**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**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: Anthropology** | **9/21/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 1,265 | 1,333 | 1,353 | 1,352 | *Self Explanatory* |
| **Census Enrollment Load %** | 97.98% | 103.19% | 102.76% | 100.15% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 3,937 | 4,193 | 4,212 | 4,237 | Weekly Student Contact Hours |
| **FTES** | 131.23 | 139.78 | 140.39 | 141.24 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 7.13 | 7.27 | 7.33 | 7.47 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 552 | 577 | 574 | 567 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 3.80 | 2.80 | 3.80 | 2.80 | FTEF from Contract Faculty |
| **Hourly FTEF** | 2.60 | 3.80 | 2.80 | 4.20 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.73 | 0.67 | 0.73 | 0.47 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 3.33 | 4.47 | 3.53 | 4.67 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 46.73% | 61.47% | 48.18% | 62.50% | 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** | 95.49% | 97.09% | 96.66% | 95.58% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 73.41% | 74.30% | 75.23% | 76.88% | 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** | 91.70% | 90.94% | 95.64% | 90.87% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 63.76% | 63.78% | 64.73% | 61.90% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 2 | 4 | 1 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 12 | 6 | 6 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 12 | 6 | 6 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **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 these data show that the Anthropology subdiscipline has exceeded enrollment capacity for the last three semesters with a steady increase in the WSCH of the department between 2008 and 2011. These data reflect the reality that every section of our core cultural and physical anthropology classes have incurred significant wait lists and numbers of crashing students for several years. Our core archaeology classes have also been full for all of this sample period. This trend has unfortunately conincided with the retirement of one full-time faculty member within the department (O’Neil) as well as one permanent faculty from Native American Studies who frequently taught within the department (Crouthamel) . Prior to the current fiscal crisis and these retirements our discipline had already identified the need for an additional full-time faculty member to bring us into compliance with the stated full time faculty FTEF goals for the college. With that projected hire the Anthropology group would have increased to five full-time faculty members. The recent loss of existing full-time faculty positions has now resulted in only three Anthropology faculty and an increase of the Part-time FTEF in Fall 2011 to 63% , this despite a considerable reduction in class offerings and the elimination of many summer courses. The average preps/semester for full-time faculty continue to be high (3.33) as Dr. O’Neil has not been replaced. Moreover upcoming sabbaticals and load bank leaves in the department will dramatically increase the Part-time FTEF ratio in the academic year 2013, likely exceeding 75% in the Spring (again, contigent on budget constraints, not demand). Part-time staffing and scheduling for Biologial Anthropology courses, which are required for many non-majors, has become increasingly difficult as decreasing numbers of courses are spread over thinning ranks of existing adjunct faculty. Insuring that these core courses are adequately staffed places severe scheduling demands on the remaining three faculty who are also responsible for maintaining, administering, and developing the various courses requried for the Anthropology certificate and degree programs. Despite these trends the retention rates for Non-Distance education courses has remained above 95% and success rates have increased slightly from 73% to 77%. Distance learning retention and success rates have remained relatively stable.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **All anthropology courses have had at least one or two SLOs assessed, two in the case of ANTH 100 and 105, are primary courses. The Archaeology Program SLOs have also been assessed. Currently for ANTH 100: SLOs entitled Genetic Inheritance and Biological Diversity are in the process of being assessed by full and part-time faculty using two embedded multiple choice exam questions for each SLO, selected from a pool of questions. The criterion for success is a minimum 70% pass rate among students, which was achieved for the first two SLOs Scientific Method and Natural Selection in the past.**  |

| **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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| **I.C.1. Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****The faculty were pleased overall with the results of the earlier and current assessments of course SLOs (see above) given the current fiscal situation. We had good pass rates for the assessment of embedded test questions for SLOs.** **I.C.2 The assessment of Archaeology Program SLOs proved very useful for the readjustment SLOs and course content for courses within the program. We note that the logistics of the ongoing assessment process is becoming increasingly difficult as the proportion of part-time instructors increases.**  |

| **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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| **Data are not available at the above web site for the labor market outlook for anthropology and/or archaeology. With regard to archaeology, the current discipline faculty in archaeology (Philip de Barros and Jim Eighmey) have considerable experience in the field of applied archaeology (Cultural Resource Management or CRM) and are in touch with businesses in this field in San Diego County. Graduates from the archaeology program are being hired, one recently by a local CRM firm. Others work for the Bureau of Land Management, the Cleveland National Forest, the County Department of Planning and Land Use, other local CRM firms, and Caltrans. Others have created their own CRM firms in southern California. Others have gone on to graduate school to obtain graduate degrees at Cambridge, University of Southampton, UCSD, SDSU, UCSC, and elsewhere. We constantly update our curriculum content to reflect changes in the discipline (anthropology and archaeology) and we have added two new classes within the past few years, the new 3 unit class in CRM (ANTH 121) and Historical Archaeology (ANTH 225) to better meet the needs of the marketplace. These have been popular with students seeking the A. A. Degree in Archaeology. Demand has remained constant or has steadily trended upwards in all of our program areas. Our new lab and classroom facilities, as well as additions to our specimen and equipment inventories, have siginificantly improved the quality of our class offerings. Our continuing fruitful relationship with California State Parks (since 1996) for archaeological surveyingt and more recently with San Diego County Parks (since 2010), both of which have helped to expand offerings to include both prehistoric and historic archaeological excavation and survey and to create stability in our field programs.** |

