Instructional Program Review Narrative Report

1. **College:** ***Laney College***

   Discipline, Department or Program: Wood Technology

   Date: ***November 13, 2012***

   Members of the Instructional Program Review Team: Peter Crabtree, Myron Franklin

2. **Narrative Description of the Discipline, Department or Program**:

It is the mission of the Laney College Wood Technology Program to instruct students with not only the technical skills, but the professional skills and conduct which they will require to become a safe, efficient, and proactive practitioner of this trade. This trade and industry is increasingly becoming technical and the sophistication of the machinery generally requires constant retraining and supplementation of skill sets. Therein, the Wood Technology department's directive is to instill a strong foundation of technical literacy and logistical proficiency gleaned from a pervasive practicum experience centered around project based and problem based learning.

The practical experience in our laboratory simulates workplace production scenarios and focuses on the development and practice of professional level skills in safety, machining, analysis, problem solving, workflow articulation, quality control, and workplace communication. Through an adaptive and interactive pedagogy the department strives to mold the highest quality of potential employees to meet the high standards and the deep tradition of excellence in woodworking exhibited by the local industry. It is also our purpose to actively engage our industry partners in order to develop a realistic industry perspective relative to job readiness and industry trends and to access employment in the local industry.

Furthermore, the Wood Technology department is striving to understand and meet the personal needs of our students and generate the highest levels of access, success, and equity for our student population. We intend to accomplish this by utilizing the natural opportunities for the contextualization of basic skills in reading, writing, mathematics, as well as the utilizing computers and technology to implement innovative and efficient methods of teaching and learning. The Wood Technology department's Carpinteria Fina program has been a model for this model of contextualized teaching and learning for a number of years with recognition of excellence on the national level. Through the work in developing and maintaining this program

and through the research work in conjunction with the Faculty Inquiry Network grant, the department gleaned beneficial insight into the nature of understanding student needs analysis relative to underprepared and non- traditional student groups and intends to inform the departments curriculum review and update with this critical perspective in order to improve student success and equity.

In keeping pace with the trends towards re-shoring and advanced manufacturing trends the department needs to further develop our CAD CAM program through expansion of our instructional software capacities and addition of up to date CNC equipment. In addition the department's curriculum needs to be updated and retooled to reflect the increasing trend in the industry towards computerization and automation.

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

See Attachment A for the overview of the Priorities and Goals of Laney College.

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3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years?

The curriculum is current and effective at the fundamental level of instruction due to the empirical nature of the basic skill sets in wood technology. Curriculum for CNC based manufacturing is in constant need of updating relative to the software which is employed in the design and machining processes.

- Please indicate how many active courses are in the department inventory.

There are twenty two courses currently active in the department. In addition there are six active fee based courses which were created to replace the non major's courses which were cancelled due to budget cuts but of which none have been offered yet to date.

- How many of those have been updated in the last 6 years?

Nine of those courses have been updated in the last six years.

- If courses have not been updated within the last 6 years, what plans are in place to remedy this?

The department has already initialized the process of review of all courses in the majors program. The department is currently working with part time instructors to review courses not in the major's program. All courses will begin to be updated in the spring of 2013.

- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

The department began looking at course outlines during the fall of 2012. We have plans to review course outlines in March of 2013 in conjunction with our advisory committee representatives. Our plan is to update all course outlines in the major's program by the end of spring term 2013.

- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

In addition to updating course outlines and course content during the spring of 2013, the Wood Technology department has been in communication with The Woodworking Institute and plans to meet with the Institute in the Spring of 2013 in order to explore incorporating parts of their curriculum centered around and leading to A.W.I. quality standard certifications therefore enhancing the second year of the program and creating more equity for students attempting to enter the industry. The Wood Technology department has also been exploring the possibility of a curriculum alignment with the apprenticeship training program for local 2236 of the Mill and Cabinetmakers division of the Caprenter's Union. The department has written a new modular curriculum model for

the Carpinteria Fina program but have not yet submitted it to curriculum and is planning to modify this curriculum and fuse it with the major's curriculum in order to create a degree applicable course which will be offers during the evening hours. The department has already deactivated a number of courses which had not been offered in a number of years and is exploring deactivating others which are not degree applicable and most likely will not be offered in the near future. The department is also working in concert with other CTE departments and the Math department in order to offer a Math 220 course that has an actual instructor. If this course is approved the Wood Technology department will be adding this Math requirement to the certificate requirements. Wood Technology is also working in conjunction with Carpentry, Machine Technology, and Welding to create a multidisciplinary survey course for high school students.

