Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Earth, Space, and Environmental Sciences

Discipline Name
Oceanography (OCN)

Department Chair Name
Cathy Jain

Division Name
Mathematics, Science and Engineering

Website address for your discipline
https://www2.palomar.edu/pages/oceanography/

Discipline Mission statement
The mission of the Oceanography Program at Palomar College is to fulfill the general education physical science requirement for degree or transfer. The Oceanography Program offers students the opportunity to study the dynamic processes and interconnections that affect Earth's marine systems including the study of geological, chemical, physical, and biological oceanography. Further, the Oceanography Program seeks to help students develop an understanding of the ocean's influence on humans as well as their impact on the ocean environment. Students who successfully complete the program will be able to make informed and responsible decisions regarding the oceans and its resources.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.
Al Trujillo, Professor ESES Department

Lisa Yon, Ph.D., Professor ESES Department

Full-time faculty (FTEF)
2.0

Part-time faculty (FTEF)
1.8

Classified & other staff positions that support this discipline
Academic Department Assistant (20%)
Department Technician (10%)

Additional hourly staff that support this discipline and/or department
None

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.Click here for a link to Palomar's GE/ILOs.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
68.0%

Why did you choose this standard?
Students perceive that science courses are more difficult than other classes. From what our students tell us, the most common reasons are that science courses are "hard" and they have a lot of vocabulary. Over the past 5 years of data, the Oceanography Program success rate has varied from a low of 67% (Fall 2013-2014, Fall 2014-2015) to a high of 73% (Fall 2016-2017) and averages 69.8%, which exceeds the Discipline Course Success Rate of 68% and is just slightly below the college's institutional standard of 70%.

What is your Stretch goal for COURSE success rates?
71.0%

How did you decide upon the goal?
According to Palomar's ACCREDITATION MIDTERM REPORT (MARCH 2019), the campus-wide Stretch Goal for the college is 71%. Although the college has not yet achieved that goal, the Oceanography Program has met the success rate Stretch Goal of 71% twice (Fall 2015-2016 and Fall 2017-2018) and has even exceeded that value once (73%, Fall 2016-2017), so it seems to be an achievable goal for the Oceanography Program.

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?
Oceanography 100 Lecture is offered on the Main Campus in prime-time morning time blocks, which are some of the most popular classes for students. Evening courses just don't fill to capacity as do the classes offered in prime-time morning time blocks. Oceanography 100 Lecture is also offered online, which meets students' needs, but it is standard knowledge that online courses typically have lower success and retention rates (this is true for campus-wide online courses as a whole). One suggestion is to make students more aware of the rigors and time commitment involved in an online course before being able to enroll in an online course. Otherwise we are unsure what help is needed on how to close this gap.

Gender: Why do you think gender differences exist? What do you need to help close the gap?
Based on data analysis, if one filters the data carefully enough, shortcoming could be found in both success and retention rates for various ethnicities in both Oceanography 100 Lecture and Oceanography 100 Lab. For example, In terms of Ocean 100 Lecture success rate, the data show that younger students who are Black, Hispanic, or Multi-Ethnicity, who are female, and who are part-time students and/or are non-Veteran and/or Foster Youth seem to be struggling the most. For Ocean 100 Lab success rate, the data show that older students who are Multi-Ethnicity, Pacific Islander, or Asian, who are male, and who are part time students and/or are Veteran and/or Foster Youth seem to be struggling the most. It is noted that these trends may show up as a result of small sample size. Further, because these items are self-reported by students, errors could be involved in the data-gathering process. It is unknown what help is needed on how to effectively close this gap.

