

Palomar College – Program Review and Planning

Non-Instructional Programs

Academic Year 2016-17

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.)

Articulation

11/03/2016

Non-Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)

STEP I. ANALYSIS (Note: Each Department Will Use Their Own Previous Analysis Data)

	2012-2013	2013-2014	2014-2015	<<Prelim>> 2015-2016	Definitions
Articulation oversight of curriculum including course changes, reviews, reactivations, deactivations, new programs, program changes, and program deactivations				336	Articulation oversight of all curriculum launched in Palomar's curriculum management system CurricUNET, and proposed and approved at the Curriculum Committee. The Articulation Officer is responsible for providing input and recommendations to discipline faculty related to any changes to existing curriculum that may impact articulation and offer suggestions to new curriculum in order to gain course to course and major preparation articulation with the CSU/UC systems and private colleges and universities.
Curriculum Changes submitted to the California Intersegmental Articulation Council				114	The Articulation Officer creates, maintains, and distributes an annual update to colleges and universities of new and/or deleted or inactivated courses and substantive changes to transferable courses.
Curriculum changes including new courses submitted to the CSU Baccalaureate list via ASSIST				49	New courses, deleted courses, course title changes, and course unit changes are submitted to ASSIST by the Articulation Officer. This includes the new CSU transfer courses approved by Palomar College.
Active courses in ASSIST				1576	The number of courses active in the ASSIST database. ASSIST is the official repository of transfer coursework. The Articulation Officer is responsible for the maintenance and oversight of these courses.
Lower Division major articulation agreements with the CSU				1531	Lower division transfer agreements established and maintained for the CSU system. The Articulation Officer monitors these agreements for any changes

					and collaborates with respective departments related to any changes required of the lower division transfer preparation patterns.
Lower Division major articulation agreements with the UC				862	Lower division transfer agreements established and maintained for the UC system. The Articulation Officer monitors these agreements for any changes and collaborates with respective departments related to any changes required of the lower division transfer preparation patterns.
New private institution articulation agreements				3	The number of new articulation agreements established with private colleges and universities.
Revised private institution articulation agreements				4	The number of revised articulation agreements established with private colleges and universities.
Associate Degree for Transfer Approvals				6	The number of Associate Degree for Transfer programs approved by the CCCCCO and ACCJC.
Associate Degree for Transfer In development at CCCCCO				4	The number of Associate Degree for Transfer programs in development with the CCCCCO and may require program and curricular modifications facilitated by the Articulation Officer.
Associate Degree for Transfer in progress at the department level				2	The number of Associate Degree for Transfer programs in discussion phase with the departments facilitated by the Articulation Officer in collaboration with department faculty.
C-ID approvals				39	The number of courses submitted to C-ID by the Articulation Officer that received new C-ID approvals. The Articulation Officer, in consultation with discipline faculty, facilitates the curriculum development process to receive final C-ID approval. Moreover, the Articulation Officer submits these courses to C-ID reviewers for approval. These are required for the ADT degrees to be approved by the CCCCCO.
C-ID conditional approvals				5	The number of courses with C-ID conditional approval that require additional changes to course content and/or objectives for final approval. The Articulation Officer, in consultation with discipline faculty, facilitates the necessary changes to receive final C-ID approval. Moreover, the Articulation

					Officer submits these courses to C-ID reviewers for approval These are required for the ADT degrees to be approved by the CCCCCO.
C-ID in progress				9	The number of C-ID courses in progress by C-ID course reviewers. The Articulation Officer worked in collaboration with discipline faculty to develop the necessary curriculum required of C-ID. Moreover, the Articulation Officer submits these courses to C-ID reviewers for approval. These are required for the ADT degrees to be approved by the CCCCCO.
C-ID denied				2	The number of courses denied by C-ID. The Articulation Officer facilitates department meetings with respective faculty to make the necessary changes requested by the C-ID primary faculty reviewer. These changes are required for ADT approval. Changes are submitted by the Articulation Officer.
Total C-ID approved courses				191	Total number of Palomar courses C-ID approved. These are required for ADT degrees
Palomar Active ADT Programs				18	Total number of Palomar ADT degrees approved and active
IGETC GE Approvals				7	The number of courses approved for IGETC General Education vetted by the Articulation Officer and the discipline faculty.
CSU GE approvals				12	The number of courses approved for CSU General Education vetted by the Articulation Officer and the discipline faculty.
UCTCA Approvals				36	The number of courses approved as UC transferable. The Articulation Officer, in collaboration with discipline faculty, work together to create curriculum aligned with UC requirements.
UC TCA Denied				3	The number of courses denied by the UC as transferable