Due to the lack of resources course prerequisites and co-requisites have not been validates since the last update.

- What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

Student learning outcomes drive our curriculum. Each course in our major's program as well as many non-majors courses has SLOs and they are displayed on our course syllabi. Each student is made aware of the intended outcomes of each course. Each of our lessons relates directly to one or more of the outcome for each course as well as the program level outcomes. The courses which to date do not yet have outcomes are those that are either not being currently offered or do not lead directly to a certificate or degree.

- If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: <u>if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)</u>

Outcomes at the program level have been established which align with the institutional outcomes in that they are mapped from each lesson to the course and to the program directly to generate skill sets for Career Technical students which place them in alignment with the demands of the industry. Through the pedagogy and contextualized instructional content which leads to the outcomes, the department strives to build personal and professional development for our students by promoting peer to peer learning techniques which foster communication, critical thinking, and problem solving capacities and therefore increase their educational equity through continued success.

- Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.

PLO#1: Setup and operate woodworking tools and machinery. Setup and operate woodworking tools and machinery in a safe and efficient manner as defined by best practices in the industry.

Assessment tool: Safety examinations are comprised of a safety examination after initial machine safety and basic processing instruction in the first few weeks of the semester. This examination has both written and a practical examination components. The written test covers standard safety practices as established as best practices by the industry.

The practicum is comprised of work zone, machine preparation, process preparation, personal safety awareness and preparation, and material inspection analysis and assessment. Students next undergo a midterm examination which adds more detailed machining instruction relative to advanced processes and techniques. Lastly, students undergo a comprehensive final examination covering all safety and processing procedures and techniques which they have practiced throughout the semester. All students must undergo the entire safety regiment each consecutive semester. The program level assessment will compare student performance throughout each semester on successive safety examinations as well as performance throughout successive semesters.

The safe and efficient operation of machinery will also be assessed through performance based observations, both as individuals and members of a production team in project based practicum exercises of increasing difficulty throughout the semester and across subsequent semesters in the program. During each project students will evaluate themselves, they will evaluate each other within a production team, and they will be evaluated by the course instructor.

- How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (*See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs)*

SLOs and PLOs have been established which align with the institutional outcomes in that they are mapped from each lesson to the course and to the program directly to generate skill sets for Career Technical students which place them in alignment with the demands of the industry. Through the pedagogy and contextualized instructional content which leads to the outcomes, the department strives to build personal and professional development for our students by promoting peer to peer learning techniques which foster communication, critical thinking, and problem solving capacities and therefore increase their educational equity through continued success.

- Recommendations and priorities.

Curriculum priorities for the Wood Technology department are updating and enhancing course outlines and course content, adding a mathematics requirement to the certificate and degree, and completing an assessment cycle for all courses in the major's program. Also completing and offering the high school survey course in conjunction with other CTE departments.

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

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4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

Students in our certificate/ degree track courses are arranged into small production teams for their lecture and laboratory experience. Within these peer groups we simulate the stratification of production teams which would typically be experienced in the

industry production environment. Students are assigned differing roles within the workflow sequence and are tasked with the necessity to constantly communicate with the other members of the team in analyze and synthesize information in order to complete assignments with efficiency, accuracy, and consistency. In addition, since we utilize concurrent sections, these teams are comprised of first and second semester students. Initially second semester student play the role of team/ production leaders and function as mentors for students who do not yet have advanced technical skills. During the later portion of each semester, first semester student get to sample the roles of leadership in order to prepare for their turn to lead a team in the following semester.

Technology has been pervasively employed by the department in efforts to improve student learning. Computer literacy skills are critical to many of the jobs in this industry. We have students using computers within the first few weeks of the first semester. This was achieved first by adding the open source CAD software Sketchup to our CAD lab repertoire and teaching students to use it in the first semester of our layout class therefore establishing an early foundation in the imperative for CAD competencies. This software has a free version which students can download on their personal computers at no charge therein extending their access to CAD concepts and simultaneously promoting self directed learning.

Students are encouraged to communicate with instructors via email and are able to submit assignment via email. Instructors also communicate with students via email in order to improve communications and provide students with back up access to vital instructional content.

We have also employed technology engagement each semester in which student work in their assigned groups on research projects and are required to present a summitive in class audio visual informational presentation concerning furniture styles and history.

