PALOMAR COLLEGE® Learning for Success **Program Review & Planning (PRP)**

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Cabinet and Furniture Technology
Department Name:	Trade and Industry
Division Name:	Career and Technical Extended Education

Please list all participants in this Program Review:

Name	Position
Jon K Stone	Full time Faculty
Jennifer Anderson	Full time Faculty

Number of Full Time faculty	2	**Number of Part Time Faculty**	17

Please list the Classified positions (and their FTE) that support this discipline:
Shared ADA for Trade and Industry

ISA III at 100%

What additional hourly staff support this discipline and/or department:

Hourly Teaching Assistants are assigned to help monitor student safety in fundamental classes and help maintain labs for safety.

Discipline mission statement (click here for information on how to create a mission statement):

The Mission of the Cabinet and Furniture Technology Department is to help a diverse student population prepare to make an income or livelihood at woodworking in various woodworking related fields either as an employee or as an entrepreneur while providing an opportunity for self enrichment and lifelong learning by teaching them the fundamental and specialized process skills, design and planning skills, and concepts and techniques of various woodworking business options and intrapersonal skills needed to fulfill the needs of clients.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Case Furniture / Manufacturing
Guitar Making Technology
Lathe Turning Technology
Table and Chair Manufacturing
Carving Technology
Cabinetmaking and Millwork
Veneering Technology
Woodworking Skills Technology
Woodworking Fundamentals

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	x	Steady/No Change		Decreased	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
For Fall 2016, our overall enrollment was up from 1,070 to 1,102. Long term enrollment has declined, but overall it is fairly stable.						

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?	
Our discipline reviews class fill rates on a regular basis so that schedule and program changes are made to reflect the trends and student needs some courses are deactivated. We anticipate more deactivation in the future due to cuts being made in the discipline.	

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	X	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	426

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

For Fall 2016

Our overall enrollment was up from 1,070 to 1,102.   Efficiency was up from 396 in the fall of 2015 to 426 in the fall of 2016.   Our fill rate for fall 2016 was 87%

The efficiency rating for CFT is affected by class size limits of 24 (in all but three classes which cap at 22). As with the rest of the college our department has noted the importance of the efficiency rating and filling classes. In our discipline filling classes is accomplished by closely monitoring students needs in scheduling classes through informal (student requests) and formal (survey, studying trends) methods.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

The FTEF for Fall 2016 was 8.89.

79.75% of total FTEF is taught by part time faculty.

1 more Full Time faculty member is needed.

The hiring of 1 more full time faculty would bring the full time/part time ratio down from about 79% to about 67% which is closer to the colleges ratio of 62% (for fall 2016).

Because we offer a wide spectrum of job training programs in many wood related fields (8 different programs) in order to maximize opportunities for our graduates, we find that staffing and managing the discipline has unique challenges. Currently we have 2 full time instructor and 17 (this fluctuates a bit) part time instructors.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

   A. **On-Campus Course Success Rates**
   B. **Online Course Success Rates**

> C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
> D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**
>
> **https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx**

1. Overall Success Rate:

> **Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?**

The success rate for Fall 2016 was 78.8%, down a bit from the last 4 years, but higher than the Campus rate of 72.5%.

As recorded below there are several areas which need improvement with respect raising success rates, they are; ages under 24, female students and Hispanic students. These statistics will be shared will all staff at next staff meeting and strategies will be discussed to improve in this area.

2. Course Success Rates by gender, age, ethnicity, and special population:

> **Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?**
> **Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website**
> **https://www2.palomar.edu/pages/ssec/**

Gender	Female 64% Male 79% Female rate down slightly over past few years from around 69%. Improvement is needed here.
Age	19 and under 64% 20 to 24 41% 25 to 49 74% 50 and over 83% Fairly steady but a decline in the 20 to 24 group. This group has been successful in the past. Seems Improvement needed in ages under 24.

Ethnicity	Hispanic 55% (basic skills were identified in college's equity plan) White 80% Hispanic down from mid 60's in past few years. Much improvement needed with this population
Special Population (examples- veteran, foster youth, etc)	Veterans stats were available for 2014-15 and show a success rate of 82% (access was identified in college's equity plan).

