**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: Zoology** | **10/03/2011** |
| **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** | 815 | 762 | 855 | 839 | *Self Explanatory* |
| **Census Enrollment Load %** | 95.32% | 105.54% | 106.26% | 105.01% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 3,273 | 3,127 | 3,426 | 3,403 | Weekly Student Contact Hours |
| **FTES** | 109.10 | 104.24 | 114.21 | 113.43 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 6.60 | 6.00 | 6.20 | 6.20 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 496 | 521 | 553 | 549 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 2.80 | 3.60 | 3.80 | 3.60 | FTEF from Contract Faculty |
| **Hourly FTEF** | 2.60 | 1.00 | 1.40 | 1.00 | FTEF from Hourly Faculty |
| **Overload FTEF** | 1.20 | 1.40 | 1.00 | 1.60 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 3.80 | 2.40 | 2.40 | 2.60 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 57.58% | 40.00% | 38.69% | 41.95% | 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** | 94.09% | 93.99% | 93.23% | 91.44% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 70.47% | 66.59% | 62.97% | 75.10% | 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** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | 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 continued demand for courses within the Zoology discipline is driven primarily by students taking ZOO 200, human anatomy and ZOO 203 human physiology, as a pre-requiste for AA and BS nursing programs. According to surveys taken of these students during the 2009-2010 academic year, approximately 65% of students are pre-nursing, the balance being students interested in a wide variety of health-care professions. As the need for nurses and other health-care professionals will continue to increase in both the near- and long-term (see http://www.labormarketinfo.edd.ca.gov/) there is every reason to conclude that the student demand for ZOO 200/203 will only intensify.** **The data in the table above does not fully reflect the ongoing demand. For the past several years, the total number of students wanting to crash the 4 anatomy sections has easily exceeded 100 per semester (as evidenced by crasher lists and emails from students). Thus, three new sections of anatomy could have been opened for each semester (increasing the number of course offerings by 75%) and we still would have been unable to accommodate all who want the course. Also, as a result of pre-enrollment offered to priority enrollment students, one section of anatomy for the Spring 2011 closed before the first day of regular enrollment and another section was 83% full. Regardless, all 4 sections of anatomy were closed by the second day of enrollment.** **We have added a fifth section of Anatomy into our spring 2012 schedule. This may or may not continue into Fall 2012/Spring 2013 depending on Department funding levels.** **The demand for ZOO 203 continues to be high as well, significantly exceeding our current capabilities. All sections of the course regularly reach capacity in enrollment and a full waiting list within hours of the first enrollment appointments opening. This demand suggests that growth in number of sections for the class is needed. The NS building provides adequate classroom and lab space to meet our room scheduling needs at this point, and could accommodate at least one additional section of physiology without requiring additional lecture or lab room assignments. In order to meet student demand, adding at least one section of ZOO 203 in the next two years should be seen as a critical need. Funding for added supplies will need to be on going and in addition to the departmental budgets as they stand today.****In spite of the difficulty of these courses, which is primarily due to the time-demands required for success, the retention and success rates have been remarkable.**  |

| **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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| **SLO assesment results for Human Anatomy (Fall 2010)****Carpenter - Sp10 77%, F10 81% Gushansky - Sp 10 76%, F10 85%** **Accessment cycles for ZOO 203 and other courses are in process.** |

| **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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| **ZOO 200 SLO results for the 2010 academic year were consistent amongst both instructors (8 sections) and within the predicted range.**  |