Age: Why do you think age differences exist? What do you need to help close the gap?
Based on data analysis, if one filters the data carefully enough, shortcoming could be found in both success and retention rates for various ethnicities in both Oceanography 100 Lecture and Oceanography 100 Lab. For example, In terms of Ocean 100 Lecture success rate, the data show that younger students who are Black, Hispanic, or Multi-Ethnicity, who are female, and who are part-time students and/or are non-Veteran and/or Foster Youth seem to be struggling the most. For Ocean 100 Lab success rate, the

data show that older students who are Multi-Ethnicity, Pacific Islander, or Asian, who are male, and who are part time students and/or are Veteran and/or Foster Youth seem to be struggling the most. It is noted that these trends may show up as a result of small sample size. Further, because these items are self-reported by students, errors could be involved in the data-gathering process. It is unknown what help is needed on how to effectively close this gap.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Based on data analysis, if one filters the data carefully enough, shortcoming could be found in both success and retention rates for various ethnicities in both Oceanography 100 Lecture and Oceanography 100 Lab. For example, In terms of Ocean 100 Lecture success rate, the data show that younger students who are Black, Hispanic, or Multi-Ethnicity, who are female, and who are part-time students and/or are non-Veteran and/or Foster Youth seem to be struggling the most. For Ocean 100 Lab success rate, the data show that older students who are Multi-Ethnicity, Pacific Islander, or Asian, who are male, and who are part time students and/or are Veteran and/or Foster Youth seem to be struggling the most. It is noted that these trends may show up as a result of small sample size. Further, because these items are self-reported by students, errors could be involved in the data-gathering process. It is unknown what help is needed on how to effectively close this gap.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?
Based on data analysis, if one filters the data carefully enough, shortcoming could be found in both success and retention rates for various ethnicities in both Oceanography 100 Lecture and Oceanography 100 Lab. For example, In terms of Ocean 100 Lecture success rate, the data show that younger students who are Black, Hispanic, or Multi-Ethnicity, who are female, and who are part-time students and/or are non-Veteran and/or Foster Youth seem to be struggling the most. For Ocean 100 Lab success rate, the data show that older students who are Multi-Ethnicity, Pacific Islander, or Asian, who are male, and who are part time students and/or are Veteran and/or Foster Youth seem to be struggling the most. It is noted that these trends may show up as a result of small sample size. Further, because these items are self-reported by students, errors could be involved in the data-gathering process. It is unknown what help is needed on how to effectively close this gap.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
The course assessment methods that have been deemed valid have high participation rates from all oceanography instructors. The results show that students are meeting the assessment goals, so there wasn't any consideration about improving the assessment methods.

Summarize the major findings of your course outcomes assessments.
Students are able to successfully pass the course assessments with success rates varying from 70% to a high of 96%, where the minimum assessment pass rate is equal to 70% This means that for both Ocean 100 Lecture and Ocean 100 Lab, the assessments are being met. After the assessment results have been compiled, the Oceanography 100 Lecture instructors meet to brainstorm best practices, share proven strategies for retention and engagement, and consider program-wide changes about pedagogy as a result of this reflection. By sharing the ways in which various instructors teach each SLO content area, there is an effort to ensure quality and consistency of instruction. In fact, some of these successful teaching techniques have been adopted by other instructors within the discipline. In this way, the SLO assessments have improved our courses and program.

Regarding the assessment scores for Ocean 100 Lecture, the likely reason for the high assessment score for the third SLO assessment on middle latitude marine productivity is due to the fact that it was the most recent topic covered of the three SLO topics, all of which were assessed during the final exam in the course. In all three SLO assessments, slightly different content covered by various instructors may have

resulted in the range of scores on the assessment. For example, some of our newly hired adjunct faculty had very low assessment scores, which will likely improve as these instructors gain experience in teaching this subject matter. It is also noted that online sections had some of the highest assessment scores overall, but the data shows that this is already changing as Oceanography 100 Online class sizes have increased from 32 to 42 students.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how ***all*** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

25-1051.00 Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary
19-2021.00 Atmospheric and Space Scientists
19-2042.00 Geoscientists, Except Hydrologists and Geographers
19-4099.00 Life, Physical, and Social Science Technicians, All Other
19-4041.02 Geological Sample Test Technicians

New or emerging careers: One potential area of employment is with aquaria and other public outreach organizations that explain oceanography to the general public.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

In essence, the KSAs needed for employment in any of the above fields are basic oceanographic knowledge (e.g. the geological, chemical, physical, and biological elements that control the oceans), as well as general scientific skills and abilities. Further, an advanced degree (M.Sc. or Ph.D) are required for most jobs involving oceanography.