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.
Success rate are very consistent when comparing day students and night students with 79% and 77% respectively. There are not enough disabled or foster youth in the program to be statistically significant although disabled students are present in classes.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates.
These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:
    A. **The College's institutional standard for course success rate is 70%.**
    B. **Review your discipline's course success rates over the past five years.**
    C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	**72%**

Why?
CFT also agrees that the 70% success rate is the minimum acceptable success rate for the College, however, Cabinet Furniture and Technology would prefer the discipline success rate to be slightly higher than the college.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

- **A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
- **B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?
The overall completion rate for CFT for 2015 / 2016 increased dramatically over the past year with 96 total completers. The increase was due to the introduction of a new "stepping stone" certificate in which many students had already completed or nearly fulfilled the needed coursework. Over the past 5 years the completion rate has increased steadily. The previous year's total of 58 completers is probably a high mark for a year to year goal for completers for our discipline. (with 120 FTES, 58 completers represents approximately 1 completer per 2 full time students) Over the past five years we have worked to improve Communication with our students with a goal to aid students in choosing the correct pathway and class selection to fulfill a degree/certificate program. Also scheduling of classes has always been a priority to benefit student access to classes and programs.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?
CFT has 8 degree programs which can be achieved as either an A.S. degree or a certificate.

Last year there were completers in all eight areas with most areas having a mix of A.S. completers and certificate completers. Traditionally the numbers will fluctuate between totals for various programs. Although no 1 program has an over abundance of completers CFT strides to maximize the opportunity for our students by offering a wide spectrum of job training programs in many wood related fields. As a result the total number of completers is significantly higher than it would be if the variety of program opportunities were limited.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data.
This data can be found on the Centers for Excellence website
http://www.coeccc.net/Supply-and-Demand.aspxat

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

The COE website shows:
Carpenters 218 annual openings
Cabinetmakers and bench Carpenters 14 annual openings
Furniture finishers 2 annual openings
Sawing Machine operators and tenders 5 annual opening
Woodworking machine setters 8 annual openings
Woodworkers all others 1 annual opening
One report from the COE website, (Woodworking Occupation in San Diego County, 2015) does not show a three year projection for jobs in Woodworking related occupations, but it does show a projection from 2014 to 2018 in which we are at the end of the cycle. That COE projection for "jobs in Woodworking related occupations" shows an increase in carpenters jobs by 6% with 312 annual openings and a decline total jobs in cabinet making, furniture finishers, model makers pattern makers, and woodworkers, but total openings of those combined at 20. The report states "Carpenters were added to the list of occupations because of similar job functions and use of wood in their work… " Including carpenter totals does have relevance from the standpoint of what is taught in several of our programs, for example in our Cabinet Making program our Architectural Millwork class provides job preparation skills for finish carpenters.

Also it should be noted that current local searches for Woodworking related jobs consistently show many job openings.

Ie. Search conducted 11/7/2017 on craigslist: search Jobs/ cabinet:

Over 40 non duplicated jobs which our graduates would be qualified with such as: cabinet maker, cabinet installer, millwork, furniture finisher, woodworker, stair builder, carpenter/millwork, assembler etc.

Also it should be noted that CFT receives 15-25 job requests for our students from local business annually.

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2. What is being done at the program-level to assist students with job placement and workforce preparedness?

We offer a large range of course/degree options in order to increase student's job seeking opportunities. The program coursework requires students to pass design and business classes along with fundamental and advanced woodworking training. Students are prepared not only to accept entry-level jobs but also higher level and even management positions, perhaps more importantly, we prepare students to become woodworking entrepreneurs and encourage them to open their own woodworking business. Local woodworking businesses solicit employees from our discipline often several times a month. These jobs are posted regularly and students are notified via email as to job openings and employer requests.