I. A. Reflect upon and provide an analysis of the four years of data above

The last Articulation PRP was completed 10/16/13 as a Year 2 PRP. The previous data analysis included the professional work of Articulation related to IGETC and CSU General Education Breadth, CSU transferable coursework, ADT development, and C-ID submittals. This report disaggregates the data to further represent the collaborative efforts required of the Articulation Officer related to curriculum development and articulation. As you can see, a reviewer may follow the pathway of articulation development monitored by the Articulation Officer from curriculum development, to lower division major preparation for the CSU and UC, to the creation of an Associate Degree for Transfer (ADT), and C-ID approval and lower division major preparation to a CSU or UC. More specifically, the nuts and bolts to articulation are demonstrated in the data representing the Articulation Officer's leadership in maintaining and identifying articulation opportunities with private colleges and universities, the CSU and the UC, general education breadth patterns, and the state's C-ID system focused on creating a supra common identification numbering system to enhance student's mobility across the system. Moreover, the Articulation Officer creates and maintains data related to all curriculum changes potentially influencing articulation and notifies all intersegmental institutions on an annual basis. This is demonstrated by the first data element of 335 curriculum changes. Each of these changes is monitored by the Articulation Officer and feedback is provided to each discipline faculty ranging from prerequisite recommendations, objectives and content suggestions, textbook recommendations, and unit value. These final changes are approved by the college's Curriculum Committee in consultation with the Articulation Officer. Any substantive changes to CSU transferable courses and new CSU transferable courses are approved by the Articulation Officer in consultation with discipline faculty, per CSU Executive Order 167. The Articulation Officer informs the CSU of these changes via the ASSIST Curriculum Update System. These changes are then carried over to the annual University of California Transfer Course Agreement (UCTCA) where the UCOP will make the final decision on transferability. The Articulation Officer communicates the UCOP decisions to the respective faculty. In the event the UC does not approve the course, recommendations are made for the Articulation Officer to work with respective faculty for future UCTCA approval.

The Articulation Officer, in collaboration with discipline faculty, proposes general education breadth areas to be considered for CSU and IGETC GE Breadth. The proposal is submitted on an annual basis and published the spring of each year. The Articulation Officer work with discipline faculty and provides the necessary resources to meet the CSU and/or UC requirements. In the event the course is not approved for GE, the Articulation Officer works with respective faculty for future approval.

The Associate Degree for Transfer (ADT) is mandated by SB 1440/440 requiring each California Community College to create an ADT where the college has a matching TOP code. As of Spring 2015, Palomar College was out of compliance with several ADT programs to be developed. These degrees included the ADT in Economics, Communication Studies, Studio Arts, Music, Biology, and Chemistry. As of today, Palomar College is closer to compliance with only 3 ADT degrees outstanding; Music, Biology, and Chemistry. The Music and Biology program are at the Chancellor's office in development status pending additional curriculum modifications including C-ID approvals. The Chemistry degree is at the department level being vetted due to the high unit degree not meeting the 60 unit requirement. Furthermore, Palomar College has received approval for the ADT in Anthropology, Spanish, and Kinesiology. The Articulation Officer, in collaboration with discipline faculty, divisional Deans, and Instructional staff, facilitated numerous workgroups and special meetings. These meetings included changes to the coursework required of the ADT in order to gain C-ID approval, the structure of the ADT program, and offering suggestions for the program narrative including program objectives and goals. The leadership of the Articulation Officer, discipline faculty, divisional Deans, and staff provided the necessary resources to receive approval of six ADT programs within one semester.