More specifically, knowledge needed includes:
Education and Training
English Language
Mathematics
Computers and Electronics
Physics
Chemistry
Geology
Biology

Skills needed include:
Speaking
Reading Comprehension
Instructing
Problem Solving Using Scientific Principles

Active Listening

Abilities needed include:
Oral Expression
Speech Clarity
Oral Comprehension
Written Comprehension
Deductive Reasoning

How does your program help students build these KSA's?
By completing courses in oceanography at Palomar College, successful students have a basic background in science and fundamental oceanographic concepts to enable them to continue their education at other 4-year institutions. Many of these KSAs are fundamental items (English Language, Speech Clarity, Reading Comprehension) that a student learns in a variety of classes while obtaining a college degree.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Through various outreach opportunities, such as Palomar's STEM Conference, Palomar's Active Learning Leaders (ALL) Conference, meetings with local high school counselors, and other off-campus events such as talks at the Birch Aquarium at Scripps.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Reduce Ocean 100 Online class size from 42 to 32 students and resist district efforts to increase Ocean 100 Online class size to 60 students

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
This is a working condition issue, so Trujillo is working with the union to fight the district's attempt to increase Oceanography 100 Online class size from 42 to 60 students. Increasing Oceanography 100 Online class size from 32 to 42 students has already negatively affected the success and retention rates of Oceanography 100 Online; these trends need to be reversed.

Outcome(s) expected (qualitative/quantitative)
The union is currently in negotiation with the district about this issue to establish fair working conditions for all instructors across all disciplines on campus. If negotiations go as planned, this issue should be resolved in the next contract for Fall 2020.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
To maintain quality online instruction and fulfill the mission of the Oceanography Program, the class size for Oceanography 100 Online should be reduced to 32 students. In fact, increasing Oceanography 100 Online class size from 32 to 42 students has already negatively affected its success and retention rates.

Expected Goal Completion Date
8/28/2020

Goal 2

Brief Description
Hire a new full-time interdisciplinary oceanography/geology instructor to replace Patty Deen, who retired in December 2018

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Assess status of program and complete Staffing and Resources section of this PRP.

Outcome(s) expected (qualitative/quantitative)
The hiring of a replacement interdisciplinary oceanography/geology instructor will ensure consistency and quality of instruction within the Oceanography and Geology Programs at Palomar College.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The Oceanography Program at Palomar alone offers enough classes to support 3 full-time oceanography instructors, and we are down to 2 (one of which also teaches other Earth Science disciplines). We need to hire an additional full-time interdisciplinary oceanography/geology instructor to replace Patty Deen, who retired in December, 2018. We also need to be compliant with state law, which specifies a full time to adjunct instructor ratio of 75/25% for classes taught in our discipline.

Expected Goal Completion Date
8/2/2021

Goal 3

Brief Description
Work with administration to initiate an official registration waitlist for Oceanography 100 Lab

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Administration has told us that because Ocean 100 Lab has a prerequisite of enrollment in Ocean 100 Lecture, which must be verified by registration software, a waitlist cannot be generated. As sections fill before the beginning of the semester, potential students are not given the opportunity to be added to a waitlist, which gives students the false impression that the class in unavailable for them. Seats are only opened up as students drop in the pre-semester registration period. Only students who happen to check at the right time are able to register for the class. Students have complained about this and the college is no doubt losing student enrollments to what appears to be a simple, fixable software issue.

Outcome(s) expected (qualitative/quantitative)
If the registration software can be fixed, it will allow students to be on a waitlist for Ocean 100 Lab when the class fills; this will potentially increase enrollments in the lab class.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
If we are interested in helping students graduate on time by getting the classes they need, then it seems strategically important to allow students to register for a waitlist when an Ocean 100 Lab class is full. This aligns with the department mission statement, the college strategic plan, and Guided Pathways.

