**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: English** | **10/14/2011** |
| **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** | | 4,565 | 4,666 | 4,726 | 4,514 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 96.06% | 102.26% | 102.83% | 100.36% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 18,029 | 18,277 | 18,507 | 17,701 | Weekly Student Contact Hours | |
| **FTES** | | 600.97 | 609.24 | 616.89 | 590.04 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 48.49 | 45.68 | 45.42 | 44.63 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 372 | 400 | 407 | 397 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 21.65 | 18.65 | 17.65 | 15.40 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 24.35 | 23.78 | 24.57 | 25.83 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 2.48 | 3.25 | 3.20 | 3.40 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 26.84 | 27.03 | 27.77 | 29.23 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 55.35% | 59.17% | 61.14% | 65.49% | 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** | | 92.53% | 93.74% | 93.83% | 93.96% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 65.46% | 67.98% | 67.44% | 71.91% | 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** | | 87.50% | 92.00% | 90.16% | 95.08% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 60.71% | 84.00% | 65.57% | 85.25% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 3 | 2 | 2 | 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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| **Enrollments at Census dropped below Fall 2007 levels in Fall 2010 due to mandatory budget cuts (balancing them between Fall and Spring semesters since only Spring and Summer had been cut in 2008 and 2009); Census Enrollment Load % has been at or slightly above 100% for the past three years. Increases in WSCH and FTES for Fall 2008 and Fall 2009 reflect the ~2% overenrollments, and a decrease in both reflect the cut sections in Fall 2010. Decreases in Total FTEF and WSCH/FTEF reflect retirements of FT faculty plus having four FT faculty on leave in Fall 2010, despite a slight increase in overload FTEF. Overall, Part-time Total FTEF has increased significantly -- 10%, to slightly over 65% -- in Fall 2010.** |

| **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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| **English 50 Course: We are currently assessing the SLO that states, "Organize and develop five or more paragraphs into an essay that sufficiently supports a thesis," through our common final exam (a reading-based essay exam designed each semester by our English 10/50 Committee), departmental rubric, and holistic grading session (with the required participation of all FT faculty and all PT faculty teaching English 50 that semester). A key feature of our holistic grading is the norming process in which we all score three sample essay exams and agree upon our interpretation and application of the rubric. This process is particularly valuable for new PT faculty to become familiar with departmental standards but also serves as a forum for discussion about observations and trends in student preparation and learning. We continue to maintain the fairness and objectivity of grading by not scoring our own students and by combining scores of two readers (blind to one another's scores) for the final grade. Based on the holistic grading of the final exam essays of all the English 50 students in Fall 2010, we conclude that the majority of students have demonstrated the ability to organize and develop five or more paragraphs to support a thesis, although the support at times is not as developed as it could be.** |

| **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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| **Based on conversations among faculty in a range of contexts -- our ENG 10/50 Committee, our "New" Committee for organizing our SLOAC, English Department meetings, and our English Department Professional Development Day (an annual event with a more than twenty-five-year history that centers on including part-time faculty in our departmental conversations about teaching and learning) -- we recommend that teachers continue to work on teaching students to develop examples and analysis in more depth.** |

| **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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| **N/A** |

