Water Science Program Review
2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.*
- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.*

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.

Section II - Description

A. Description of Program/Department

The Water Science program at Ventura College provides students with the technical training they need to pursue a career in the municipal potable water and wastewater industries. Waterworks operators protect public health by ensuring that plant operations comply with state and federally mandated drinking water and wastewater disposal standards.

This program contains twelve courses that enable students to understand and apply knowledge and hands-on skills in drinking water treatment, water distribution, advanced water treatment methodologies, wastewater treatment, wastewater collection, backflow protection, instrumentation, controls, pumps, motors, specialized water mathematics, microbiology, chemistry, and utility management protocols. In addition to the twelve regular courses, there are two internships. The Ventura College Water Science program offers more courses than any other California community college. Considering that the State has predicted more than 8000 jobs in this industry to become available within the next three years, it is important to provide the necessary training that the students require. The Water Science program includes five courses that allow a student to take a single course which prepares them for that specific State exam.

Students seeking an Associate's Degree in Water Science may choose the Water option to prepare them for a career in potable water treatment or the Wastewater option to prepare them for a career in wastewater sanitation. Regardless of the option chosen, both paths lead to rewarding careers protecting the health of both the community and the environment at local, state, and federal levels.

Degrees/Certificates
Program's courses are designed to satisfy State requirements for operator exams.
Associate in Science – Water Treatment
Associate in Science – Wastewater Treatment

Certificate of Achievement:
　　Water Treatment
　　Wastewater Treatment
Courses that allow State testing:
　　Water Treatment
　　Distribution
　　Backflow Apparatus Tester
　　Wastewater Collection
　　Wastewater Treatment

B.　Program/Department Significant Events (Strengths and Successes), and Accomplishments

C.　2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

Water Treatment	Cost	Wastewater Treatment	Cost
Enrollment Fees	$780 - $1539	Enrollment Fees	$780 - $1539
Books/ Supplies	$1,500- $2,500	Books/Supplies	$1,500- $2,500
Total	$2,280-$4,039	Total	$2,280-$4,039

D.　Criteria Used for Admission
Open admission with no pre-requisites.

E.　College Vision
Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F.　College Mission
At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G.　College Core Commitments
Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access

- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Dr. Kathleen Schrader

Department Chair: Casey Mansfield

Faculty/Staff:

Name	Richard Forde
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	25
Degrees/Credentials	B.S., Ph.D., 50 Certifications – CDPH,SWRCB, CWEA, EPA, …

Name	William Budke
Classification	Professor
Year Hired	2005
Years of Work-Related Experience	25
Degrees/Credentials	BS/MS, Certifications

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Section IIIa – Data and Analysis

A. Performance Data

1. Retention – Program and Course

Retention refers to the number/percentage of students completing the class.

- *The Water Science program's 2013 retention rate is 95% compared to the college overall of 86%. Is comparing it to the college average appropriate or not?* **YES**.
- *The Water Science program's retention rate over the past three years indicates that the program is stable and not trending.*
- *In looking at the disaggregated data by gender, ethnicity, and age there are NO gaps in retention for certain groups of students. Nor, is the retention going down for certain groups.*
- *Do your retention rates meet your expectations?* **YES** *Are there areas that need improvement?* NO

- *What initiative(s) could you develop based on what you have learned? To increase the percentage of women in the Water Science program, more outreach is needed at the High School level.*

2. **Success – Program and Course**

   Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."
   - *The water Science program's success rate of 84% compares very well to the college overall of 70%. Is comparing it to the college average appropriate or not? **YES***
   - *In looking at the Water Science program's success rate over the past three years, there does not appear to be a trend.*
   - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? **NO** Also, is the success rate going down for certain groups? **NO***
   - *Do your success rates at the program and college level meet your expectations? **YES** Are there areas that need improvement? **NO***
   - *What initiative(s) could you develop based on what you have learned? N/A*

