

Career & Technical Education				
College Name:		Shawnee Community College		
Academic Years Reviewed:		2017-2021		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
ELT 2161 Basic Residential Electricity	Cert	18	470105	Not applicable
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p>Students completing the SCC Basic Residential Electricity program will possess the knowledge and skills needed to:</p> <ul style="list-style-type: none"> • Diagnose electrical problems using diagrams or blueprints. • Install and repair electrical systems. • Inspect, troubleshoot, and conduct tests. • Pinpoint problems using a range of testing devices. • Safely use various hand and power tools. <p>The program prepares students for the following occupations: Chief Electrician; Control Electrician; Electrician; Industrial Electrician; Inside Wireman; Journeyman Electrician; Journeyman Wireman; Maintenance Electrician; Mechanical Trades Specialist, Electrician; Qualified Craft Worker, Electrician (QCW, Electrician)</p> <p>In addition to program objectives, SCC Strategic Plan Goal 1.2, Strategy G, calls for an evaluation of the Basic Residential Electricity program for possible expansion due to current demand and living wage data within our tri-state region.</p>		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure</i></p>		<p>The program has been successful in training students for careers in the industry. Students are assessed for their competency in basic theory of electricity by completing reading assignments, performing demonstrations of knowledge of the materials, completing daily quizzes, exams, and successfully passing a final exam.</p> <p>Surveys are conducted at bi-annual Advisory Council meetings in where instructors, employers, and graduates provide feedback regarding the effectiveness of the program in preparing students</p>		

<p><i>rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>for employment. Graduates of the program feel they are prepared for employment in the heating/air conditioning and residential electrical industries. They also feel they are prepared for apprenticeship programs with the local electrical trade union.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>The result of the last review was to continue with minor improvements.</p> <p>The curriculum offers a basic framework of electrical theory and provides the hands-on skills needed to install, repair and update electrical systems, light fixtures, wiring, power outlets and circuit boards in residential properties, including electrical components in apartment complexes, single-family homes, condos and townhomes.</p> <p>The class includes instruction on electrical safety, trade tools, electrical theory, common residential wiring installations, troubleshooting and repairing residential service, determining circuit load calculations and NEC Code compliance. Students will have the opportunity to complete the OSHA 10 Hour Construction Safety training and prepare for a municipal licensing exam.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>David Austin is the instructor for the program and is responsible for program management, curriculum development, and instruction.</p> <p>Ruth Smith, Career & Technology Department Chair is responsible for tasks supporting the quality of instruction, compliance with ICCB requirements, and assessment of student learning outcomes.</p> <p>Dr. Gregory Mason is the Dean of Career & Technology Programs and provides overall administrative oversight.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Bi-annual Advisory Council meetings are held with instructors, employers, graduates, and current students to discuss curriculum content, equipment, and employment opportunities.</p> <p>Student Success Services – Support services for tutoring, advising, and career counseling</p> <p>Shawnee Development Council - Local WIOA office providing qualified students with support for tuition, books, and tools.</p> <p>Local HVAC & Electrical employers who offer potential employment after program completion</p>

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Prerequisites for this program were analyzed in Spring 2022. BEL 0161 was removed as the prerequisite for BEL 0164. Both courses are offered in the fall semester and can now be taken concurrently.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Program is a less-than-one-year certificate of 18 hours.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The United States Bureau of Labor Statistics project an employment growth of 8% for electricians from 2020-2030 with about 84,700 annual openings nationally. Growth in Illinois will be steady but slower with 0.4% growth (2,942 annual openings). The Illinois Department of Employment Security LWIA26 Occupations project a 16.25% decline in occupational demand between 2018 and 2028 for certified electricians in southern Illinois. Our college location serves a tri-state region where Southeast Missouri and Western Kentucky labor market data are also examined. The largest need for residential electricians was found in Western Kentucky, which predicts a 3.84% growth through 2028, according to the Kentucky Center for Statistics. The Missouri Economic Research and Information Center only projects a .23% growth in Southeast Missouri for residential electricians through 2028.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand declined in the past five years largely due to the impact of COVID-19 on hiring by existing companies in the district. The outlook for the next 5 years is mixed as declines within the district due to a lack of employment opportunities may be off-set by modest growth in the neighboring regions of southeast Missouri and western Kentucky.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<ul style="list-style-type: none"> • United States Bureau of Labor Statistics 2020-2030 employment projections • Illinois Department of Employment Security LWIA26 Occupations Projections • Kentucky Center for Statistics • Missouri Economic Research Information Center • LMI data is reviewed annually