| **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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| **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 discipline is currently proposing a curriculum alteration to sequencing the courses, in which the anatomy class would become a prerequisite for the physiology class. This proposal arises both from the class content (understanding of physiology is enhanced when structure and arrangement of the body is already understood) and from observations of student success and time required to cover topics in class. We anticipate that this change will improve student learning in ZOO 203, as it should ensure that students are well-prepared for the information presented. In addition, it should strengthen the biology preprofessional program, since ZOO 203 instructors will have additional time available to provide information and feedback about organ system functioning, rather than filling in the gaps for students who have not yet taken anatomy.****We will need to schedule an additional evening ZOO 200 course for each semester and a summer session course to accomadate the shifts in enrollment trends due to these changes. To fully meet the current and future demand, opening up a second anatomy classroom may be necessary.****The discipline has very high retention rates and adequate success rates (especially considering the rigorour and challenging nature of the classes involved). Demand for the courses is very high, and anticipated to remain so or increase, given the labor market for health professionals. At this point, no alterations to ZOO 203's place within the discipline, or to its role in the biology preprofessional degree program, are needed.****The major change which is needed in the curriculum for ZOO 203 pertains to the state of the lab equipment. Currently, students perform lab exercises and conduct self-designed experiments (SLO #3, primarily) at ten rolling carts with Mac Pro computers and PowerLab systems. While the Mac Pro computers are adequate for this need, the carts use CRT monitors which are at least 8-10 years old. These CRTs radiate electrical noise, which is picked up by the PowerLab equipment and manifests as interference in student data. Because of this, we typically spend 20-30 minutes of each lab session in mitigation of this problem. Even when we are able to minimize this noise by application of software filters and fine adjustments to the equipment, the wasted time and student frustration present a significant impediment to achieving the instructional goals of the lab (SLOs #2 and #3).** **A related ZOO 203 need is for regular replacement of damaged lab equipment. The PowerLab systems are complex and powerful, and capable of providing very detailed physiological information and analysis thereof. Like any such equipment, though, portions of it are delicate and subject to wear and tear. In the past, we have employed workarounds, jury-rigs, and other such temporary measures to maintain instructional quality when inevitable breakages occur, but this has resulted in significant wasted time and frustration, as well as a loss of student confidence and an appearance of a slipshod classroom environment. In research settings and hospitals, such equipment has an assumed periodic maintenance and replacement cost, which mitigates these problems. We are requesting the establishment of such an ongoing budget in this document.****The department needs to take a serious look at our ZOO 145 Introduction to Anatomy and Physiology Lecture and Laboratory course offered at the Escondido campus and in the evening. This course will need a rather large infusion of suppy and equipment in the next year or so. We need to perform a full curriculum review and evaluation of this course as it has been taught almost exclusively by adjunct instructors for the past 6 years. Gene Gushansky will head up this review to begin later this Spring 2011 and completed in Fall 2011.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **More ZOO 200 anatomy courses are needed. We have opened an additional (5th) section for the spring 2011 term, but this has not come close to satisfying the demand. In order to meet student demand, adding at least one additional section of ZOO 200 and ZOO 203 in the next two years should be seen as a critical need as well.****Currently only one classroom (NS-316) can realistically be used to teach anatomy, given the instructional equipment available. Given this limitation, we could realistically open only one additional section per semester and add only one section for the summer session. As discussed above, even this would be inadequate. The solution is to open up an additional classroom, specifically, the neighboring room, NS-324, which, like NS-316, has easy access to the cadaver. However, in order to utilize a second room we need to double-up the number of anatomical models we currently have. This would involve major expenditures.** **The demand for ZOO 203 continues to be very high, significantly exceeding our current capabilities. All sections of the course regularly reach capacity in enrollment and a full waiting list within hours of the first enrollment appointments opening. This demand suggests that growth in number of sections for the class is needed. The NS building provides adequate classroom and lab space to meet our room scheduling needs at this point, and could accommodate at least one additional section of physiology without requiring additional lecture or lab room assignments. In addition, while more student use will produce more need for replacement of the sensitive equipment used in the ZOO 203 lab, an ongoing replacement budget for that equipment is included in section III of this document. In order to meet student demand, adding at least one section of ZOO 203 in the next two years should be seen as a critical need.****The discipline is currently proposing a curriculum alteration to course sequencing, in which the anatomy class would become a prerequisite for the physiology class. This proposal arises both from the class content (understanding of physiology is enhanced when structure and arrangement of the body is already understood) and from observations of student success and time required to cover topics in class. We anticipate that this change will improve student learning in ZOO 203, as it should ensure that students are well-prepared for the information presented. In addition, it should strengthen the biology preprofessional program, since ZOO 203 instructors will have additional time available to provide information and feedback about organ system functioning, rather than filling in the gaps for students who have not yet taken anatomy.** **We will continue to offer several sections ZOO 145 as the curriculum review proceeds.** |

| **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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| **Overall, the discipline experienced its second-highest FTES, WSCH/FTES, and part-time percentage in the past four years in Fall 2010, indicating that existing faculty resources in the discipline are stretching to meet discipline needs.** **Next year we will have the retirement of one of the full-time ZOO 203 instructors. Currently, four sections of the course are offered, taught by two full-time faculty members (one with two sections, one with one) and an adjunct instructor. Thus, within the next two years, simply maintaining the number of sections offered in ZOO 203 will require the hiring of additional instructors. The lab equipment used in the course is complex, and finding adjunct instructors who are skilled in its use is difficult; consequently, hiring at least one full-time instructor for the ZOO 203 class will be necessary, especially if the growth described in section IIB above takes place.** **Staffing needs in ZOO 200 is not as critical as there are two full-time anatomy instructors within the department. We have adjunct instructors in position and additional staffing needs could be met with the pool of trained part-time instructors within the area as any growth proceeds.** |