Expected Goal Completion Date
6/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
Yes

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Interdisciplinary Oceanography/Geology Instructor

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
The success of district goals such as Guided Pathways and Strategic Enrollment Management (SEM) rely on disciplines being able to provide excellence in learning opportunities (consistent standards/quality of instruction as well as curriculum development) which, in turn, leads to enhanced student retention and success. This, of course completely overlaps with discipline and department goals.

With the retirement of Patty Deen in December 2018, the Oceanography Program currently has two full-time faculty members (Al Trujillo and Lisa Yon), but only Al Trujillo teaches a full load in oceanography. Lisa Yon has 40% of her teaching load in oceanography and is responsible for coordinating OCN Lab schedules/activities and curriculum updates, including the update of the latest edition of the OCN 100 lab manual. However, Dr. Yon also oversees the Earth Science Program and has 60% of her teaching load in that discipline including being responsible for ES curriculum updates. As a result, almost 60% of the courses offered in oceanography are taught by part-time faculty. Thus in order to maintain consistent standards/quality of instruction, considerable time is invested in the hiring, training, and evaluation part-time faculty who often go on to other jobs thus necessitating an on-going cycle of hiring, training, and evaluation. This is not an efficient way to maintain consistent standards/quality of instruction nor does it lend itself to maintaining acceptable levels of student support, retention, and success.

District goals also include increasing student access to educational opportunities through increased offerings at satellite campuses. Beginning Fall 2018, offerings at the Rancho Bernardo Center included both an OCN lecture and lab. As there is no designated instructional support assistant at this satellite campus, the logistics of setting up labs and equipment fell to the discipline faculty. During the Fall 2018 semester, Lisa Yon spent over 20 hours setting up equipment/supplies at the Rancho Bernardo campus and meeting regularly with the part-time faculty teaching at the new campus to ensure a smooth transition. SEM goals important at the RB Center include recruitment/marketing (making students aware of the opportunities) and providing a positive classroom experience (via well-qualified faculty) with the goal of retention and success for enrolled students. A committed full-time faculty member would greatly assist in achieving this goal.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Although our current part-time faculty are talented instructors and show a dedication to the program, they are not a replacement for a full-time faculty member. Finding qualified part-time faculty who can teach according to designated course offerings is challenging; Lisa Yon has spent considerable time this past year reviewing applicant credentials for the part-time teaching pool in both Oceanography and Earth Science. We have also tried reaching out to four year universities (UCSD, UC Irvine) as well as other local community college districts to secure additional part-time faculty, only to find very limited success. Should an applicant be qualified, we still face challenges in scheduling due to the fact that part-time faculty fall into two categories:

- They teach for us in addition to holding a full-time job elsewhere and thus can only teach evening classes.
- They are part-time instructors at several regional colleges and thus we compete with other colleges for their hourly availability.

Currently two regional community colleges are in the process of hiring full-time replacements for their Oceanography faculty who retired within the last year. Three of our current part-time faculty have applied for these positions and we may be losing their talents as a result. A separate part-time faculty member has already informed us that they have accepted a full-time position elsewhere and will not be returning for any future teaching assignments.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

The passing of California AB 1725 set the goal of a 75:25 ratio requiring full-time faculty teach 75% of a college's offerings. In Oceanography, due to the nature of expanded teaching assignments in Earth Science and Geology, we have struggled to meet this goal. With the retirement of Patty Deen, we will be looking at an average of less than 40% of Oceanography courses being taught by full-time faculty. Considering the academic role that Patty Deen served in Geology as well, the data provided by the College speaks volumes. Currently the average Full-time Equivalent Faculty in Oceanography (3.13 over six years) and Geology (1.40 over six years) indicates that typical course offerings require the equivalent of 4.5 full-time faculty members. We are clearly understaffed with only 3 full-time faculty members across both Oceanography and Geology disciplines and as the text of AB 1725 states "the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction."

In addition to the legislative aspect, Oceanography and Geology disciplines have regularly collaborated in Regional Field Studies courses (GEOL 195), such as GEOL195B- Southern California Coast. Field courses are an essential part of any Geology Program, and at Palomar College the Geology Program offers both an A.S. and A.S.-T in Geology. The field courses are required for the A.S. degree. The nature of these field courses is such that they require two faculty members for logistical and safety reasons.

Logistics and safety also play a role in staffing of OCN 100 lab sections. With the retirement of Patty Deen, 60% of the lab offerings are now being taught by part-time faculty. Spring 2019 offerings necessitated the hiring of two new part-time faculty to teach OCN 100 lab sections. Considerable training time must be spent with these faculty to ensure proper set-up of labs (safety is a priority with labs such as Seawater Chemistry) and the logistics of field trips. About 25% of the lab meetings are field trips to regional coastal settings where students directly engage in observation of coastal processes, collect data for analysis, or learn about important topics such as mariculture or desalination. As part-time faculty members move on to new jobs, this again necessitates an on-going cycle of hiring, training, and evaluation. If the majority of teaching staff are associated with this "revolving door" scenario, the situation also places unreasonable demands on the program to maintain quality of instruction and to develop innovations in curriculum.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

The Oceanography discipline has consisted of three full-time faculty since Fall 1997. Over time, however, the duties of the faculty have shifted in response to student demand for specific courses within the department. Both Dr. Lisa Yon and Professor Patty Deen shifted 40-60% of their teaching load from Oceanography to Earth Science (e.g. ES 100) as well as to additional Geology courses (e.g. GEOL 110) including field courses (e.g. GEOL 195B, GEOL 195D, GEOL 195F). With the retirement of Professor Deen in December 2018, there is a crucial need for a replacement full-time faculty member who can teach across Earth Science including Oceanography and Geology. Currently the average Full-time Equivalent Faculty in Oceanography (3.13 over six years) and Geology (1.40 over six years) indicates that typical course offerings require the equivalent of 4.5 full-time faculty members. Thus, we are understaffed with only 3 full-time faculty members across both Oceanography and Geology disciplines.

Clearly hiring a full-time faculty member to support the goals across the Oceanography and Geology disciplines will enhance productivity in areas such as curriculum management including evaluation of both course and program learning outcomes. In addition, full-time faculty will be more involved in student, department, and institutional activities thus promoting not only productivity and shared governance, but also the efficiency of our academic programs and course offerings. Full-time faculty members provide essential stability for program planning and curriculum development. They also provide levels of availability that students need outside of the classroom, such as involvement in course advisement, community outreach, and extracurricular activities (Geoscience Connection club, Earth Science Week activities, STEM Conference). In addition, effectively expanding the program

(Oceanography/Geology/Earth Science) to satellite campuses such as Rancho Bernardo requires the attention of full-time faculty. If College/District plans include this goal, then support and allocation of resources must be provided for the hiring of a full-time faculty member as a replacement for a retired full-time faculty member.

Is your department affected by faculty on reassigned time. If so, please discuss.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
3

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments
Reviewed and approved.

Chair Name
Catherine Jain

Chair Sign Date
10/28/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
I commend the department for taking a thorough look at success and retention rates. The OCN courses

are very popular to meet GE requirements and it is obvious the department takes student success seriously.

Areas of Concern, if any:

Recommendations for improvement:
The department mentioned a few things that might be barriers for students, most notably that students may not understanding the rigor of an OCN course, particularly if online and that waitlists are an issue. I recommend reaching out to the SYEM center and/or the ATRC to see what resources may be available to students and faculty. For the waitlist issue, please reach out to Barb Kelber and Kelly Falcon, who lead the waitlist workgroup on IPC.

Dean Name	**Dean Sign Date**
Nichol Roe	12/19/2019

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)	**IPC Review Date**

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Outcome section is really interesting. Appreciate the discussion about demographics as well.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name	**Vice President Sign Date**
Jack S. Kahn Ph.D.	1/30/2020