3. **Program Completion – for "Programs" with Degrees/Certificates Only**

   Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters.
   - *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? **NO** Also, is the completion rate going down for certain groups? **NO***
   - *Do the completion rates meet your expectations? **YES** We have averaged 80% or better success rates for 15 years, the rate is higher than most programs and very stable.*
   - *The Water Science completion goal is 75%.*
   - *What initiative(s) could you develop based on what you have learned? N/A*
   - *The Water Science Programs has awarded 22 Certificate and Degrees during the past 4 years. Though this number is well above the 12 certificates or degrees that is expected, by adding more PT instructors, we can increase it and achieve our goal of 10/year.*

B. **Operating Data**

1. **Demographics - Program and Course**

   Demographics refer to the students enrolled in the program/course.
   - *The data indicates that about 40% of the students enrolled in the program/course are Hispanic males, about 40% are White males and about 9% are females, while the remaining 11% is a mixture of others.*
   - *Compared to the college demographics, Water Science is very much lower in female students. There a significant difference – College @ 54% women & WS @ 9%. There is a slight trend towards increase over the past three years, but much too slow.*
   - *Is there a need to diversify the program in terms of age, gender or ethnicity? **YES***
   - *By adding PT instructors to the program, we can expand our outreach efforts.*

2. **Budget**
   - *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*
   - *Have there been any significant changes in the budget over the past three years? **YES***
   - *These changes will have a negative effect on student learning in 2014! The Supplies budget has been reduced from $8000 to $2000, the Equipment budget has been reduced from $12,000 to $5000. In addition, student worker help has been reduced from $800 to $0. This is a growing program positioned to place more students in the 10000 California Water jobs over the next 5 years than any other.*
   - *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*

- *Please check the appropriate box below then provide your summary beginning on the next line.*

  x Program members have reviewed the budget data.
  ☐ No comments or requests to make about the budget

3. **Productivity – Program and Course**
   Productivity is based on the number of student contact hours that a faculty member teaches <u>per week</u>. The typical productivity factor is 525 (<u>35</u> students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.

   Are courses filling to the college productivity goal for your program? **YES**
   The Water Science goal is 400, which we have exceeded 4 years in a row with an average number of 456. This is a sustainable and stable number of 114%.
   See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.
   - *Do the enrollment/productivity ratios meet your expectations for the program as a whole?* **YES**
   - *Do the enrollment/productivity ratios meet your expectations for individual courses?* **YES**

C. **Resources**

1. **Faculty**
   - *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)* *Currently we have 50% FT & 50% PT.*
   - *Have there been any significant changes in (FTEF) for part and/or full time faculty over the <u>last three years</u>?* **YES,** *2 years ago our first Full-Time instructor was hired.*
   - *If so, what are the effects of these changes?* *We increased Sections offered from 9/yr to 17/yr. We also increased Census from 250 to 450.*
   - *Does your area have difficulty finding hourly instructors?* **NO**
   - *Is the program lacking faculty with a particular specialty?* *YES*
   - *Are there any specific accreditation requirements for FT faculty?* *Both Water & Wastewater*

2. **Inventory**
3. **Facilities or other Resource Requests**
4. **Combined Initiatives**

D. **Other Program/Department Data**

Section IIIb – Other Program Goals and Initiatives

A. **Other Program Goals**
Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- *Innovation*
- *Legislation*
- *Regulations*
- *Industry Standards*

- *New Technology*
- *Professional Development*
- *Advisory Committee Recommendations*

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:

- *What is your score?* *26*
- *What does that score mean to you?* *We are very healthy but we have higher goals to achieve.*

Section V - Initiatives

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:
The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

R = Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.)
H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category
M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category
L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. **Initiative: Distance Learning**
   Initiative ID: WS 1-13
   Link to Data: There is a need to reach students that are disabled or working full-time jobs.
   Expected Benefits: Disadvantaged students will be able to learn Environmental & Water Sciences to either improve their career status or to expand into a new career.
   Goal: Increase student load by 25% the first year.
   Performance Indicator: % of goal
   Timeline: 2014-2015
   Funding Resource Category: Hourly Instruction Funds
   Ranking: M

