



One Year Periodic Program Review Report

Academic Programs

Career and Technical Education

Electrical Technology

Statement of Collaboration

The Electrical Technology program is currently without instructors. As a result, the Associate Dean of Instruction for Career and Technical Education will be filling out the aspects of this report to which he is able. A collaborative study will be performed upon the hire of a new instructor(s).

Participants in the review:

Department Faculty: None

Non-discipline Faculty: None

Associate Faculty: None

Student/Alumni: None

Academic Support Staff: Jason Gee, Associate Dean of Instruction

Date Submitted to the Dean of Instruction

Authorization

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

Signature of Dean _____

Report Sections and Guidelines

The report sections are described below. If you have questions on any section, please contact the [Office of Instruction for assistance](#).

1. Mission and Goals

Identify the certificate(s) and degree(s) under review. Write the mission and goals for each certificate and degree program(s) under review. Briefly describe the relationship of your program to the college's Mission, Vision, Core Values, and College Goals. List the program outcomes for each program under review.

Certificates and Degrees

Electrical Technology, AAS (ELCTD)

Electrical Technology-Electrician Certificate (ELTR)

Electrical Technology-Industrial Maintenance Certificate (IMEC)

Electrical Technology-Residential Wiring Certificate (RESWC)

Mission and Goals

Department Mission: To engage students who desire training in the Electrical Technology fields in the lifelong learning process and prepare them to successfully enter the workforce in their respective fields of study.

- Electrical Technology, AAS: To prepare students with the necessary knowledge and skills in electrical theory, maintenance and installation necessary to be successful in residential and industrial electrical careers.
- Electrical Technology-Electrician Certificate: To prepare students with the necessary knowledge and skills for electrician positions in residential and industrial environments.
- Electrical Technology-Industrial Maintenance Certificate: To prepare students with previously acquired workplace experience in residential wiring the necessary knowledge and skills for employment in the industrial maintenance and installation fields.
- Electrical Technology-Residential Wiring: To prepare students with the necessary knowledge and skills for entry-level employment as residential wiring installers.

Department Goals: Currently not available.

2. Program Data and Trend Analysis

Data will be supplied by Institutional Research. Faculty will be asked to respond to the trends found within the data. (See *Appendix B in the Periodic Program Review Guide for Faculty 2015* for detailed listing of the data sets.)

2.1. Data

2.1.1.*Program Resources (Profit/Loss)*: Please provide commentary on the program resources data points related to program revenue and expenses. Please comment on the adequacy of program resources, including such things as classroom and office space, laboratory space (if applicable), library and technology resources, and personnel.

Data sets were not provided for the ELC program.

2.1.2.*Student Metrics*: Please provide commentary on the student metrics related to program success. Please comment on the adequacy of student metrics as the effect the program under review.

Student metrics were not provided for the ELC program.

2.1.3.*Instructional Productivity*: Please provide commentary on the instructional productivity related to program success. Please comment on the trends found in this data. No instructional data was provided for the ELC program.

2.1.4.*Enrollment Trends*: Please provide commentary on the enrollment trends for the program(s). Enrollment data was not provided for the ELC program

2.1.5.*Faculty Data Points*: Please provide commentary on the faculty data points related to program success. Please comment on any trends or gaps found in the data. No faculty data was provided for the ELC program.

2.1.6.*Other Data Points*: Please provide commentary on any additional data points reviewed for this review. None.

2.2. Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.2.1. What are the strengths of your program as indicated in the above data?

- Industry interest in rebuilding the program exists.
- Dedicated classroom space exists in BHC.
-

2.2.2. What are the weaknesses of your program as indicated in the above data?

- The program has been without a full-time program faculty for over five years.
- The math requirement places limits on the enrollment, and the program does not address the issues directly.
- Marketing has not existed for this program for some time.

2.2.3. What opportunities exist for your program based on the above data?

- Industry continues to express interest in the program
- Competency-based instruction could make a positive change for the program
- Blurring the lines between electrical and HVAC-R could provide an opportunity to build the program without the full-time faculty.

2.2.4. What threats exist for your program based on the above data?

- Program Retirement
- Continued bad reputation because of the inability to support the program.
- Continued bad ROI for the college from this program.
- Waste of MCC resources to maintain the program.

3. Assessment of Student Learning

3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)

- All courses have student learning outcomes.

3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress)

- All of the courses have ongoing student learning outcomes.

3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?

- Assessment of student learning outcomes has not occurred for the ELC program.

3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

- Assessment of SLOs has not occurred. There have been no changes.
- 3.5. What challenges remain to make course and program level SLOs more effective?
- Continuation of current staffing levels will result in the program continuing to be ineffective.

4. Evaluation of Progress Toward Previous Goals

- 4.1. Evaluate steps taken to achieve goals established in the last periodic program review.
- 4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

5. Program Goals and Plan

Goals should not be implemented until a faculty member is available who can inform the program effectively.

- 5.1. Short-term Goals (two year cycle): Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next 2-year cycle.

Goal 1: (Goals describe what you wish to accomplish in support of program improvement.)

Measurable Outcome:

Plan: (Briefly describe how you will accomplish this goal.)

Responsible Party(ies):

Goal 2:

Measurable Outcome:

Plan:

Responsible Party(ies):

What specific aspects of these goals can be accomplished without additional financial resources?

- 5.2. Long-term Goals (six year cycle): Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program within the next six years.

Goal 1: (Goals describe what you wish to accomplish in support of program improvement.)

Measurable Outcome:

Plan: (Briefly describe how you will accomplish this goal.)

Responsible Party(ies):

Goal 2:

Measurable Outcome:

Plan:

Responsible Party(ies):

What specific aspects of these goals can be accomplished without additional financial resources? None

6. Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel	Faculty needed	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

6.1. Describe the resource request(s). College investment in program faculty is the first resource that this program needs to regain its value for the college.

6.2. What program outcome(s) does the resource request(s) address?

6.3. What measurable outcome(s) will result from filling this resource request?

7. Executive Summary

- Please list 3 – 5 strengths of the program(s). industry interest; internal support;
- Please list 3 – 5 areas of enhancement for the program(s). This program needs enhancement in all aspects of the program.
- Please identify ways the department will address student learning (assessment efforts, curricular redesign, etc.). No department faculty exist.
- Based on programmatic analysis, please list 2 – 3 specific questions or areas which you would like the program reviewers to comment on or make recommendations. N/A
- Identify any requests for resources that result from this review. N/A

Who to Call?

Questions about any of the report sections.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about resource allocations/budget requests.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about assessment of student learning.	Office of Instruction	To Be Determined, Assessment Director ext. 1951
Need more data?	Institutional Research	Bob Faubert, IR Director ext. 1140