**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: Earth Science** | **09/30/11** |
| **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** | 146 | 154 | 122 | 124 | *Self Explanatory* |
| **Census Enrollment Load %** | 96.05% | 96.25% | 101.67% | 103.33% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 455 | 485 | 390 | 397 | Weekly Student Contact Hours |
| **FTES** | 15.16 | 16.18 | 13.01 | 13.23 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 0.80 | 0.80 | 0.60 | 0.60 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 569 | 607 | 651 | 661 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 0.60 | 0.60 | 0.40 | 0.40 | FTEF from Contract Faculty |
| **Hourly FTEF** | - | - | 0.20 | 0.20 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.20 | 0.20 | - | - | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 0.20 | 0.20 | 0.20 | 0.20 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 25.00% | 25.00% | 33.33% | 33.33% | 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** | 88.24% | 93.92% | 96.58% | 92.56% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 67.23% | 62.84% | 69.23% | 78.51% | 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** | 81.25% | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 37.50% | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** |  - |  - |  - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- 18 or More Units** |  - |  - |  - | 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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| **The Earth Science discipline is a small part of the ESAS department, but has been steadily growing since the ES 100 course was restructured in Fall 2005. The ES 100 course was redesigned to meet criteria for transfer into the CSU San Marcos Liberal Studies Program. Initial offerings were limited to one section per semester, however, demand indicated the need for additional sections. By Fall 2007, we were offering 3 sections of ES 100 taught by full-time faculty Patty Deen and Dr. Lisa Yon (both also teaching Oceanography courses).** **Fall 2007 was the last year that the online course, ES 105: Climate Change, offered. Although Retention Rate was acceptable, completion rate (and thus Success Rate) was very low. A factor affecting this last offering of the ES 105 course were the wildfires that shut down the college and much of San Diego County during the month of October 2007. Although students were offered the opportunity to complete the work associated with the online course many chose not to do so. Limits placed on the accessibility of materials on the college Blackboard web site also complicated efforts to allow students to complete work. Thus, it was decided to remove this offering from the program.****With the removal of ES 105, faculty resources became available to expand offerings of the ES 100 course. By Fall 2008, 4 sections of ES 100 were being offered. Full-time FTEF at this time was 0.6 as both Patty Deen and Dr. Lisa Yon were each teaching 2 sections of ES 100. The decline in the full-time FTEF beginning in Fall 2009 is a direct result of Patty Deen beginning a 2-year combined sabbatical and leave-of-absence. Dr. Lisa Yon continued to teach 2 sections as 40% of her teaching load (60% Oceanography) and an adjunct faculty covered a third section of the ES 100 course. The Load % during the past two years has been over 100% with WSCH/FTEF increasing to average values of 656, among the highest in the department. In this same time period, Retention Rates have averaged 94.57% and Success Rates have averaged 73.87. These numbers are similar to those in other disciplines within the ESAS department such as Geology and Oceanography.****The Load % and WSCH/FTEF values suggest that offerings of ES 100 can be expanded to meet student demand. We expect to increase offerings of ES 100 to the four sections previously offered.**  |

| **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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| **Course SLO assessments were conducted during the Spring 2010 semester for ES 100.****A total of 66 students in 2 sections of ES 100 were assessed for their understanding of Plate Tectonics. In this assessment, questions were embedded within the regular lecture exam. For these embedded questions, there was a 76% pass rate. The percentage of students earning 70% or higher on the assessment was 73%.** |

| **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>) |
| --- |
| **Although the percent values are within the acceptable range, Dr. Lisa Yon (who conducted the assessment and summarized the data) would like to see a different format for the assessment. Embedding the assessment within the regular lecture exam may not be the best format for SLO assessment. Thus, more data will be collected during the Spring 2011 semester for comparison.** |

| **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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| **While Earth Science is not usually considered a Career/Technical Discipline, ES 100 satisfies a specific requirement for students intending to acquire a teaching credential. Data from the California Labor Market indicates a demand for elementary and secondary school teachers in the coming years, especially those with credentials within the sciences.** |

