**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Child Development** | **03/01/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |  |
|  |  | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** | |
| **Enrollment at Census** | | 1,468 | 1,712 | 1,711 | 1,654 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 72.84% | 86.82% | 89.91% | 87.01% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 4,007 | 4,677 | 4,715 | 4,529 | Weekly Student Contact Hours | |
| **FTES** | | 133.56 | 155.90 | 157.17 | 150.98 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 9.57 | 8.93 | 8.80 | 8.83 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 419 | 524 | 536 | 513 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 2.60 | 2.60 | 2.60 | 2.60 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 6.44 | 5.60 | 5.67 | 5.67 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.53 | 0.73 | 0.53 | 0.57 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 6.97 | 6.33 | 6.20 | 6.23 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 72.84% | 70.90% | 70.45% | 70.57% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 93.62% | 96.24% | 95.98% | 96.02% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 71.76% | 74.86% | 77.53% | 77.95% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | 92.27% | 95.24% | 92.58% | 95.70% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 65.00% | 65.93% | 59.38% | 74.22% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 10 | 12 | 16 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) | |
| **Certificates Awarded:** | | 19 | 41 | 42 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- Under 18 Units** | | - | 13 | 8 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- 18 or More Units** | | 19 | 28 | 34 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Our department is pleased to note that our massive program overhaul that took effect in Fall 2008 had the desired effect- by creating 8 certificate and 6 degree options, we were able to offer the specialized certificates that students needed. This resulted in a large jump in the number of certificates issued- from 19 in Fall 2007 to 41 in Fall 2008 and 42 in Fall 2009. We anticipate similar or even higher numbers in subsequent year data. Our enrollment has remained steady, and we find that we seldom need to cancel classes due to low enrollment. Our scheduling process as well as the high demand for our program and classes ensures that our enrollment is seldom impacted by overall enrollment changes. We are similarly proud of our high retention rate and our steady success rate, and our online success rate has improved. By switching some of our full-time faculty load to the higer enrolled CHDV 100 courses, we raised our WSCH number. The department is still hindered by our low number of full-time faculty, future hires would allow us to ensure even more consistency in our programs without having to rely so heavily on our part-time FTEF. All of our full-time faculty teach overload.** |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **CHDV 110- Recognize the components of IDEA, ADA, and special education law and how those elements impact care and education of children with disabilities.**  **This SLO was assessed in two consecutive semesters, in two sections each semester. Assessment was conducted using a 5 question non-graded multiple choice survey. Findings indicated that student achievement in this particular area seemed to rely on the instructor, as patterns were noted among the instructor who taught both semesters and the different instructors who taught the other sections. Basic analysis found that the majority of students failed to "fully meet" the SLO criteria (4/5 questions correct), and most "partially met" the criteria (3/5 correct).** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **Further analysis on a question by question basis indicated that students who missed questions were often wildly incorrect, indicating either a true lack of understanding, or a lack of engagement in the survey process (and just guessing). Surveys were given midway through the semester, and the information was primarily covered at the beginning of the semester, indicating a lack of retention of information. Instructors discussed the importance of weaving reminders and continued referrals to the laws into their lectures throughout the semester, as well as the benefit of a periodic recap of the features of IDEA and the intent of the laws.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **. Occupations with Most Job Openings - Short-term # of projected job openings Occupations with Most Job Openings - Long-term # of projected job openings**  **State of California Child Care Workers: 7400 job openings Child Care Workers: 54,700 job openings**  **San Diego County Data not provided by LMID Child Care Workers: 3710 job openings** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Major curriculum revisions undertaken in Fall 2008 reflected the demands of our student population as well as the employers in our community and alignment with the permit process. Upon reflection, the wide variety of certificate options, while uniquely suited to our student population, may need adjustment as demanded by Chancellor's Office restrictions on the number of units in a certificate, as well as our alignment with the CAP (ECE Lower Division Curriculum Alignment Project). Additionally we anticipate minor curriculum revisions needed as a result of the mandated change to an AS degree.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
| --- |