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3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

None

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4. When was your program's last advisory meeting held? What significant information was learned from that meeting?
(CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

In the month of March, 2017 our latest advisory Board meeting was held to review our discipline, to communicate an update on CFT program status and to make and receive recommendations as to future direction, specifically towards further development of implementing and integrating CNC operations into our programs. It was recommended that CFT procure 2 forms of simplified computer assisted designing and milling technologies in order to bring a stepped learning approach towards CNC implementation. The recommendation included purchasing a laser engraver and 1 or 2 small CNC router machines. Also discussed/recommended, was purchasing laptop computers to implement in house instruction of Cabinet Vision and Sketch-up. Through Perkins grant funding one of the small CNC router machines was funded and will be purchased. We are still pursuing

other recommended items.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

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SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Over the past 3 years work has been done on some of the courses submitting actions for CFT 100, 131, 133b, 137, 138, 155, 163, and 189. These courses are included in the programs for Instrument Making, Cabinetmaking and Millwork, and Carving.
Also, work has begun on the courses to complete results and actions for the remainder of the Cabinetmaking and Millwork program as well as mapping and program results.
Work is still needed in this area to bring every class and program up to date. The ability to keep on schedule is hampered by lack of much needed full time faculty.
Changes have been made in the fundamental classes to improve student expectations and teachers for those classes meet regularly to discuss maintaining safety standards, understanding student learning outcomes and completion of student project.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
Our current SLO report is in need of updating and input. Although our students have shown to achieve high levels of competency in most classes and success can be seen in retention and completion statistics, updating assessments and actions is needed

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
Our program SLO's represent an excellent scope and depth of learning appropriate to the degree/certificates offered. However as with the course SLO's work is needed in updating and input.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?
The current driving impact on our curriculum comes from the directive from the administration to greatly reduce the number of semester class offerings in our discipline. This directive has driven a reorganization of programs in order to make the reductions while still offering complete, relevant and rigorous programs. As a result some course deactivations will occur.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.
Our scheduling has been greatly impacted over the past year due to the request from administration to reduce our program size and the number of class offerings. Our fill rate for fall

2016 was approximately 86%. We are working to create an ideal schedule, which will reduce the negative impact of class cuts on students while still continuing to offer high-quality diverse program options.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

There are no other departments which require our courses.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement
within your program. Also consider the areas of opportunities and any external challenges your program faces over the next
three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment,
enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to
http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	Our strength include; our overall success rate, our graduate completer numbers our ability to prepare students for the workforce and for entrepreneurial success,

	diverse relevant and comprehensive program offerings, reputation as a national and statewide leader in woodworking job training, and our professionally diverse staff.
Weaknesses:	Our current weaknesses include; our lack of enough full time faculty to properly keep up with needed tasks and program administrative work, and a shrinking budget for hourly teaching assistants
Opportunities:	We are always seeking and perusing opportunities for our discipline which will in turn increase opportunities for our students. One such current opportunity, that is pending, is a partnership in a grant which would support educational workshops, curriculum building, and milling practices in our Urban Wood operation.
Threats:	Our biggest threat is that we are viewed by some as not relevant in terms of vocational training.

SECTION 2: **Establish Goals and Strategies for the Next Three Years**

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
1a) Continue to seek an additional Full-time Faculty member. At least one more additional is needed. 1b) Continue to improve and maximize graduate completers.		Ongoing	
2a) Incorporate CNC milling into programs (discipline), explore CNC curriculum to create stand alone CNC Woodworking program. 2b) Researching and developing curriculum for an Urban Wood Products Manufacturing program.	We have received and begun to implement into our program, but need to better integrate into curriculum.	Ongoing	