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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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| **The ES 100 course is a requirement for transfer into the Liberal Studies major at CSU San Marcos. We continue to have a strong representation of students who are either currently enrolled or plan to transfer into that program. We will continue to help meet the needs of these students. In line with this goal, we would like to expand our offerings to include an ES 100 lab course. Such a lab course would promote increased student learning of topics discussed in the lecture course and would provide an important foundation for these students as they ultimately transition into their own classrooms as elementary or secondary school teachers. Dr. Lisa Yon has been researching materials for the development of an ES 100 lab course and hopes to offer the course in Spring 2013. This will require adequate funding for the purchase of materials for the lab.****ES 115 - Natural Disasters (cross-listed as GEOG 115) was first offered Fall 2007. The course has been offered each subsequent fall semester and has been consistently full with a wait list each time it has been offered. This course was developed and is taught by Doug Key. Efforts will be made to continue teaching this course after Doug Key retires in June 2014.****Patty Deen and Dr. Lisa Yon have discussed the need for an ES 197 Topics course. Plans are being made to submit the request for this course in the curriculum process along with the request for the ES 100 lab course.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Potential growth within the Earth Science discipline exists in conjunction with the opening of the Rancho Bernardo and Fallbrook sites. This will include not only ES 100 lecture sections, but also lab sections should facilities be appropriate. The time frame for the opening of these sites is currently unknown due to budget concerns.****The ES 195 Regional Field Studies course has been offered as a co-listed class with other ESAS field course offerings, including GEOG 195 and OCN 195. Budget concerns have led to the removal of most field courses from class offerings. We believe that field courses provide a very important learning experience not available in the classroom. Field courses also fill an important need for students who are looking for coursework beyond the introductory lecture course and such courses build a bridge between earth science and other disciplines within the ESAS Department by exposing students to concepts related to oceanography and geography. Thus, we would like to be able to offer ES 195 (Field Studies) once per year.**  |

| **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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| **Full-time faculty teaching in the Earth Science discipline are also teaching in other disciplines such as Oceanography, Geography, and Geology. Dr. Lisa Yon expects to increase her commitment to the Earth Science discipline to 60% with the offering of an ES 100 lab. Patty Deen and Doug Key expect to keep their commitments at 20-40% of their full-time loads. Doug Key is expected to retire in June 2014.****As part of the search for a replacement for Dr. Steve Spear (full-time Geology professor retiring June 2011), it is hoped that a new full-time faculty member can be hired with a commitment of 60% Geology and 40% Earth Science to help meet the needs of both of these disciplines.**  |

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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.*** |
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| **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.**  | **We have no discipline-specific equipment needs at this time.** |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **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.**  | **We have no discipline-specific needs at this time.** |  |  |  |  |  |  |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **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.**  | **Rock specimens** | **1** | **G2/ O 2.4** | **These materials will be needed to** | **$150** | **on-going** | **The current level of $300 is inadequate.** |
| **c2.**  | **Mineral specimens** | **2** | **"** | **develop the ES 100 lab course** | **$175** | **"** | **As the ES 100 course has**  |
| **c3.**  | **Topographic maps** | **3** | **"** | **and to maintain materials for lecture demonstrations.** | **$125** | **"** | **expanded, corresponding funding has not.** |
| **c4** | **Lab Glassware (beakers)** | **4** | **"** |  | **$150** | **"** | **In order to maintain a quality program, increased funding is required.** |
| **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.**  | **Printing** | **1** | **G 2/O 2.4** | **Tests and handouts in classes** | **$200** | **on-going** | **The current level of $365 is inadequate.** |
| **d2.**  | **Travel with students** | **2** | **"** | **Field trips** | **$350** | **"** | **As the ES 100 course has expanded, corresponding funding has not.** |
| **d3.**  | **Misc. (postage, etc.)** | **3** | **"** | **Support** | **$50** | **"** | **In order to maintain a quality program, and develop the ES 100 lab course, increased funding is required.** |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **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.**  | **Not applicable** |  |  |  |  |  |  |
| **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.**  | **Not applicable** |  |  |  |  |  |  |
| **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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| **No** |