| **The department plans to continue to rotate our 30 course offerings as dictated by enrollment- some courses are spring only or fall only, and some courses must always be offered in the evening in order to fill. We do a nice job of changing the days, times, and locations (between San Marcos and Escondido) of our courses. Over the past 2 years we have received increasing student requests for new course offerings, and the department looks forward to the opportunity to develop new specialized courses as budget allows.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Our department prefers to hire instructors with experience in the early childhood classroom. Former (or current) early childhood educators are the only faculty who are able to be assigned to our numerous curriculum, administration, mentoring, and classroom management courses. Because of this, we have a relatively small pool of qualified part-timers to supplement our full-time faculty’s knowledge and experience base. We have 30 separate and unique courses in our department, leading to eight separate programs of study. There are numerous classes that only one or two people are able to teach effectively due to the specialized subject matter. For example, early intervention, adult mentoring, school-age development and care, infant/toddler development, administration, and sign language. These are just examples of specific areas of expertise that we must fulfill. Due to this reason, we are in constant worry that one of our few qualified part-timers in a particular area will leave us, leaving our department with a major hole to fill. Our three full-time faculty all have specific expertise areas that prevent us from taking sabbaticals or load bank leave since there is no one else who can easily replicate our specialties. For this same reason, all three full-time faculty teach overload each semester and have extensive preps. Our field also requires a number of outside knowledge to supplement our discipline specific education. For example, we must understand and be able to effectively advise students on the California state permit process, early childhood licensing requirements, ECERS, DRDPR, early learning standards, and other continually evolving areas of knowledge, including participation in state programs such as the Child Development Training Consortium, the Mentor Teacher Program, CAP, PFA, and CCCECE. Our department’s responsibilities in these areas require our full-time faculty to spend many hours per month (if not per week) participating in meetings and working on maintaining current understanding of these agencies, processes, and standards in order to effectively advise and teach our students. Hiring new full-time faculty members is the number one priority for our department. Our large number of courses (30), programs (8), and degrees (6) requires constant upkeep and work, especially with the implementation of SLOAC’s. Because our programs have to adhere to and match up with state permit requirements, and because our programs have very specific advising needs, our full-time faculty are kept consistently busy with student advising. The counseling department does a great job of counseling our students on GE requirements, but we have to be responsible for advising all of our CHDV students on CHDV requirements in order to ensure correct course planning for degrees and employment. This includes organizing and running two student orientation sessions per year. Additionally, our full-time faculty members serve as Verification of Completion representatives for the state permit process, requiring frequent student advising and VOC meetings with students (this is done without compensation or release time). All of us take on a large workload with advising, with no release time or compensation. Last year we requested two positions and were fortunate to be approved for one hire. One more new full-time faculty positions for the CHDV department would enable us to share the workload of curriculum, student advising, SLOAC’s, course development, part-time faculty mentoring, participation in community programs and groups (for example we participate in state groups such as CCCECE, CAEYC/NAEYC, CDTC, and CA Mentor Program), and student teaching/service learning students, while allowing our current faculty to develop new ideas, courses, and pedagogy while maintaining our high standards of excellence and service to the campus community. At this time, we are also actively working on the Curriculum Alignment Project with the CSU system, and are planning for the switch to an AS degree and probable restructuring of our programs (yet again) to comply with state mandates on certificate unit caps. The department is also committed to increasing diversity in our faculty to better represent the student population we serve. We feel as though increasing our full-time numbers to five would allow us to finally get on top of the huge amount of work our discipline requires and get us closer to previous department numbers. Hiring would directly relate to the following goals from the Strategic Plan: Goal 2: Strengthen programs and services in order to support our students’ educational goals. Goal 4: Recruit, hire, and support diverse faculty and staff to meet the needs of students. Goal 6: Optimize the technological environment to provide effective programs and services throughout the district..** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **15 Virco tables (see attached quote)** | **1** | **Objective 5.2** | **Replacement for current tables in NA-3. Current tables are extremely heavy and unable to be easily/safely moved by faculty and staff to meet class activity requirements.** | **$3435.25** | **one-time** | **no** |
