenous Connections and Relationships	<p>-Faculty access Elders when possible.</p> <p>-“Walk with me” activities facilitated through “Healthy Trades & Trades Coordinator have ensured timely access for students to engage and talk about drug and overdoes problems, and connect with culturally appropriate practices.</p> <p>-Completion of 201 Indigenous Awareness Certification</p> <p>-NIC, May 2026 PD day, Journeying Together course presentation</p>	<p>While efforts to strengthen Indigenous connections and relationships have progressed, challenges remain in ensuring consistent and timely access to Elders and culturally appropriate resources, particularly within the constraints of program scheduling and faculty availability. Additionally, faculty are at varying stages in their understanding and confidence in applying Indigenous-informed approaches, which requires an ongoing and individualized process of learning and integration.</p> <p>Despite these challenges, meaningful progress has been made. Participation in the 201 Indigenous Awareness Certification and engagement in institutional professional development opportunities have provided a shared foundational understanding among faculty. Initiatives such as “Walk with me” activities, supported through Healthy Trades and the Trades Coordinator, have increased opportunities for students to engage in conversations around wellness and culturally relevant supports in a timely and accessible manner.</p>
2	Industry Relationships and Engagement	<p>-Faculty welcomed the manufacturer SIGA into the classroom to demonstrate advanced building products used in the industry.</p> <p>-Faculty are working with BCIT to establish new curriculum appropriate learning resources for newly changed STBC program changes.</p> <p>-Connections with employers in the region have been further established and connected through the PAC, where the department has started to include value-added practices for participating members.</p> <p>-PAC had a very successful first meeting in 2025, with another planned for June 2026.</p> <p>-Strong connections are being made with “Citizen Builds” to establish possible partnerships and opportunities to collaborate with students and PAC.</p> <p>-Faculty & Trades coordinator continue to build strong relationships with companies through onsite visits as students complete the work experience component of the foundations program.</p>	<p>Significant progress has been made in expanding and formalizing industry engagement. The inclusion of industry partners such as SIGA in classroom settings has provided students with direct exposure to current materials and practices. Collaboration with BCIT has supported the development of updated learning resources aligned with program changes, while increased engagement through the Program Advisory Committee (PAC) has strengthened connections with regional employers. Additional partnerships, including emerging opportunities with Citizen Builds and continued employer engagement through onsite visits, have further reinforced these relationships.</p>

3	Community Relationship	<p><i>-The Trades coordinator has been pivotal in connecting with community members to establish robust and engaging events that showcase trades here at NIC. This has included several open house/expo type events at local high schools including Georges P. Vanier (Comox) and Timberline (CR). These initiatives have enabled NIC to realize significant exposure to student groups, and directly connected employers to faculty and interested students.</i></p> <p><i>-A faculty member recently engaged in a project for the Comox Brazilian Heritage club in donating his time to create a new club sign for the organization.</i></p>	<p><i>The program has seen meaningful success in strengthening its presence within the local community. The Trades Coordinator's efforts in organizing and facilitating outreach events at regional high schools have increased visibility of the carpentry program and the trades more broadly. These events have created valuable opportunities to connect directly with prospective students and employers, while faculty-led contributions, such as community-based projects, have further reinforced the program's commitment to local engagement.</i></p>
4	Continue to Foster Connection with High School	<p><i>-See above</i></p> <p><i>-Additional foundations cohorts specifically for dual credit students have been scheduled.</i></p> <p><i>-NIC continues to provide "Trade Sampler" programming for prospective dual credit students from a number of high schools in the region.</i></p>	<p><i>These efforts positively impact the student learning experience by supporting smoother transitions into post-secondary training. Students entering through these pathways often demonstrate increased familiarity with program expectations and shop environments, contributing to greater confidence and readiness. Over time, these connections help build a more prepared and engaged cohort, benefiting both student success and overall program continuity.</i></p>
5	Integration of AutoCAD into the Carpentry Program	<p><i>-This initiative has been successfully integrated into the carpentry program. Students now have the option of completing a number of drafting assignments using this industry standard program.</i></p>	<p><i>The inclusion of AutoCAD supports the student learning experience by broadening exposure to tools commonly used in industry, reinforcing the connection between traditional carpentry practices and evolving technological applications. This contributes to a more well-rounded skill set, better preparing students for a range of workplace expectations and increasing their adaptability within the trade.</i></p>
6	Enhancement and Evolution of the Trade	<p><i>-Essential skills Brightspace shell was developed for all trades to assist students in</i></p> <p><i>-J Line student learning resources being developed collaboratively between NIC & BCIT faculty</i></p> <p><i>-Coordinator is actively participating on trades training provider board, so-as to provide input to processes for greater efficiency & sustainability</i></p> <p><i>-Department continues to work with NIC register to provide appropriate processes for trades programming enrollment & waitlists</i></p>	<p><i>Despite these complexities, notable progress has been made. The development of a shared Brightspace shell focused on essential skills has provided a centralized resource to support students across trades programs. Collaborative work with BCIT on J Line learning resources is contributing to improved alignment with current training standards, while participation on provincial training boards has enabled the program to contribute to broader discussions around efficiency and sustainability in trades education. Ongoing work with the registrar's office has also supported more streamlined processes for enrollment and waitlist management.</i></p>
7	Curriculum & Assessment Enhancement	<p><i>-This is an ongoing process that is part of the normal operations of any program. Carpentry faculty are constantly evaluating and comparing different rubric systems and designs to ensure appropriate structures are used for quality student evaluation.</i></p>	<p><i>These refinements support the student learning experience by providing clearer evaluation criteria and more consistent feedback. As assessment practices become more aligned and transparent, students are better able to understand expectations and track their progress, contributing to a more structured and supportive learning environment.</i></p>

		<i>-Through collaboration with CTLI, a large bank of practice questions have been generated, and made ready for student use in preparation for standard level examinations</i>	
8	Safety Protocol and Practice Enhancement	<i>-Brightspace safety & essential skills shell was actioned over many trades.</i> <i>-Safety procedures for equipment in the carpentry shops was standardized & better documented</i> <i>-Safety is a constant cycle of practice, evaluation, improvement and activation.</i>	<i>These improvements support the student learning experience by promoting a clearer understanding of safety expectations and fostering a more consistent safety culture within the shop environment. Increased access to standardized resources and procedures helps students develop safe work habits that are transferable to industry settings, contributing to both their immediate learning and long-term success in the trade.</i>
9	Level 4 Mentorship Opportunities	<i>-This suggestion continues to be evaluated for viability by faculty and administration.</i> <i>-Although a worthy cause, the significant course load in L4 has instead led to the consideration of a Brightspace shell for mentorship</i>	<i>The development of Level 4 mentorship opportunities has presented challenges related to program structure and workload, particularly given the already intensive demands placed on students and faculty at this level. Identifying a model that is both meaningful and sustainable within existing time constraints has required ongoing evaluation and discussion between faculty and administration.</i>
10	Technology Enhancements	<i>-Although the number of computers available to trades in the CV trades building is currently functional, further online program resources, evaluations, and cohorts may create strains in access.</i> <i>-The addition of further technology continues to be monitored</i>	<i>The program has maintained adequate access to support current delivery requirements, allowing for the continued integration of digital tools and resources where appropriate. Ongoing monitoring of usage patterns and program needs has supported a proactive approach to identifying potential gaps and informing future planning.</i>