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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.)** |
| --- |
| **Basic Skills Initiative: We have worked and will continue working with the BSI/HIS Committee, particularly in two key areas: tutoring and Learning Communities. Our Writing Center Director serves on the Tutoring Subcommittee and has helped craft a general tutor-training program to meet CRLA standards for certification as well as discipline-specific training, staff the Escondido TLC with English tutors, and coordinate embedded tutors for Learning Communities. As we plan for the next two years, we need to not simply maintain the current levels of tutor availability and quality -- a real concern as the funds from the BSI/HIS grants become exhausted -- but also expand to meet increased demand and staff the San Marcos TLC. We have contributed to expanding the Learning Communities program, with a dozen English faculty having participated, and in June 2011, two English faculty will join the eight-member Palomar team at the National Summer Institute on Learning Communities in an effort to further improve and expand Palomar's Learning Communities. This expansion will also add to the increased demand for English tutors.**  **English AA Program/ English Major: The number of English AA degrees awarded remains small (2-3 per year); however, this figure does not do justice to the growth and vitality of our English Majors Group which several members of our faculty have coordinated for the last six years. The English Majors Group has 25-35 regular student attendees at its monthly meetings and outings (such as plays at the Old Globe Theater). While the meetings have included information sessions about our AA degree, the majority of English majors seek at BA degree or higher, and forming the English Majors Group has allowed us to better advise and prepare these students for transfer as well as plan for career opportunities. We are participating in C-ID (Course Identification) DIG (Discipline Input Group) Meetings in preparation for addressing the TMC (Transfer Model Curriculum) and continuing professional communication and collaboration with CSUSM's Literature and Writing Department in order to best serve our students.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **The sections of composition classes that we were allowed to add back into our schedule (after having been mandated to cut them) for Spring and Fall 2011 have improved student access to these required courses, but still has not brought us up to meeting student demand. Our literaure courses have seen unprecedented enrollments, and this semester (Spring 2011), our single section of ENG 211 (Survey of British Literature II) was not sufficient to meet student demand; if our core literature sequence is approved for transfer to CSUSM (possibly before the TMC goes into effect and surely after it does), we anticipate that offering a single section of six of these courses (World Literature I and II, American Literature I and II, and British Literature I and II -- we currently offer multiple sections of Introduction to Literature and Shakespeare) each year will fall short of meeting student demand. In addition to our core literature classes, our department prides itself on being able to offer a robust selection of elective literature course offerings to our students. Our ability to offer elective literature courses remains a vital part of our program, ensuring that it remains current with recent trends in our discipline; our most recent addition to our ENG 270 (Popular Literature) options is Gay and Lesbian Literature.**  **Receiving additional classrooms has improved our ability to offer classes in more desireable formats/settings; for example, we have been able to replace most of our four-day-per-week sections (which are very difficult to staff and are not popular with students) with two-day-per-week patterns and have many fewer sections meeting in multiple classrooms (not counting our computer classroom). However, we still have a shortage of rooms at the most preferred times.**  **We have maintained our course offerings at Escondido by restoring the sections we were forced to cut, but we have not been able to restore sections at other sites despite all our classes filling at all sites.** |

| **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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| **The numer of FT faculty has dropped to 23, and with the lateral transfer of two members (50% each) to Multicultural Studies in Fall 2011, our new hire for Fall 2011 will not represent the gain we hoped (and were approved) for but rather maintain the status quo. Within the next one to three years, we will have one and may have three or four retirements, so the attrition of our full-time ranks is an increasingly serious concern.** |

