

# **Sabbatical Report**

Submitted To: Sabbatical and Leaves Committee

From: J. Laurel Jones

Date submitted: 2/8/99

Sabbatical Leave Date: Spring Semester, 1997

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## **STATEMENT OF PURPOSE**

My sabbatical was for the purpose of study. During the past Spring semester of 1997, I took three classes at the University of La Verne. One class was in Innovation and Technology / Ed. Mgt. 695 (3 units); the second in Assessment and Evaluation / Ed. Mgt. 696 (3 units); the third in Statistics / Ed. Mgt. 686 (3 units) and the last in Introduction to Dissertation Research Two / Ed. Mgt. 688 (3 units). In addition to the contractual 12 units, I applied my learning in a project which was completed during the above semester as part of my course work requirements.

## **THE SABBATICAL PROCESS OUTCOMES**

The requirements of my study sabbatical have been successfully completed with the earning of 12 units within the Spring, 1997 semester. Although there were no other requirements contractually, I chose to complete my curricular project from that semester by working with a key vocational area at Mt. SAC.

During my sabbatical, I returned to Mt. SAC to develop and implement a project designed around assessment and evaluation. Working with Darrow Soares and the Air Conditioning and Refrigeration Program, we developed several evaluation tools to help his department assess needs for desired outcomes. In turn, Darrow was able to submit the report and the project outcomes to Program Review. At the end of my project, both the Air Conditioning Program faculty and I were so pleased with the results that I presented it to the Quality Steering Committee. The committee, in turn, asked me to present the project to the current Program Evaluation Committee.

## **PROJECT DESCRIPTION**

As part of my course work, I was asked to work with an institution to "try out" some of the valuable tools learned throughout the semester. I was fortunate to be able to work with Darrow Soares and the Refrigeration / Air Conditioning Department.

Darrow and I were able to put together a team of five people (community business representatives, faculty, former students and adjunct faculty) who:

- defined what made their program "effective"
- determined what data were necessary to assess and monitor effectiveness
- collected , analyzed, and presented data for continuous improvement

Technology was used throughout the process in communication, presentation, and data formulation. From this process the department was able to learn what customers wanted and needed; what students felt could be improved; and how faculty viewed its role in the program and in its effectiveness. The outcome of this project was the realization that my study leave had provided real working tools which could benefit the educational field.

### **PROJECT RATIONALE FOR SABBATICAL REQUIREMENTS**

According to the definition of "sabbatical" by Webster a sabbatical year "is a year of rest or leave often granted every seventh year for rest, travel, or research" (Webster, 1016). As per the requirements of my contract, I was asked to complete 12 units of curriculum which would:

- serve the institution
- apply to my discipline
- provide growth as an instructor

The assessment project was completed as a voluntary OUTCOME of my 12 units of study, not because it was contractually demanded, but because it gave something back to Mt. SAC. As a viable assessment project it provided a tangible product of my units of study; a platform for further assessments for a key vocational department at Mt. SAC; and it gave me the opportunity to work with a team to promote my skills as a facilitator of quality measurement. Although the project was not listed in my study requirements, it was a gift to the institution which I hoped demonstrated the



effectiveness of my curricular study semester. Attached are the Appendices (A-H) which show the tools used to accomplish the study project; these serve as visual displays of "hands on" experience within the 12 units of course work. As an appendix, these documents serve as supplement material only, not a part of the written report.

### **COURSE DESCRIPTION AND STUDY EVALUATIONS**

*INNOVATION AND TECHNOLOGY (3 UNITS):* " Provides a theoretical framework for understanding the role of information as a critical resource. Introduces theories, strategies, and techniques to determine information requirements and design effective information systems. Emphasis is placed on the effective management which includes but is not limited to, computer based systems." (ULV Catalog, 13).

The Innovation and Technology course has been immensely beneficial to me as a professional. I have since returned to the classroom and given several Powerpoint presentations to my class, several Hyperstudio presentations, and I continue to use Internet and E-Mail for homework and project assignments. In addition, I have joined several Listserves which connect me with other community college faculty and staff who have kept me abreast of changing regulations, innovations, etc. Probably the most exciting thing was for me to create and access my own WEB page which includes information about my job at Mt. SAC and areas of interest such as curriculum development, content review, etc. I have had many opportunities through the WEB page to access information on a global level. I am currently researching for an on-lin course for my department.