| **a2.** | **30 Virco chairs (see attached quote)** | **1** | **Objective 5.2** | **Replacement for current chairs in NA-3 to go with requested new tables from resource request a1.** | **$3315.30** | **one-time** | **no** |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **Document Camera for MD-105 (ELMO TT-02RX)** | **1** | **Objective 5.2** | **The document reader would enhance teacher presentation and would replace slides and overhead transparency projections.** | **$700** | **one-time** | **no** |
| **b2.** | **Document Camera for NA-3 (ELMO CO-10)** | **2** | **Objective 5.2** | **The document reader would enhance teacher presentation and would replace slides and overhead transparency projections, specific to our curriculum classes.** | **$400** | **one-time** | **no** |
| **b3.** | **Document Camera for ESC-202 (ELMO CO-10)** | **3** | **Objective 5.2** | **The document reader would enhance teacher presentation and would replace slides and overhead transparency projections.** | **$400** | **one-time** | **no** |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **Company: Learning Seed**  **Infants- Set of three videos on physical, cognitive, and social/emotional development #LS-9003-10 $247.00**  **Toddlers- Set of three videos on physical, cognitive, and social/emotional development #LS-9026-09 $247.00**  **Preschool- Set of three videos on physical, cognitive, and social/emotional development #LS-9005-08 $247.00**  **Middle Childhood- Set of three videos on physical, cognitive, and social/emotional development #LS-900-08 $247.00**  **Total= $988, tax $86.45, shipping $50.00 (5% of order)** | **1** | | **Goal 2, Ob 2.5** | | **We need to replace older video clips for our CHDV 100 course- this set meets department needs and can be used by all of our 100 instructors as well as for online classes.** | | **$1125** | | **one-time** | | **no** | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** |  |  | |  | |  | |  | |  | |  | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **OADA position at 100% contract** | **1** | | **Objective 4.2** | | **As our department grows, we will need our ADA to be a 100% contract, rather than the 60% contract our ADA position currently holds.** | | **40% increase in position** | | **Ongoing** | | **No** | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** |  |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **None needed at this time.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **The department is extremely proud of the large increase in the number of certificates issued since our program changes took effect in Fall 2008.**  **We have 24 student teachers placed at our Child Development Center sites and in the community. This is the second year with full enrollment in our practicum class (CHDV 200).**  **Our California Mentor Teacher Program is collaborating with both Mira Costa and Grossmonts's mentor program to use mentor teachers from each of our programs for placements for our respective CHDV 200 classes. We currently have some of our 200 students placed with mentor teachers with each program. The mentor program has a grant to work with the PFA's in our area to train Preschool For All teachers to provide quality care for those 4 yr. old programs. That includes 1 on 1 training with the PFA teachers and ECERs training as well.**  **The Child Development Consortium Advisory Committee decided to distribute the Participant Profiles in all classes except CHDV 100 starting in the spring of 2010. Since then, the payout to students has increased. This was exactly what we were hoping for. Prior, payouts were between $12-$13.00 per unit. Spring 10 payout was $16.94, fall 10 payout was $21.30. It is expected spring 11 payout will be around $22 a unit. We have less students applying for the funds, but these students are CHDV majors, not just GE students.**  **In 2010, Jenny Fererro was a full-time Distinguished Faculty finalist and Dr. Laurel Anderson was a part-time Distinguished Faculty finalist.**  **The CHDV Club, led by students, has seen a dynamic resurgence this year. Students are motivated and ambitious and have planned numerous activities, events, presentations, and meetings that are benefitting students throughout Palomar as well as community members.**  **The department is actively engaged in the state-wide Curriculum Alignment Project (CAP), which involves aligning 24 units of our curriculum with the other community colleges in the state- this lower division package will then be accepted by the CSU system. We also participate in articulation collaboration with SDSU's Child and Family Development program.**  **The department is actively working with the Child Development Centers as they work to improve inclusive practices. We help liaise with the early intervention programs in our community, and have planned trainings and in-services to benefit our Center teachers and staff, as well as participating in meetings and Center business related to early inclusion practices.**  **The department continues to be actively involved in state level advocacy in our field through participation in CCCECE (California Community Colleges Early Childhood Educators), and hosted the Fall 2010 CCCECE Region 10 meeting.**  **The department is also pleased to confirm that we managed the move to the MD building and are happy to be included with most of our division colleagues in the new building. Students report pleasure with the new facilities for learning.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
| --- |
| **none.** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **We are currently without an ADA, as our ADA Dolores Silva, fills in as interim Division Secretary for SBS. We are eager to secure an interim ADA in Dolores' absence to assist us with department business.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Jenny Fererro *Name*** | **Diane Studinka *Name*** | **Bob Sasse *Name*** |

|  |  |  |
| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by March 18**