Students and faculty have been hosting Facebook pages for the program as a place to keep up with assignments, share ideas and discussion as well as explore other associated concepts and ideas as a cohort which are not covered in classroom instruction.

- How does the department maintain the integrity and consistency of academic standards within the discipline?

The department has an extremely rigorous safety program in place which sets the bar of expectation for academic standards. Students are not allowed to operate machines without passing the written and practical safety test. Academic standards are also directly related to the quality standard expectations as established and defined by the industry. Our

assessment rubrics for projects mirror these standards. We have projected our assessment expectation according to the concepts of improvement of capacity throughout the student's duration in the program. All of the instructors teaching in the major's program meet regularly to discuss and compare fluidity of instructional content and skill development of students as they track throughout the program.

- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.

Student enrollment in the department is excellent in the first year of the major's program as well as in all of our non major's courses. The Wood Technology program a Laney is the only one of its kind in Northern California hosted in a public institution at an affordable rate.

There is very little marketing which goes on for the first year of the major's program and the department has never had any trouble filling the first year of the program.

Over the last two years we had experienced recruitment and enrollment challenges in the Carpinteria Fina program when attempting to primarily target Latino students. Much of this we attribute to a lack of target marketing and socio-economic factors surrounding immigration and documentation.

The department has experienced less than desirable enrollment in the second year of our program sporadically over the last three years. However we are somewhat limited by the capacity of our CAD laboratory and we know from student feedback that much of the attrition in that course has been due to problems with our antiquated CNC and problems with the out of date computers in the laboratory which have difficulty hosting proprietary software in a network environment. We also know from our industry partners that a smaller number of journeymen intend to take the course because of a lack of up to date equipment.

Our non major's courses which serve as feeder courses for the certificate program were all cancelled due to categorical cutbacks over the last two years. We know that there is a high demand for these courses due to the large number of request and inquiries which we receive through email and in person. These courses were high enrollment courses but were not prioritized in the department because they were not designed as degree applicable courses originally. Inquiry has revealed that many of the students who drop out of the major's program or do not complete the certificate have primarily avocational intentions.

Enrollment in the Japanese joinery course is typically excessive and there are a large number of students who have been requesting the return of an advanced section which was also not offered due to categorical cutbacks.

Enrollment in the non major's course which is offered in the summer is always at capacity. There is a high demand for this course due to its intensive laboratory schedule.

- Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.

The scheduling of courses in this department has been traditional in the sense that the early morning schedule for the majors program represents a typical schedule one who need to adhere to working in the industry. The second year of the program was originally offered at night in order to provide opportunity for students completing the first year to seek employment while finishing the second year in addition to provide upgrade training for people already working in the industry but needing to continue their training in CNC based manufacturing.

The department has done survey and inquiry with the student population in the major's and non major's classes to find out if students who work in the day would be more willing to take the Carpinteria Fina program if it were offered as a degree applicable course sequence, and the answers were overwhelming yes. We have had a considerable interest in the potential of offering CAD CAM courses in the summer as a more condensed course.

- Recommendations and priorities.

Instructional priorities center around continuing to develop and implement innovative instruction strategies which promote relevancy and engagement and continuing to enhance peer to peer learning and contextualization of basic skills and professional skill development. In addition, offering the night class (currently WDTEC 271-272) as a new course which is degree applicable.

5. Student Success:

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Student retention rate as reported by IR for fall of 2009 was 86%. This is a good average typically across the department. Over the last three years the completion rate has averaged from 12%-20%. Before that time the rate was virtually flat. The completion rate can be improved by upgrading curriculum and curriculum in the second year of the program and by increasing employment opportunities through increased workforce development and expanding industry connections. Retention rates can be improved by more expanding the programs certificates by creating a one year certificate which does not include the CAD CAM instruction. This would allow for stackable certificates with multiple entry and exit points into the program thereby improving student equity relative to individual educational intent and aspiration.

- Identify common challenges to learning among your students?

One of the most common challenges to students is mathematical competencies. A common challenge that many students face centers around English as a second language. Another common challenge to students entering the field of Wood Technology is the lack of awareness about the technical capacity surrounding computer software and computerized machinery required to be highly successful in the modern workshop.

What services are needed for these students to improve their learning?

Many of these students could benefit from math and computer literacy tutoring in conjunction with their studies. Many of the students could benefit from more extensive counseling about the aptitudes and self discipline which is required to be a successful student in a technical field.

Describe the department's efforts to access these services.

The Wood Technology department has been identifying students in the second year of the program with good skills and qualities and hiring a select few as student workers to assist students in the classroom who need extra help and support.