My key learnings from this course which I have been able to utilize within my professional responsibilities include:

- an understanding of the importance of quality technology
- an ability to produce quality curriculum through technology
- an ability to communicate with students via the internet and WEB

- an ability to integrate global research with my own classroom techniques

*ASSESSMENT AND EVALUATION* (3 UNITS): “ Examines evaluation processes and systems as they relate to decision-making in an organization. Attention is given to total organization evaluation as well as to program and personnel accountability systems.” (ULV Catalog 14). This course was beneficial both in my own department and in the project completed at Mt. SAC. Since completion of these 3 units I have created a personal classroom assessment which my students take at the beginning and at the completion of every semester so that improvements can be made in curriculum and in classroom environment. Also, I have been able to utilize my understanding of effective assessments and ineffective assessments, by asking for more narrative qualitative response rather than quantitative responses. Having studied many accreditation systems, I have learned how to apply statistical research to determine system weakness and strength. My key learnings from this course which I have been able to utilize within my professional responsibilities include:

- correct use of quantitative data
- correct use of qualitative data
- quality improvements from both types of data
- assessment instruments which are customer friendly
- the importance of continuous evaluation for improvement

*STATISTICS* (3 UNITS): “Provides knowledge, skills, and processes in the use of descriptive and inferential statistical tools and techniques in the analysis of data and resolution of research problems.” (ULV Catalog 14). This course was beneficial in allowing me a quantitative vehicle by which to assess myself, and my students. It provided me with background in statistical research and gave me tools to use in order to justify or change existing curricular methods. It was key in providing accurate data in

the project with Darrow Soares, and resulted in changes in program system's management for that area. My key learnings in this course which I have been able to utilize within my professional responsibilities include:

- ability to create and validate statistical instruments for department use
- ability to read and understand statistical data which comes to the department
- ability to create viable tools to determine significance in test scores, etc.
- ability to assist in departmental program review surveys

*INTRODUCTION TO DISSERTATION RESEARCH TWO ( 3 UNITS ) :*

“ A continuation of Ed. Mgt. 687, this course prepares the doctoral student for advancement to candidacy.” This course has no bearing on sabbatical / professional enrichment except as a means to further my individual growth and possible job promotion.

**CONCLUSIONS**

In conclusion, I respectfully submit this report as the culmination of my sabbatical process. I have completed all 12 units successfully, and have been able to provide the institution with concrete documentation of my study growth via a project with the institution. Therefore, the requirements of “sabbatical” have been fulfilled in the quantitative definition (12 semester units); in the professional definition; and in what was given back to the institution.

In terms of personal growth and future enrichment, one of the best things that happened to me on sabbatical was having some objective distance from MSAC. It was beneficial to be able to learn and reflect on my job while being physically distant from it. I plan to assess and evaluate my role at Mt. SAC in hopes that I may be able to take a stronger leadership role here or at another college at some point. I believe this will have great benefit to the institution.

I have already been able to see positive results from my leave. For example,

this Fall my department is trying to get an instructor hire for a Reading position. I have written down several of my department's opinions for what would make an effective reading instructor. I have, in turn, taken this home and tossed these ideas out to some Internet professionals who are helping me develop a quantitative rationale sheet for instructor hire. This allows me the necessary reflection and objectivity which I have not normally given myself before my sabbatical. My intent is to follow this same plan throughout my doctoral program, utilizing both the research I am doing in my own schooling, and the technology and planning necessary to integrate that research into my profession.

At this writing, the position has been accepted for hire, and I am pleased with the result. Future goals include a new job, completion of my dissertation, and a move. I am grateful for the opportunities Mt. SAC has given me and hope to continue to live "quality" throughout my tenure at the college.