I. B. Please summarize the findings of SAO assessments conducted.

SAO: AH & I is “inactive and outcome sunsetted”. This SAO goal was to “increase Counselor’s understanding of the American History and Institution requirement in order to more accurately combine transferred in courses with Palomar courses.”

SAO: Academic Advising is “active”. This SAO goal was to “achieve 90% of counselors able to access the Academic Advising Module; run and audit and interpret the results.” According to TracDat the SAO Pre-post assessment states “in-service training using created student data. Training will focus on running reports, auditing, and interpretation of data.” Assessment Timeline: “Training will begin Fall 2012 and post-test by the end of Fall 2012”. Next Planned Assessment: 12/17/12, Date Added: 10/10/2011.’ Service Area Goal and GE/ILO Mapping: “Digital Literacy”. This SAO is no longer active and replaced with new SAOs.

The active SAO goals for Academic Advising, according to the Year 2 2013/2014 report were not met. The report further indicates the Articulation Officer was working in conjunction with Evaluations on the implementation of the Transfer Credit and Academic Advising PeopleSoft modules. “Go Live” dates were not met and a full time staff member was not dedicated to the project. The Transfer Credit and Academic Advising PeopleSoft modules now include dedicated staff from Information Technology and Evaluations working on this project and the Articulation Officer is no longer assigned to the project.

New SAOs include:

Goal 1: Faculty, Staff, and Students will be informed of articulation by illustrating the collaborative partnership that exists between Palomar, the California State University, University of California, private institutions, and high school articulation.

Objective 1.1 Increase the number of visitors to the Articulation website by 30% by developing and maintaining the Articulation website to display articulation agreements, partnerships, Associate Degree for Transfer, C-ID, and Assist.

Object 1.2 Build an Articulation 101 professional development program to be offered once per semester for faculty and staff with at least 10 attendees via online or in person workshops.

Goal 2: Promote the Associate Degree for Transfer as a pathway to the California State University

Objective 1: Publish and maintain A Degree with a Guarantee pathways on the Articulation website. Measure awareness by monitoring an increase of 80% in the number of visits to the Articulation website A Degree with a Guarantee page.

Objective 2: Collaborate with departments to create new ADT programs in areas not mandated by the state as evidenced by ongoing consultation with at least one applicable department and/or division as applicable to a related ADT Transfer Model Curriculum Template.

Objective 3: Measure campus awareness of the ADT program as evidenced by an increase of 35% in program awards

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

The SAO for Academic Advising has not been measured since 2013 and is deactivated.

The SAO for AH&I is already inactive.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college's Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc

The last Articulation PRP conducted was a year 2 PRP in 2013. The previous Articulation Officer has retired and a new full-time Articulation Officer has been hired as of December 2015. Due to the transition of the new Articulation Officer, the PRP was on hold until now. This PRP is starting with fresh data representative of the professional nature of Articulation involving collaborative leadership of the Articulation Officer in working with discipline faculty, administration, and staff.

The data reported for 2015 demonstrates a cross section of the leadership work required of the Articulation Officer in working with faculty, administration, and staff in developing and maintaining articulation and articulation opportunities. Articulation yields partnerships with public and private institutions with the goal of providing defined pathways for student success and transfer. Moreover, these partnerships and pathways align with the strategic plan goals 2 and 3; to engage the community, business and educational in meaningful educational pathways that improve student success and completion. These pathways involve the leadership and collaboration of the Articulation Officer, in consultation with discipline faculty as the experts in their field, to define pathways that may begin with dual enrollment in the high school and articulate beyond with the goal of workforce development and transfer.

The California Community College Chancellor's office continues to mandate the Associate Degree for Transfer (ADT) under SB 1440/440. At the same time, the California State University continues to expand their partnerships with the ADT program by accepting these degrees as defined pathways for the student to complete their bachelor's degree upon transfer in a timely two year sequence. As the CSU expands their partnerships with the program, the Articulation Officer must collaborate with the respective faculty in creating new pathways where they make sense. Additionally, the Articulation Officer is responsible for maintaining existing pathways where changes may occur from the state level faculty discipline input groups. These changes need discipline faculty input following the leadership facilitated by the Articulation Officer.