What are your department's instructional support needs?

- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

- Recommendations and priorities.

**(See student data attachments for supporting data)

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (http://web.peralta.edu/indev/research-data/documents/), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

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6. Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Currently the department has five part time instructors and one instructional assistant.

- Describe your current use of facilities and equipment.

Wood Technology currently has a large primary laboratory (100 people occupancy) which also serves as a classroom for lecture. We have two additional small laboratory rooms (50 people occupancy), (20 people occupancy) for misc. machine operations. We have a CAD lab with 16 students work stations and a (maximum occupancy capacity of 23 people). The department has three small tool storage rooms and one materials storage room will a roll up door with external access.

The department currently has two antiquated jointers and one antiquated planer. These machines are well made and still in good working order. We have two new jointers and one new planer in excellent working order. We have a horizontal sliding panel saw in excellent condition. We have a modern high quality edge-banding machine in excellent

working condition. We have eight Sawstop table saws in good working condition, one point to point CNC machine in fair working condition (day to day), two band saw in fair working condition, one surface sander in good working condition, one edge sander in excellent working condition, two antiquated shapers in good working condition, two spindle sanders in fair condition, one edge sander in fair condition, one horizontal slot mortise in good condition, one inline boring machine in good condition, three drill presses in good condition, two miter saws in good condition, as well as a large variety of portable power tools and hand tool in a range of conditions. All of this equipment requires constant maintenance (cleaning, lubrication, mechanical adjustment).

- Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

The physical resources are currently mostly adequate but could greatly benefit from a reorganization of the laboratory. This reorganization would help to improve safety in the shop as well as improve the bottle necking and increased safety risk that occurs when trying to hold multiple courses in the same lab at the same time. Wood Technology's current greatest need is replacement or revamping of our antiquated dust collection system. This would greatly improve the overall air quality in our laboratory and help to lessen the impact on our student's respiratory health as well as teaching students the great importance of protecting respiratory health which is a serious issue associated with this industry.

Another important need for the department is the addition of an up to date CNC machine. The current machine we have operates off of a Windows 98 operating system which is no longer supported software. We are constantly performing repairs to the machine and typically spending several thousand dollars per year out of our meager operational budget. The addition of an up to date CNC machine would also help to improve our program completion rates by having desirable equipment that is prevalently used in the industry and in addition allow us to offer our second year as a journeyman upgrade course therefore improving our overall productivity by attracting more people currently working in the field but needing to update their skills to the current advanced manufacturing trends in the industry.

- If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

In the event of a reduction the impact would be devastating due to our already strained staffing deficiency. It is currently challenging for the part time instructors to keep the equipment maintained and operational on a daily basis. The cost to maintain up to date software licenses and technical support for those proprietary software is already challenging. A reduction in resources may not allow our department to stay on the leading edge of technology in our industry. Without the donations from our partners we would currently be facing instructional materials shortages. With reductions we might not be able to do practicum exercises which would adequately prepare student to work in the industry.

This would have an effect on the quality of the college because of the uniqueness of this program in the region, its legacy and connection to the community.

- How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

The department will continue to rely on the philanthropic nature of our part time instructors who provide tremendous amounts of uncompensated service time in order to maintain daily functionality of facilities and equipment. Also rely on continued support from our industry partners in the realm of donations of materials used for instructional purposes. The department is also attempting to collaborate with other departments on interdisciplinary project based learning in order to take advantage of in house practicum learning opportunities which typically are more economical.

- What does the department recommend that the college do to maintain quality educational programs and services?

Invest in full time faculty and classified staff. Provide incentive for part time faculty to take more quality assessment effort. Improve physical function of facilities by hiring more maintenance technicians and custodial staff. Prioritize repair to failing facilities and infrastructure.

- Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

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7. Community Outreach and Articulation

For Career and Technical Education Programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

The Wood Technology department has a diverse and active advisory board. The department has had difficulty getting the entire board to meet simultaneously. This can primarily be attributed primarily to the competitive nature of the industry and to some market hostility. However the department chair meets individually with all the members at least once per calendar year (typically more). Many of the advisory members are in constant contact with the department chair and other instructors in relation to industry trends, job opportunities, and shop talk. One of our instructors is employed by one of our most active advisory partners so we have daily contact with that advisory member. We have determined that we are preparing students adequately by asking employers if their hires from Laney have been prepared. The department has also asked students who have gone into business for themselves if they were adequately prepared for the industry.

- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

We know this first by assessing their skills relative to skill standards as defined by industry standards and established through our learning outcomes. Secondly we know this through feedback we have from companies about hires from our program and their state of preparation and rate of escalation.

The completion rate of the first year of the program is just under 50% over the last five years.

The completion rate for the program (two years) over the last three years is around 20%.

- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

Over the last three years we have verified the following job placements and titles:

Millman $12.50/hr.

Cabinetmaker $14.00/hr.

CNC apprentice $14.00/hr.

Bench carpenter $13.50/hr.

Cabinet installer $12.00/hr.

Cabinet Installer/ finish carpenter $24.00/hr

1st level Mill Cabinet union apprentice: $16.26/hr. + benefits

Journeyman Cabinetmaker/ millman/ industrial carpenter: $27.10/hr. + benefits

1st period Carpenter apprentice: $23.10/hr.+ benefits *(installation)

Journeyman Carpenter: $38.50/hr. + benefits *(installation)

*Union cabinetmakers that work in the field doing installation of cabinets, doors, windows, panels, and fixtures get paid at the Carpenters rate.

Our placement rates lag slightly behind our completion rates.

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004 , and http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/ for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

The EDD website projects a 5.2% for Bench Carpenters and Cabinet makers over the projection period and a replacement rate of 24.7%, however due to the rich economy in the bay area projections differ locally. The Oakland-Fremont-Hayward Division is projecting a growth rate of 4.1% and the San Francisco- San Mato-Redwood city metropolitan region is projecting a 10.7% growth rate for this occupation. (See attachments)

Wood technology occupational training is closely tied and often supplementary to Carpentry training. Many of the higher paying carpentry jobs (finish Carpentry) require a good amount of training that overlaps with wood technology training. The same skill sets which are used in fabrication of wooden fixtures are used in the field for commercial and residential finishing. The Laney college Master plan scans projected a growth rate for carpenters in Alameda and Contra Costa counties at 2,860 over the projection period and 3,610 in the Marin-San Francisco-San Mateo counties region. A portion of these carpentry jobs will be in the realm of finishing and those occupants will need training beyond the foundational skills in carpentry.

Labor market data at the state level is averaged and does not account for the robust economy in the bay area. This data also does not account for entrepreneurialism and the fact that the bay area is a vibrant center for craft artist and fine furniture makers. These industries are viable and are served by the Wood technology department especially considering the cost of private instruction in woodworking. When considered in conjunction with the "makers" movement in the bay area, the wood technology program is the best resource available to train aspiring woodworkers in safe and efficient operation of machines and tools whether their intent is vocational or avocational.

- What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

The most critical trend in our industry is the movement towards re-shoring and advanced manufacturing. Advisory partners have stated that even in more traditional shop the reliance on CNC manufacturing is becoming hugely prevalent with shops that are not currently operating CNC equipment contracting CNC shops to cut out their parts and ship them to them for assembly especially in cases of non rectilinear fors.. This can partially be attributed to improvement in the CNC technology and the decreased cost of the equipment. This approach to manufacturing for wood technology is not new but is becoming more prevalent. Traditionally the skilled craftsmen in this industry are predominately from the baby boomer generation. With those craftsmen retiring now en mass, there is a gap left in skilled employees to fill those positions in this industry. Industry trends state that these new employees need to have a solid foundation in the fundaments of CNC based manufacturing.

It is critical for the department to upgrade our CNC equipment and curriculum in order to stay on the leading edge of automation training for the Wood Technology industry. Therein it is also critical that we add a mathematical proficiency requirement to our certificate.

***For transfer programs*:**

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?

- Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

***For all instructional programs*:**

- Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

The department makes efforts to ensure that the curriculum is first relevant to the industry needs, trends and requirements for hirable employees. This is achieved through knowledge our instructors have gained from working in the industry as well as by maintaining a dialog with our advisory partners. From the perspective of student needs we do informational surveys of the students at the beginning of each semester asking them to state their individual perspective relative to expectations and foundational skill needs. We also have departmental assessments which attempt to measure students functional capacity upon entering the program. WE are also now looking at assessment finding across the department in order to modulate instruction and pedagogy in relation to assessment findings.

- Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.

No part time faculty have been officially evaluated in the last three years. The department has made plans for everyone to be evaluated in the spring of 2013.

- Recommendations and priorities.

Priority is to provide increased access to degree applicable course by offering a night program. Evaluate instructors for efficacy and potentially hire another part time instructor to teach in the major's program.