# **SABBATICAL LEAVE APPLICATION PROPOSAL**

To: The Salary and Leaves Committee  
From: J. Laurel Jones  
Re: Sabbatical Leave Spring '97  
Date Submitted: November 18th, 1995

I would respectfully submit my application for a study sabbatical for the Spring 1997 semester at Mt. Sac. If accepted, I plan to be taking 12 units (this would be three 4 unit classes) of course work to further my education at the graduate level. My course work will be completed at the Claremont Graduate School and will be directed towards a Ph.D. in Education with a special emphasis in Curriculum Development. Although my Master's Degree is in English with a special emphasis in the Teaching of English, and my area of instruction is basic skills, I feel a degree in education would not only keep me current in methodology and instructional philosophy, but would also afford me a stronger basis in curriculum development. Since I hold the faculty position of Curriculum Development Liaison, my studies should be especially significant in enhancing my performance as the curriculum representative. Thus, the merit of the sabbatical should provide benefit to the institution as a whole and to my position as a remedial instructor of reading, writing, study techniques, and critical thinking. I have provided a copy of the Center for Educational Studies seminar handbook with a comprehensive overview of the course work I will be taking. It should be noted that within several of the courses are common themes inherent to quality instruction at Mt. Sac including diversity, reading and evaluation of reading, student development, differing approaches to cognitive development within the adult and college learner, research and data in higher education theories and practices, and professional development. With the completion of these units, my continued activity both in the curriculum driven service areas of Mt. Sac, and within my own professional growth as an instructor, should be enhanced and given a broader knowledge base, a continued scholarly approach to instruction, and an expertise in the development of curriculum best suited to learning at the college level. Thank you for your consideration.

As per your request, I have also included a 1995-96 schedule of classes available from Claremont during this school year. Since I am unable to be assured of the same schedule I have highlighted the three courses I plan to take in the Spring of 1997 according to this year's calendar and will resubmit any changes to the committee should the courses change by the next Fall/Spring Schedule. At this time my educational units will include three courses:

- 404b Seminar in Teacher Education
- 418 The Reading Process
- 430 Cognitive Development

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Each course is defined and described within the handout. I will not be able to begin course work until the Fall of 1996, and will not be at liberty to be interviewed by my program supervisor until acceptance into the program. Should my course work alter due to my supervisor's recommendation, or any other circumstance, a new plan will be submitted to the committee in the early Fall of 1996. Please note, with an emphasis in curriculum development, I am truly unable to accurately predict what my program supervisor will prescribe for my initial course work. Thank you for this consideration.

*J. Laurel Jones*

# APPENDICES



**Appendix A**  
**Continuous Improvement**  
**Criteria**

Continuous Improvement / Quality  
Information Report  
J. Laurel Jones /

Purpose: This is an evaluation tool which measures effectiveness of any program, department, committee, etc. and provides criteria by which continuous improvement may be assessed. Although not a major component, the tool also encourages accountability for effectiveness and improvement.

**Step One: Create effectiveness criteria**

- "We know we are effective when...."
- "We know we are providing quality when...."
- "We know we are improving when...."

This is done in a brainstorming session with the team involved in the evaluation.

**Step Two: Divide Effectiveness Criteria Into Process and Outcome**

- Process criteria are defined as those things which are currently "HAPPENING" in the program which make it effective.
- Outcome criteria are defined as those "skills, attitudes, or results" which produce effective products.

The team may choose to link specific process criteria to specific outcome criteria when evaluating effectiveness.

All effectiveness criteria must be specific, observable, and realistic.

**Step Three: Select four or five of the most significant effectiveness criteria for a first assessment (the review may be yearly, every 3 years, etc.).**

- Collect data using alternative assessment measures which could be used for subsequent evaluations.

**Step Four: Correlate data, use as much disaggregate data as possible, and make connections between which process criteria affect which outcomes.**

- Report data, and draw conclusions for continuous improvement actions.
- Indicate key learnings for each effectiveness criteria
- Create action plan to improve before next evaluation.
- Assessment tools can be used as often as needed.
- Criteria not studied may be studied during the next evaluation or may be staggered throughout the year.

See Example

(AIR CONDITIONING AND REFRIGERATION PROGRAM)  
MSAC / SPRING '97  
EFFECTIVENESS CRITERIA

**PROCESS CRITERIA FOR "EFFECTIVENESS"**

DEFINED AS " IN ORDER FOR THIS PROGRAM TO BE FUNCTIONING EFFECTIVELY  
WHAT MUST BE HAPPENING?"