<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this program?)</p>	<p>Shawnee Community College recruits across its 5-county district of southern Illinois (Alexander, Johnson, Massac, Pulaski, and Union counties). Students are recruited via college outreach to local area high schools; especially schools featuring vocational trades programs.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The Basic Electricity instructor reviews program objectives for alignment with industry standards and identifies actual or potential needs/changes. These needs are discussed with the department chair and the dean of the division. If the change is curricular, it proceeds to the Curriculum and Instruction committee for approval or requests for additional information. Once the Curriculum and Instruction committee approves the changes, the changes are sent to ICCB as required and then submitted for inclusion into the college catalog. Resources needed are captured in the budgetary process for proposal for the upcoming year.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>A review of the program determined that it is currently aligned with industry standards; however, the program is considering incorporating “green energy” elements in the near future to reflect industry trends in that area.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 	<ul style="list-style-type: none"> • All costs to the institution associated with this program are evaluated. Expenses include items such as salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Revenue for the program is tracked through tuition, course fees, state reimbursement, and equalization, and property taxes. Course section fill rates, enrollment trends and credit hours generated each year are also considered. Enrollment in the program is low with the limited, local employment opportunities. • Program courses are scheduled in the evening to allow students in other CTE day programs the opportunity to enroll (i.e., Welding) without sacrificing their daytime scheduling.

<ul style="list-style-type: none"> • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<ul style="list-style-type: none"> • The student to faculty ratio is 6 to 1 • Program enrollment averages six to 10 students annually with completers earning 18 credit hours <p style="text-align: center;">Number of Credit Hours by AY</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>Sum:</th> </tr> </thead> <tbody> <tr> <td>BEL-0161</td> <td>30</td> <td>36</td> <td>18</td> <td>24</td> <td>21</td> <td>129</td> </tr> <tr> <td>BEL-0162</td> <td>27</td> <td>30</td> <td>18</td> <td>15</td> <td>15</td> <td>105</td> </tr> <tr> <td>BEL-0163</td> <td>10</td> <td>18</td> <td>6</td> <td></td> <td>4</td> <td>38</td> </tr> <tr> <td>BEL-0164</td> <td>10</td> <td>18</td> <td>6</td> <td></td> <td>4</td> <td>38</td> </tr> <tr> <td>BEL-0165</td> <td>21</td> <td>21</td> <td>6</td> <td></td> <td>6</td> <td>54</td> </tr> <tr> <td>BEL-0166</td> <td>16</td> <td>12</td> <td>6</td> <td></td> <td>4</td> <td>38</td> </tr> <tr> <td>Sum:</td> <td>114</td> <td>135</td> <td>60</td> <td>39</td> <td>54</td> <td>402</td> </tr> </tbody> </table>		2018	2019	2020	2021	2022	Sum:	BEL-0161	30	36	18	24	21	129	BEL-0162	27	30	18	15	15	105	BEL-0163	10	18	6		4	38	BEL-0164	10	18	6		4	38	BEL-0165	21	21	6		6	54	BEL-0166	16	12	6		4	38	Sum:	114	135	60	39	54	402
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<p>.2 What are the findings of the cost-effectiveness analysis?</p>	<ul style="list-style-type: none"> • There is no concern regarding cost effectiveness of the program. Enrollment in the program remains low but is expected to grow as more opportunities materialize with the trade unions and employers outside of the district. 																																																								
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>There is currently no grant funding to support this program.</p>																																																								
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<ul style="list-style-type: none"> • At Shawnee Community College, in-district and in-state tuition rates and fees are established by the Board of Trustees. SCC’s tuition is reflective of the level of state funding to the college and regional economic conditions but is affordable and remains one of the lowest rates in the state. • Program expenses are reviewed annually to determine the estimated cost of attendance for SCC students. • The institution assists students in overcoming financial barriers to participate in this program by offering institutional scholarships, and WIOA financial support for eligible students. • Perkins assistance is available for all CTE students in the form of textbook assistance through the Perkins Lending Library, tool rental, and bus passes for transportation. 																																																								
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The program needs more students to generate revenue for this program to be financially feasible to continue.</p>																																																								

