

PLANNING/OUTCOMES DOCUMENT

Name of person(s) completing form:	Thom Brooks	Curriculum/Department:	Trades Technologies: AHR, CAR, ELC, WLD
Purpose/Mission Statement:		Vision Statement: (3-5 years)	
<p>Trades Technologies provide quality instruction in developing basic skills that prepare students to enter into a variety of applied vocational trades.</p>		<ul style="list-style-type: none"> • Will have the highest quality vocational trades training program in our region • Will be recognized by industry and educational leaders for excellence, innovation, and commitment to trades technologies • Will have vital programs and student demand that necessitates the employment of full-time trades faculty. • Will provide equipment and training facilities that exceed the expectations of students and employers. 	
Program Strengths:		Program Weaknesses:	
<p>There are three primary strengths of the trades programs. First, several years of upgrades have resulted in well-equipped programs that provide students with good learning environments. Second, the programs are offered in an evening format that makes them accessible to working individuals who are retraining for new trades careers or enriching and developing personal skills. Finally, all instructors have significant practical work experience that enables them to assist students in understanding how the skills learned in the programs apply to actual problems of practice.</p>		<p>The trades programs are largely staffed with adjunct instructors. While these instructors are highly skilled in their fields, the part-time evening format of the program may create a sense of disconnect with college communications and services. Also, while we have well-equipped programs and labs, the complexity of most trades technologies means that the range of projects and problems that are engaged in a classroom/lab environment may fall short of the depth and variation of such problems that will be encountered in actual work settings.</p>	
Program Opportunities:		Program Threats:	
<p>Courses in the carpentry program have been successfully offered on-site at Swain High School and dual-enrolled students have completed welding courses on the SCC campus. These successes may indicate opportunities for further expansion of trades technologies through concurrent enrollment as secondary schools are increasingly phasing out applied programs.</p>		<p>Many employers will hire entry level tradespersons at the same wage of a student who has completed our certificate program; this may be a disincentive for enrollment. Also, there is a stigma among many parents, students, and some college personnel that trades programs are secondary career choices in comparison to more "high-tech" or "clean" options; this threatens trades programs with neglect and low enrollment which may ultimately lead to their discontinuation.</p>	

Goal #	Values for Teaching	College Goals	2008-2009 Department Outcomes/Goals	Success Criteria (e.g. outcomes, enrollment increases)	Plan of Action (including resources needed)
1	6 9	1	Employers will be satisfied with the entry level skill of graduates from this program	95% of employers surveyed will indicate they are satisfied with the entry level skills of graduates from this program.	<ul style="list-style-type: none"> • Monitor the results of an exit survey of graduates as conducted on the last day of class as part of the annual program review. • Provide effective instruction in the skills and concepts needed by graduates.
2	2 6	1	Graduates will be satisfied with the skills they achieved in this program.	90% of graduates surveyed will indicate they were satisfied with the skills gained from the program.	<ul style="list-style-type: none"> • Monitor the results of a survey of employers as conducted as part of the annual program review. • Provide effective instruction in the skills and concepts valued by employers.
3	2 6	1	Students will demonstrate the ability to apply basic welding and cutting principles to effectively use welding equipment in residential and light commercial applications.	<ul style="list-style-type: none"> • 80% of advanced welding students will score a "B" or higher on comprehensive welding projects. • 90% of employers will indicate satisfaction with the technical skills of welding graduates. 	<ul style="list-style-type: none"> • Provide effective instruction in the skills and concepts for advanced welding applications. • Monitor the results of a survey of employers as conducted as part of the annual program review. • Monitor student performance on advanced welding projects.
4	2 6	1	Students will demonstrate knowledge of the basic skills necessary for installing and maintaining residential and light commercial/industrial electrical/electronics systems.	<ul style="list-style-type: none"> • 80% of advanced electrical students will score a "B" or higher on comprehensive wiring projects. • 90% of employers will indicate satisfaction with the technical skills of electrical graduates. 	<ul style="list-style-type: none"> • Provide effective instruction in the skills and concepts for advanced electrical applications. • Monitor the results of a survey of employers as conducted as part of the annual program review. • Monitor student performance on

					advanced wiring projects.
5	2 6	1 2	Beginning trades students will progress to acquire advanced skills and concepts.	70% of trades majors who enroll in AHR 110, ELC 112, CAR 111, and WLD 110 during fall 2007 will succeed and continue to advanced coursework during spring 2008.	<ul style="list-style-type: none"> • Monitor program admission and enrollment data. • Facilitate student success and program interest by providing effective instruction, advising, and support.
6	2 6	1 7	Students who are non-trades technologies majors will access basic trades courses to fulfill personal enrichment or career development needs.	25% of students registered in basic trades courses (ELC 111, AHR 110, WLD 110) will be non-trades majors.	<ul style="list-style-type: none"> • Monitor program admission and enrollment data. • Increase awareness among advisors and enrollment services that basic trades courses may meet the needs of personal enrichment and professional skill development of individuals who seek to increase their knowledge of trades technologies, yet do not desire a college credential.

Goal	Criteria Results Be sure to utilize most current data available	End of Year Analysis (Goals achieved, impact of equipment purchased, improvements to your program, contingencies, etc.) Describe how you used the results to improve your program
1.		
2.		

3.		
4.		
5.		
6.		