- adequate / up to date equipment for lab and hands on learning ob .
- communication between full time and part-time faculty, specifically about student concerns, instructor concerns, and course concerns
- advisory committee driven curriculum developed and actualized
- interaction with community business
- ✚ • sufficient number of instructors ob .
- job fair outreach for prospective students
- ability for program to change with the times / keep up with innovations and change
- sufficient space / room for classes and possible increased enrollment
- sufficient time to alter curriculum according to trade needs / support of the institution in meeting trade needs
- increased school to work participation with community
- responsibility for trade computation and composition left to the vocational area

**OUTCOME CRITERIA FOR "EFFECTIVENESS"**

DEFINED AS "RESULTS; KNOWLEDGE, SKILL, ATTITUDE"

Type A outcomes (Big Ticket Items)

- employment of students
  - \* defined by program as " getting jobs that earn a living wage".
- acquiring certificate
  - \* seen as type A by institution, not as big with the instructors

Type B or C outcomes (secondary importance)

- improved occupational awareness
- ability to take on increased responsibility on the job
- retention (secondary to employment)
- above average grades
- good trade worker qualities (punctuality, teamwork, etc.)
- getting a job which pays more than minimum wage within the industry

**Appendix B**  
**Continuous Improvement**  
**Criteria Application to**  
**Program**

**Organizational Development Chart**  
**Laurel Jones**  
**Air Conditioning/Refrigeration Program MSAC**

Criteria: Up to date lab equipment

- observation of lab class and interviews w/students as they are involved in the lab
- informal interviews with current MSAC students concerning appropriateness of materials and class size (not limited to one class, but selected from several)

Criteria: Effective communication between full and part time faculty in the program

- survey the 14 part time and the 2 fulltime

Criteria: Advisory driven curriculum development and actualization of curriculum

- archival data from the Curriculum Review Committee from the last three years of new courses, amended courses, and deleted courses from program.
- archival data of advisory minutes where curriculum development was discussed.
- archival data from school to work conferences attended by both employers and MSAC program staff dealing with innovative curricular changes.

Criteria: Interaction with community business and/or employers of MSAC air conditioning/ref. students

- formal interviews with two employers of current MSAC students
- telephone interview with two high school feeders about program publicity and program awareness at the secondary level
- surveys and interviews of fulltime faculty

Criteria: Improved Occupational Awareness

- formal interviews with employers of MSAC students
- informal interviews of past students now employed in the trade
- archival data from school to work conf. showing changing trends in the trade
- informal interviews with fulltime faculty and current students

Criteria: Employed Students And/Or Certificated Students

- archival
- informal phone interviews with previous students

**Appendix C**  
**Qualitative Interview**  
**for Employers**

Interview Questions For Employers And/Or Trade Employees  
Air Conditioning / Refrigeration  
MSAC /1997 Program Assessment

The MSAC Air Conditioning/Refrigeration Program is currently being assessed for its effectiveness. As customers already employed in the trade, your expertise is important for a thorough evaluation. The following list of questions may be asked either as a paper questionnaire or over the phone. If possible, could you please take a few minutes to respond. Your participation is greatly appreciated. All interview questions are private. Do not include your name. Thank you.

**1. In your experience, are MSAC students effectively trained for an entry level position in your business?**

a. **If no**, what knowledge must an entry level employee have to be successfully employed in your company? Are there specific things that the MSAC program could be teaching which would make its students better prospective employees?

b. **If yes**, what qualities or knowledge do the MSAC students typically possess which make them effective employees?

**2. As a member of the trade, are you satisfied with the level of interaction between the MSAC air conditioning/refrigeration program and your business?**

**If no**, what suggestions do you have that would improve the interaction between your business and the program at MSAC?

**b. If no, what does experience offer that MSAC does not ?**



**Appendix D**  
**Quantitative Survey**  
**for Instructors**

J. Laurel Jones  
Univ. LA VERNE  
Assessment Assignment  
Objective Evaluation and Informal Interview: Full time Instructors (includes Dept. Chair)  
Air Conditioning and Refrigeration

**All Criteria Will Be Covered**

Directions: When we met as a team, we discussed several criteria that you felt were necessary for your program to be effective. Included in your program evaluation were several objectives you hold as a department. Considering your experience with the program in the last two years, indicate the extent to which you think each objective has been met. Please place a check under the appropriate response.