<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The program will develop program learning outcomes that align with industry standards. Advisory Councils will be formed to assist with program. The CTE Dean and Department Chair will work with Basic Electricity faculty to align the program to industry standards and highlight those standards in recruitment efforts in hopes to boost enrollment.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Course content is delivered through a traditional format of in-class instruction that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final.</p> <p>Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program draws significantly on the advice and feedback provided by industry professionals on its advisory council that it may be aligned with industry standards.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Basic Residential Electrician program is not part of a Program of Study as defined by Perkins V.</p>

<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>This program does not currently meet the definition of a career pathway program; however, a goal of college's Strategic Plan is for all CTE programs to be aligned to industry standards. Once aligned, this program will fall into the Construction Pathway under the Architecture and Construction Career Cluster.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>None at this time; however, as the program explores solar electricity, it is our hope that if it is financially feasible, the college will develop a state-of-the-art solar electricity program option with up-to-date equipment that mirrors that of the industry.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>There are no dual credit options at this time.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>No WBL opportunities exist currently; however, the college hopes to develop partnerships with employers for work-based learning opportunities that can be used to establish better school-to-work pipelines.</p>

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry certification is not required for this program, but the program does prepare the student to become certified by examination as an ETT Certified Assistant Technician Level II. The ETT Assistant Level II performs limited testing and service work under the direct supervision of a Level III ETT Certified Technician or Level IV Senior Certified Technician. The accrediting body is the InterNational Electrical Testing Association.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Industry-recognized credentials have not been identified within this program; however, for this and other CTE programs to be considered an approved program of study through Perkins, programs must begin work in identifying where industry-recognized credentials are evident. If they are absent, the program will be modified to ensure it is in alignment with industry-recognized standards.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Students enrolled in the program are eligible for apprenticeship opportunities with the Local 777 General Contractors Union and SCC Joint Apprenticeship-Construction Laborer program, and the International Brotherhood of Electrical Workers (IBEW). This Construction Labor program is a restricted-entry program and students will have to apply and be accepted into the IBEW program.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>The program prepares students to become certified by examination as an ETT Certified Assistant Technician Level II. The ETT Assistant Level II performs limited testing and service work under the direct supervision of a Level III ETT Certified Technician or Level IV Senior Certified Technician. The accrediting body is the InterNational Electrical Testing Association. Data on examination pass rates and the number of students who took the exam are not available at this time; however, will be collected and reported on at the time of the next review.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None exist at this time.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>No new partnerships have been identified.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<ul style="list-style-type: none"> To ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses SCC is participating in the Community College Research Center's (CCRC) Guided Pathways Summer Institute.

	<ul style="list-style-type: none"> • SCC offers a variety of support services designed to meet the educational and employment needs of our students. Tutoring services under Mindy Ashby, Director of Student Success are available at the main campus and at all college extension centers. Blake Goforth, Career Services Coordinator, provides students with general information about careers in a variety of fields and guides students on the best practices for obtaining jobs in their field of choice. • While the student may initiate the process for receiving support services, a faculty may also begin the process with the submission of a Retention Alert. This alert is sent directly to the student’s advisor, who then works with the student to coordinate any necessary services that will optimize their success.
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>Professional development is provided by the college at least twice per year. Faculty receive additional training in classroom management, curriculum review, and assessment of student learning outcomes.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>The college’s Human Resources offers Diversity, Equity and Inclusion training opportunities throughout the year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Equipment and tools used in this program are appropriate to meet industry standards for students seeking an entry level position upon completion of the program.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Student knowledge of theory is assessed with course examinations, course assignments, and demonstrated proficiency with hands-on learning components. We use several of these assessment methods to participate in the college-wide CQI to measure student learning outcomes. The college-wide data is submitted to the Assessment Committee.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The results for college-wide CQI are presented annually to faculty and administration for review.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from</p>	<p>None.</p>