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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.**  | **Human cadaver** | **1** | **2, 5, 6** | **A human cadaver is an integral component of the course. Achievement of the Gross Anatomy SLO for the course is greatly fascilitated through study of the human specimen.**  | **$4,000** | **on-going** **(on yearly cycle)** | **Yes. One time funding from the Palomar Foundation for 2011.** |
| **a2.**  | **2 disarticulated human bone sets** | **2** | **2, 5, 6** | **The study of individual bones is an integral component of the course. Achievment of the Gross Anatomy SLO for the course is greatly fascilitated through study of the disarticulated specimens.** | **$1,999** | **one-time** | **No, item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years.**  |
| **a3.**  | **Replacement and upkeep of digestive, reproductive, urinary, integumentary, cardiovascular, respiratory, nervous system and muscle models for both ZOO 200 (Human Anatomy) and ZOO 145 (Introduction to Anatomy and Physiology)** | **3** | **2, 5, 6** | **Detailed study of specific organ systems requires precise models demonstrating the relevant gross anatomy. Achievment of the Gross Anatomy SLO for both courses is greatly facilitated through the use of detailed quality-models.** | **$3,500** | **on-going (5-year cycle)** | **No, item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years.**  |
| **a4.**  | **PowerLab Systems for Zoo 203** **10 stations for the class** | **4** | **2, 5, 6** | **The full human physiology laboratory is based upon the use of these highly specialized units to collect and interpret physiologic responses. This equipment is fragile and complex and needs an on going replacement plan. This is our single largest expense for this course** | **$7,500 x 10** **= $75,000** | **on- going** **(5-7 year cycle)** | **No, item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years.**  |
| **a5.**  | **Teaching Microscope with Camera (Microscope: Olympus cx41)****(Camera: Micofire (from Optronics))**  | **5**  | **2, 5, 6** | **The teaching microscope is integral for presentation of histology to anatomy students. Histology is a key concept as well as a SLO for this course. The microscope camera is required to use the teaching microscope in the classroom. This system will be in addition to the 3 the department already owns and allow it to be dedicated to the anatomy lab rather than moved around the department and shared with our other biology courses** | **$3,000 for scope +****$5,500 for camera****=****$8,500** | **on-going****(10-year for scope and 5-year for camera)** | **No, item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years.** |

| **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.**  | **Presentation station replacment for NS-316 and a new station for the Escondido center** | **1** | **2, 5, 6** | **The digital presentation station is important for teaching detailed gross- anatomy and in keeping with our Gross Anatomy course SLO.**  | **$1,800 x 2 = $3,600** | **on-going (5-year cycle)** | **ç** |
| **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.**  | **Sheep hearts, brains, and eyeballs**  | **1** | **2, 5, 6** | **Sheep organs are relativly close in proportions to human specimens and are required for the study of anatomy. They are required for accomplishing the Gross Anatomy course SLOs.**  | **$1,000** | **on-going****(3-year cycle)** | **No, item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years. √** |
| **c2.**  | **PowerLab transducer replacement and repair $ 100 - $ 350 each unit** | **2** | **2, 5, 6** | **Tranducers record student physiologic responses and are fragile. They will break and fail with normal use through each term and need regular replacement** | **$1,200** | **on-going on a yearly basis** | **No, item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years.**  |
| **c3.**  | **Preserved feline and marine specimens** | **3** | **2, 5, 6** | **Feline and marine specimens are an important tool for studying gross anatomy. They are required for accomplishing the Gross Anatomy course SLOs.**  | **$2,000** | **on-going****(3-year cycle)** | **No, item is more expensive than our budget category can fund along with other on going expenses. This is a one time request that will not need replacement for many years.**  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license 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?** |
| **d1.**  |  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **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.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers 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?** |
| **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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| **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.** |
| **Within the last two years we have incorprated the study of a human cadaver into the Human Anatomy curriculum allowing us to provide the most thourough education possible.** |

| **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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| **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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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Gene Gushansky*Name*** | **Carey Carpenter*Name*** | **Richard Albistegui-DuBois*Name*** |

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| **Ralph E. Ferges - Department Chair*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**