As of January, 2015, Palomar College was out of compliance with four ADT programs and two due by August 2015. Palomar College now has three remaining ADT programs to develop to be in compliance with the Chancellor's Office. These programs include Chemistry, Biology, and Music. With the exception of Chemistry, Music and Biology are in development and expected to be approved by the Chancellor's office and become active by Fall 2018. The Articulation Officer has worked extensively with the respective faculty during workgroup meetings to develop these pathways. These pathways include

- Economics
- Communication Studies
- Studio Art
- Kinesiology
- Anthropology
- Spanish

Chemistry remains a challenge due to the necessity of the degree being within 60 semester units and the high unit courses stretching the degree beyond the 60 units. The Articulation Officer, in collaboration with administration and faculty, continue to work with discipline faculty on this

II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc

degree while advocating to the Chancellor's office the necessity to move the degree from Transfer Model Curriculum to model curriculum. This would remove the degree from the mandate of SB 1440/440.

As of October, 2016, Palomar College offers 18 Associate Degree for Transfer programs. These programs expand opportunities for students to transfer to CSU campuses with legislated benefits that allow the student to graduate from the CSU in a timely manner while only needing an additional 60 semester units. These benefits provided to Palomar students are a direct result of the collaborative leadership between the Articulation Officer and discipline faculty in creating curriculum to align with defined student pathways. These pathways are well aligned with Palomar's strategic goals of creating meaningful partnerships and educational pathways. The Articulation Officer continues to identify partnerships and pathways where they make sense. As of today, discussions continue with faculty in creating the ADT in Film, TV, and Media and Child and Adolescent Development.

The 2015 ADT program awards increased 27% from 165 ADT awards granted to Palomar students in 2014 to 211 awards granted in 2015. The following special populations earned the ADT in 2015:

- 58 First Time Generation
- 0 Foster Youth
- 5 Active Military
- 8 Veterans

Based upon the data from the California Community College Data Mart, there is a need to increase the awareness of the ADT pathways amongst special populations. This presents an opportunity for the Articulation Officer to partner with Student Success and Equity in finding identified mechanisms to increase the awareness of these pathways and how these programs contribute to student success and transfer.

The Course Identification Numbering System (C-ID) continues to partner with the existing ADT Transfer Model Curriculum. This partnership is creating a statewide common numbering system to allow common curriculum across the California Community College system. This common curriculum system allows student mobility across the system. The partnerships between the Chancellor's office, the CSU, The statewide Academic Senate and C-ID, and the faculty of the community college system are creating defined pathways for students to be well prepared for transfer, complete the bachelor's degree within two years, and be workforce ready. The Articulation Officer facilitates meetings and workgroups with numerous constituent groups across Palomar College and the CSU in order to make these partnerships a reality.

The new Dual Enrollment opportunities resulting from AB 288 are creating partnerships between Palomar College and local high schools. These partnerships allow Palomar to offer Palomar courses at the high school for high school and college credit. These agreements will create defined pathways starting at the high school and leading to workforce and/or transfer. The Articulation Officer works in collaboration with administration, faculty, and staff to develop meaningful dual enrollment opportunities that allow students maximum benefit from the coursework offered. These benefits include courses that allow students to double count coursework for major and general education, are articulated with CSU and UC campuses, and develop workforce readiness.

The Articulation Officer, in consultation with CSU and UC Articulation Officer, continues to identify articulation opportunities for lower division major preparation. Currently, Palomar College maintains 2,393 agreements between the CSU and UC systems. These agreements require the constant oversight of the Articulation Officer and any changes to the required curriculum of the CSU or UC major preparation and the curriculum associated with the major preparation is communicated with discipline faculty. These changes may require the collaborative leadership of the Articulation Officer in making curriculum changes to courses and/or programs. Pathways partnered with the CSU and UC directly align with

II. A. Program changes and improvements (consider changes due to growth in TEES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc)

Palomar's strategic goals of identifying potential partners, maintaining successful relationships, and finding pathways leading to successful completion and transfer.