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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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| **Reflections on the above suggested the following actions: 1) Actively promote and track students towards their completion of the Archaeological Excavation and Surveyor and Lab Analysis Certificates and/or the A.A. Degree in Archaeology. Forms will be provided to each student so that they can track their own progress toward their certificates and/or A.A Degree. Students will also be reminded each semester about deadlines for obtaining certificates and/or the A.A. Degree for graduation. This will include the provision of the forms that must be filed with Admissions and Records to be sure these diplomas are obtained. 2) The Anthropology Discipline will actively pursue the development of an Archaeology AA-T Transfer Degree as well as the adoption of an Anthropology AA-T transfer degree. This will be facilitated by our close relationship with Cal State San Marcos and agreements relating to course transfers in Anthropology, especially from Archaeology. The sucessful development of an Archaeology AA-T Transfer Degree for CSUs will also provide better avenues for success for our students. 3) The department has participated in and provided input to the committee which finalized the Anthropology Model AA-T transfer degree (or TMC) a few weeks ago in support of the implimentation of SB 1400. This semester we will begin adjusting the contents of affected courses to comply with the course content outlined therein.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **1) We will actively encourage the teaching of our most common courses, ANTH 100 (and 100L and 101) and ANTH 105, at the satellite campuses, where they used to be taught in the past. This should encourage more students to continue at Palomar College, as opposed to say, Miramar, Mesa or Mira Costa colleges. 2) We will attempt to increase the number of ANTH 105 (Cultural Anthropology) sections taught per semester. 3) We will attempt to respond to the ongoing demand for our Anthropology 100 courses. In both cases, however, current budget constraints will make this difficult.**  |

| **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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| **As noted in IA above, our hiring needs outlined in the 2010-2011 PRP have not been met to date. It is absolutely imperative that we get at least one replacement position as soon as possible for Dr. O'Neil who retired in May 2011. Dr. O'Neil regularly taught 7 sections of our core ANTH 100 (Biological Anthropology) courses in addition to several sections of Cultural Anthropology. Furthermore, the remaining full-time faculty have expertise primarily in Cultural Anthopology and Archaeology, not Biological Anthropology (ANTH 100, 100L, and 101). The remaining three Anthropology faculty have had to increase their reliance on part-time faculty beginning in 2011 to over 63% of FTEF, this despite a considerable reduction in class offerings and the elimination of many summer courses.** **Upcoming sabbaticals and Load Bank leaves in the department will dramatically increase the Part-time FTEF ratio in the academic year 2013, likely exceeding 75% in the Spring (again, contigent on budget constraints, not demand). Part-time staffing and scheduling for Biological Anthropology courses, which are required for many non-majors, has become increasingly difficult in 2012 with decreasing numbers of courses spread over thinning ranks of existing senior adjunct faculty. Insuring that core courses are adequately staffed has placed severe scheduling demands on the remaining three faculty who are also responsible for maintaining, administering, and developing the various courses required for the Anthropology/Archaeology certificate and degree programs.** **In sum, the discipline of Anthropology is in desperate and immediate need of at least one, and preferabley two, full time faculty hires. We would prefer the first of these to be in the area of Biological Anthropology. Given current and anticipated demands the hiring of an additional cultural anthropologist and an additional archaeologist (in anticipation of possible faculty retirements) will be necessary within the next five years to maintain the nationally recognized quality of our program, especially in archaeology.** |