B. **Initiative: Model Water/Wastewater Treatment process on campus at the orchard**
   Initiative ID: WS 2-13
   Link to Data: There is a need for students to have more hands-on learning.
   Expected Benefits: Greater learning depth
   Goal: To have some equipment donated by industry & student to construct the system
   Performance Indicator: Student enthusiasm levels
   Timeline: 2014-2015
   Funding Resource Category: Supply Funds
   Ranking: H

C. **Initiative:** Stormwater Course
Initiative ID: WS 3-13
Link to Data: There is an ever-increasing demand for storwater professionals, especially in California.
Expected Benefits: More students, more degrees & certificated issued
Goal: Create a Calif. Stormwater certification program with CDPH or SWRCB
Performance Indicator: 20 or more students enrolled
Timeline: 2015-2016
Funding Resource Category: Technology Funds
Ranking: M

D. **Initiative:** Microwave Digestor
Initiative ID: WS 4-13
Link to Data: Water laboratories are responsible to analyze lakes and streams for biomass. This system will help perform those analyses.
Expected Benefits: A higher level of knowledge for student learning
Goal: Purchase unit with 50% of funding from the Consortium
Performance Indicator: Increased number of students pursuing lab positions, as opposed to operator positions in the water industry
Timeline: 2013-2014
Funding Resource Category: Technology Funds
Ranking: H

D. **Initiative:** Outreach to High Schools
Initiative ID: WS 5-13
Link to Data: Awareness of our program will open the door to excellent careers that students never think of
Expected Benefits: More students, more degrees & certificates & more employed people
Goal: Attend more UCSB & VC Outreach events
Performance Indicator: Increased student load, especially women
Timeline: 2013-2014
Funding Resource Category: none
Ranking: H

D. **Initiative:** High 2-3 PT Instructors
Initiative ID: WS 6-13
Link to Data: Each time we offer another course, it fills up
Expected Benefits: More students, more degrees & certificates & more employed people
Goal: Increase the number of courses available each semester
Performance Indicator: More courses Day & night
Timeline: 2013-2014
Funding Resource Category: Division funds
Ranking: H

Section VI – Process Assessment

Instructions: Please answer the following questions:

A. **How have the changes in the program review process this year worked for your area?**
   a. **Each year the PR process changes. Neither is it better nor worse, it just takes longer to relearn it every year.**

B. **How would you improve the program review process based on this experience?**
   a. **Consistency, and have all data already in place.**

C. **Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department:
Preparer:
Dates met (include email discussions):
List of Faculty who participated in the program Review Process:

x **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

☐ **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

Water Science Program Review
2013-2014

Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Program vitality-(Academic Senate rubric)

V. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review

9

Water Science Program Review
2013-2014

Program Review Resource Initiatives Guidelines
WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should <u>NOT</u> be included in the Program Review Document as initiatives.

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.

Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.

Water Science Program Review
2013-2014

Program Review Resource Initiatives Guidelines
WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.

Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/ classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	**Enrollment demand / Fill rate** [1]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	5
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

Point Value	Element	Score
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	0
Up to 3	**Financial resources, equipment, space**	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

Point Value	Element	Score
Up to 4	**Agreed-upon productivity rate** [2]	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

---

[1] Enrollment demand is determined by the ability to fill classes.
[2] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

A "0" would indicate that a program is at less than 70% of its productivity rate.		

Up to 3	**Program Completion**	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	2
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	**Employment Outlook for Students/Job Market Relevance**	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	3
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	**Success rate** [3]	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	**Course completion rate** [4]	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

---

[3] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.
[4] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

Water Science Program Review
2013-2014

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

> Though our score of 26 exceeds the 22 specified, we need more qualified instructors. The hiring process has already begun and should be completed in time to place instructors in the Spring 14 schedule. We need our budget to remain high until all industrial equipment for teaching can be purchased.

Score interpretation, academic programs:

27-32	Program is current and vibrant with no further action recommended
22-26	Recommendation to attempt to strengthen program
Below **22**	Recommendation to consider discontinuation of the program