OBJECTIVES:

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1. TO PROVIDE STUDENTS WITH A CURRICULUM WHICH MIRRORS THE EXPERIENCE OF THE TRADE.

Met Very Well      Generally Well Met      Not Met Too Well      Not Met At All

---

2. TO PROVIDE LAB EQUIPMENT WHICH FACILITATES STUDENT LEARNING AND MIRRORS THE UP TO DATE EQUIPMENT OF THE TRADE.

Met Very Well      Generally Well Met      Not Met Too Well      Not Met At All

---

3. TO PROMOTE SATISFACTORY INTERACTION BETWEEN THE PROGRAM AT MSAC AND BUSINESSES WITHIN THE TRADE.

Met Very Well      Generally Well Met      Not Met Too Well      Not Met At All

---

4. TO PROVIDE STUDENTS WITH AN AWARENESS OF THE REQUIREMENTS AND RESPONSIBILITIES OF THE TRADE.

Met Very Well      Generally Well Met      Not Met Too Well      Not Met At All

# **Appendix E**

## **Qualitative Survey for Instructors**

Informal Interview  
Full time Faculty  
Air Conditioning/Refrigeration

1. In your experience, have there been any curriculum issues, integral to the success of your students in the trade, which have not been addressed?

If No, then what are the factors which make your curriculum effective?

If Yes, then what are those issues? Have they been discussed with your Advisory Committee? Where are you lacking support in solving these issues?

2. Awareness of the current trade trends and responsibilities is important to you and to your customers. In light of this, do you feel your program could be doing a better job of making students aware of the trade and its expectations of them as employees?

If Yes, what specifically what would you like to see your program do to ensure adequate occupational awareness?

3. As a program, you are heavily reliant on adjunct faculty to teach many of the program's courses; do you feel that adjunct faculty are given adequate training in how the courses should be taught?

If No, what specifically would you like to change about how well your adjunct faculty are trained?

**Appendix F**  
**Quantitative Survey**  
**for Student / Customers**

Student Questionnaire  
Mid Semester  
Air Conditioning / Refrigeration  
Curriculum Assessment

1. In general, are you pleased with what you are learning in this course?

YES            SOMEWHAT            NOT APPLICABLE            NO

a. If No, what specifically are you dissatisfied with in the course?

2. In general, do you believe the content of this course will be beneficial on the job or when you become employed in the trade?

YES            SOMEWHAT            NOT APPLICABLE            NO

a. If Yes, what specifically do you see directly related to the trade?

3. If you could improve the direction of this course, which of the following would you consider helpful? You may circle more than one response, or offer your own.

a. Train the instructor to help him/her improve instruction.

b. Change the readings or text.

c. Have the Lab begin at the same time as the Lecture (not later in the semester as now arranged).

d. Provide additional help (tutors, group study, math assistance, etc.) to allow more individual attention to students.

e. Other:

f. None of the Above

4. Although the class is "hands on" would additional on site experience improve your comprehension of the subject matter?

YES            SOMEWHAT            NOT APPLICABLE            NO

Observation / Assessment  
Lab Effectiveness

Directions: The following criteria are to be measured with a YES or NO response. A "YES" response indicates that this lab procedure is currently effective for the program. A "NO" response to any of the following criteria indicates a less than effective lab procedure and should be noted and improved.

1. All 4 motor refrigeration stations are functional and maintained.
2. All 5 computer stations are functional and maintained.
3. Lighting is adequate for both day and evening labs.
4. The lab is insulated for temperature regulation.
5. Refrigeration pipes are functional and maintained.
6. All refrigeration tools are available and well labeled in storage cubbies.
7. All refrigeration parts are available and well labeled in storage cubbies.
8. OSHA (Occupational Safety and Hazard Association) regularly (every year) inspects the lab for safety hazards.
9. All 3 refrigeration compressor units are functional and maintained.
10. All 7 heater units are functional and maintained.
11. The 24 student workstations are adequate (both in quantity and quality) for the number of students in each lab.
12. The lab/lecture station and workstation for faculty is physically arranged for learning to take place.
13. All available space is adequately utilized.
14. Any needed or assessed repairs of stations or equipment is noted by students after every use.
15. There is a safety stock of key items for student use should workstation machinery need repair. (This assures the lab never closes down).
16. Repairs are made within one week of being reported.
17. A yearly evaluation of equipment obsolescence is made by advisory committee.