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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.**  | **Repair of Dry Screens for Archeological Fieldwork cost range is $750-1000** | **1** | **6.1** | **Our screening equipment is critical to the field laboratory course and is currently over a decade old. Repair and replacements are needed for the wooden components.**  | **$1000** | **one time** | **no** |
| **a2.**  | **Munsell Color Charts** | **2** | **6.1** | **Our current charts are in poor physical shape and are the personal property of the instructors** | **$450**  | **one time** | **no** |
| **a3.**  | **Chimpanzee articulated skeleton** | **4** | **5.2** | **The materials listed from a3-a4 are required to expand learning opportunities in ANTH 100, 100L and 101. They facilitate direct comparison of immediate human phylogenetic analogs and are present at most other San Diego community colleges. These are unlikely to become outdated and will see continuous use.**  | **$3000** | **one time** | **no** |
| **a4.**  | **H. erectus articulated skeleton** | **4** | **5.2** | **see above** | **$6200** | **one-time** | **no** |
| **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.**  | **Multifunction large bed scanner/printer** | **3** | **5.2/6.1** | **Will allow for digitization of full format field drawings, large format historic photographs, and sections of topographic maps for student field use, research, and publication. Will complement our plotter and improve out GIS capabilities.**  | **$1800** | **one time** | **no** |
| **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.**  | **osteometric boards (4 boards @ $70 per)** | **1** | **5.2** | **The materials listed from c1-c5 are required to expand learning opportunities in Anthro 100, 100L and 101** | **$350**  | **one-time** | **no** |
| **c2.**  | **Male siamang skull** | **2** | **5.2** |  | **$200** | **one-time** | **no** |
| **c3.**  | **Female siamang skull** | **3** | **5.2** |  | **$190** | **one-time** | **no** |
| **c4** | **Pygmy marmoset skull** | **4** | **5.2** |  | **$110** | **one-time** | **no** |
| **c5.**  | **Tamarin skull** | **5** | **5.2** |  | **$110** | **one-time** | **no** |

|  **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.**  | **Full-time anthropology professor variable cost** | **1** | **4.0** | **See Section IIc and attached Faculty Position Rational Form.** |  | **ongoing** | **Yes. Replacement position.**  |
| **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.**  | **Archaeology Lab Assistant** | **1** | **4.0** | **Maintain the quality staffing we have had in the past, by restoring the 30% in cuts from our original training budget which has led to reduced field and lab staff hours, thereby reducing the quality of instruction. It also led to the near cancellation of ANTH 220 in 2010 AND 2012 and was only offered thanks to volunteer efforts by part-time and full-time staff (2010) and by supplemental funding by the Dean (2012). If funding is not restored, it will have to be cancelled in 2014.** | **$1,800** | **ongoing** | **in part, but funding has been cut by at least 35% in the last few years** |
| **f2.**  | **Archaeologial Field Assistant** | **1** | **4.0** | **Absolutely required for the continuation of the archaeological field program. Funding has been cut by 30-35% endangering the program.**  | **$950** | **ongoing** | **in part, but funding has been cut by at least 35% in the last few years** |
| **f3.**  | **Archaeological Field Assistant** | **1** | **4.0** | **Absolutely required for the continuationof the arcaheological field program. Funding has been cut by 30-35% endangering the program.**  | **$950** | **ongoing** | **in part, but funding has been cut by at least 35% in the last few yearsl** |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **We cannot stress enough that any more cuts in funding for the archaeology field and lab assistants will jeopardize the ability of maintaining the program, especially are field and lab training programs/courses. The lack of funds is currently degrading the quality of training in both the field and the lab due to insufficient hours spent with the students by the lab and field assistants.**  |

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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.** |
| **1) The Archaeology Program has successfully moved into the new lab and its associated storage room, MD-121 and MD-123; this has provided the space for additional equipment, e.g., photographic stand, drying racks, adequate map drawers, additional book shelves, and multiple ultrasonic cleaners. In addition, we have been able to rectify a number of problems with the building when we first moved in by obtaining a) 30 additional shelves for artifact storage; b) replacement of gorilla shelving with those of the right size for efficient artifact storage space; c) replacement of two tables that allow for more efficient use of floor space; d) the installatioan of two sediment traps for the lab sinks; e) the re-placement of plugs so they are accessible for our new equipment; and, f) the gaining of access to the lab from the access road at the rear of the building for the transport of boxes of artifacts from the field. 2) Continued popularity of, and respect for, the archaeology program by the community, including government and private businesses who hire our students; 3) The signing of a two year contract with San Diego County Parks to continue our archaeology field classes (ANTH 120 and 205) at the Rancho Penasquitos Adobe and its associated 7,000 year old Indian site, thereby providing experiences in both prehistoric and historic archaeology for our students; 4) the continued benefit of our now 16 yr relationship with California State Parks that allows us to train students in archaeological surveying at Cuyamaca Rancho State Park; 5) The continued success of our expanded Biological Anthropology program with its attendant lab classes (ANTH 100, 100L, 101), now comfortably housed in the new Biological Anthropology Lab in MD-124, a program supervised by Anne-Marie Mobilia; 6) Philip de Barros won the 2010 Research Award for multiple peer reviewed book chapters in archaeology, and he also was awarded a Senior Fulbright Grant to conduct archaeological research in ironworking in West Africa while on load bank leave in the Spring of 2013.**  |

| **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:** |
| ***Name*** | ***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 September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**