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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.** |
| **Patty Deen has returned from sabbatical and leave-of-absence during the 2009-10 and 2010-11 academic years. During this time, she traveled extensively throughout the United States and various locations around the world. She was able to explore, take photos, and collect samples along many coastlines. Cape Cod, Dover (UK), Fiordland in New Zealand, and the Galapagos Islands are just a few examples. Many of these materials and ideas will be incorporated into the classroom curriculum.****Dr. Lisa Yon continues to be active in public outreach programs. Dr. Yon's involvement with science activities within the Palomar College District service area has served as a means for evaluating the science background of potential Palomar College students. Sensing that many incoming students may be lacking basic science skills, Dr. Yon along with Ray Wolcott (Adjunct Faculty in Oceanography) developed a 25 question quiz composed largely of questions from the California State 8th Grade STAR (Standardized Testing and Reporting) testing program. This quiz was given to a total of 319 Oceanography 100 students at the beginning of the Fall 2010 semester. Although students should have been exposed to this material, and thus prepared to move on to college-level science, the average score for the quiz was only 56%. This result supported the original assumption that students entering Palomar College may lack the basic science skills to be successful in college-level science courses.****Efforts to support review of basic skills have moved forward with the funding of a Title V, Department of Education STEM (Science, Technology, Engineering, and Math) grant awarded to Palomar College in collaboration with CSU San Marcos. Dr. Yon is participating in this grant in two working groups: STEM curriculum and program improvement, and supplemental instruction. The goal of the grant is to increase the number of students who successfully pursue education and careers in STEM-related fields. The success of this program will enhance Goal 2 in the Palomar College Strategic Plan 2013. Dr. Yon will also be serving as a Faculty Mentor for students participating in the STEM program.****National surveys have indicated that a lack of interest in science is often due to a lack of opportunities being provided to students. In order to meet this need, Dr. Yon devised and implemented a program to train 6th and 7th Grade students for participation in the San Diego County Regional Science Olympiad. For two years (2009-10 and 2010-11), Dr. Yon has served as a Head Coach for teams from Meadowbrook Middle School in the Poway Unified School District. This school serves a culturally and ethnically diverse population of just under 1300 students and this is the first time this opportunity had been offered to the students. A total of 75 students have been able to participate in the program. Lack of funding and limits imposed by the Science Olympiad itself has prevented a higher participation rate. Those students who have participated, however, have had the opportunity to be exposed to science concepts not typically available to the average middle school student. Many of the students earned ribbons and medals as part of their participation in the Science Olympiad competition. Meadowbrook Middle School placed 5th in the county both years and has been invited to the State level competition both years. Dr. Yon is continuing with this program for the 2011-2012 academic year by serving in an advisory capacity for a new academic science club.****In addition to serving as a Head Coach for the Science Olympiad teams, Dr. Yon also served in the capacity of Event Coach. Students were able to learn about a variety of earth science and geology topics during weekly tutorials and hands-on activities held over a period of five months. For her services to the school community, Dr. Yon was recognized Feb. 2011 as a "Volunteer of the Month" in the Poway Unified School District. Dr. Yon was also selected by the San Diego Science Alliance to be recognized for her volunteer work in science education at a celebration held May 3, 2011.****In her efforts to remain current with secondary level science standards and changing methods of instruction and evaluation, Dr. Yon is a member of the California Science Teachers Association and has attended their annual meetings Oct. 2009, Oct. 2010, and is registrered for the Oct. 2011 meeting. She intends to continue with this involvement and to take advantage of STEM events as they become available. In this regard, Dr. Yon was able to attend a STEM event held at the Raytheon Space and Airborne Systems (SAS) facility in El Segundo, CA on February 21, 2010. Raytheon is known for their innovative STEM program called "Math Moves U." Raytheon is also the developer of the U.S. STEM Education Model, a program intended to identify potential solutions that could increase the number of STEM college graduates. This connection ties in perfectly with the Title V grant recently awarded to Palomar College.****ES Week 2010:** **The following faculty participated in Earth Science Week (Oct. 11-15, 2010): Wing Cheung, Cathy Jain, Doug Key, Mark Lane, and Lisa Yon. Each of the faculty contributed to hosting events that were designed to help our students better understand and appreciate the Earth Sciences and to encourage responsible stewardship of the planet. Events included a geocaching scavenger hunt, an Earth Science trivia quiz, a guided tour of Palomar Observatory, and a daily information table staffed by faculty from the ESAS department. The participation in this event was one of the highest that we have ever had, with 74 students participating in just the trivia quiz. Additional students attended the geocaching event and the Palomar tour. The information table was very popular with students and information was shared regarding courses and possible career options within the Earth Sciences. We are planning on hosting a similar event for Earth Science Week 2011.****Earth Science week is a multidisciplinary event within the department and the success touted here should be construed as occurring within many of the department's disciplines.** |

| **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.** |
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| **WASC ignored our department in their last tour and Earth Science has no formal accrediting agency.** |

| **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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| **As a relatively new discipline, ES has had very little money allocated for supplies, printing, and travel. Therefore, most costs have been funded through budgets from other disciplines (especially Geology) within the ESAS department. More funds need to be allocated to support the increasing number of students enrolled in ES 100. Part of the decision on whether or not to develop a lab course has revolved around the discussion of sufficient funding for materials.** **The refurbished laptop computers provided by Palomar College Information Systems (IS) to the ESAS Department will serve a very important role in the development of an ES 100 lab course. Access to computers that can adequately run Google Earth or related software will be important and we anticipate writing curriculum to specifically utilize these laptops. We hope that IS intends to provide us with updated laptops as they become available through their refurbishment program. This will allow us to further update the content of our labs.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Dr. Lisa Yon*Name*** | **Steve Spear*Name*** | ***Name*** |

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| ***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** **by March 18**