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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.** | **C** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **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.** | **Laser printer for our computer classroom** | **2** | **Goals 2 and 6** | **The computer classroom is an important facility for composition classes, and this request is simply a matter of ensuring that we have an operational printer in this room, per Objective 6.1 for ongoing technology maintenance and replacement.** | **$1500** | **One-time funding** | **We were promised block-grant funds for this printer and have requisitioned it, but we have not been able to track it through a rather mysterious process. Therefore, the answer to the questions is "We don't know."** |
| **b2.** | **Flatbed scanner with OCR (Optical Character Recognition) software for the English Writing Center** | **3** | **Goals 2 and 6** | **This is a very low-cost item that would help us better serve vision-impaired students.** | **$150** | **One-time** | **No.** |
| **b3.** | **Computer workstations for the English Writing Center and computer classroom** | **1** | **Goals 2 and 6** | **Warranties on nearly all (51 out of 52) of these computer workstations will expire by 2013, including 43 that will expire by 2012. These will need to be replaced to meet Objective 6.1.** | **$79,050 (51 x $1,550 each)** | **One-time for this round of replacements; on-going for the cycle of technology replacement** | **This resource should be funded through IS and the Technology Master Plan; our request applies only if that source is not sufficient in the future.** |
| **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.** | **Toner cartridges** | **1** | | **Goal 2** | | **We had to spend $1500 from our supply account to replace a laser printer in our department office, which puts us in danger of lacking funds for toner cartridges to get us through the end of the fiscal year.** | | **$1000** | | **One-time** | | **The regular supply accounts and lottery money have generally been sufficient for us; it was this one-time expense (printer) that has made the usual source insufficient.** | |
| **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.** | **Money for Coffee Service for English 50 Grading Session** | **1** | | **Goals 1 & 2** | | **The English 50 Grading Session is our featured SLO assessment in this PRP. We have been conducting it for decades. It is one of the only times we meet as a larger group with all the full-time faculty and the majority of the adjunct faculty. The session lasts for four hours and is a particularly draining four hours since faculty are reading essays during that time. We want to make the experience as pleasant and as productive as possible for the adjunct faculty especially. The department has been providing coffee for several years, but the division has been paying for it. Since this is such an important department (and SLO) event, we ask for this minimal support.** | | **$160.00 ($80 each semester)** | | **on-going** | | **Dean Steve McDonld has found money for this over the past three years, but he has suggested that it would be more appropriate that the Coffee Service be funded through the department and advised us to ask for support in our PRP.** | |
| **d2.** | **Money for Food for the English 50 Exam Grading Session** | **2** | | **Goals 1 & 2** | | **The same rationale that appears for the Coffee Service applies here. The English 10/50 Coordinator has provided food for the English 50 Final Grading Session but has paid for it out-of-pocket. This seems inappropriate, and we ask that the College recognize the importance of this major assessment of all our English 50 classes each semester and help defray the costs of providing minimal refreshment for the participants.** | | **$100.00 ($50 each semester)** | | **on-going** | | **The food has always been paid for by the English 10/50 Coordinator, an out-of-pocket expense that really is not appropriate for that person.** | |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **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.** | **Tutors for the English Writing Center, Escondido TLC, Learning Communities, and (eventually) the San Marcos TLC** | **1** | | **Goals 2 and 4** | | **The English Department staffs all of these locations and courses with writing tutors and needs the resources to maintain current levels as BSI/HIS Grant funds diminish and disappear. We need to meet growing demand by restoring late afternoon/evening hours at our Writing Center (~$6,250) and expanding the number of Learning Communities (~$8,750 for supplemental instruction tutors). Finally, when the San Marcos TLC opens (Objective 2.1) we will need an additional ~$35,000 to staff it with English tutors (the amount currently spent on English tutors at the Escondido TLC).** | | **$63,500 for upcoming year; with additional $35,000 for the following year.** | | **On-going** | | **Writing tutors are currently funded in part by BSI/HSI grant funds ($48,500), but these grant funds are not ongoing and are already dwindling.** | |
| **f2.** | **Support staff for English Writing Center** | **2** | | **Goals 2 and 4** | | **Restoring late afternoon/evening hours at the English Writing Center requires one staff position (4 hours/day; 16 hours/week) in addition to one tutor (requested above). Also, increased daytime usage requires an additional support staff position for peak hours (4 hours/day; 16 hours/week).** | | **$12,480** | | **On-going** | | **These support staff positions are not already funded.** | |
| **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.** |
| **Department Accomplishments:**  **BRAVURA, an award-winning college publication featuring student art, both written and visual**  **The English Department Scholarship, awarded annually**  **Faculty Accomplishments:**  **Abbie Cory and Bruce Orton have been instrumental in founding the PC3H and running Safe-Zone workshops for faculty and staff.**  **Richard Hishmeh published "Hemingway's Byron: Romantic Posturing in the Age of Modernism" Hemingway Review (Spring 2010) and chaired the "Asian and Pacific Mysteries" panel at the 2011 MLA Conference.**  **Leanne Maunu published “The Connecting Threads of War, Torture, and Pain in Mary Shelley’s Valperga.” European Romantic Review 21.4 (August 2010).** |

| **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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| **N/A** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
| --- |
| **None.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Sue Zolliker *Name*** | **Gary Zacharias *Name*** | **Pam McDonough *Name*** |

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| --- | --- | --- |
| **Barb Kelber *Name*** | **Leanne Maunu *Name*** | **John Goldsworthy, and others *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**