Continue to improve facilities		Ongoing	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):	
Goal #1	
Program or discipline goal	1a) Continue to seek an additional Full-time Faculty. At least one more additional is needed. 1b)Continue to improve and maximize graduate completers.
Strategies for implementation	1a) Submit New Teacher hire request. 1b)Work with Veterans offices to help Vets gain class access. Continue to counsel students of graduation pathways
Timeline for implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	New teacher hire (1a) will help to improve graduate success. Maintaining a steady stream of graduates (1bl insures that students are well prepared for jobs in field
Goal #2	
Program or discipline goal	2a) Incorporate CNC milling into programs (discipline), explore CNC curriculum to create stand alone CNC Woodworking program. 2b) Researching and developing curriculum for an Urban Wood Products Manufacturing program
Strategies for implementation	2a) Offer supportive courses for computer design such as Cabinet Vision and Sketch-up. Explore and write curriculum for a CNC Woodworking program. Acquire "simple" CNC machines to provide "stepped" CNC training. 2b) Continue the utilization and milling of Urban lumber. Introduce classes which can be first offered through Non Credit classes. Continue to pursue grant opportunities.
Timeline for implementation	2-3 years
Outcome(s) expected (qualitative/quantitative)	Discipline Mission better met. Graduates achieve more job opportunities

Goal #3	
Program or discipline goal	Acquire a class set of laptop computer to facilitate in house instruction of Cabinet vision and Sketchup
Strategies for implementation	Solicit funding through Perkins grant application
Timeline for implementation	1-2 years
Outcome(s) expected (qualitative/quantitative)	Ability to offer a stepped learning approach to CNC machining operations.
Goal #4	
Program or discipline goal	Acquire a laser engraver machine
Strategies for implementation	Solicit funding through Perkins grant application
Timeline for implementation	1-2 years
Outcome(s) expected (qualitative/quantitative)	Ability to offer a stepped learning approach to CNC machining operations.
Goal #5	
Program or discipline goal	Acquire another small CNC router machine
Strategies for implementation	Solicit funding through Perkins grant application
Timeline for implementation	1-2 years
Outcome(s) expected (qualitative/quantitative)	Ability to offer a stepped learning approach to CNC machining operations.

3. How do your goals align with your discipline's mission statement?
Our first goal of acquiring a new full time faculty member will benefit the program in all areas; teaching assignment load, discipline administrative tasks and most importantly student contact form better and consistent communication and guidance for student career pathways and preparation.   Incorporation CNC and Urban wood curriculum will better prepare students for woodworking jobs and entrepreneurial opportunities.   And the last three purchase request support the implementation and integration of computer assist designing and CNC machining into the discipline thereby improving opportunities for graduates.

4. How do your goals align with the College's Strategic Plan Goals?
Reaching goals will produce graduates who are better prepared and better qualified for woodworking jobs and entrepreneurial opportunities.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Anthony Fedon
Date	11-15-2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
Reviewer (s)	Margie Fritch
Date	November 17, 2017
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Faculty are passionate about their field and are successful in recruiting students into their program.	
2. Areas of Concern, if any:	
The program was allowed to grow too big and the college is not able to support it at the level it is at. There are too many certificates and degrees and the labor market data does not warrant a program this large. The program does produce many students that want to be entrepreneurs which is why the LMI is low because unless the student starts their own business and pays taxes, they are not captured in the data the state collects.	
3. Recommendations for improvement:	
Reduce the size of the program and the number of degrees and certificates. Move those classes to fee-based through the not-for-credit option.	

*Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer (s)	As above.
Date	

1. Strengths and successes of the discipline as evidenced by the data and analysis:

2. Areas of Concern, if any:

3. Recommendations for improvement:

4. Recommended Next Steps:

	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer (s)	Jack S. Kahn, Ph.D. 1/18/18
Date	

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Brief but good inclusion of enrollment data etc.
2. Again a bit brief on the demographic differences but the basics are here- what are your thoughts for strategy or contending with found differences?
3. Good to hear about completion rates!
4. The LMI data is really interesting and well presented.

2. Areas of Concern, if any:

b. Please review certificates – makes sense to hold onto those where we see completions- having multiple certs in most areas is causing difficulties for the program (and the college)- present data on completers for each and make recommendations

c. List raw data in all sections (wsch/ftef- list the actual data etc.)- review all sections and complete
d. SLO section is a great start and overview but missing a couple items (list actual SLOs, data, and plan etc.)

3. Recommendations for improvement:

See above

4. Recommended Next Steps:

	Proceed as Planned on Program Review Schedule
X	**Repeat Comprehensive Review**

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.