Private institutions continue to provide opportunities for alternative pathways. These pathways, when vetted appropriately, have the potential of partnering with institutions to provide students transfer opportunities otherwise not available in our local region due to CSU and UC impaction. The private articulation partnerships are challenged by the need of the private institutions to include a Memorandum of Understanding (MOU) as part of transfer articulation. This demand has placed the Articulation Officer in a position of screening MOUs to exclude activity required of Palomar College that may present inequity of preferential treatment. This demand is taking considerable time from identifying and maintaining articulation opportunities with the CSU/UC, and partnering with C-ID, ADT, CTE, and dual enrollment. As a result, the Articulation Officer, in consultation with administration, is developing a policy separating a transfer articulation agreement from an MOU and updating Board Policy and Administrative Procedure 4050 and signature authority of the Articulation Officer related to transfer articulation.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

The Student Success and Equity Council (SSEC) continues to work on develop pathways for Palomar students to identify thematic learning communities. I am a member of the SSEC committee and participate extensively in identifying pathways to partner students with thematic learning environments that yield workforce readiness and/or transfer. Moreover, there is an opportunity to strengthen the awareness of the ADT programs, especially amongst special populations identified in the Palomar College Equity Plan. The Articulation Officer, in consultation with administration, faculty, and staff, may provide the resources and leadership necessary to broaden the awareness of the ADT programs and their benefits.

Career and Technical Education and high school articulation are expanding under new legislation and initiatives sponsored by the Chancellor's Office. As these initiatives are launched, pathways and partnership expertise may be required of the Articulation Officer. These pathways may result in future CTE and workforce readiness programs that also yield opportunities for transfer.

There are significant implementations related to ASSIST and C-ID. These changes will require the Articulation Officer to work with all constituents in providing the necessary training and professional development.

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 SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

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 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO 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.							
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 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO 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.							
b2.							
b3.							
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 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO 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.							
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 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.							
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO 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.	Articulation Support Position	1		Supports Strategic Plan Goals 2 & 3	86, 271	Ongoing	No
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2013 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO 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?

None

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

As mentioned in Step II Planning, I have facilitated the leadership required in order to create six additional Associate Degree for Transfer programs. These programs include

- Economics
- Communication Studies
- Studio Art
- Kinesiology
- Anthropology
- Spanish

Additionally, the following ADT programs are in development at the Chancellor's office and expected to be active as of Fall 2018;

- Music
- Biology

Moreover, I am working with department faculty in the following departments to create the following ADTs:

- Film, TV and Media
- Child and Adolescent Development

Each of these programs require C-ID approval. I continue to collaborate with faculty in developing the necessary curriculum required to align our curriculum with C-ID. Since January, 2015, I have been successful in 39 C-ID approvals. These approvals contribute to the creation of defined pathways and student mobility to move across the system of the California Community College and into the California State University.

As mentioned earlier, articulation with private colleges and universities remains a challenge due to the separation of an MOU from a transfer articulation agreement. Moreover, BP/AP 4050 have not been updated since 2009 and, therefore, are not responsive to the current needs of Articulation. Nonetheless, the following private articulation agreements have been created:

- Alliant University
General Education with major preparation in
- JP Catholic University
General Education with major preparation in Business , Communications Media emphasis Acting, Animation, Game Development, Post-Production, Producing, Production, Screenwriting, Studio Production
- University of Redlands
General Education with major preparation in Business and Business Management

These partnerships align with Palomar's strategic planning and enhance student mobility. Moreover, adult learning professionals are able to move through the community college system and into a university while working full-time, as represented by the new partnership with the University of Redland's School of Business.

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.

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.)

Please identify faculty and staff who participated in the development of the plan for this department:

Michelle Barton

Chris Norcross

Name

Name

Name

Name


Department Chair/Designee Signature


Date


Division Dean Signature


Date


Division Vice President Signature


Date

- Provide a hard copy to the Vice President Gonzales no later than November 3, 2016.
- Email an electronic copy to mlavigueur@palomar.edu by November 3, 2016.

- Email an electronic copy to rjohnson3@palomar.edu by November 3, 2016.