



Program Review: One-Year Follow-Up

Report Construction Electrician

Faculty Name	Electrical Trades
Date Submitted	6/2/2025
Submitted by	David Johns (Electrical faculty member at time of Program Review)

A. Overview

The 2024/25 academic year has been busy for the electrical division. In addition to welcoming a new faculty member, the division ran a full complement of Foundations and Apprenticeship programming. This included three Construction Electrician Foundation programs, two Level 1, two Level 2, three Level 3 and two Level 4 Construction Electrician Apprenticeship courses. During this time, several action items have seen meaningful progress.

B. Impacts on Program Structures

The program structures remain largely unaffected by the steps, efforts and changes made throughout the year after the Electrical Program Review completion

C. Impacts on Teaching and Learning Practices

Through the program review process, different teaching and learning practices were discussed and uncovered, which provided new insights to faculty. Each instructor has considered where and how different approaches to teaching and learning could be leveraged in their current and future courses. This is an ongoing discussion between faculty members as they experiment with different techniques. Deployment of different learning practices by faculty are informed by individual readings, communication between departments, PD opportunities, accessing the TeachAnywhere website and discussions with CTLI.

D. Impacts on the Student Experience

Each action item completed results in a better student experience for our electrical 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 electrical 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 NIC-sponsored professional development day at the end of February 2025.

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, demonstrating respectful discourse and formal land acknowledgments.

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

F. Completed Action Items

#	Desired Outcome	Completed Actions	Challenges, Successes, and Impacts
	<i>What did you want to achieve?</i>	<i>What actions have been taken to achieve the desired outcome?</i>	<i>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?</i>
1	Create Master/Base Brightspace course for exam question repository	Brightspace shell was created, hub connected to all instructors, all exams were migrated to this hub, then divided into topic area.	A Brightspace shared electrical “Hub” shell has been created with the intent of providing a single location for all exam questions. Exams and questions from each instructor were gathered and then organized into a question library according to the subject or topic. This permits instructors to update, alter and maintain the questions in a common location for all to use, rather than attempting to maintain their individual exams. It is hoped that the creation of this Hub will ensure continued improvement, build-out and maintenance as curriculum and CEC changes occur in the future.
2	Update CEC Resources	All handouts were updated on Word, uploaded to shared drive	All CEC handouts have been updated to the 2024 edition of the standard. These handouts are located on the shared drive for all instructors to utilize.
3	Further collaboration with industry	Continued collaboration with existing industry partners	Faculty continue to solidify connections with industry through the Campbell River Airport Authority, Empower Airport systems, BC Hydro, Technical Safety BC and other electrical companies in the region. These collaborations have continued to result in field trips and classroom visits that help to enrich the student experience.
5	Ease student grade reporting structures	New spreadsheet system developed	Progress has been made to create a functional spreadsheet that provides ease of use by faculty, efficient development of final grades, function for administration and provides current student grades at any point in the course. This system has been discussed with all faculty members in the department and will be formally rolled out in September 2025.
6	Build a Trades WIL program	Resources organized, clarified and edited	Progress was made on organizing and altering existing documentation, then organizing necessary forms, distilling everything into single folder. There is yet further discussion that needs to be had among all trades and administration to determine the nature of WIL as voluntary/mandatory, and the oversight of logistics necessary to make this program successful.
7	Learn more about indigenous perspectives	Faculty participated in various PD activities, students participated in various Healthy Trades indigenous led activities	Faculty participated in various PD activities related to indigenous perspectives from the college wide PD event in February to individual PD activities. Faculty are encouraged to pursue indigenous learnings/perspectives and input through the “Working Together Group” here at NIC.

G. Plans to Complete Remaining Action Items

Copy and paste items from your Action Plan table into this section, delete any completed action items and provide an update (column 3) on the remaining items or use the following table.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
	<i>What do you want to achieve?</i>	<i>What actions will be or are already in progress to achieve the desired outcome?</i>	<i>What actions have already begun? What changes or edits have happened? What are your next steps?</i>	<i>Who will be responsible for leading?</i>	<i>Month/year</i>	<i>What resources will be required to complete this action?</i>	<i>How will you track the implementation of your action?</i>	<i>How will you know that you have achieved your desired outcome?</i>
1	Formalize shop wiring tasks into bookstore purchased resource	Shop Wiring tasks formalized in booklet that can be purchased by students in bookstore	Steps are being taken during formal PD time to refine, update and develop these resources.	Trevor Petr	August 2025	All necessary resources for this activity are available	-Complete changes & updates -Access CTLI for assistance	When shop projects have been updated, finalized, and vetted by other instructors in department.
2	Review options for standardization	Evaluation of ILM, STBC, BCIT or other resources by electrical division. Intent is to standardize resource selection for each level, so-as to provide stability & structure for instructors and students.	Waiting on BCIT to release “new” version of BC resources. Once released, department can evaluate resources and meet over the 2025/26 school year	All electrical faculty members	August 2026	Waiting for a full set of resources to be offered for review from BCIT over the 2025/26 school year	-Department will meet as necessary throughout year once BCIT resources have been released to discuss	After all resources have been viewed, department can determine if any changes to current resource list is of benefit
	Review Physical Spaces	All electrical faculty to view/discuss the utilization of current spaces for electrical program.	Book date where faculty can all meet in person to walk through spaces, discuss, document conclusions	All electrical faculty members	August 2026	All necessary resources for this activity are available	-Faculty will ensure to meet before September 2025 to view the spaces	-Documentation of faculty findings, along with deans office input will determine if any changes to current spaces is necessary or feasible.

#	Desired Outcome	Actions	Updates	Person(s)	End Date	Resources	Monitoring	Results
	Exploration of Solar PV	Solar equipment & mounting hardware, have been purchased. Basic idea of implementation is being considered, further concentrated time is necessary to finalize deployment of this resource.	Next steps are to discuss how equipment can be utilized, what exterior space is necessary, and how to provide a meaningful solar PV installation/operation learning experience for students	All electrical faculty members	August 2026	Resources needed will be dependent on the deployment path decided by department	-Faculty will ensure a plan is ready for implementation for Sept 2026	When solar PV equipment is planned into a project and is being utilized by students.