the assessment to improve your program and students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The college requests that students complete course evaluations at the end of each course and these evaluations are then shared with course faculty. Student feedback indicates that they are satisfied.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory council meets bi-annually to discuss curriculum design, completions, placement, and potential work-based learning opportunities. Participation from local employers on advisory councils has been an issue. This engagement can be improved by the faculty going out to local businesses to build those relationships, which in hope, will increase participation.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers who participate are actively engaged for their input on the program's curriculum design, completions, placement, and potential work-based learning opportunities.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	This information comes from bi-annual Advisory Council meeting comments regarding employer satisfaction with program graduates. One of the key performance indicators in the college's Strategic Plan calls for employer surveys regarding program graduates. Data will be available once IR begins to send surveys to student employers.
3.25 What are the program's strengths?	The small size of the program allows for better student-teacher interactions, especially when conducting the hands-on learning portions of the curriculum.
3.26 What are the identified or potential weaknesses of the program?	The need for work-based learning opportunities and the program is not currently tied to industry-recognized credentials.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program will develop program learning outcomes that align with industry standards. Advisory Councils will provide input for program improvement. The CTE Dean and Department Chair will work with Basic Electricity faculty to align the program to industry standards and highlight those standards in recruitment efforts in hopes to boost enrollment.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Scheduling – The program is offered during the evening because of the availability of the instructor. Although this was one of the recommendations from the last review, in actuality, this may be limiting the growth of the program as potential students may not wish to enroll in an evening-only program. By offering a day and evening track, students could choose what option works best with their lifestyle.
 Industry Standards – The program is not currently aligned to industry standards.

Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.

CTE Program	Basic Residential Electricity				
CIP Code	470105				
	2017	2018	2019	2020	2021
Number of Students Enrolled		10	8	2	2
Number of Completers	6	8	6	1	0
Other (Please identify)					

What disaggregated data was reviewed?
 If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.

In addition to program enrollment and completion rate, enrollment was subdivided by gender and ethnicity. In the Basic Residential Electric program, students are:

		2017	2018	2019	2020	2021
Basic Electricity	American Indian					
	Black or African American		1			1
	Hispanic				1	
	White		9	8	2	1
	Sum		10	8	3	2

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)

		2017	2018	2019	2020	2022
Basic Electricity	Female			1		1
	Male		10	7	3	1
	Sum		10	8	3	2

	Students enrolled in this program are typically white males.
How does the data support the program goals? Elaborate.	The data reveals the program enrollment is similar to the national trends as 2.1% of all licensed electricians are women, while 97.9% are men.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There are gaps in graduate, employer, and alumni surveys for the purposes of assessing the needs and satisfaction of students enrolled in the Basic Residential Electricity program. The college is initiating a more robust process of data collection to address these gaps.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college plans to close identified gaps by: <ul style="list-style-type: none"> • More robust data collection to generate insights. • Use insights to plan and implement action. • Go beyond demographics and historical academic data to understand the impact of student success services and programs. • Accommodate student needs with holistic planning and scheduling.
Are the students served in this program representative of the total student population? Please explain.	The students served in this program are representative of the industry according to gender, but not of the total college population as approximately 35 percent of the students are male and 65 percent are female.
Are the students served in this program representative of the district population? Please explain.	The students served in this program are not representative of the district population as females represents approximately 50% of the region.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program of study provides a solid foundation for students interested in pursuing a career in the residential electricity industry.

<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The college intends to improve the program by aligning the curriculum with the Architecture and Construction: Construction Career Cluster and incorporating “green energy” concepts into the curriculum for the Fall 2023 semester.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The Basic Residential Electricity program will work with the SCC Public Relations Department to create and use marketing pieces to recruit diverse student populations, including program-specific flyers, social media, television commercials, newspaper promotions, and college advertising. All students will be made aware of the available wrap-around support services that that SCC provides in support of student success.</p>
<p>Resources Needed</p>	<p>Full-time instructor and improved data collection of outcomes.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean of Career & Technology Programs, Department Chair, Program Faculty, and staff</p>