# Student Questionnaire

Directions: This questionnaire is designed to assist in creating a useful tool for measuring student expectations and outcomes for this class. Please take a few minutes and answer the following questions to the best of your ability. Some questions may have more than one appropriate answer for you. Please mark all answers which apply to your situation, and write as much as you can to fully answer questions 3, 4, and 5. Thank you for your time.

## 1. Specifically, why are you taking this course?

- a. I hope this course will assist me in my current job.
- b. I took this course to assist me in getting a job in the trade.
- c. I am interested in learning this particular subject, but I don't care about getting a job in the trade.
- d. This is a requirement for my certificate.
- e. Other: Please fill in a response:

## 2. How did you hear about or decide to take this course?

- a. I saw it in the college catalog.
- b. I am already in the program and needed / wanted to take it.
- c. I heard about it from someone outside of Mt.SAC. If so, who?
- d. Other: Please fill in a response.

3. What expectations do you have of this course? (An example might be, "I expect to learn something I can use on my job") Please answer in two or three sentences.



**Appendix G**  
**Qualitative Survey**  
**for Former Students Now**  
**Employed in the Field**

Employed and / or Certificated Students From MSAC Air Conditioning and Refrigeration Program  
Informal Phone Survey

1. Were you employed while enrolled in the air conditioning refrigeration program or were you employed after you received your certificate?
  - a. If employed before receiving certificate...was there anyone from the program who knew you had received a job before you quit attending classes? Was there any follow-up from faculty to find out why you were not completing the program?
  
2. Having been employed in the trade for \_\_\_\_years or months, do you feel the MSAC Program prepared you with the skills necessary for being a successful employee?
  - a. If no, what was lacking in your training?
  - b. If yes, go to question 3
  
3. Do you feel there are other requirements of the occupation that the MSAC program did not address? For example, communication skills or team management.
  - a. If yes, what specifically are those requirements?
  
4. Do you feel the MSAC program uses up to date lab machinery which mirrors equipment used in the field?
  - a. If no, what specifically are you using in the field that you were not trained on within the program?
  
5. Did you feel that there was sufficient interaction with business and trade experts while you were a student in the program?
  - a. If no, what field knowledge would have been helpful to you now that you are employed? Was there simply not enough physical interaction between the program and actual trade experience?
  - b. If yes, what specifically did you find helpful in that interaction?
  
6. If you could suggest any improvements for the MSAC air conditioning/refrigeration program, which would assist students in becoming employed in the field, what would they be?
  
  
7. In your opinion, what are the strongest components in the MSAC air conditioning/refrigeration program which facilitate students becoming employed in the field?

**Appendix H  
Qualitative Survey  
for Adjunct Faculty**

**Directions:**

Please select the best response and circle. Only one response per question. Return to Darrow Soares, or Laurel Jones via campus mail. Thanks.

1. How satisfied are you with the amount of communication you have with the air conditioning and refrigeration department?

- a. very satisfied   b. satisfied   c. no opinion   d. dissatisfied   e. very dissatisfied

2. How satisfied are you with the amount of participation you have with curriculum development and/or text approval?

- a. very satisfied   b. satisfied   c. no opinion   d. dissatisfied   e. very dissatisfied

3. How satisfied are you with the lab equipment for your courses?

- a. very satisfied   b. satisfied   c. no opinion   d. dissatisfied   e. very dissatisfied

4. How satisfied are you with the classroom space?

- a. very satisfied   b. satisfied   c. no opinion   d. dissatisfied   e. very dissatisfied

5. How satisfied are you with the occupational awareness of your students?

- a. very satisfied   b. satisfied   c. no opinion   d. dissatisfied   e. very dissatisfied

6. How satisfied are you with the department's effectiveness in keeping up with the trade's innovations and changes happening in the job market? Are you satisfied that the air conditioning and refrigeration program is teaching the latest information for today's job market?

- a. very satisfied   b. satisfied   c. no opinion   d. dissatisfied   e. very satisfied

7. Are there any dissatisfactions you have with the department which you feel are key to its effectiveness as a program at MSAC? Please fill in: